



2026 ANNUAL REPORT

Te Pūrongo ā-Tau

For the year ended 31 December 2025



**Te Rito
Maioha**

Early Childhood
New Zealand

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

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

– Tuteira Pohatu

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President's statement

Te tauākī a te Perehitini

**E ngā mana, e ngā reo, e ngā karangaranga maha,
tēnā koutou katoa.**

**Talofa lava, malo e lelei, fakalofa lahi atu, taloha ni,
mauri, bula vinaka, namaste.**



This past year has once again reminded us that change is constant in early childhood education, but the scale, pace and nature of change in 2025 has been unprecedented. Our education landscape has continued to shift under a complex and, at times, fragmented political environment. With responsibilities for education spread across multiple ministers, the coherence and direction of policy has been increasingly challenging to navigate. At times, it has felt the hard-won achievements of our sector are unravelling - turning the clock back 40 years to position ECE as a labour market tool, not as a right of every tamaiti to high quality education.

For Te Rito Maioha, this has reinforced the importance of our role as both a provider of teacher education and a strong, principled advocate for the sector. We have remained steadfast in championing high quality early childhood education, the importance of qualified kaiako, and the centrality of evidence-based policy. While the government has further change in its sights, particularly around teacher qualifications and funding, we have worked alongside sector leaders to ensure that the voice of ECE remains clear, credible and influential.

Despite this uncertainty, there is much to celebrate. We see our members' extraordinary mahi across diverse communities, ensuring our tamariki mokopuna thrive. Our organisation continues to grow in strength. Enrolments have increased significantly, with 61% of taura having been recommended to enrol with us, an extraordinary reflection of the trust placed in Te Rito Maioha by our communities. These results speak not only to the quality of our programmes, but to the collective mahi of our kaimahi across the motu. From our academic teams to our regional leaders and support services, this success is truly he waka eke noa - a shared achievement built on commitment, care and belief in our kaupapa.

Our bicultural commitment continues to sit at the heart of everything we do. This year has seen further strengthening of our leadership in this space, alongside continued investment in kaupapa Māori roles and relationships that ensure we honour Te Tiriti o Waitangi in principle and in practice. We remain deeply committed to ensuring that mātauranga Māori, te reo Māori and tikanga Māori are embedded across our organisation and programmes.

Internationally, our influence continues to grow. From hosting study tours and welcoming manuiri from Canada and beyond, to strengthening partnerships in the Philippines and engaging with global education communities, Te Rito Maioha is contributing to conversations about indigenous knowledge, bicultural practice, and high-quality teaching on the world stage. At home, we have celebrated the achievements of our taura, with 415 graduates across our eleven takiwā, a powerful reminder of why we do what we do. Each graduate represents

not only personal achievement, but a contribution to the future of education in Aotearoa. Te Rito Maioha's reputation is strong in Aotearoa and internationally as a bicultural organisation, a vocal advocate for high-quality ECE, and excellence in teacher education and research, and tertiary education. The achievement and retention of that status is in no small measure attributed to our Chief Executive Kathy Wolfe for her strategic foresight, knowledge and expertise demonstrated so ably by her leadership.

I also pay tribute to our senior leadership and management teams, and to our kaiako and kaimahi across the takiwā and in national office for your exceptional mahi this past year. Thank you for keeping our taura, kaiako, members, tamariki and young people at the heart of what we do, and supporting our taura, teachers and leaders to achieve success in their learning and practice. Thank you for ensuring the values we hold with pride are strong and lived authentically each day. Ngā mihi maioha ki a koutou.

I extend my thanks to Council members. It is a privilege to work alongside colleagues who each bring a deep commitment, a wealth of knowledge and diverse experience to the role. Ngā mihi, thank you for your vision and insight, and for your support. I pay special tribute to our Kaumātua George Konia who joined us in the second half of 2025 - ngā mihi e te matua - for your wisdom, guidance and support - and also to our Kaiwhakahaere Doris Kaua and Council member Māori Pandora Hawke who also joined us in mid-2025 - ngā mihi nui ki a kōrua. I also pay tribute to Christine Taare who completed her term on Council in early 2025 and acknowledge her influence, guidance and support as our Kaiwhakahaere.

And finally, thank you to our members and life members for your commitment to early childhood education, your engagement and participation, and for your pride in Te Rito Maioha. We are strong because of our people, our shared values, our commitment to tamariki, and our belief in the transformative power of education.

As we look ahead, the challenges remain, but so too does our resolve. We have a responsibility to look out for and look after our tamariki, to support our taura to become inspiring, passionate and capable kaiako and authentic leaders, and to support our members to provide high-quality teaching and learning in their ECE services and schools. Te Rito Maioha holds a unique and privileged position to influence the shape of Aotearoa for our future.

Nō reira, tēnā koutou katoa.
Mauri ora, nā

A handwritten signature in black ink, appearing to read 'Clare Wells'.

Clare Wells QSO
President | He Perehitini

Chief Executive's statement Te tauākī a te Pou Whakahaere

Tēnā koutou katoa,

2025 has been a year defined by both strong organisational performance and significant external challenges.



Across the education sector, we have experienced ongoing policy shifts, funding pressures, and increasing uncertainty about the future direction of early childhood education in Aotearoa. Yet through it all, Te Rito Maioha has remained focused, resilient, and unwavering in our commitment to our kaupapa and the kaupapa of Early Childhood Education.

One of the most encouraging indicators of our strength is our continued commitment to graduating confident and competent teachers, whether new to the profession or enhancing their professional practice across early childhood education and primary education. This year we achieved a 19% increase in enrolments, with 534 taura joining our programmes. Even more compelling is that 98% of our taura would recommend us, and 61% began their journey with Te Rito Maioha through word of mouth. These are not just statistics; they reflect the trust we have built, the strength and confidence in our reputation, and the lived experiences of those who engage with us. To bring these stories to life, we commissioned a video capturing the voices of our taura themselves, because there is no more authentic or powerful way to understand who we are and the impact we have.

This success is underpinned by the extraordinary mahi of our kaimahi across the motu. Our marketing and communications teams continue to elevate our brand and tell our story with authenticity and impact. Our Student and Administration Services team, alongside our Regional Education Leaders, programme leaders and academic teams, have worked tirelessly to support taura from first enquiry through to enrolment and beyond. Achieving a 63% conversion rate from application to enrolment is a remarkable result and speaks to the expertise in our systems, positive relationships, and shared purpose.

Our membership in the ECE sector remains at the heart of Te Rito Maioha, reflecting both the stability and depth of our relationships across the sector and the trust placed in us to advocate, support and lead. Over the past year, we have seen continued growth in membership, alongside strong engagement from providers, kaiako and sector leaders who look to us for guidance during a period of significant change. A highlight of the year was our highly successful national conference Seeds of Success | Ngā Purapura Angitū in Rotorua, which brought together a full house of members, practitioners and thought leaders. The conference provided a rich programme



Chief Executive's statement (continued)

Te tauākī a te Pou Whakahaere

of keynote presentations and workshops, creating space for connection, critical discussion and shared learning. Feedback was overwhelmingly positive, with attendees valuing both the quality of content and the opportunity to reconnect as a sector. Events such as this reinforce the importance of kotahitanga, strengthening our collective voice and ensuring we remain well-positioned to support our members and advocate for quality early childhood education in Aotearoa.

At the same time, the broader environment has required careful and strategic navigation. The fragmentation of education portfolios across multiple Ministers has introduced new layers of complexity into policy development and implementation. For Te Rito Maioha, this means engaging across multiple fronts, advocating in the early childhood, primary, teachers and tertiary spaces simultaneously, while ensuring our voice remains clear, credible, and influential.

Policy discussions throughout the year have included potential changes to teacher qualifications, funding models, and regulatory frameworks. In particular, proposals that risk lowering qualification requirements or prioritising cost over quality present significant concerns for the sector. We have been proactive in responding, working alongside sector leaders, engaging with Ministers and officials, and ensuring that the importance of qualified teachers | kaiako and high-quality education for tamariki and young people remains central to all conversations.

While there have been moments of uncertainty, there have also been positive signals. Public statements and support reinforcing the importance of qualified teachers in achieving strong outcomes for children are encouraging, and we will continue to advocate strongly to ensure that these principles are reflected in policy decisions.

Internationally, 2025 has been a year of growth, connection, and opportunity. We have strengthened our global presence through study tours, partnerships, and participation in international education forums. Hosting manuhiri from Canada and other countries has allowed us to showcase the robust nature of our bicultural model and the unique role of indigenous knowledge in education. The impact of these experiences has been profound, not only for our visitors, but for our own kaimahi and taira, who continue to engage in rich cultural exchange.

Our developing partnership with Arellano University in the Philippines represents another important relationship. This collaboration, built over more than a year, will support joint programmes, research, and pathways for international taira.

It reflects our strategic intent to grow our international footprint while remaining grounded in our values and identity.

Closer to home, we have continued to invest in strengthening our organisation. Leadership development, strategic planning, and organisational design have been key areas of focus. Our Senior Leadership Team has engaged in meaningful planning and scenario discussions to ensure that we are well-positioned to respond and pivot to a rapidly changing environment. We are committed to being both proactive and agile, ready to flexibly adapt while staying true to our purpose.

Our commitment to bicultural excellence remains central to all that we do. This year has seen further durability of our leadership in this space, including the appointment of key kaupapa Māori roles including Awhimai Reynolds our Pouhere Kaupapa Māori | General Manager Māori Strategy and Partnerships. This is a role that will guide our strategic and operational direction. These roles ensure that mātauranga Māori, te reo Māori, and tikanga Māori are not only visible, but woven within our programmes, systems, processes and relationships. It is always a journey for us.

We have also continued to prioritise the wellbeing and connection of our kaimahi. Initiatives such as our organisation-wide wellbeing programme, community engagement days, staff hui, and ongoing professional development opportunities reflect our belief that a durable, connected, competent and resilient workforce is essential to delivering quality outcomes. The passion and commitment of our people is one of our greatest strengths, and it is something we actively nurture and celebrate.

This year, we also celebrated important milestones. Our graduation ceremonies across the motu were powerful reminders of the impact of our mahi, with 415 taira graduating as undergraduates, graduates or postgraduates in ECE or primary. These moments of celebration, grounded in whānau, culture, and achievement, reflect the heart of who we are as an organisation.

We have also seen success in our academic programmes, with positive external reviews and commendations affirming the quality of our teaching and learning. These outcomes are a testament to the expertise and dedication of our academic teams, who continue to deliver programmes that are both rigorous and deeply supportive of our taira.

Our research team and staff have delivered outstanding work, producing significant and impactful research outputs. The depth

of analysis and innovative methodology applied to different genres of expertise has been truly impressive, significantly advancing our goals and setting a benchmark for excellence. Their dedication to rigorous, high-quality research, and their ability to translate complex data into actionable insights, reflect our commitment and are invaluable to our mission and reputation as a tertiary provider in teacher education.

However, we must be vigilant about the challenges ahead. Funding constraints exacerbated by Budget 2025, policy changes, affronts on Te Tiriti o Waitangi, the cessation of the Teachers Pay Equity Claim, the changes imposed in the Teaching Council, and ongoing pressures on the ECE sector will continue to shape our environment. The potential impacts on ECE services, teacher supply, and the attractiveness of the profession are significant. These challenges require us to remain vigilant, strategic, and united in our advocacy.

We will continue to work alongside our sector partners to influence positive outcomes, ensuring that the needs of tamariki, whānau, and kaiako remain at the centre of decision-making. Our role as both a tertiary provider and a membership organisation gives us a unique manifesto to do this, and we take that responsibility seriously.

What gives me confidence as we look to the future is our people, he tangata, he tangata, he tangata. The dedication, professionalism, and aroha demonstrated by our kaimahi, alongside the commitment of our members and taura, ensure that Te Rito Maioha remains durable, resilient, competent, relevant, and impactful. Recently we have developed micro credentials to respond to a growing demand in Aotearoa. The leader of our Student Services Team Janelle Crooks, won an award for Excellence in Management from the Association for Tertiary Education Management, while there were many more staff who achieved significant outcomes with their te reo learning. This is evidence of the continued commitment our people make in improving not only their skills, but in developing impactful and meaningful programmes to enhance the profession.

None of our achievements would be possible without our people. Their mahi underpins everything we do, and I am deeply grateful for their contribution.

Last year we also took the time to acknowledge and farewell a number of valued colleagues who made significant contributions to Te Rito Maioha and our taura, members and stakeholders. In

particular, we recognised the departure of long-serving leaders such as Arapera Herewini-Card whose dedication, expertise and commitment helped shape the organisation we are today. Their influence can be seen across our programmes, our bicultural journey, and the strong relationships we hold with our members and communities. We extend our sincere gratitude for their years of service and the legacy they leave behind. While farewells are never easy, we celebrate their contributions and wish them well in their next chapter, confident that the foundations they have helped build will continue to support our ongoing growth and success.

To our governing body, thank you for your dedicated and steadfast time, expertise, and leadership in governing Te Rito Maioha; ngā mihi nui ki a koutou. I also wish to acknowledge our leadership and management team, whose commitment to our kaupapa is expertly demonstrated each day. Tino pai ki a koutou.

As we move forward, we will continue to advocate for quality education, support our taura and members, and uphold the values that define Te Rito Maioha. We will remain steadfast in our commitment to tamariki, to kaiako, and to the future of education in Aotearoa.

“Kua tawhiti kē to haerenga mai, ki te kore e haere tonu. He nui rawa o mahi, ki te kore e mahi nui tonu”.

“You have come too far, not to go further. You have done too much, not to do more”.

- Sir James Henare

Nō reira, tū kaha, tū māia.

Ngā mihi nui, tēnā koutou, tēnā koutou, tēnā tātou katoa.



Kathy Wolfe
Chief Executive | Pou Whakahaere

Remembrance

Hei Maumaharatanga



Jan Taouma

He aitua

Kua hinga te totara o te wao nui a Tāne. E tangi hotuhotu ana te ngākau, heke ana ngā roimata, e kore koe e warewarehia e te mareikura e Jan Taouma. He wahine manaaki, he wahine aroha, he wahine rangatira. Kua hoki atu koe ki te wāhi kua whakarite mō tātou te tangata, haere, haere, haere atu rā, haere ki to hoa rangatira e tatari ana mou. Kia tau te rangimarie, ki a koe me tō fanau, ki ngā iwi katoa.

Kia au to moe e te mareikura.

To fanau o Te Rito Maioha

Ua mālie toa, ua mālie tau.

Ia manuia lau malaga, Jan.

E le galo lou tautua ma ou galuega lelei,

mo alo ma fanau Samoa ma le Pasefika, i Niu Sila.

O se tinā lelei ma le fa'amaoni, ma le loto tele.

Mālō le tau, mālō le finau.

Ia fa'amaise le agaga le Atua i le aiga ma le fanau fanoanoa, ona o le valaau paia a le Atua.

A tōtara has fallen in the great forest of Tāne. Our hearts ache and our tears fall as we mourn the passing of our beloved leader and Life Member, Jan Taouma, a woman of immense mana, who will never be forgotten.

Jan's lifelong dedication to Early Childhood Education and in particular, for Pacific children, left an enduring legacy. In recognition of her extraordinary contributions, Jan was awarded the Queen's Service Medal in 2014.

Jan's passion for biculturalism and education blossomed while raising her children in Samoa. When she and her family returned to Aotearoa New Zealand in 1979, she recognised a vital need for Samoan language and cultural identity to be nurtured within the local community. Inspired by the success of Kōhanga Reo,

she set out to create a similar platform for Samoan families laying the foundation for what would become the A'oga Fa'a Samoa society.

Advocacy was a driving force in Jan's life. She worked tirelessly to ensure Pacific families had a voice in key decision-making spaces. What began as a kindergarten in a room in Herne Bay, Auckland, grew into the country's first fully licensed Pacific early childhood centre in 1990.

Jan joined the association in 1986 and immediately found herself among kindred spirits. The organisation's bicultural aspirations and the support of early childhood champions such as Alison Leonard, Carol Smith, and Barbara Hale gave Jan the encouragement and support she needed to succeed. "I was always battling for things to do with Pacific Island people and writing letters to some person or other because we had been missed out."

In 1988, a Pacific pathway course was established with what would become Te Rito Maioha, and this was the beginning of long-awaited training for A'oga Fa'a Samoa staff. It is a testament to Jan that she did everything in her capacity to make things work at A'oga Fa'a Samoa, from driving the van, managing administration, and supporting the staff, as and when required.

Jan's legacy lives on in the countless lives she touched and in the strong, culturally grounded Pacific early childhood education movement she helped shape. Her service, vision, and fierce love for her community will not be forgotten. Return now to your loved ones who wait with open arms. We bid you farewell, our beautiful Jan. We send our love to your whānau and the wider Samoan community. Rest in paradise.

Our Council

Tō mātou Kaunihera



Clare Wells
National President



Dr Doris Kaua
Kaiwhakahaere



George Konia
National Kaumātua



Pandora Hawke
Council Member Māori

Te Rito Maioha is an incorporated society of members governed by a member elected Council. The Council oversees Te Rito Maioha's strategic direction and policies and meets four to five times each year. Te Rito Maioha's Council comprises a National President, a Kaiwhakahaere and five members; of these, one position is reserved for Māori, one for Pasifika, and one for a staff representative on the Council. Additionally, two co-opted Council members currently serve on Council to complement and broaden the governance skillset of Council. The Council is guided on tikanga Māori by a National Kaumātua and Kaiwhakahaere.

Our Council is responsible for:

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

Council changes:

Christine Taare - Outgoing Kaiwhakahaere. Elections: Clare Wells - Re-elected as President of Te Rito Maioha and General Council Member for a further term of three years. Pandora Hawke - Elected as Council Member Māori for a term of three years. Additionally, George Konia was appointed as National Kaumatua by the Council following Martin Wikaira's departure. Dr Doris Kaua was co-opted by Council to the vacant position of Kaiwhakahaere following the 2025 Annual General Meeting. This co-option is for the period up to the 2026 Annual General Meeting under Te Rito Maioha's Constitution.



Italia Taouma
Council Member Pasifika



Cathy Wilson
Council Member General



Rhys Barlow
Council Member



Nick McKissack
Council Member



Clark McPhillips
Staff Representative



Vaolele Walker
Council Member General

Our leadership

Ō mātou kaihautū



Kathy Wolfe
Chief Executive |
Pou Whakahaere



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



Arapera Herewini-Card
(retired in July 2025)
Senior Advisor Māori |
Pouhere Kaupapa Māori



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

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



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



Carolyn Mitchell
General Manager People and
Capability | Kaiwhakahaere
Pūmanawa Tangata



Te Rito Maioha

OUR PURPOSE TŌ TĀTOU KAUPAPA

To inspire, empower and educate teachers and learners, embracing cultures and languages to ensure every child's potential is ignited.

Kia whakahihiko, kia whakamana, kia hoatu rā te mātauranga me te āheinga ki ngā kaiako me ngā taurira e pōwhiritia ana ngā ahurea, ngā reo rangatira o te ao, kia tutungia e rātou te pito mata kei ia tamaiti.

OUR COMMITMENT TE PAE TATA

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

He rōpū tikanga-a-rua ā Te Rito Maioha, ko tā mātou e manawanui nei, he whakaako, he rangahau, he whakatuārā, kia tautoko ngā tamariki, ngā whānau, ngā kaiako, me ngā whare kōhungahunga katoa. Kia pai ai tā mātou mahi, ka mau kaha nei ki ngā tūhononga, kia kakama tātou ki te ako ngātahi, kia pūmau ki te angitu.



OUR GUIDING BELIEFS NGĀ WHAKAPONO ĀRAHITANGA

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

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

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

Teacher education is focused on cultivating reflective practitioners. Teachers should be well-versed in content knowledge and pedagogical strategies and continuously reflect on their experiences, adapt their practices, and engage in lifelong learning.

Our education programmes empower kaiako and educators to meet the diverse needs of their children|tamariki and contribute positively to their communities.

OUR VALUES NGĀ UARA

Making a difference – Te puawaitanga o te tangata

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

Including everyone – Whakawhanaungatanga

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

Caring and connecting – Manaakitanga

Innovating – Whakahihiko hinengaro

Illustration: Ngā Karekare Oranga - The waves of Wellbeing

The current/ripples from the spring (Puna) carrying energy, support and wellbeing (Ora).

Teaching and learning programmes

Ō mātou hōtaka whakaako

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

13

programmes

3

offshore approved
programmes
in 2025

Our portfolio of programmes, from diploma to master's level, provide a career-long learning pathway for students | taira, teachers | kaiako and leaders. Our programmes reflect our bicultural kaupapa and the best of local and international early learning research and practice, accredited, approved and highly rated by NZQA. In 2025 we offered 13 programmes of study:

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

The three offshore programmes are:

- Bachelor of Education
- Postgraduate Diploma in Infant and Toddler Learning and Development
- Master of Education (ECE).

Bicultural practice and learning

Ngā tikanga ā rua

We were well supported through the challenges of 2025 by our Bicultural Strategy | Te Kōkiri Tikanga Rua and our Bicultural Principles of Teaching and Learning Online | Ngā Mātāpono Kākano Rua o te Mahi Ako Tuihono. Both contributed to assist staff to offer a learning environment that maintained a strong bicultural experience valuing the knowledge students would bring into the learning spaces in ECE and Primary school.

As part of our ongoing commitment to Te Tiriti o Waitangi, we recognise the importance of protecting Māori Data Sovereignty in the development and use of AI. Ensuring that Māori data is governed in ways that uphold tikanga Māori and tino rangatiratanga is essential to safeguarding Māori rights, cultural integrity, and collective wellbeing in an increasingly digital world. This commitment has resulted in the development of our principles for integrating generative AI into assessment design | Ngā mātāpono atamai iahiko hei māhere aromatawai. We continue to embed te reo Māori me ōna tikanga across all our programmes, ensuring that each of our taira benefits from authentic, meaningful learning experiences. This is achieved through the integration of local stories, histories and dialects with a consistent commitment to embracing mātauranga Māori (Māori knowledge) and ngā āhuatanga Māori (Māori ways of being and doing) in a way that students | taira not only learn but feel the senses of tika and pono (right and truth) in te ao Māori.

He Pātaka Reo, our language pantry programme, is an important platform for our students | taira, both for entry level learners, intermediate and advanced speakers which was launched in 2021. We have also developed the Te Taumata version with He Pātaka Reo for students | taira who are confident through to fluent speakers of te reo, supporting them to strengthen their use of te reo from entry into the programme through to completion of their qualification.

The He Pātaka Reo programme is also available to our members and staff across the organisation. Our bicultural practices and content were recognised by internal and external moderators. In our previous External Evaluation and Review, NZQA noted that:

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

Bachelor of Teaching (ECE)

Tohu Paetahi Whakaakoranga (ECE)

Our Bachelor of Teaching (ECE) continues to be our largest programme, reflecting best practice and currency within the early childhood education teaching profession. Both monitor's and moderator's reports highlight the strength of delivery and the high quality of the students joining the profession. In 2025, the external moderator for the Bachelor of Teaching (ECE) noted that the professional conversations held during external moderation were consistently robust and authentic. The two-way, collaborative critique of ideas and practice was highlighted as characteristic of the Bachelor of Teaching team's desire to offer learning and teaching of the highest quality.

Employer and Graduate surveys continue to reflect high student | taura satisfaction rates with the degree programme. A key feature has been the strength of pastoral care and support, both online and face to face that students | taura receive as they study. In 2025, the New Zealand Qualifications Authority (NZQA) granted Te Rito Maioha ECNZ approval for self-monitoring of the Bachelor of Teaching (ECE).

Bachelor of Education

Tohu Paetahi Mātauranga

This programme has been granted NZQA approval for international delivery and is currently growing in size and reputation. In 2023 it was also approved by NZQA as a self-monitoring programme, such is the high quality and strength of the degree. The programme's offshore delivery was monitored by NZQA in 2025. External moderation and monitoring continues to report the Bachelor of Education as a programme that provides high quality learning opportunities for its students | taura. The programme has continued to provide another pathway for students | taura to join our Graduate diplomas (primary and ECE).

Bachelor of Teaching (Primary)

Tohu Paetahi Whakaakoranga (Kura tuatahi)

The Bachelor of Teaching (Primary) has continued to grow significantly since the first cohort started in 2021, as it has increased approximately from 20 to 100 in the first-year intake. The monitor's report has continued to be a chance to receive feedback and look at programme development and review. The monitor identified that the programme is delivered to a high quality and continues to gain recognition within the sector.

The Bachelor of Teaching (Primary) continues to face programme challenges due to government bringing about significant changes to the primary curriculum. However, through a proactive approach, staying informed, and drawing on the skills and knowledge of the team, we have adapted positively to these changes. This ensures our students | taura gain the best possible foundation as they enter the teaching profession. This will continue to be a challenge in the coming year.

The programme is clearly taught as approved; systems and processes to ensure integrity in the quality of teaching and learning is evident. Staff are well supported at every level of the organisation and a sense of relational and bi-cultural practice forming the culture of the organisation is evident. Staff feel listened to, trusted and as a result are willing to work hard to achieve positive outcomes for learners.

- Quote from External Monitor 2025

Teaching and learning programmes (continued)

Ō mātou hōtaka whakaako

Graduate Diploma of Teaching (Primary) Pōkairua Paetahi (Kura tuatahi)

The Graduate Diploma of Teaching (Primary) was delivered for the first time in 2023 with a cohort of 14 students | tauira and has continued to grow in 2025 to approximately 80 students | tauira.

The Graduate Diploma of Teaching (Primary) faces the same programme challenges as the Bachelor of Teaching (Primary) in relation to the changing education environment. Experienced staff, effective relationships with the primary sector and high-quality organisational support means that the programme is in a good position to respond to these challenges in a positive and proactive manner.

The Graduate Diploma of Teaching (Primary) gained a significant number of places on the Student Onsite Training Programme (SOTP). This allowed students to receive some financial support towards their study from the Ministry of Education.

Graduate Diploma of Teaching (ECE) Mai i te kaha ki te kaha – Te Poutama ki te Pakaritanga (ECE)

When first offered in 2017, the Graduate Diploma of Teaching (ECE) attracted 30 students | tauira. In 2025 we introduced a mid-year cohort, starting in July, meaning that there are now two intakes a year for students | tauira. Student numbers in 2025 were:

- January cohort: 53 students | tauira, including 17 international students.
- July cohort: 22 students | tauira, including 7 international students.

In addition to this, a third block course venue located at the Christchurch | Ōtautahi takiwā-ako began in 2025. This provides a central location for students | tauira in the South Island, and another option for attending block course (in addition to the Wellington and Auckland venues) which may reduce travel costs for some students | tauira.

The Graduate Diploma of Teaching (ECE) maintains self-monitoring status gained in 2024, meaning that it is recognised by NZQA as a high-quality programme. The 2025 monitor reports on the strong leadership, excellent support and guidance to students in the programme. Our Graduate and Employer surveys continue to emphasise the supportive lecturers of the programme, and how this enables our graduates to become very employable and rise to leadership roles in a short time.

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

Tohu Pōkairua Mātauranga Kōhungahunga-Aperfield Montessori, Pasifika, Home-based (Noho kainga)

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

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

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

In 2025 we developed the New Zealand Diploma of Early Childhood Education and Care (Level 5) | Te Tohu Pōkairua Mātauranga Kōhungahunga to address sector interest in a level 5 general ECE qualification. This qualification will support students | tauira to begin their ECE journey and on completion they are able to transition into the Bachelor of Teaching (ECE) | Tohu Paetahi Whakaakoranga (ECE). This has been approved by NZQA and will be delivered in 2026.

Postgraduate Programmes Tohu paerunga

We are continuing to see growth in the numbers of students | tauira enrolling in our postgraduate programmes and it is exciting to see the growing trend of our postgraduate diploma students in both the leadership and infant and toddler learning and development programmes, continuing into the master's programme. In addition, we are experiencing real growth in the numbers of students | tauira wanting to enrol in their master's thesis. It is exciting to see many of our BTch students | tauira

coming back to us to start their master's, and in general to see the number of kaiako in the sector wanting to enrol in master's study. As our master's students | tauira complete their thesis or are engaged in it, we support our students to disseminate their findings. The dissemination of findings is a key aim of our master's programme, and it is very rewarding to see supervisors working with their students to hone their writing skills for publication. Of note, all our postgraduate programmes have achieved self-monitoring status with NZQA; this is testament to the quality of these programmes. In 2025, we established a scholarship for the Postgraduate Diploma in Infant and Toddler Learning and Development programme. The Postgraduate Infant and Toddler scholarship pays the study fees for a well deserving applicant for the duration of the programme. We thank the Te Rito Maioha Council for their support in funding this scholarship.

Te Moana nui a Kiwa - Pasifika Strategy

Tagata o le Moana Strategy

The Tagata o le Moana Strategy 2025-2028 outlines our commitment to the aspirations of Pasifika fanau and communities. The Kaitohutohu Matua Pasifika (Lead Advisor Pasifika Relations) leads the implementation of our strategic commitments to Pasifika fanau. Our organisation is committed to developing teaching and learning programmes that are responsive to Pasifika ways of knowing and being. The Curriculum Advisor Pasifika and Pasifika teaching staff provide advice on how we can continue to enhance our current suite of programmes, to ensure that the teaching curriculum is inclusive of Indigenous Pasifika knowledge and is informed by current and relevant research.

Developing and growing the capacity of Pasifika academic staff is critical. In 2025, a new Pasifika academic staff member

joined the primary team. We continue to reflect on how we can support the transition of our Pasifika students into postgraduate pathways who could potentially be mentored into lecturer/academic roles

Pasifika fanau success is a priority. In 2025, we extended the delivery of Online Bure from an annual online engagement to four sessions per year. Online Bure is a virtual community for our Pasifika fanau across our 11 takiwā ako (Regional Education Centres) to connect.

Engaging with our Pasifika communities across our REC regions is part of our ongoing commitment. In 2025, the Pasifika staff carried out the inaugural Pasifika Roadshow in the Rotorua and Tokoroa region. We continued to deliver Pasifika Fono and engage in key community events in Ahuriri, Whangarei, Otepoti and Tamaki Makaurau. From our Pasifika fono, there has been interest in our pathways into ECE and primary teaching and a steady growth in Pasifika enrolments in 2025.

Academic Quality Leader (AQL)

Kaiwhakahaere Tuawhiti Ngaio

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

The leadership needs to be commended on their strategies of support for staff and students that have helped to create a unique successful programme. I make mention of the dedication of the staff in this programme.

- Quote from External Monitor 2025

Our students

Ā mātou tauira

As a specialist provider of bicultural early childhood and primary teacher education, we had more than 1460 students | tauira across the motu. We are one of Aotearoa New Zealand's largest tertiary teacher education providers.

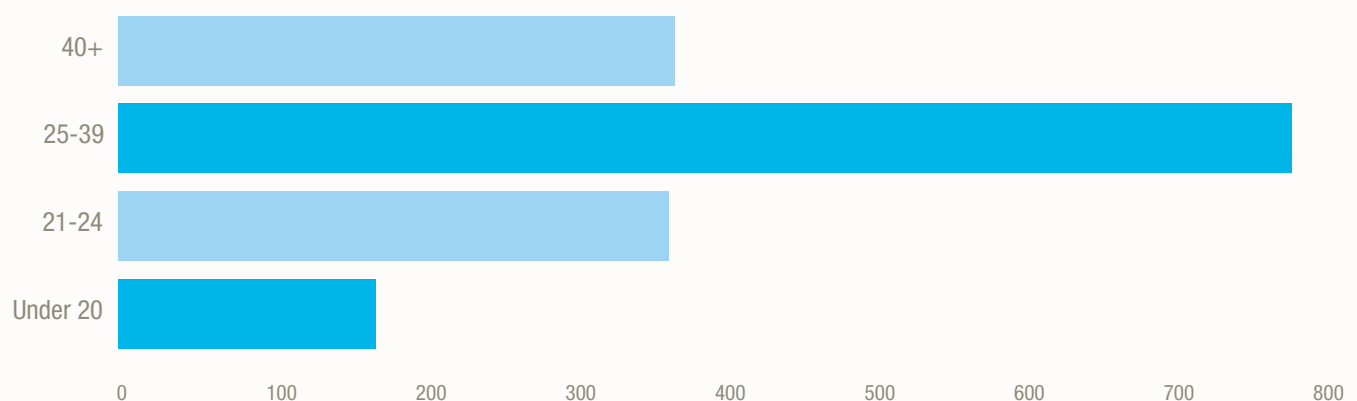


Most of our students | tauira are actively employed in early childhood or primary education while they study with us.

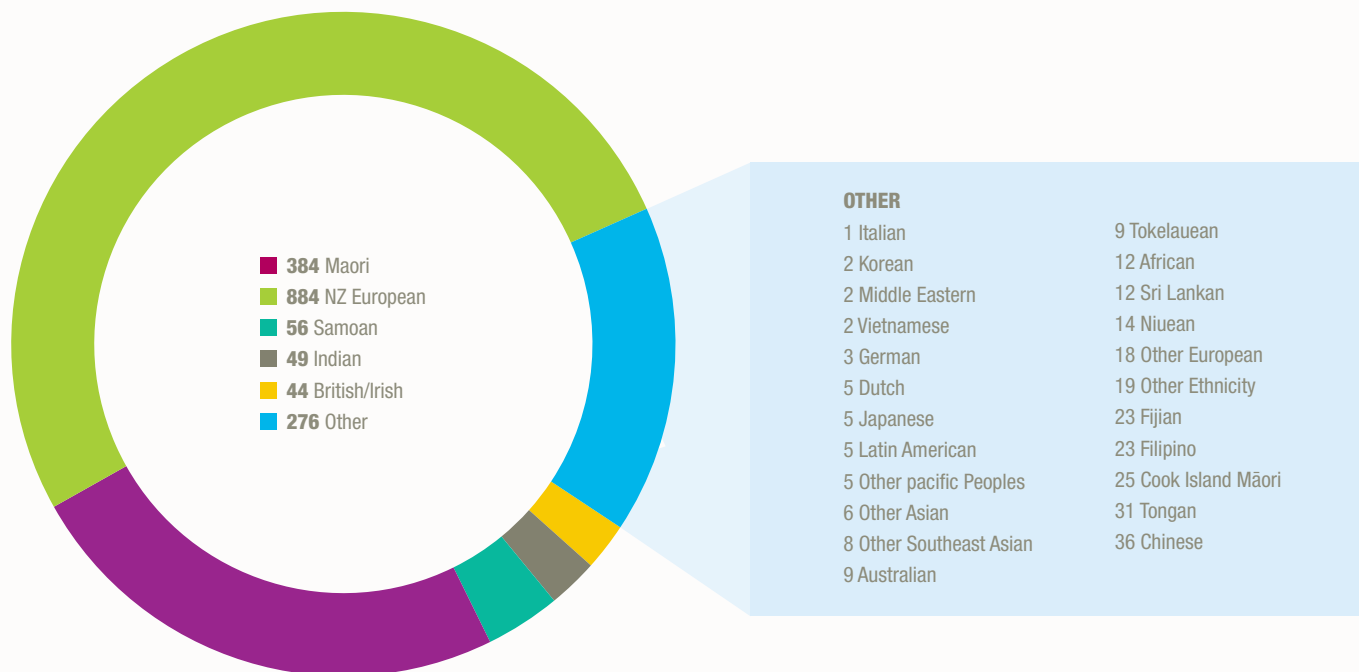
They combine practical experience with online and face-to-face learning to gain skills and qualifications to progress their careers.

The following gives insight into our students | tauira in 2025

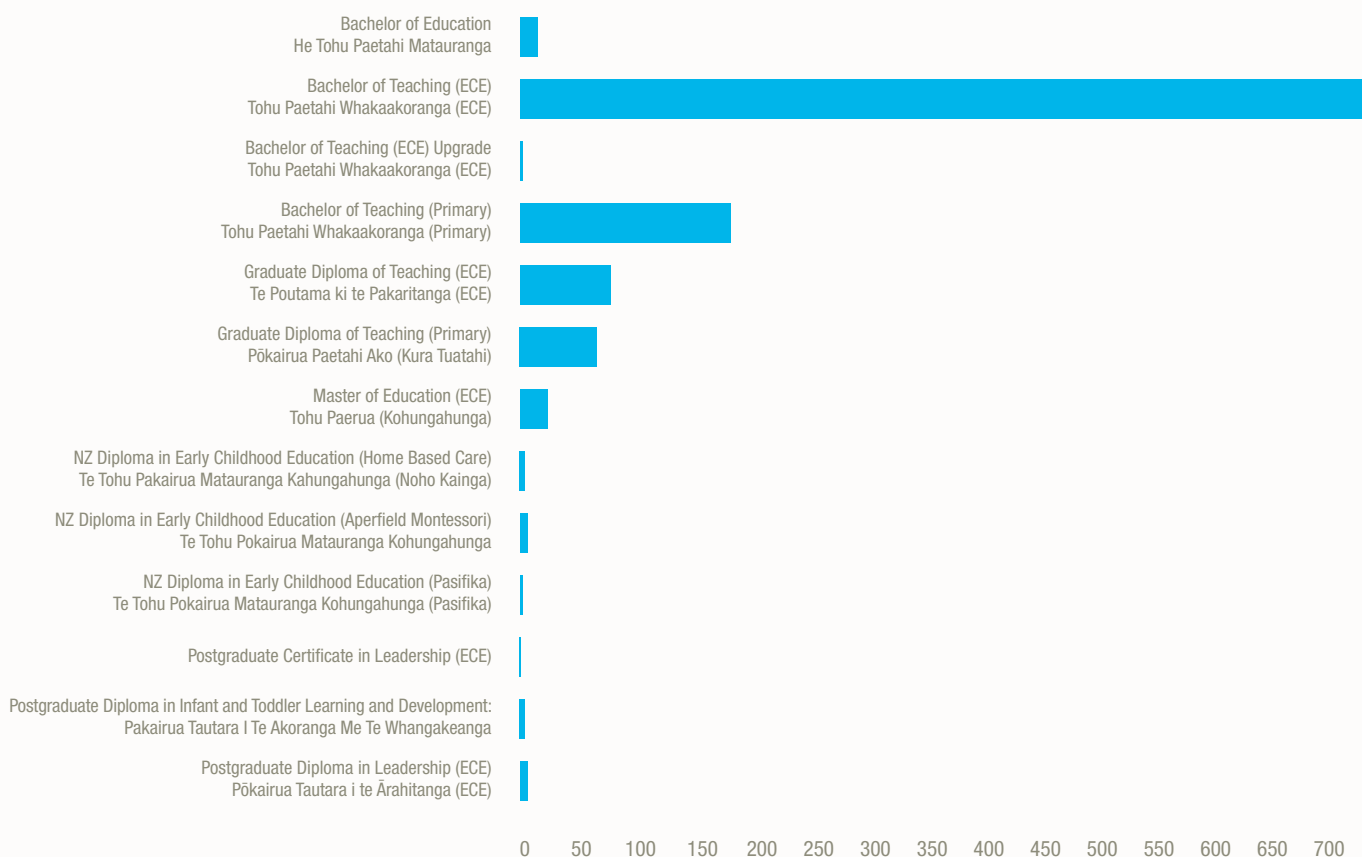
2025 Student age mix - all programmes



2025 Student ethnicity mix - all programmes



2025 EFTS by Programme



Our students (continued)

Ā mātou tauira

Student success

Angitutanga o ngā tauira



Te Rito Maioha champions bicultural understanding and practice and this is evident in the content and design of programmes. Employers expressed very high levels of satisfaction with graduates' readiness to work in diverse ECE settings and in their ability to understand and enact the Graduate Profile Outcomes (GPOs). All GPOs were rated 4.5/5 or 5/5."

- Quote from External Monitor 2025

Educational performance indicators

Ngā tātai hiranga mātauranga

Course completion

Course completion rates for all students are at least 90%	91.7%
Māori student course completion rates are at least 88%	90.6%
Pasifika student course completion rates are at least 75%	84.5%
Under 25 student course completion rates are at least 90%	92.4%

Enrolments

Under 25 enrolments are at least 40%	30.3%
Māori student enrolments are at least 35%	29.4%

Pasifika enrolments are at least 12% in level 5 and 11% in Level 7 and 10% in Level 8	Level 5: 20.6%
	Level 7: 11.8%
	Level 8-10: 14.41%

Retention

First year retention rate for all students at least 80%	83.7%
First year retention rate for Māori students at least 80%	79.1%
First year retention rate for Pasifika students at least 70%	72%

Qualification Completion*

Cohort qualification completion rate for all students at least 80%	62.8%
Cohort qualification completion rate for all Māori students at least 80%	45%
Cohort qualification completion rate for all Pasifika students at least 75%	40.7%

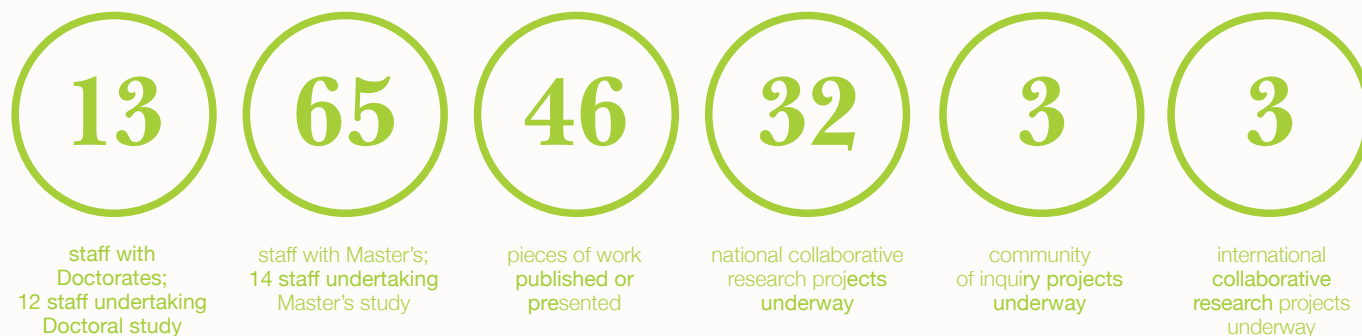
* The majority of our students have family and work commitments that can impact their studies and we allow them to pause/defer their studies for 6-12 months at a time if their circumstances require it. This impacts the cohort completion rate as some do not complete within the set timeframe.



Research

Ngā mahi rangahau

At Te Rito Maioha we continue to develop our research profile, both nationally and internationally. Our strong commitment to contributing new knowledge, fresh thinking and best practice is evident.



The research culture at Te Rito Maioha continued to strengthen throughout 2025. Research capabilities were supported through a number of different initiatives including publishing a monthly panui rangahau, regular writing retreats, symposium, hui and workshops on specific topics for different groups of staff.

A summary of all staff research outputs (publications and presentations) can be found on page 64.

In 2025 a new role was created, and a Senior Research Advisor was appointed to work alongside the Research Leader to support staff as the research mahi grows at Te Rito Maioha.

National research projects

Ngā whakatakanga rangahau a motu

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

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

The following national research projects were underway in 2025:

- The nuances of homebased care in Aotearoa New Zealand.

- Moving beyond the environment towards a multi-pillared approach: Early childhood teachers' understanding and practices of education for sustainability in Aotearoa New Zealand.
- How is the language, culture and identity of pacific children supported and enhanced within mainstream ECE?
- Influencers of high-quality infant and toddler programmes: structural and process quality in Aotearoa New Zealand.
- "Trying to wrap your head around all of that" - Leadership and curriculum implementation in early childhood settings.
- Reflections of cultural and pedagogical adaptation to bicultural practice from four migrant teachers in Aotearoa New Zealand.
- Ko te mātauranga Māori te pūtake o te kaupapa - foregrounding mātauranga Māori within early childhood education.
- Pātaka rangahau: Methodological possibilities.
- He Pātaka: Online Platform for Learning Māori Language in Tertiary Education.
- Understanding How to Support Tertiary Students with Neurodiversity
- Disabilities: Implications and Insights for Tertiary Education. Listening to the Voice of Students.

- Disabled learners' voices shaping tertiary education in Aotearoa New Zealand: To be heard and valued.
- Integrated vs Segregated grouping in early learning services – A literature review.
- The way we assess didn't help my special needs child": The assessment of children with disabilities in ECE.
- Voices of belonging: Inclusion of minority kaiako in Aotearoa New Zealand.
- The role and challenges of primary school principals in Aotearoa New Zealand.
- Parents' / caregivers' experiences of transitioning autistic children from early childhood education to primary school.
- The Origins of Māori women's leadership: A Pūrākau.
- Japanese children's cultural identity in superdiverse Aotearoa New Zealand.
- Children's transitions trajectories and timing of transitions during the years in early childhood education and care in two country contexts and practices.
- Inclusion in Aotearoa New Zealand and Japan.
- Curriculum Implementation Project – Exploring ECE teachers' implementation prior to and post the revision of Te Whāriki.
- STEM education in New Zealand primary schools - an investigation of teacher practice.
- What are the trends and issues in technology education in NZ?
- Implementing a bi-cultural, field-based, initial teacher education (primary) programme as an alternative pathway for ITE in Aotearoa New Zealand.
- Early childhood teachers' use of generative artificial intelligence (GenAI) in their teaching practice in Aotearoa New Zealand.
- How is the professional identity of a teacher developed during a one year Graduate Diploma Teaching (Primary) programme?
- Generative Artificial Intelligence (Gen-AI) for teaching and learning in primary classrooms.

- Social justice through the lens of access to quality early childhood education in Aotearoa/New Zealand.
- Primary school teachers managing complex classrooms.
- Experienced teacher planning.
- Bridging the gap: A framework for reflective practice and growth in initial teacher education.

Community of Inquiry projects (COI):

Our staff were also involved with a variety of Community of Inquiry projects in 2025 including:

- Whakatū takiwā ako: Tangata whenuatanga in practice in ECE and primary schools in Te Taihū o tewaka a Mui.
- Ōtepoti takiwā ako: Early childhood education teachers' experiences of engaging in a community of learners project
- Te Whanganui a Tara takiwā ako: Appreciative Evaluative Coaching: An educational coaching framework for supporting teachers' learning and development.
- Tūranganui-a-kiwa takiwā ako: In what ways have emergency events in the Tairāwhiti since 2020 impacted on Te Rito Maioha taura in the area?

International collaboration

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

- UNITAR in Malaysia: Identifying current understandings and practices of early childhood teachers in Aotearoa New Zealand through the lens of Education for Sustainability (EfS).
- Arellano University (Phillipines) Early Childhood Education Quality Standards in Teacher Education: Insights from the Philippines and New Zealand.
- Helsinki University in Finland (with Liisa Karlsson): Storycrafting: An exploration of children's voices in ECE - International Comparison

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

Global Leadership and Professional Learning

- World Forum Study Tour (March 2025):
Te Rito Maioha partnered with the World Forum Foundation to host a week long professional learning study tour for 31 leaders of multi site ECE organisations from around the world.
 - » Showcased Aotearoa New Zealand's ECE system, leadership approaches, and innovative practice across Auckland and Wellington.
 - » Strong emphasis on bicultural practice and Māori perspectives, including engagement with Māori immersion education to share how to engage and partner with Indigenous communities.
 - » Strengthened international networks and positioned New Zealand ECE as a global leader in inclusive, values led education.

Strategic International Partnerships

- Philippines – Arellano University:
 - » Successful visit to Manila and formal signing of an MoU.
 - » Progressed joint programme development, expanded pathways into the Graduate Diploma (ECE), and initiated a collaborative research focus.
 - » Secured a student to commence GradDip ECE in mid 2026 with a full scholarship.
- United Arab Emirates – Higher Colleges of Technology:

- » Presentation at the Bright Stars Conference (Abu Dhabi) and partnership hui to progress a formal international collaboration.
- China – CACIE & CEE (Beijing):
 - » Participation strengthened Te Rito Maioha's profile and networks in China, aligned with New Zealand's role as Country of Honour.
 - » Advanced publication and promotion planning for Te Whāriki (Mandarin edition).
 - » Identified multiple potential institutional partners and confirmed strong government support for Chinese foreign education cooperation.
 - » Next strategic priority: NZQA approval to enable face-to-face components for conjoint delivery of BEd and MEd programmes.

Indigenous Language and Cultural Exchange

- Canada – Kehewin Language Revitalisation Project:
 - » Hosted Canadian partners and supporters to share Aotearoa New Zealand's approaches to Indigenous language revitalisation.
 - » Engagement included visits to Kōhanga Reo and Puna Reo, marae experiences, rongoā Māori, and tikanga based hospitality.
 - » Strengthened international collaboration in Indigenous education and cultural preservation.
- Canada – North Island College:



- » Supported exploration of Indigenisation of education through centre visits, cultural immersion, and attendance at Te Matatini 2025.
- » Reinforced Te Rito Maioha’s leadership in Indigenous pedagogy, language revitalisation, and culturally grounded education.

International Promotion and Recruitment

- Education New Zealand Philippines Roadshow:
 - » Participation in forums across Manila, Bacolod, and Cebu to promote New Zealand education.
 - » Built relationships with Education New Zealand, tertiary providers, and agents, and supported international student recruitment.
- Agent Engagement:
 - » Delivered online agent training webinars and hosted agent social events.
 - » By end of 2025, 39 signed agency agreements across Asia, Europe, Africa, and North America.

International Delegations and Knowledge Exchange

- Hosted delegations from South Korea (Ministry of Education) and China (Beijing Institute of Education) to share expertise in ECE, Te Whāriki, and explore collaboration in student exchange, staff exchange, and research.

International Conferences

- Representation at the International Council for Open and Distance Education (ICDE) World Conference 2025, hosted in Wellington, strengthening global engagement in inclusive and sustainable education.

International Taura (Students)

- 49 international students enrolled in 2025, across early childhood and primary programmes.
- Students represented 20+ countries and studied across our Regional Education Centres | Takiwā Ako.
- Strong enrolments in Graduate Diploma (ECE) and Bachelor of Teaching (ECE)

Students represented 20+ countries and studied across our Regional Education Centres | Takiwā Ako

Philippines	China	India	Sri Lanka	USA
UK	Japan	South Africa	Vietnam	Germany
Ireland	Fiji	Malaysia	Pakistan	Singapore
Botswana	Taiwan	Hong Kong	Switzerland	France





Professional learning and development

Te mahi whakakangūngū

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



Strengthening Early Learning Opportunities

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

- Assessment
- Governance & management

Mana in Mahi

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

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

Workshops and online courses

We launched one new online course, and there are 31 courses accessible on our website. These can be purchased by anyone and are either free or discounted for Te Rito Maioha members. The new course looks at Social, Physical, Language, Intellectual, Cultural, Emotional and Spiritual elements of kaupapa Māori utilising a powhiri process and includes a range of topics including mentoring in bicultural contexts, intentional teaching practices and maramataka.

He Pātaka Reo

He Pātaka Reo, our Māori language programme for our students | taura and staff, is also available for others in the ECE sector.

Professional Development supported by kaiako who go the extra mile.

- Quote from the Taura Satisfaction Survey 2025

Advocacy

Ngā mahi taunakitanga

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



Maintaining quality education

Throughout 2025, Te Rito Maioha maintained a strong and consistent media presence, ensuring the voice of the early childhood education (ECE) sector was both visible and influential during a period of significant change. Our media releases focused on advocating for quality ECE, particularly in response to government policy shifts around regulation, funding, and teacher qualifications. Our advocacy ensured tamariki and kaiako are at the centre of decision making. A key theme was the importance of maintaining a fully qualified teaching workforce, with clear opposition to any proposals that would lower qualification standards or compromise the quality of education for tamariki.

We also used media platforms to highlight the broader challenges facing the sector, including funding pressures, the impacts of policy decisions on ECE providers, and the potential long-term consequences for access and quality. Alongside this advocacy, we celebrated positive organisation and sector developments and achievements, reinforcing the value of high-quality teaching and the critical role of kaiako.

Our media engagement included television, radio, print and digital channels, strengthening our position as a trusted and credible voice in education. Through this work, we have continued to influence public discourse, support our members, and advocate for a future where all tamariki have access to quality early childhood education.

Sector group representation

We represented our members and sector with the Ministry of Education in forums including the Early Childhood

Advisory Committee (ECAC), Māori Education Peak Bodies, Sector Reference Group and Early Learning Action Plan Reference Group.

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

Submissions

About half of our submissions for the year were to the Teaching Council and NZQA with reviews of the teaching standards and work-based training.

Cabinet accepted all 15 ECE recommendations from the ECE Regulation Review, marking a potentially transformative moment for the sector. The scope and scale of these changes could have far-reaching impacts, requiring legislative changes and careful implementation. Many of our submissions related to the Regulatory Review recommendations, and we recognise the importance of ongoing advocacy to ensure that these reforms are not only well considered, but also prioritise quality and positive outcomes for tamariki, kaiako, and providers.

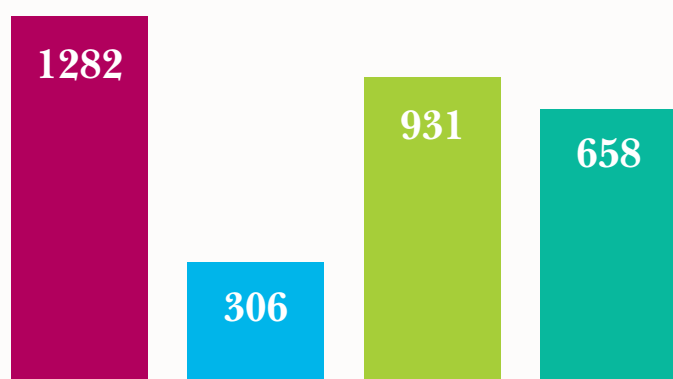
A number of the recommendations now sit with the Ministry of Education to implement, which continued its work, including consulting on changes to the licensing criteria. As these significant changes progress, we remain committed to engaging constructively, representing the sector's voice, and holding government accountable for implementing reforms that strengthen ECE.

In 2025 we celebrated 62 years as a membership organisation.

Member benefits and support



Our Members



Total 3177

Growing our members

In 2025, the new membership system and website went through a period of further refinement which has allowed us to be responsive to feedback. A medium sized ECE provider joined in 2025 with their kaiako able to access professional development and other member benefits.

- Individual, alumni, student, and life members
- ECE centres, large group, group, homebased
- Members linked to centres, groups, large groups, & institutional members
- Members linked to Whānau Manaaki, Evolve Kindergartens and Anglican Care Waiapu

Our people

Tō mātou tira

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

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

2025 saw us grow our staff once again, in part to support an increase in student | tauira numbers and respond to increased support for members and advocacy efforts.

The wellbeing of our people is a focal point, and flexible working arrangements continue to play an important role in our people's every day working lives.

Turnover for year ending 2025 was only 7.7%.

Total staff in 2025 were 125, while in 2024 there were 115.

Our people across the motu continue to be committed to our kaupapa and are passionate in the mahi we do. He waka eke noa.

Staffing levels as at 31 December 2025

Headcount

Permanent - 124

Fixed - 1

Casual/contractors

21

Employee numbers by location

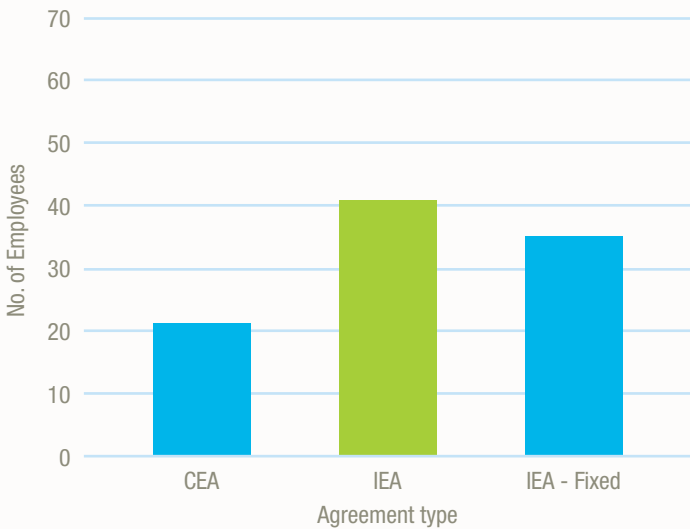
- Nat. Office 34%
- Wellington 6%
- Gisborne 2%
- Nelson 2%
- Whangarei 7%
- Hamilton 10%
- Palmerston Nth 8%
- Christchurch 11%
- Hastings 4%
- Rotorua 5%
- Dunedin 3%
- Manukau 8%



Distribution of roles



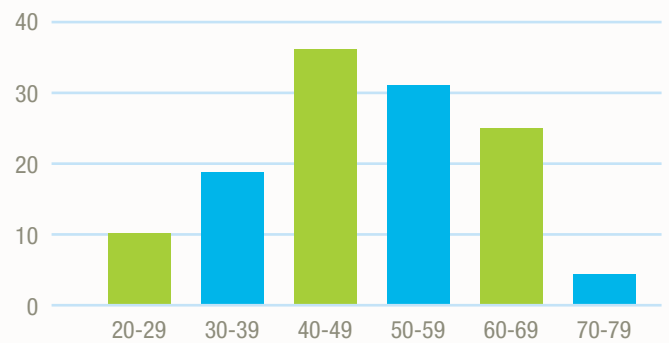
Contractual arrangement



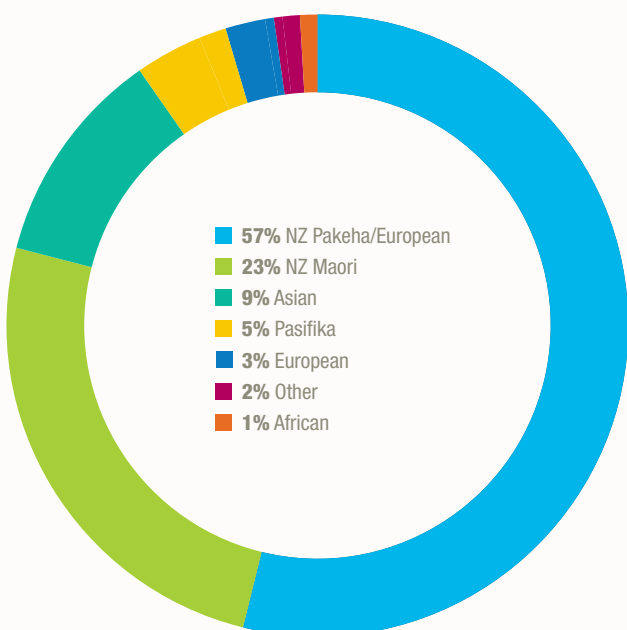
Gender mix



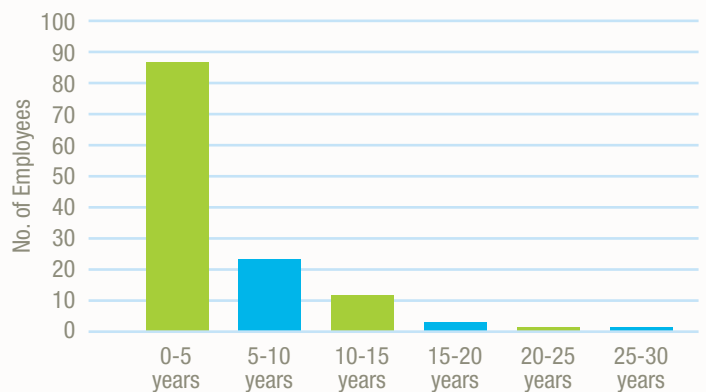
Age profile



Ethnic diversity



Length of service



Bicultural commitment

Te oati tikanga rua

Te Rito Maioha affirms its identity as a bicultural organisation grounded in Te Tiriti o Waitangi. Throughout 2025, this commitment was reflected in governance advocacy, sector engagement, programme delivery, and everyday practice across the motu.

Governance and Sector Advocacy

During 2025, Te Rito Maioha actively engaged in national education discussions where Te Tiriti o Waitangi and Māori education were at risk of being diminished.

Formal submissions were made opposing legislation considered inconsistent with Te Tiriti o Waitangi, including the Principles of the Treaty of Waitangi Bill and the Regulatory Standards Bill. In reporting to Council, Te Rito Maioha reaffirmed that honouring Te Tiriti o Waitangi is fundamental to our role as a tertiary education provider and integral to decision-making across the organisation.

We have also actively worked with education leaders across ECE, primary, intermediate and secondary and to support NZEI and Te Akatea (New Zealand Māori Tumuaaki and Leaders) to oppose the Treaty Principles Bill. We were involved in a joint letter to the government and press statement which was released in September 2025. This resulted in the Justice Select Committee for the Treaty Principles Bill recommendation that the bill not proceed after finding that 90% of submissions opposed it.

The organisation also engaged directly with the Māori Education Minister's Advisory Group, contributing perspectives on Māori education priorities and expressing concern regarding the extinguishing of previous Māori action plans, Ka Hikitia and Tau Mai Te Reo.

In response to the Regulatory Review of Early Childhood Education, Te Rito Maioha raised concerns about proposals that may weaken requirements to acknowledge Māori as tangata whenua or reduce obligations relating to Te Tiriti o Waitangi within the sector.

These actions reflect our commitment to protecting bicultural foundations within early childhood and teacher education.

Bicultural Practice in Delivery

Across our 11 takiwā ako and National Office in Te Whanganui-a-Tara, bicultural practice continued to be embedded in teaching, learning and staff development.

Regional noho marae were held across the motu in our 11 rohe, supported by local kaumātua and cultural leadership. These noho strengthened student | taura engagement with mātauranga Māori and provided authentic learning environments grounded in local context.

Staff participation in Te Ahu o Te Reo Māori classes continued in partnership with Te Ataarangi, strengthening language capability across the organisation. Sadly this programme was discontinued due to funding being withdrawn by the current government.

The micro-credential He Pakata Reo was approved, further supporting structured pathways for te reo Māori development. This programme is accessible for anyone to study and is listed on the NZQA framework.

Monthly wero initiatives across the motu encouraged collective engagement in te reo Māori me ōna tikanga, building confidence and normalising practice across teams.

Cultural Expression and Collective Identity

Kapa haka remains a vibrant expression of Te Rito Maioha's collective identity, with more than 120 kaimahi participating across five regional groups. Preparations for the annual staff hui in Wellington | Te Whanganui-a-Tara reflected both reverence and creativity, honouring histories while celebrating contemporary expression.



Matariki continued to be observed across the organisation as a time of remembrance, celebration, and future aspirations. Through student | taura noho marae programmes and staff initiatives, Matariki strengthened connection to mātauranga Māori and reinforced our bicultural commitment in practice.

Tagata o le Moana Strategy

Te Rito Maioha honours the contributions of our Tagata o le Moana fanau and communities. The Tagata o le Moana Strategy (2025–2028) guides our commitment to honour Pasifika ways of knowing and being, support the aspirations of our Pasifika fanau to succeed, and foster meaningful engagement with Pasifika communities across our 11 Regional Education Centre regions.

The strategy centres on five priorities:

Itulagi – Indigenous Ways of Knowing and Being

Fanau – Student Success

Tagata – Our People

Ako – Teaching, Learning and Research Excellence

Tauhi Vā – Relationships

Leadership and Pasifika Representation

The Kaitohutohu Matua Pasifika (KMP) leads implementation of the Tagata o le Moana Strategy, facilitating a monthly Pasifika Staff Fono and an annual forum to review the organisation's ongoing strategic commitment.

In 2025, engagement continued with key stakeholders including the Ministry of Education, Pasifika churches, community organisations, and the Pasifika Early Childhood Education (ECE) and Primary sector. Te Rito Maioha also extended its connections into the Pacific region through engagement with the Samoa Early Childhood Council, laying the groundwork for future collaboration.

Fanau Success

Te Rito Maioha expanded the virtual space for Pasifika

students from a single annual forum to four Online Bure sessions, providing regular and culturally safe opportunities for connection and talanoa. Student feedback reflected the value of these spaces, including:

“Easy to open up and talk to familiar faces online.”

An inaugural Pasifika alumni gathering was implemented in the Auckland | Manukau region to strengthen connections with graduates and maintain relationships beyond study.

Pasifika staff commenced scoping a research initiative to understand the Pasifika student pathway across Recruitment, Undergraduate, Postgraduate, and Alumni (RUPA) phases, with the intention of strengthening future support and learner success.

Cultural Visibility and Practice

Te Rito Maioha continues to uphold Tauhi Vā through Pasifika fono and community engagement across the country.

The organisation delivered its inaugural Pasifika Roadshow in Rotorua and provided professional development for Rotorua staff on the Tagata o le Moana Strategy and engaging with Pasifika communities.

Three staff members participated in the Association of Pasifika Staff in Tertiary Education (ASPTE) Fono, strengthening sector relationships and shared learning.

Pacific Language Weeks were celebrated through online forums for staff and coordinated social media activity, reinforcing cultural visibility across the organisation.

Looking Ahead

In 2025, the focus has been on strengthening foundations, visibility, and relational practice across the organisation. Formal baseline metrics for Pasifika participation, retention, and engagement were not previously established.

In 2026, Te Rito Maioha will prioritise the development of measurable indicators aligned to the Tagata o le Moana Strategy to enable clearer tracking of progress and performance over time.

For me the commitment upholding Te Tiriti o Waitangi by normalizing, and advocating for te ao Māori is an important part of studying with Te Rito Maioha.

- Quote from the Taura Satisfaction Survey 2025



The 2025 year has seen a consolidation of digital technology strategy initiatives as we start to really reap the benefits of work | mahi undertaken in the last few years, most notably with the incorporation of Salesforce into our suite of key software assets.

Salesforce has been further bedded down in 2025 and has enabled us to lift our efficiencies and interaction with prospective students | taura considering enrolling with us and provide a more user-friendly and comprehensive member portal. We also continue to invest in other world-class software products to ensure that our students | taura and staff are enabled to produce their best mahi. Examples of our investment in productivity tools include Panopto which enables our staff and students | taura to manage and share video content, NVivo to assist our research team and Turnitin to assist with the academic integrity of students' work.

A major focus of 2025 has been completion of the review of our Office 365 environment. This included a full review and consolidation of our SharePoint environment and ensuring our governance and operational practices continue to provide a safe, well-structured, robust and user-friendly environment for our staff to support and deliver high quality teaching and learning. The introduction of Syskit, a reporting and governance tool for Microsoft 365, is giving us further oversight and control of our SharePoint environment.

Generative Artificial Intelligence (AI) is being increasingly used across our organisation from reporting and report writing to simple automations. In October 2025 Dr Nici Sweeney, an Australian based AI Leader (Australian Female AI Leader of the Year – Forbes 2025), was a keynote speaker at our staff conference and ran a number of inspiring workshops for our staff. Dr Sweeney has also assisted us with the development and implementation of AI usage policies for staff and students | taura which bring clarity to our AI usage, ensure transparency of AI application and providing guidance to ensuring that outputs are free from bias and have human oversight.

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



The way the online study is set up is easy to follow, making it enjoyable to study.

- Quote from the Taura Satisfaction Survey 2025

Financial statements

Tauākī pūtea

For the year ended 31 December 2025

Statement of responsibility

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

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

In the opinion of the Council the financial statements fairly reflect the financial position and operations of Te Rito Maioha Early Childhood New Zealand Incorporated. The Statement of Service Performance has been prepared in accordance with PBE FRS 48 Service Performance Reporting. The Council believes that the statements contained in the Statement of Service Performance accurately reflect the overall performance of the organisation for the year ended 31 December 2025.

For and on behalf of the Council:



Clare Wells
President

20 March 2026



Kathy Wolfe
Chief Executive

20 March 2026



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

REPORT ON THE AUDIT OF THE GENERAL-PURPOSE FINANCIAL REPORT

OPINION

We have audited the general purpose financial report of Te Rito Maioha Early Childhood New Zealand Incorporated ("the Society"), which comprises the financial statements on pages 44 to 59, and the statement of service performance on pages 37 to 42. The complete set of financial statements comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in equity, statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

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

- the financial position of the Society as at 31 December 2025, and its financial performance, and its cash flows for the year then ended; and
- the statement of service performance for the year ended 31 December 2025, in that the service performance information is appropriate and meaningful and prepared in accordance with the Society's measurement bases or evaluation methods,

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

BASIS FOR OPINION

We conducted our audit of the financial statements in accordance with International Standards on Auditing (New Zealand) (ISAs (NZ)) and the audit of the statement of service performance in accordance with the ISAs (NZ) and New Zealand Auditing Standard 1 (NZ AS 1) (Revised) The Audit of Service Performance Information (NZ). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the General Purpose Financial Report section of our report. We are independent of the Society in accordance with Professional and Ethical Standard 1 International Code of Ethics for Assurance Practitioners (including International

Independence Standards) (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

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

OTHER INFORMATION

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

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

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

If, based on the work we have performed on the other information obtained prior to the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

THE COUNCIL'S RESPONSIBILITIES FOR THE GENERAL PURPOSE FINANCIAL REPORT

The Council are responsible on behalf of the Society for:

- a) the preparation and fair presentation of the financial statements and statement of service performance in accordance with PBE Standards RDR;

- b) the selection of elements/aspects of service performance, performance measures and/or descriptions and measurement bases or evaluation methods that present a statement of service performance that is appropriate and meaningful in accordance with PBE Standards RDR;
- c) the preparation and fair presentation of the statement of service performance in accordance with the Society's measurement bases or evaluation methods, in accordance with PBE Standards RDR;
- d) the overall presentation, structure and content of the statement of service performance in accordance with PBE Standards RDR; and
- e) such internal control as the Council determine is necessary to enable the preparation of the financial statements and statement of service performance that are free from material misstatement, whether due to fraud or error.

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

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

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

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

<https://www.xrb.govt.nz/standards/assurance-standards/auditors-responsibilities/audit-report-14-1/>

This description forms part of our auditor's report.

WHO WE REPORT TO

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

BDO Wellington Audit Limited

BDO WELLINGTON AUDIT LIMITED

Wellington

New Zealand

20 March 2026

Statement of Service Performance

For the year ended 31 December 2025

Our purpose

Our purpose is to inspire, empower and educate teachers and learners, embracing cultures and languages to ensure every child's potential is ignited.

Kia whakahihiko, kia whakamana, kia hoatu rā te mātauranga me te āheinga ki ngā kaiako me ngā taura e pōwhiritia ana ngā ahurea, ngā reo rangatira o te ao, kia tutūngia e rātou te pito mata kei ia tamaiti.

We bring a strong bicultural commitment to advocacy, teaching, research, promotion, and delivery of world class teacher education not only for our students and members but for tamariki, whānau, kaiako, ECE services and schools.

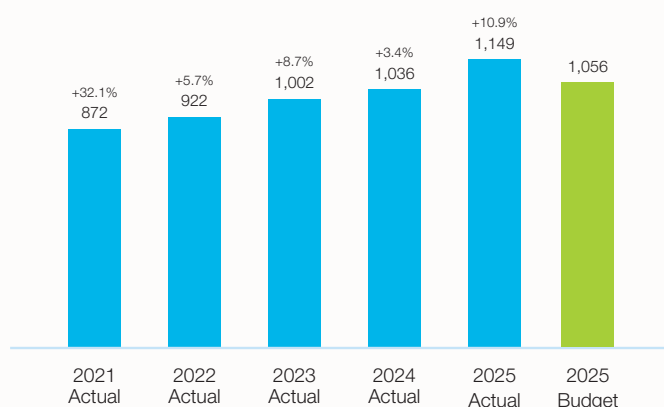
We do this through operationalising the four strategic goals for the period 2025-2028 which are the pillars of our mahi. These are Educational Excellence, ECE Leadership, Collaborative Relationships, and Operational Excellence.

Educational Excellence:

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

Our ability to be a provider of choice is measured by the ongoing willingness and engagement of our students and members to have confidence in their education experience and professional development with Te Rito Maioha. We have experienced significant growth in student enrolments over the last five years with a 32% increase in equivalent full-time student levels during this time and we believe this is because our academic expertise, quality provision, accessible study options and trusted brand makes us as a provider of choice for teaching, learning and research.

Equivalent Full Time (EFT) student levels



We are committed to providing a bi-cultural kaupapa in all things we do as our unique point of difference, and we are proud of the level of participation of Māori and Pasifika students in our programmes, but there is always room to do more.

Participation	Target	2025 ¹	2024 ¹	2024 PTE average ¹
Participation rate of taura identifying as Māori	32%	29.4%	29.4%	21.7%
Participation rate of taura identifying as Pasifika	10%	12.4%	12.1%	12.3%

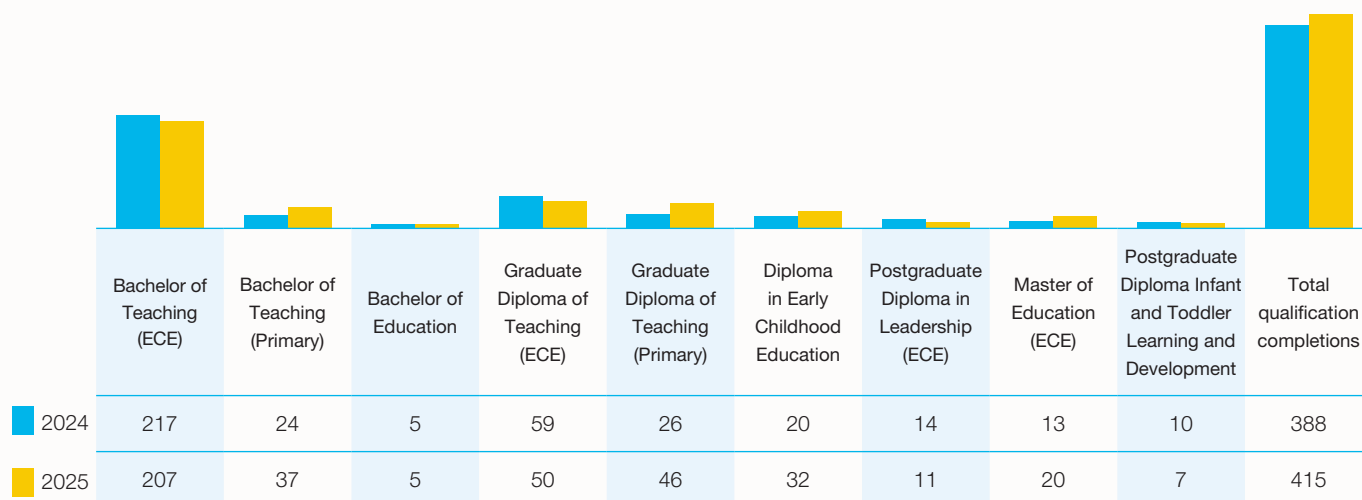
The confidence shown in us by our students and the growing popularity of our programmes is further evidenced by the strong educational performance which we achieve against other providers within the sector and tells us that our programmes are relevant, fit for purpose, and provide quality teachers and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

Course and Qualification Completion rates	Target	2025 ¹	2024 ¹	2024 PTE average ¹
Overall course completion rate	90%	91.7%	87.9%	84.3%
Course completion rate for taura identifying as Māori	88%	90.6%	84.8%	78.3%
Course completion rate for taura identifying as Pasifika	78%	84.5%	83.5%	78.5%
Qualification completion rate for all students	70%	62.8%	61.5%	67.1%

¹ All EPIs are from Single Data Return (SDR) data made available by TEC. PTE Educational Performance Indicator (EPI) sector averages for the 2025 year were not released by TEC at the time this report was prepared.

We are pleased to see 415 of our students' complete qualifications in 2025 (2024 - 388 students). Our graduates contribute fully within the ECE and school sector across a broad spectrum of roles, confident in their abilities as teachers and education professionals providing the very best care and education to tamariki and strongly grounded in a bicultural pedagogy.

Qualification completions



The New Zealand Qualifications Authority (NZQA) undertakes annual monitoring of our level 7 and above approved programmes. NZQA undertakes monitoring by looking at evidence related to programme approval and accreditation. NZQA ensures that the evidence we provide matches how the programme was approved and accredited and if there are changes that the necessary change processes have been followed.

The following NZQA monitoring took place during the years 2024 and 2025.*

Programme (*indicates self-monitoring)	2025	Monitor requirements	2024	Monitor requirements
Master of Education*	May	Nil	July	Nil
Postgraduate Certificate in Leadership (Early Childhood Education)*	April	Nil	April	Nil
Postgraduate Diploma in Infant and Toddler Learning and Development*	May	Nil	May	Nil
Postgraduate Diploma in Leadership (Early Childhood Education)*	April	Nil	April	Nil
Bachelor of Teaching (ECE)	June	Nil	May	Report not received
Graduate Diploma of Teaching (ECE)*	May	Nil	May	Nil
Bachelor of Education*	May	Nil	July	Nil
Bachelor of Teaching (Primary)	May	Nil	Report not received	Nil
Graduate Diploma of Teaching (Primary)	June	Nil	N/A	Nil

This information is provided to enable a fuller appreciation of the compliance activities we undertake and has not previously been reported in the Statement of Service Performance.

Self-monitoring is achieved when NZQA (on monitor recommendation) approves that a programme and its delivery are stable and all conditions for monitoring status are met. Organisations with self-monitoring status are still required to use an external monitor as part of self-monitoring.

We are committed to supporting our staff actively being involved in research which we believe over time leads to positive outcomes for kaiako and tamariki, strengthens the reputation of Te Rito Maioha and enhances the profile and development of our team. Our commitment to research is reflected in the following measures.

Research measures	2025	2024
Staff with Doctorates	13	10
Staff with Masters	65	54
Research published or presented	46	63
National research projects	32	14
Community of inquiry projects	3	6
International research partners	3	3

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

Leadership:

We are a respected leader committed to supporting our stakeholders to deliver quality outcomes for teachers | kaiako, children | tamariki, and families | whānau.

An important component of our mahi is providing strong leadership within the ECE community to support our members in their professional development and to uphold their mana within the wider community. To best represent the interests of the sector we also strive to grow a diverse and engaged membership base of ECE employers and teachers. The below table shows the strength of our membership year on year.

Membership Type	2025	2024
Life Member	13	15
Individual Member	129	180
Alumni Member	70	45
Student Member	1,070	1,085
Linked Associate Member	1,589	1,528
Total by Organisational Member Category	2,871	2,853
Service Member and Group Member	299	312
Professional Member	7	6
Total by Professional Membership Category	306	318
Total Number of Members	3,177	3,171

We promote and strengthen our membership base by providing professional development and networking opportunities for members. We deliver locally and nationally providing professional development, a biennial conference, annual general meeting and member forums. We provided the following professional development to our members during the year.

Online PLD participants		Participants at live PLD		ECE Services supported with SELO programmes	
2025	2024	2025	2024	2025	2024
1,561	1,614	210	390	3	84

Members also receive value-added services relating to ECE policy and regulation, human resources, and other centre and teacher-based advice. We publish a Member Update fortnightly and a monthly Research or Practice publication. We provide support to services who need assistance in improving quality and these are evidenced through Ministry of Education contracts.

Te Rito Maioha acts as the bargaining agent on behalf of ECE employers, who are party to the Early Childhood Education Collective Agreement.

We also lobby and advocate strongly for the sector on issues such as funding, education, pay parity, and pay-equity and working conditions to help ensure that the profession is valued and respected. This translates into tamariki receiving the best early learning education that sets them up for success in their overall learning as they transition to their school years. The table below reflects some of the key advocacy areas we engage in on behalf of our members:

Media statements		Submissions		Advocacy, stakeholder and working groups	
2025	2024	2025	2024	2025	2024
21	17	16	12	29	28

Te Rito Maioha works closely with ECE services in their bicultural kaupapa. We deliver te reo Māori me ōna tikanga professional learning and development and in some cases curriculum development.

Collaborative Relationships:

We are recognised for our dedication to collaboration, creating value through partnerships that align with shared objectives.

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

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

Domestically we continue to maintain sound relationships and partnerships with other providers and ECE associations and other peak bodies, for example, Whānau Manaaki, Kindergarten Association, Far North Reap, UCOL, Te Ataarangi, ICL, Kindergartens Waikato, Primary schools and Primary school associations and many more. We represent initial teacher education and the ECE sector as follows:

- Secretary of Education’s Early Childhood Advisory Group
- National Education Leaders Partnership Forum
- Education Review Office Stakeholder Group
- ECE Sector Leaders Group
- Ministry of Education Regulatory Review Advisory Group
- Aotearoa Education Collective
- Teacher Education Forum of New Zealand
- Initial Teacher Education and Induction Stakeholder Group
- Teaching Council Stakeholder Group
- Early Childhood Education National Industry Advisory Group
- OMEPA Aoteroa

Māori caucus for New Zealand Association for Research in Education and many more community-based groups in the rohe we are present in.

Relationships with Māori are crucial for us in committing to our bicultural kaupapa, te reo Māori me ōna tikanga. We work with iwi and mana whenua across Aotearoa. We have a kaumatua at each of our Regional Education Centres who guide us and help us deliver our commitments identified in Te Kōkiri Tikanga ā-Rua. We hold wananga, noho marae for members, students and stakeholders to participate in education and professional learning and development. Our staff and communities participate in all events such as Matariki, Powhiri, Mihi Whakatau, and so on.

We connect meaningfully with tuakana teina and deliver on our initiatives identified in Tagata o le Moana strategy. Our Lead Advisor Pasifika Relations, provides specialist advice and guidance including leading the development and implementation of our Pasifika strategies to transform Pasifika taurua success, strengthen academic quality for Pasifika people and grow our Pasifika capability. We complete fono across the rohe to ensure tuaira and members are inclusive and informed.

Operational Excellence:

We are a purposeful and resilient organisation committed to social and environmental responsibility.

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

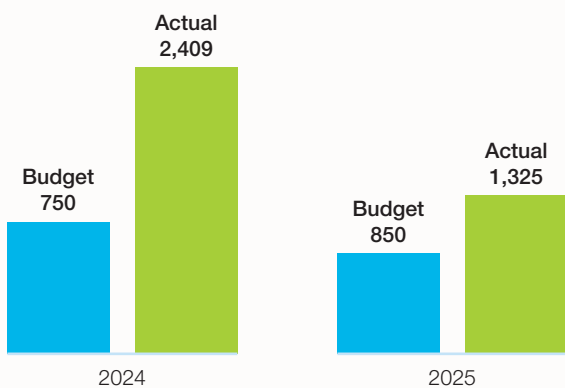
We are constantly looking at ways to ensure that our operations are right sized to the challenges and opportunities facing our business. We receive funding from the Tertiary Education Commission (TEC) to deliver our educational programmes listed on the New Zealand Qualifications Framework in a financially sustainable way. Each year Te Rito Maioha must meet TEC's Prudential Financial Standards and educational performance indicators to maintain funding eligibility. We continue to meet or exceed these financial benchmarks as a key minimum benchmark for the measurement of our financial resilience and operational excellence.

Prudential TEC financial standard indicator	2025	2024	TEC Minimum requirement
Net Tangible Assets (NTA) Calculation	67.1%	65.5%	Larger of \$50,000 or 2% of total revenue
NTA / Total Tangible assets	83.0%	83.1%	Not specified
NTA Amount >\$50,000	\$14,337,338	\$12,927,127	\$50,000
Liquid Assets Calculation	32.0%	41.8%	5.0%
Working Capital Calculation	135.7%	161.8%	75.0%
Profitability (Net Surplus/Total Revenue)	6.2%	12.2%	>-8.0%
Net Surplus after Tax/Total Equity	9.0%	18.1%	>-30.0%
Net Cashflows	105.9%	109.1%	100.0%
Debt Levels	0.0%	0.0%	<50.0% of NTA

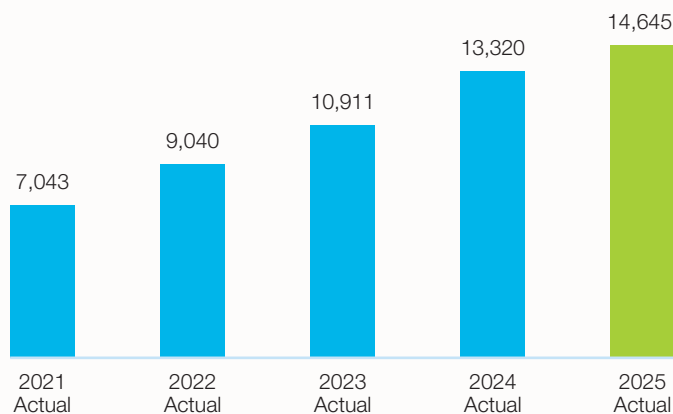
Our financial success not only enables us to invest in key assets and resources such as our staff, technology, research, and advocacy but also enables us to build our financial reserves to provide resilience against the headwinds of economic, political, and social changes which can affect levels of student enrolments, funding levels, operating and regulatory conditions within the education sector. Funds under management are invested ethically in accordance with our Statement of Investment Performance Objectives which has zero tolerance for any investments in companies with any known involvement in pornography, armaments manufacture, exploitation of child labour or who are deemed to breach human rights or operate using unethical employment practices.

We are delighted to have returned healthy surpluses since 2020 as we continue to grow our funds.

Net Surplus (\$000s)



Members' Funds/Equity (\$000s)



Underpinning our operational excellence is a commitment to invest in our people, our biggest asset, and being an employer of choice for highly motivated and competent people to deliver our mahi. Our workforce is committed and diverse and we strive to provide an enjoyable, rewarding, stimulating, and flexible working environment for our staff which is equitable, and free from bias, discrimination, and racism.

We are committed to our Treaty of Waitangi Statement | Tō Tātou Oati mō Te Tiriti and this is evidenced through upskilling of our diverse workforce and participation in te reo Māori me ōna tikanga.

Our workforce profile by gender and ethnicity at 31 December:

December 2024		Gender	December 2025	
87%	100	Female	108	86.4%
12.2%	14	Male	16	12.8%
0.9%	1	Gender Diverse	1	0.8%
100%	115	Total	125	100%

December 2024		Ethnicity	December 2025	
53.9%	62	NZ European	71	56.8%
25.2%	29	Māori	29	23.2%
11.3%	13	Asian	12	9.6%
3.5%	4	Pacific	6	4.8%
6.1%	7	Other	7	5.6%
100%	115	Total	125	100%

We invest in the professional development of our staff, all of whom have an annual professional development allocation, and academic staff can apply for conference and research funding to enhance their practices and learning.

We take a proactive approach to health, safety and wellbeing, ensuring all staff are engaged, informed, and supported to follow best practice. To strengthen governance oversight, in 2025 our Council also received a briefing from an employment lawyer outlining their health and safety responsibilities.

Since 2024 staff have been able to use an online platform called Nurturing Your Wellbeing | Poipoia tō Oranga designed to support the holistic health and wellbeing of every member of our team. It is grounded in all four dimensions of Sir Mason Durie’s Te Whare Tapa Whā and brings together a wide range of resources, including learning modules, webinars, articles, podcasts, special offers, team challenges, and Te Rito Maioha customised content.

In addition, we offer a range of benefits to further support staff wellbeing, including optical reimbursements, paid community participation days, study leave, and access to free, confidential counselling through EAP Services Ltd.

We have a Quality Management Framework and measure key performance indicators annually to ensure excellence in policy, quality, self-assessment, and continuous improvement. This is evidenced in our tertiary delivery and by the highest Category 1 outcome being awarded to us by the New Zealand Qualifications Authority.

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

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

This powerful whakatauki is attributed to Tupuna Pāterangi of Kahungunu descent whose wisdom continues to guide and inspire us today.

Statement of comprehensive income and expense

For the year ended 31 December 2025

	Note	2025 \$	2024 \$
Revenue			
Membership fees		37,373	41,235
Student fees		7,775,214	6,441,493
Tertiary Education Commission funding		12,538,735	11,794,491
Ministry of Education contracts		102,231	713,113
Interest and dividend income		589,479	641,272
Other revenue	3	316,321	111,721
Total revenue	3	21,359,353	19,743,325
Expenses			
Personnel costs	4	13,745,417	11,936,666
Infrastructure		1,596,875	1,489,959
Depreciation and amortisation	9a,9b	476,709	399,599
Direct Student Costs		1,141,480	975,859
Communications and IT		1,197,558	1,298,245
Travel and Accommodation		984,767	753,809
Administration		815,771	721,246
Strategic and Governance		195,089	137,400
Academic Infrastructure		179,376	141,603
Total expenses	5	20,333,042	17,854,386
Surplus from operations		1,026,311	1,888,939
Realised and unrealised gains/(losses) on investments		298,809	520,414
Net surplus		1,325,120	2,409,353
Other comprehensive income		-	-
Total comprehensive income attributable to members		1,325,120	2,409,353

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

Statement of changes in equity

For the year ended 31 December 2025

	2025 \$	2024 \$
Opening equity as at 1 January	13,319,990	10,910,637
Total comprehensive income and expense	1,325,120	2,409,353
Closing equity as at 31 December	14,645,110	13,319,990

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

Statement of financial position

As at 31 December 2025

	Note	2025 \$	2024 \$
Assets			
Current assets			
Cash and cash equivalents	6	1,498,302	1,860,523
Trade and other receivables	7	4,638,716	3,836,786
Accrued income	7	292,041	134,259
Term deposits		2,760,183	2,400,000
Managed investment fund	8	2,010,676	3,136,187
Prepayments		488,319	419,485
Total current assets		11,688,237	11,787,240
Non-current assets			
Managed investment fund	8	10,275,076	7,560,595
Property, plant and equipment	9	1,094,316	992,643
Intangible assets	10	307,772	392,853
Total non-current assets		11,677,164	8,946,091
Total assets		23,365,401	20,733,331
Liabilities			
Current liabilities			
Payables	11	624,012	738,101
GST (net)		819,808	544,022
Income in advance	12	5,818,855	4,818,189
Finance lease		24,277	22,594
Employment provisions	13	1,328,587	1,163,798
Total current liabilities		8,615,539	7,286,704
Non-current liabilities			
Finance lease		32,904	57,181
Employment provisions	13	71,848	69,456
Total non-current liabilities		104,752	126,637
Total liabilities		8,720,291	7,413,341
Net assets		14,645,110	13,319,990
Equity			
Members' funds		14,645,110	13,319,990
Total equity		14,645,110	13,319,990

Statement of cash flows

For the year ended 31 December 2025

	Note	2025 \$	2024 \$
Cash flows from operating activities			
Cash was received from:			
Receipts from students		7,912,338	6,688,987
Receipts from government funding		12,348,735	11,742,585
Receipts from members		50,879	34,273
Other receipts		492,479	891,875
Net receipts from GST		275,786	(53,482)
Cash inflows from operating activities		21,080,217	19,304,238
Cash was applied to:			
Payments to suppliers		(6,717,223)	(5,883,752)
Payments to employees		(13,194,497)	(11,812,476)
Cash outflows from operating activities		(19,911,720)	(17,696,228)
Net cash flows from operating activities		1,168,497	1,608,010
Cash flows from investing activities			
Cash was received from:			
Interest and dividends received		573,131	537,305
Proceeds from sale of property, plant and equipment		1,808	2,205
Sale of investments		2,245,596	782,777
Maturity of investments		12,115,577	6,723,851
Cash inflows from investing activities		14,936,112	8,046,138
Cash was applied to:			
Purchase of property, plant and equipment and intangible assets		(450,453)	(616,002)
Purchase of investments		(15,988,773)	(8,853,017)
Cash outflows from investing activities		(16,439,226)	(9,469,019)
Net cash flows from investing activities		(1,503,114)	(1,422,881)
Cash flows from financing activities			
Cash was applied to:			
Interest paid		(5,010)	(6,576)
Payments of finance lease principal		(22,594)	(21,028)
Cash outflows from financing activities		(27,604)	(27,604)
Net cash flows from financing activities		(27,604)	(27,604)
Net increase/(decrease) in cash and cash equivalents		(362,221)	157,525
Cash and cash equivalents at 1 January		1,860,523	1,702,998
Cash and cash equivalents at 31 December	6	1,498,302	1,860,523

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

Notes to the financial statements | Ngā whakamārama i ngā tauākī pūtea

For the year ended 31 December 2025

1. REPORTING ENTITY

Te Rito Maioha Early Childhood New Zealand Incorporated (Te Rito Maioha) is a registered incorporated society under the Incorporated Societies Act 2022, has charitable status and is registered under the Charities Act 2005. Te Rito Maioha is domiciled in New Zealand and is exempt from New Zealand income tax.

Te Rito Maioha is a membership organisation for early childhood education services, institutions, individuals and students.

The principal activities of Te Rito Maioha are to provide early childhood teacher education and Ministry of Education (MOE) professional development contracts and to provide membership services to its members.

In 2018 Te Rito Maioha incorporated a wholly owned Australian subsidiary, Te Rito Maioha Early Childhood New Zealand Pty Limited (Te Rito Maioha Pty) for the purpose of providing education services in Australia. Te Rito Maioha Pty has not conducted any business since it was incorporated and consequently no consolidated financial statements have been prepared. Once operational, financial transactions for Te Rito Maioha Pty will be consolidated and the effect of any intra-group transactions eliminated.

These financial statements are for the year ended 31 December 2025 and were authorised for issue by the Council on 20 March 2026.

2. BASIS OF PREPARATION

Statement of compliance

The financial statements of Te Rito Maioha have been prepared in accordance with the requirements of the Charities Act 2005, the Incorporated Societies Act 2022 and Generally Accepted Accounting Practice in New Zealand (NZ GAAP).

Te Rito Maioha is a public benefit entity for financial reporting purposes and the financial statements comply with Public Benefit Entity International Public Sector Accounting Standards (PBE IPSAS) and other applicable financial reporting standards, as appropriate for tier 2 not-for-profit public benefit entities for which, all reduced disclosure requirements have been adopted. Te Rito Maioha qualifies as a tier 2 reporting entity as for the last two most recent reporting periods it has incurred between \$5m and \$33m of operating expenditure.

Measurement base

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

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

Foreign currency transactions are translated in New Zealand dollars using the average exchange rate prevailing at the date of

the transactions. Foreign exchange gains and losses resulting from the settlement of such transactions and from translation at year end exchange rates of monetary assets and liabilities denominated in foreign currencies are recognised in the statement of comprehensive income.

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

Use of judgement and estimates

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

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

The financial statements have been prepared on a going concern basis.

Changes in accounting policies

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

3. REVENUE

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

Revenue from exchange transactions

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

International student fees

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

Sale of goods

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

Interest

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

Revenue from non-exchange transactions

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

Tertiary Education Commission funding and Teacher Education Refresh Fees

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

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

Domestic student fees

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

Notes to the financial statements (cont'd) | Ngā whakamārama i ngā tauākī pūtea

For the year ended 31 December 2025

Revenue from operating activities is made up as follows:

	2025 \$	2024 \$
Revenue from exchange transactions		
Membership fees	37,373	41,235
Student fees - international	862,457	372,874
Other revenue	299,416	88,986
Total revenue from exchange transactions	1,199,246	503,095
Revenue from non-exchange transactions		
TEC funding	12,538,735	11,794,491
Student fees - domestic	6,912,757	6,068,619
Ministry of Social Development contracts	16,905	22,735
Ministry of Education contracts	102,231	713,113
Total revenue from non-exchange transactions	19,570,628	18,598,958
Investment Income		
Interest and dividend income	589,479	641,272
Total investment income	589,479	641,272
Total Revenue	21,359,353	19,743,325

Other income is made up as follows:

	2025 \$	2024 \$
Miscellaneous goods and services	69,209	39,726
Conference income	33,387	-
Consultancy and Professional Development	212,634	69,964
ECECA Bargaining fees	-	-
Gain on sale of property, plant and equipment	1,092	2,031
Total other Income	316,321	111,721

4. Personnel costs

	2025 \$	2024 \$
General salaries and wages	13,001,489	11,392,368
Employer contributions to defined contribution scheme	315,080	296,878
Other employment related costs	428,848	247,420
Total employment provisions	13,745,417	11,936,666

5. Other expenses

	2025 \$	2024 \$
Audit fees - financial statements	32,500	32,080
Audit fees - student fee protection arrangements	6,000	6,000
Bad and doubtful debts	12,442	9,246
Loss on write-off of property, plant, equipment & intangibles	451	772
Legal fees	30,218	20,080
Rent	1,084,618	1,017,860

6. Cash and cash equivalents

	2025 \$	2024 \$
Cash at bank and on hand	976,642	1,391,044
Cash-managed investment fund	521,660	469,479
Total cash net bank overdraft for cashflow statement purposes	1,498,302	1,860,523

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

7. Trade and other receivables

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

Student fees are due before the course begins or are due upon enrolment if the course has already begun. For courses that span more than one semester, domestic students can arrange for their fees to be paid by semester. Student fees receivables are non-interest bearing and are generally paid in full by the course start date.

Notes to the financial statements (cont'd) | Ngā whakamārama i ngā tauākī pūtea

For the year ended 31 December 2025

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

	2025 \$	2024 \$
Receivable from exchange transactions:		
Members	21,292	39,997
Student fees - international	186,948	77,968
Ministry of Education contracts	2,703	3,657
Other receivables	3,004	72,960
Receivable from non-exchange transactions:		
Student fees - domestic	4,424,770	3,642,204
Ministry of Education contracts	-	-
Total trade and other receivables	4,638,716	3,836,786

Impairment

Te Rito Maioha recognises an impairment provision when there is objective evidence (such as significant financial difficulties on the part of the counterparty or default or significant delay in payment) that it will be unable to collect on trade receivable amounts due. The amount of such a provision is the difference between the amount due and the present value of the future expected cash flows associated with the impaired receivable. For trade receivables, such provisions are recorded in a separate allowance account with the loss being recognised within bad and doubtful debt expense in the statement of comprehensive income. On confirmation that the trade receivable will not be collectable, the receivable is written off against the associated provision.

At 31 December 2025 all overdue receivables have been assessed for impairment and no provision for expected credit losses was made at 31 December 2025 (2024: \$nil). The credit quality of trade receivables that are past due but not impaired is otherwise considered sound.

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

	2025 \$	2024 \$
Neither past due nor impaired	565,912	468,207
Past due but not impaired	4,072,804	3,368,579
Impaired	-	-
Gross	4,638,716	3,836,786
Less: Allowance for impairment	-	-
Net trade and other receivables	4,638,716	3,836,786

8. Managed investment fund

The composition of funds under management is as follows:

	2025 \$	2024 \$
Current assets		
Cash and cash equivalents (refer note 6)	521,660	469,479
New Zealand fixed interest	2,010,676	3,136,187
Total current	2,532,336	3,605,666
Non-current assets		
New Zealand fixed interest	5,566,687	4,495,200
Global fixed interest	940,776	-
New Zealand property	153,433	225,718
New Zealand equities	627,060	599,910
Global equities	2,583,446	1,971,048
Alternative assets	403,674	268,719
Total non-current	10,275,076	7,560,595
Total managed investment fund	12,807,412	11,166,261

Te Rito Maioha meets its student fee protection requirements under the Education and Training Act 2020 and the New Zealand Qualifications Authority's Student Fee Protection Rules 2025 using a static trust. Static trust funds are contained within the managed investment fund portfolio. At 31 December 2025 the static trust component of the managed funds investment was \$5,343,142 (2024: \$5,250,434).

9. Property, plant and equipment

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

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

Property, plant and equipment consists of leasehold improvements, computer hardware, office furniture and equipment.

The estimated useful lives of property, plant and equipment are:

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

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

Impairment

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

Notes to the financial statements (cont'd) | Ngā whakamārama i ngā tauākī pūtea

For the year ended 31 December 2025

Property, plant and equipment is made up as follows:

	Note	IT Equipment	Office Equipment	Leasehold Improvements	Programme Resources	Total \$
Cost						
Balance as at 1 Jan 2025		814,904	1,126,018	1,540,435	7,608	3,488,965
Additions		243,173	133,837	72,043	-	449,053
Disposals/Write-offs		(59,576)	-	-	-	(59,576)
Balance as at 31 Dec 2025		998,501	1,259,855	1,612,478	7,608	3,878,442
Accumulated depreciation and impairment						
Balance as at 1 Jan 2025		577,192	987,916	927,591	3,623	2,496,322
Depreciation	9a	155,800	56,678	132,956	1,087	346,521
Disposals/Write-offs		(58,717)	-	-	-	(58,717)
Balance as at 31 Dec 2025		674,275	1,044,594	1,060,547	4,710	2,784,126
Net book value						
As at 1 Jan 2024		258,491	170,816	208,675	5,072	643,054
As at 31 Dec 2024		237,712	138,102	612,844	3,985	992,643
As at 31 Dec 2025	9	324,226	215,261	551,931	2,898	1,094,316

During 2025 management undertook a detailed review of its fixed assets register, which resulted in some assets being written off because they were obsolete or no longer in use and there was no resale market for these assets.

10. Intangible assets

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

Capitalised programme development costs are costs directly associated with the development of new educational programmes or to revise existing programmes and are recognised to the extent that they are expected to be recovered. Capitalised programme development costs primarily consist of employee costs and employee costs of \$45,107 were capitalised in 2025 (2024: \$10,440).

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

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

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

Capitalised programme development costs – 7 years

Professional Learning and Promotional Resources – 4 years

Impairment

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

	Note	Programme Development	PLD and Promotional Resources	WIP	Total \$
Cost					
Balance as at 1 Jan 2025		1,102,516	92,354	-	1,194,870
Additions		-	-	45,107	45,107
Balance as at 31 Dec 2025		1,102,516	92,354	45,107	1,239,977
Accumulated amortisation and impairment					
Balance as at 1 Jan 2025		726,436	75,581	-	802,017
Amortisation	9b	121,438	8,750	-	130,188
Balance as at 31 Dec 2025		847,874	84,331	-	932,205
Net book value					
As at 1 Jan 2024		464,681	32,038	14,855	511,574
As at 31 Dec 2024		376,080	16,773	-	392,853
As at 31 Dec 2025	10	254,642	8,023	45,107	307,772

11. Trade and other payables

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

Trade payables are made up as follows:

	2025 \$	2024 \$
Payables from exchange transactions		
Trade payables	234,833	247,122
Other payables	389,179	455,444
Total from exchange transactions	624,012	702,566
Payables from non-exchange transactions		
Payable to TEC	-	35,535
Total from non-exchange transactions	-	35,535
Total trade payables and provisions	624,012	738,101

12. Income in advance

Income in advance is made up as follows:

	2025 \$	2024 \$
Membership fees and subscriptions	34,886	40,086
Revenue received in advance student fees	5,783,969	4,778,103
Total Income in advance	5,818,855	4,818,189

13. Employment related provisions

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

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

Some employees are entitled to one week's paid leave after seven years and again after ten years of continued service with Te Rito Maioha, but there is no entitlement if the employee leaves earlier. The obligation is discounted to its present value using market yields of New Zealand Government bonds as at balance date that have maturity dates approximating the expected remaining period to settlement. The obligation is also indexed using the historical five-year average consumer price index as published by the Reserve Bank of New Zealand. The probability of the employees' service is based on historical periods of service.

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

	2025 \$	2024 \$
Current		
Accrued salary	163,602	85,785
Defined contribution plans	82,110	75,478
Employment deductions	365,364	330,736
ACC levy	6,157	(1,368)
Annual leave provision	711,354	673,167
Total current employment related provisions	1,328,587	1,163,798
Non-current		
Sick leave provision	26,837	28,959
Long service leave	45,011	40,497
Total non-current employment related provisions	71,848	69,456
Total employment related provisions	1,400,435	1,233,254

14. Financial instruments

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

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

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

Financial assets

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

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

All financial assets except for those at FVTSD are subject to review for impairment at least at each reporting date.

Financial assets at FVTSD are carried in the statement of financial position at fair value with net changes in fair value presented as other expenses (negative net changes in fair value) or other revenue (positive net changes in fair value) in the statement of comprehensive income and expense.

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

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

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

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

Financial liabilities

Te Rito Maioha's financial liabilities include trade and other creditors (excluding GST and PAYE).

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

Impairment of non-derivative financial assets

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

- financial assets measured at amortised cost

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

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

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

Notes to the financial statements (cont'd) | Ngā whakamārama i ngā tauākī pūtea

For the year ended 31 December 2025

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

Measurement of ECLs

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

15. Related party transactions

15.1 Key Management Personnel Compensation

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

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

The Council members who are the members of the governing body of Te Rito Maioha are paid the following rates in honoraria for each meeting attended during the period, except for the Council President who receives an annual fee of \$30,000 (2024: \$21,609):

Full day \$1,200 (2024: \$580)

Half a day \$600 (2024: \$290)

Hourly rate \$150 (2024: \$72.50)

Minimum fee two hours \$300 (2024: \$150)

	2025 Remuneration \$	Number of Individuals	2024 Remuneration \$	Number of Individuals
Council members ¹	97,952	9	54,429	9
Senior Leadership Team	1,213,316	7	1,160,594	6

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

15.2 Related Party Transactions

During the year, Te Rito Maioha entered contracts for service with Dr Doris Kaua, a Council member, to deliver a report on the development of a bicultural framework providing cultural oversight and guidance for Te Rito Maioha. The amount paid to Dr Doris Kaua for these services was \$13,950, this amount is not included in the Council remuneration disclosed in note 15.1.

15.3 Other Related Party Transactions

In 2025, Te Rito Maioha provided consultancy services to IDEA Services Limited, a subsidiary of IHC New Zealand, under a formal contract.

A member of Te Rito Maioha's Senior Leadership Team is married to the General Manager – Service Development and Strategy at IHC New Zealand. The contract was managed solely by the Contract Manager at IDEA Services, and Te Rito Maioha has been advised that the related party had no involvement or influence in the procurement or execution of the contract. The contract value was \$10,000.

16. Finance lease commitments

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

Finance leases	2025 \$	2024 \$
Not later than 1 year	24,277	22,594
Later than 1 year and not later than 5 years	32,904	57,181
Later than 5 years	-	-
Total	57,181	79,775

17. Operating lease commitments

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

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

Operating leases	2025 \$	2024 \$
Not later than 1 year	979,384	1,113,345
Later than 1 year and not later than 5 years	1,179,523	1,876,593
Later than 5 years	-	89,049
Total	2,158,907	3,078,988

18. Capital commitments

There were no capital commitments as at 31 December 2025 (2024: nil).

19. Contingent liabilities

There were no contingent liabilities as at 31 December 2025 (2024: nil).

20. Subsequent Events

There were no subsequent events which would have materially impacted these financial statements as at 31 December 2025 (2024: none).

62nd Annual General Meeting

Ngā meneti o te hui ā-tau 62

Held on Thursday, 26 June 2025, 5.30pm

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

PRESENT

Council:

Clare Wells, Cathy Wilson, Rhys Barlow Italia Taouma, Vaolele Walker, Clark McPhillips

Council Members Elect:

Pandora Hawke

National Kaumātua:

Martin Wikaira

Life Members:

Janice Taouma, Anne Meade, Helen Orr, Jude Simpson, Eneleata Tāpusoa

Members:

Yuko Takeda, Rose Swindells, Lesley Rameka, Jennifer Neill, Lucy Duncan, Gemma Franken, Bhaveesha Kristel Chandra, Maria Snodgrass, Norma Roberts, Lorraine Carr, Claire Hedgman, Nicola Densem, Katharine Heath-Collins, Natasha Hurring, Deborah Wansbrough, Lisa Winiata, Karen Hurst, Julie Watkins, Florence Lasnier

Proxies Received:

Christine Taare, Taitiana Lolesio

Te Rito Maioha Staff in attendance:

Kathy Wolfe, Brent Denham, Rosina Merry, Arapera Herewini-Card, Nikki Parsons, Ava Ward-Stewart, Lauren Morton-Hay, Brenna Stratford, Catherine Bell, Karen Knobloch, Rob McCann

Formal opening of AGM

The 62nd Annual General Meeting of Te Rito Maioha Early Childhood New Zealand Incorporated was opened with a Karakia by Arapera Card, Pouhere Kaupapa Māori, at 5:33pm.

Clare Wells offered a very warm welcome to all participants here in person and joining us via zoom – especially our new members and life members, guests and staff, sending her regrets for the flight cancellation that means she is joining us via zoom.

Lorraine Carr, Anne Meade, Florence Lasnier and Yuko Takeda introduced themselves to the AGM attendees, along with Arapera Card, Kathy Wolfe, Brent Denham, Lauren Morton-Hay, Rob McCann, Catherine Bell, Erin Keyworth, and Brenna Stratford who all joined the AGM in person. Those joining via zoom also introduced themselves to the hui.

Clare Acknowledged Lesley Rameka, who was president of Te Rito Maioha from 2018-2023, and who was appointed a Companion of the New Zealand Order of Merit in this year's King's Birthday Honours.

Clare Wells acknowledged those connected to us who have

recently passed – Those persons are Kahuwaero Chase Katene, and Kahurangi Iritana Tāwhiwhirangi.

Clare called on Brent Denham, the General Manager of Finance and Operations, to outline the agenda for this evening.

Brent outlined the agenda and confirmed we have a quorum of at least 15 members to proceed with the 61st Annual General Meeting.

Brent covered off some brief health and safety housekeeping matters.

Outcome:

The 62nd Annual General Meeting of Te Rito Maioha Early Childhood New Zealand Incorporated, being held at the Wellington Regional Education Centre, and via Zoom, on 26 June 2025 was formally opened at 5:33pm.

Brent Denham confirmed we have a quorum including proxy votes to proceed with the 62nd Annual General Meeting.

Voting procedures and Appointment of Scrutineers

Catherine Bell and Rob McCann of the membership team were confirmed as voting scrutineers for the evening. Clare Wells called on the Chief Executive, Kathy Wolfe, to explain the voting procedures for this meeting.

Kathy Wolfe outlined the following voting procedures.

- A test zoom voting poll was launched and completed.

APOLOGIES

Kathy Wolfe read the apologies received.

Apologies have been received from Nick McKissack, Christine Taare, Toni Christie, Helen May, Tanti Agustin, Alison Rudski

IT WAS MOVED THAT the apologies be received.

Moved: Deborah Wansbrough

Seconded: Yuko Takeda

CARRIED

Confirmation of the previous minutes

Confirmation of minutes for the 61st Annual General Meeting held on Thursday, 25 July 2024, 5.30pm at Te Rito Maioha Early Childhood New Zealand, Wellington REC, Ground Floor, 191A Thorndon Quay, Wellington (these minutes are printed at the rear of the 2025 Annual Report).

IT WAS MOVED THAT the minutes of the 61st Annual General Meeting held on Thursday, 26th July 2025, 5.30pm at Te Rito

Maioha Early Childhood New Zealand be confirmed as a true and correct record.

Moved: Lorraine Carr

Seconded: Deborah Wansborough

CARRIED

Presentation by Kathy Wolfe – 2024 in review

Chief Executive, Kathy Wolfe, presented her “Year in Review”. She provided highlights of the annual report and more.

CE Year in Review

Kathy Wolfe opened her address by acknowledging the challenges of the past year, particularly in light of significant political shifts that have impacted the early childhood education sector. She reaffirmed Te Rito Maioha’s dual role as both a teacher education provider and a membership organisation, highlighting its unique position to advocate, educate, and influence policy.

Despite sector turbulence, Te Rito Maioha remained steadfast in advocating for tamariki and kaiako, grounded in research, evidence, and bicultural values. Kathy paid tribute to Māori leadership and reiterated the organisation’s unwavering commitment to its bicultural kaupapa.

Key highlights of 2024 included:

- **Advocacy Priorities:** Focus on teacher-to-child ratios, strategic workforce planning, adequate funding, updated funding models, and regulatory simplification.
- **Pay Equity:** Continued work on the largest ECE claim in history, despite the repeal of the Fair Pay Agreement system.
- **Growth and Impact:**
 - » 3.4% increase in enrolments
 - » 300+ graduates celebrated
 - » Membership grew by over 100
 - » 12 qualifications delivered
 - » Micro-credentials approved for 2026
 - » Financial surplus achieved and reinvested
 - » 98% graduate satisfaction and 96% would recommend Te Rito Maioha
- **Academic Excellence:** 70% of academic staff hold master’s degrees, with increasing engagement in doctoral study; two new doctorates awarded.
- **Publications:** Launch of Effective Leadership in Education featuring contributions from 18 staff.
- **People and Culture:** Launch of the Poipoia tō Oranga wellbeing programme, community engagement initiatives,

kapa haka and te reo lessons, and a national staff conference.

- **International Relationships:** Strengthened global partnerships in the Philippines, Malaysia, China, Vietnam, and Canada.

Kathy acknowledged the service of departing Council members and welcomed new appointees. She also expressed pride in the new four-year strategic plan and the upcoming review of the membership strategy.

She closed with gratitude to members, staff, Council, and whānau, ending with the words of Sir James Henare to inspire continued progress.

Clare Wells thanked Kathy for her leadership, vision and tenacity, and thanked the team in Whanganui -a-Tara and around the motu for the extraordinary mahi everyone does each day in the best interests of tamariki, whānau, tauira and kaiako.

Receive and accept 2025 Annual Report

The floor was opened for questions and comments on the 2025 Annual Report.

No comments or questions were received.

IT WAS MOVED THAT the 2025 Annual Report be received and approved.

Moved: Cathy Wilson

Seconded: Helen Orr

CARRIED

Receive and accept the Financial Statements for the year ended 31 December 2024

Rhys Barlow presented the Financial Statements for the year ended 31 December 2024.

The financial statements for the year ended 31 December 2024 are contained in the 2025 Annual Report which has been pre-circulated to members via their member login.

The 2024 financial year yielded total revenues of \$19.7m (up from \$17.8m in 2023) and a surplus of \$2.4m (up from \$1.9m in 2023). The main reason for the improved revenues and continued strong surpluses was the increase in student enrolments with 1,036 equivalent full-time students in 2024 compared to 1,002 in 2023, an increase of 3.4% which reflects the ongoing relevance and popularity of our programmes. The balance sheet at 31 December 2024 has strengthened with Member’s funds of \$13.3m (up from \$10.9m in 2023).

The organisation remains in a strong financial position and strong reserves with a sufficient buffer for unforeseen events.

The organisation has received a clean audit report, with no recommendations, reflecting a strong internal control environment.

Clare Wells thanked the CE and team for another successful year.

61st Annual General Meeting

Ngā meneti o te hui ā-tau 61

IT WAS MOVED THAT the financial statements for the year ended 31 December 2024 be received and accepted

Moved: Christine Taare (Membership # 25527)

Seconded: Deborah Wansbrough (Membership # 27072)

CARRIED

Confirmation of auditor (BDO Wellington) as Te Rito Maioha Early Childhood New Zealand Incorporated's auditor for 2025:

Each year the appointment of an auditor for the ensuing financial year is confirmed by members at the AGM. On behalf of Council, Rhys Barlow nominated BDO Wellington Audit Limited to be the auditor for Te Rito Maioha Early Childhood New Zealand Incorporated for the financial year ending 31 December 2025.

IT WAS MOVED THAT BDO Wellington Audit Limited be appointed as the Auditor for 2025.

Moved: Italia Taouma

Seconded: Debborah Wansborough

CARRIED

Result of elections for vacant Council positions:

Three Council positions are to be filled at this AGM and nominations for these vacancies closed on 28 April. The three vacancies are for the following Council member positions:

General Council Member
Council Member Māori
Kaiwhakahaere

For the General and Council Member Māori positions the nominations were equal to the number of vacant positions so in accordance with clause 8.20 of the Constitution no ballot was required. The successful candidates for these positions are:

Clare Wells for the position of General Council Member; and
Pandora Hawke for the position of Council Member Māori.

Council have re-elected Clare Wells as the President of Te Rito Maioha under the provisions of our Constitution.

The appointments of Clare and Pandora are for a period of three years.

No nominations were received for the position of Kaiwhakahaere and this position remains vacant. Nominations for this important role will be called for in the lead up to the 2026 Annual General Meeting. Under clause 8.14 of the Constitution, Council may co-opt a person into this position until the next Annual General Meeting.

Clare Wells thanked members, noting it a privilege to serve as

president for a further term. Clare congratulated and welcomed Pandora Hawke to the Council, and Pandora expressed gratitude for her new position and thanked members. Clare Wells thanked Christine Taare, the outgoing Kaiwhakahaere.

Clare advised that Council had recently appointed George Konia as National Kaumatua and thanked Martin Wikaira who stepped down from the role in December 2024.

Disclosure of interests:

Due to this being the first AGM Te Rito Maioha has been registered under the Incorporated Societies Act 2022 we are required to provide Members with a schedule disclosing any Council member interests in matters where conflicts of interest may exist. The schedule has been pre-circulated to members as part of Member Updates and is attached to the agenda for the information of members and to meet Council's statutory requirement to make these disclosures for the 2024 year.

Council does not consider that any of the interests held by Council members during 2024 gave rise to any conflicts of interest in the undertaking of their Council obligations and duties.

IT WAS MOVED THAT the Schedule of Council Member interests for the year ended 31 December 2024 was received and accepted.

Moved: Vaolele Walker

Seconded: Cathy Wilson

CARRIED

Resolutions to amend the organisation's constitution:

2/3rds majority of valid votes cast is required to make any changes to our Constitution per clause 16.1. There is a 2/3rds majority requirement of 21 votes at this year's AGM.

RESOLUTION ONE

This proposed amendment removes the requirement for nominees for the position of Kaiwhakahaere to have "current Council experience" and it is Council's view that this amendment would not reduce the ability of nominees to undertake the role. This requirement appears in clauses 8.5 and 8.20(d) of the Constitution.

IT WAS MOVED THAT The requirement for a nomination for the role of Kaiwhakahaere to have current Council experience be removed from clause 8.5 and that clause 8.20(d) which requires nominations for the position of Kaiwhakahaere to outline the candidate's experience on Council be removed from the Constitution.

Moved: Vaolele Walker

Seconded: Norma Roberts

CARRIED

RESOLUTION TWO

The second resolution is to make a minor correction to the Constitution to ensure consistency with the Incorporated Societies Act 2022.

As the Act requires that there must be at least three Council Members the proposed change to clause 8.6 of the Constitution is necessary as the current wording of “less than five (5)” technically allows for “less than three” which is in conflict with the requirements of the Act.

Clause 8.2 provides that the Council shall have a minimum of five (5) elected members and clause 8.6 provides guidance as to the ambit of Council undertakings should the number of elected Council members fall below five but above the legislative minimum of three Council members.

Currently clause 8.6 reads:

If at any time there are less than five (5) Council Members, the Council may carry out essential matters but may not undertake any action or make any decision until the number of Council Members is increased to five (5) PROVIDED THAT the Council (once it has the minimum number of Council Members required) may ratify and confirm any earlier action or decision purported to have been taken or made by or on behalf of the Society while the Council was composed of less than the minimum number of Council Members.

IT WAS MOVED THAT the words “less than five (5)” be replaced with the words “either three (3) or four (4)” in clause 8.6 of the Constitution.

Moved: Cathy Wilson

Seconded: Pandora Hawke

CARRIED

General Business:

No General Business items have been notified to the Chief Executive for discussion at this AGM.

Clare extended thanks to the Council, Senior Leaders and Chief Executive, and all Members for the work they do for Te Rito Maioha.

Clare Wells acknowledged Arapera Card, longstanding Pouhere Kaupapa Māori, for her incredible mahi and wished her well upon her departure later this year.

Close of the 62nd Annual General Meeting of Te Rito Maioha Early Childhood New Zealand Incorporated

The meeting closed at 6:31pm with Karakia from Arapera Card.

MEETING CLOSED

Research outputs

Ngā putanga rangahau

External Publications 2025

- Archard, S. (2025). *Fostering a capacity for connectedness: The contribution of “humanness” in hybrid early childhood initial teacher education programmes* [Doctoral sissertation, University of Waikato]. Research Commons, <https://hdl.handle.net/10289/17715>
- Cameron, M., Smith, P., & Aspden, K. (2025). “Trying to wrap your head around all of that” - Leadership and curriculum implementation in early childhood settings. *Early Education*, 70(1).
- Davitt, G., **Chellapan, L.**, & **Keighron, C.** (2025). Nuances and perceptions of home-based early childhood education in Aotearoa New Zealand. *NZ International Research in Early Childhood Education Journal*, 27, 56-68. <https://oece.nz/members/research/2025-nzirece-journal/home-based-ece-nz/>
- Driver, A. (2025). Leading with self-awareness: The antecedent to relational leadership. *Journal of Educational Leadership, Policy and Practice*, 39(1), 22-33. <https://doi.org/10.2478/jelpp-2025-0002>
- Griffiths, V., Malcolm, J., Hall, E., Hartley, D., **Hohaia-Rollinson, F.**, Purdue, K., Solomon, J., & Williamson-Garner, D. (2025). Supporting disabled teachers right to teach: Implementing “reasonable accommodations” in practice for ECE student kaiako and kaiako with disabilities. *Early Childhood Folio*, 29(1), 16-21. <https://doi.org/10.18296/ecf.1152>
- Heke, L. (2025). Māmā Māori teenage Māori mothers’ experiences of support for their holistic wellbeing and success. *MAI Journal*, 14(2), 189-198. <https://doi.org/10.20507/maijournal.2025.14.2.5>
- Hohaia-Rollinson, F., & Williams, N. M. (2025). He ao tūhono: A comparative look at Indigenous early learning rights. *New Zealand Journal of Teachers’ Work*, 22(2), 220-230. <https://doi.org/10.24135/teacherswork.v22i2.692>
- Hohaia-Rollinson, F.**, Hall, E., Tate, A., Solomon, J., Griffiths, V., Hartley, D., Malcolm, J., Purdue, K., & Williamson-Garner, D. (2025). Becoming a qualified teacher in early childhood education in Aotearoa New Zealand: Challenges for student teachers with disabilities. *Asia-Pacific Journal of Research in Early Childhood Education*, 19(2), 77-101. <https://doi.org/10.17206/apjrece.2025.19.2.77>
- Kumar, A. (2025). *Experiences of early childhood teachers with refugee children and their families in New Zealand* [Doctoral dissertation, Te Herenga Waka-Victoria University of Wellington]. Open Access Te Herenga Waka-Victoria University of Wellington. <https://doi.org/10.26686/wgtn.28385732>
- Lovatt, D. (2025). Modelling children’s working theories: The spiral of working theory development. *Early Childhood Folio*, 29(1), 22-27. <https://doi.org/10.18296/ecf.1153>
- Maxwell, A., Hohaia-Rollinson, F., & Woolston, D. (2025). Moving beyond the environment towards a multi-pillared approach: Early childhood teachers understanding and practices of education for sustainability in Aotearoa New Zealand. *NZ International Research in Early Childhood Education Journal*, 26, 69-82. <https://oece.nz/members/research/2025-nzirece-journal/education-for-sustainability/>
- Mihaka, R. (2025). *Ngā Waiata Mōteatea ā Ngāti Pikiao* [Doctoral dissertation, Te Whare Wananga o Awanuiarangi].
- Penman, F. R., Green, E., & Winslow, R. (In press). Influencers of high-quality infant and toddler programmes: structural and process quality in Aotearoa New Zealand. *Early Years*. <https://doi.org/10.1080/09575146.2025.2610292>
- Purdue K., **Hohaia-Rollinson F.**, Solomon J., Williamson-Garner, D. (2025). The benefits and challenges of using AI in learning and teaching for early childhood student kaiako and kaiako with learning disabilities. *He Kupu*, 8(3), 35-44.
- Takemoto, M. (2025). *Japanese children’s experiences in Aotearoa New Zealand early childhood education and care settings* [Doctoral dissertation, Te Herenga Waka-Victoria University of Wellington]. Open Access Te Herenga Waka-Victoria University of Wellington. Thesis. <https://doi.org/10.26686/wgtn.28236194>
- Warren, A. (2024). What does place do in bicultural teaching and learning in an ECE setting in Aotearoa New Zealand? Engaging with posthumanist and Māori perspectives. In Berger, I. (Ed.) *Intimately situated stories of place: Activating place-centred pedagogies in early childhood education*. (pp. 295-316). Palgrave MacMillan.
- Warren, A. (2025). A posthumanist critical multilogue: Storytelling as bicultural teaching and learning in early childhood education in Aotearoa New Zealand. *International Journal of Qualitative Studies in Education*, 38(4), 571-587. <https://doi.org/10.1080/09518398.2024.2416700>
- White, E.J., Gath, M., Rutanen, N., Hunkin, E., McNair, L., & **Redder, B.** (2025). Ameliorating infant distress during early transitions to early childhood education and care (ECEC): Teacher practices over time and place. *International Journal of Early Childhood*. <https://doi.org/10.1007/s13158-025-00453-1>
- White, E.J., Gath, M., Herold, L., Hunkin, E., McNair, L., **Redder, B.**, & Rutanen, N. (in press). Practices to support infants’ emotional and social experience of transition: Into ECEC in the first year of life. *International Journal Early Childhood*.
- White, E. J., Guard, C., McNair, L., O’Toole, **Redder, B.**, L., Sadownik, A., Tulloch, L., & Williams, N. (in press). *Dialogising ECE approaches: Interanimating philosophies and theories across the world*. Routledge.
- Williamson-Garner, D., Hartley, D., Griffiths, V., Hall, E., **Hohaia-Rollinson, F.**, Malcolm, J., Purdue, K., & Solomon, J. (2025). “You’re not competent if you’re Autistic”- The identity dilemmas of teachers with disabilities: How ITE and ECE can support the construction of positive teacher identities. *NZ Journal of Educational Studies*, 60, 35-49. <https://link.springer.com/article/10.1007/s40841-025-00385-3>

External presentations 2025

- Archard, S. (2025, April 15-16). *Conversations with young children about disability: Implications for inclusion in early years education* [Paper presentation]. Pacific Rim International Conference on Disability and Diversity, Honolulu, Hawaii.
- Cameron, M. (2025, November 18). *Assessing four-year-old children's learning – A comparison 10 years on* [Paper presentation]. NZARE, Auckland, New Zealand.
- Edwards, R, Lemon, R., Lee, K., & Clune, M. (2025 September 29 - October 3). *Comparing trends and issues in technology education in New Zealand and internationally: A Delphi study* [Paper presentation]. PATT42 Montreal, Canada.
- Edwards, R, Lemon, R., Lee, K., & Clune, M. (2025 September 29 - October 3). *Trends and issues in technology education in New Zealand: A Delphi study* [Paper presentation]. TENZ Conference Wellington, New Zealand.
- Edwards, R, Lemon, R., Lee, K., & Clune, M. (2025, November 18-20). *Pointing towards a research agenda for technology education research in New Zealand* [Paper presentation]. NZARE, Auckland, New Zealand.
- Hall, E., Purdue, K., Hohaia-Rollinson, F., & Solomon, J. (2025, November). *Disabled kaiako - why they choose teaching: Connections, responsibilities and futures* [Paper presentation]. NZARE, Auckland, New Zealand.
- Kumar, A. (2025, October 1 - 4) *The distinct nature of Pacific educational leadership in Aotearoa New Zealand* [Paper presentation]. Early Childhood Australia. Perth, Australia.
- Le Fleming-Dean, J. (2025, April 14-16). *Disrupting young children's visual art making through creating largescale art installations situated in their environment* [Conference session]. ANZAAE, Hamilton, New Zealand.
- Le Fleming-Dean, J. (2025, April 14-16). *Exploring the concepts of visual art elements through the interactive medium of wet felt-making* [Conference session]. ANZAAE, Hamilton, New Zealand.
- Le Fleming-Dean, J. (2025, July 11-12). *Young children as curators and meaning makers of art installations* [Conference session]. 10th International Art in Early Childhood conference, Wollongong, Australia.
- Le Fleming-Dean, J. & Wren, J. (2025, July 11-12). *Navigating the journey of a PhD across the waters* [Conference session]. 10th International Art in Early Childhood conference, Wollongong, Australia.
- Maxwell, A., Hohaia-Rollinson, F., & Woolston, D. (2025, November 18-20). *Pillars of Sustainability: Exploring ECE teachers' understandings and practices of EfS in Aotearoa New Zealand* [Paper presentation]. NZARE, Auckland, New Zealand.
- Maxwell, A., Hohaia-Rollinson, F., & Woolston, D. (2025, December 1 - 4). *Keeping education for sustainability (EfS) front of mind: Early childhood teachers current understanding and practices of EfS in Aotearoa NZ* [Paper presentation]. AARE, Newcastle, Australia.
- McPhillips, J.C., & Carlyon, T. (2025, December 1-4). *Adapting to rapid change: The role of a primary school principal* [Paper presentation]. AARE Conference, Newcastle, Australia.
- O'Connell Jones, F., Edwards, R., Lee, K., & Higginson, R. (2025, November 18-20). *Generative Artificial Intelligence (Gen-AI) for teaching and learning in primary classrooms: a case study* [Paper presentation]. NZARE, Auckland, New Zealand.
- O'Connell Jones, F., & Rebello, L. (2025, December 1-4). *Perspectives and reflections over time of a primary ITE school-based, online and bicultural programme in Aotearoa/New Zealand.* [Paper presentation]. AARE Conference, Newcastle, Australia.
- Solomon, J., **Hohaia-Rollinson, F.**, Hall, E., & Purdue, K. (2025, November 18-20). *Finding our place: The experiences of neurodiverse kaiako in ECE* [Paper presentation]. NZARE, Auckland, New Zealand.
- Summers, T. (2025, September 9-12). *Social justice leadership in early childhood education: The origins of one woman's leadership.* [Paper presentation]. European Conference for Educational Research. University of Belgrade, Serbia
- Summers, T. (2025, November 17-20). *Kia Whakatōmuri te haere. I walk backwards into the future with my eyes fixed on my past* [Paper Presentation]. World Indigenous Peoples Conference in Education. Auckland, New Zealand.
- Takemoto, M., Hohaia-Rollinson, F., Morton-Hay, L., Rickard, D., & Carlyon, T. (2025, April 15-16). *Understanding and responding to student's decisions and experiences of disclosure of disability in tertiary education, in Aotearoa New Zealand* [Paper presentation]. Pacific Rim International Conference on Disability and Diversity, Honolulu, Hawai'i.
- Takemoto, M. (2025, July 10-14). *Japanese children's cultural identity in superdiverse Aotearoa New Zealand* [Paper presentation]. European Conference of Education 2025, London, UK.
- Tuhakaraina, S., & Robinson, L., (2025, September 9-11). *How do early childhood teachers uphold their obligations to the Treaty of Waitangi in relation to the inclusion of Māori ways of being, doing and knowing in curriculum* [Paper presentation]. BERA, Brighton, England.
- Ward, J.**, Coombridge, B., & Taylor, S. (2025, September 9-11). *Fostering belonging and agency: Innovative approaches in early childhood, primary and secondary education in Aotearoa New Zealand.* [Keynote symposium session]. BERA, Brighton, England.
- Ward, J. (2025, November 18-20). *The importance of leadership in fostering a sense of belonging curriculum* [Paper presentation]. NZARE, Auckland, New Zealand.

Research outputs

Ngā putanga rangahau

OTHER RESEARCH OUTPUTS (Not counted in the lists above)

- Cameron, M. & Smith, P. (2025, May 17). *Effective leadership: Growing teachers as leaders*. [Paper presentation]. Seeds of Success, Ngā Purapura Angitū, Te Rito Maioaha Conference, Rotorua, New Zealand.
- Ellis, J., & Taylor, R. (2025). Experiences of leaders in early childhood education (ECE) during the COVID-19 pandemic. *NZEALS Leading lights newsletter* (1).
- Huggins, T. (2025). Te raranga o te rangimārie: The weaving of peace. Kaiako discovering, dreaming and designing their destiny through practices that weave peace education within a te ao Māori and Montessori worldview [Masters thesis, Te Rito Maioaha Early Childhood New Zealand].
- Lemon, R., **Edwards, R.**, Clune, M., Dixon, M., Lee, K. (2025, In press). Advancing insights into New Zealand technology education: A Delphi study. *Proceedings of International Conference on Technology Education (ICTE)*, Nara, Japan.
- Lovatt, D. (2025). *Theorising working theories: Mediators of teaching and learning* [Webinar]. EC Seminar Series. www.youtube.com/watch?v=XV_PtNRZDOo
- Lovatt, D. (2025, September). *Flying sausages: How children develop working theories through play*. [Workshop] Kidsfirst Kindergartens, Christchurch, New Zealand.
- Lovatt, D. (2025, September). *Supporting and extending children's working theories*. [Workshop] Kidsfirst Kindergartens, Christchurch, New Zealand.
- Ngapuhi, R. (2025). The intersection of mātauranga Māori and English-medium initial teacher education (ITE): Insights of tāngata Māori within English-medium ITE [Masters thesis, Te Rito Maioaha Early Childhood New Zealand]. Open Polytechnic Library Catalogue. https://library.openpolytechnic.ac.nz/screens/Ngapuhi_The_intersection_of_maatauranga.pdf
- Penman, F. R., (2025). Book review: Effective leadership in early childhood services and primary school education in Aotearoa New Zealand. *NZEALS Leading lights newsletter* (1).
- Penman, F-R., & Redder, B. (2025, May, 17). *How babies brains work* [Workshop presentation]. Seeds of Success, Ngā Purapura Angitū, Te Rito Maioaha Conference, Rotorua, New Zealand.
- Smith, P. (2025). Leadership story. Reflection on my leadership journey. *NZEALS Leading lights newsletter* (1).
- Summers, T. (2025, February). *Kaupapa Māori principles and leadership in early childhood settings*. [Webinar]. The Education Hub.
- Tangaere, R. (2025). *Ways of knowing, being and doing when transitioning from te kōhanga reo to a kura kaupapa Māori setting* [Masters thesis, Te Rito Maioaha Early Childhood New Zealand].
- Ward, J. (2025, May 7). *Fostering belonging: The power of teamwork in teaching* [Webinar]. Ako Aotearoa.



Our locations

Ngā wāhi whakaako

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



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Tel 09 438 1960

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1157 Pukuatua Street
Rotorua 3010
Tel 07 346 2408

Palmerston North Te Papaioea

23 Mihaere Drive
Palmerston North 4414
Tel 06 355 0108

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Mangapapa
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Wellington Te Whanganui-a-Tara

Ground Floor
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Thorndon
Wellington 6011
Tel 04 460 8921

Dunedin Ōtepoti

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Dunedin 9016
Tel 03 477 8511

Hamilton Kirikiriroa

5 King Street
Frankton
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Hastings Heretaunga

120 Market Street
North Hastings 4122
Tel 06 878 2307

Nelson Whakatū

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To enrol with us, talk to our Student Services team.
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