



**Te Rito  
Maioha**

Early Childhood  
New Zealand

# Annual Report 2019 Te Pūrongo ā-Tau 2019

For the year ended 31 December 2018





# Te Rito Maioha

Early Childhood  
New Zealand

We are a field-based provider with 11 teaching bases across New Zealand.



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# What guides Te Rito Maioha?

## He aha tērā, hei ārahi i a Te Rito Maioha?

### Our korowhai

#### Vision Te pae tata

Shaping the future of early childhood education so every child thrives and learns.

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

#### Mission Te pae tāwhiti

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

We respond by being agile, connected and contributing to ensure successful learning happens together.

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

#### Guiding beliefs Ngā whakapono ārahitanga

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

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

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

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

#### Values 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 taea te hāpai i ngā kaupapa katoa ahakoe te aha

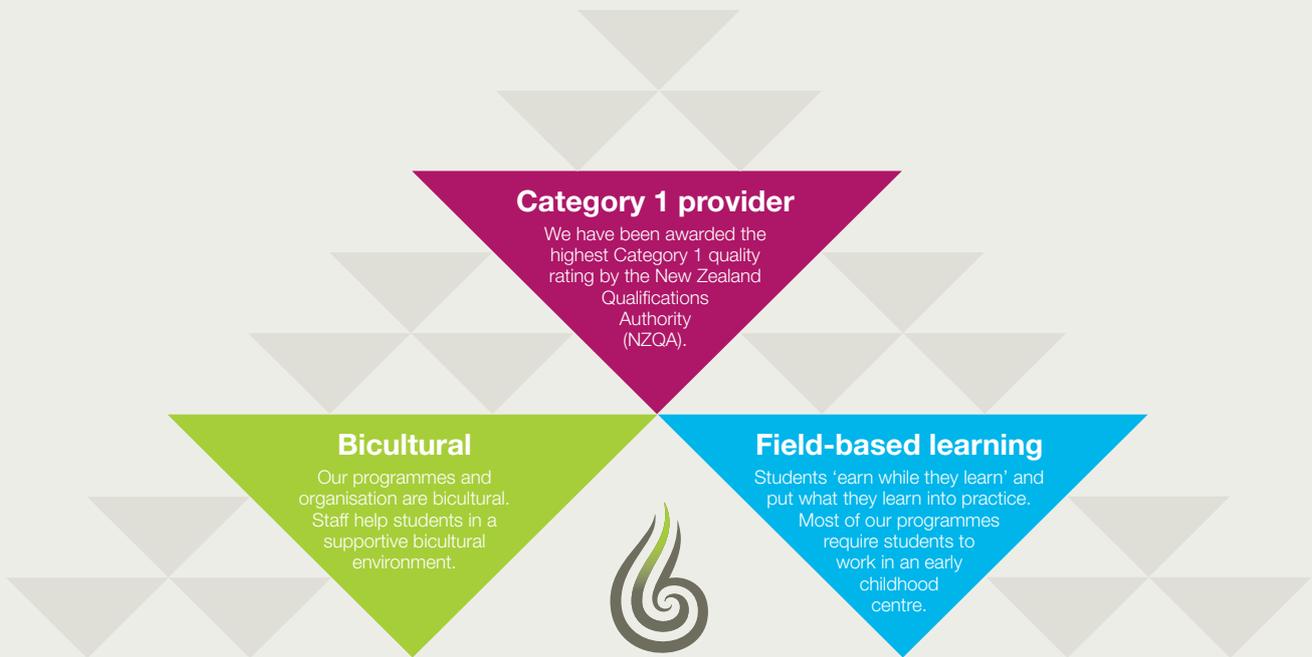
**Caring and connecting** – Manaakitanga

**Innovating** – Whakahihiko hinengaro



# What makes Te Rito Maioha unique?

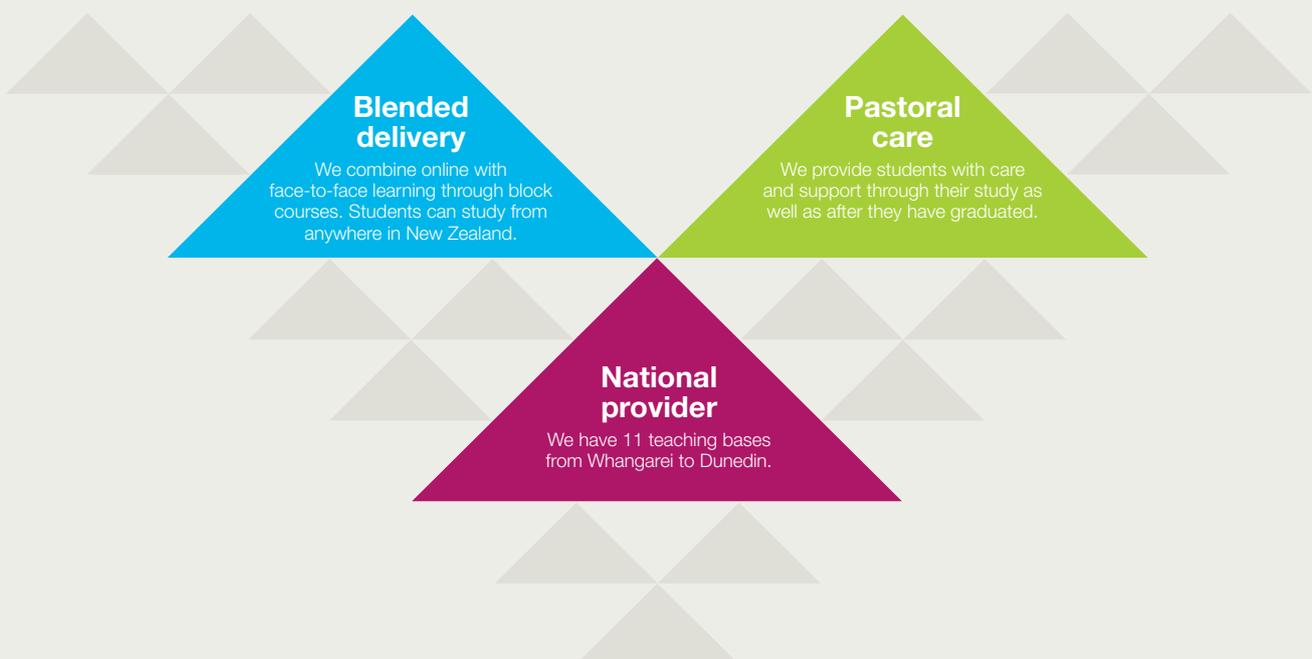
## He aha ngā āhuatanga motuhake o Te Rito Maioha?



## Why is this important?

### He aha tēnei e whakahirahira ai?

**Te Rito Maioha** students have high rates of success and become the qualified early childhood teachers that New Zealand needs.



# President's statement

## Te tauākī a te Perehitini



Tēnā koutou, tēnā koutou, tēnā koutou

2018 was an important year for Te Rito Maioha and early childhood.

It was good to see attention finally being paid to our sector by the government, with the draft Strategic Plan for Early Learning 2019–29 going out for consultation late last year.

We hope the government will not delay in implementing the final plan and, in particular, that it will rectify the early childhood sector's funding in 2019 and not wait for another year.

Te Rito Maioha has been active and vocal this year in its advocacy role. We have made nearly 30 government submissions, and Chief Executive, Kathy Wolfe and her staff have ensured that members' voices have been heard at the many education sector hui that have been held this year.

2019 must be a year of decisive action by the government if we are to have a chance of improving and maintaining standards of early childhood education and care in New Zealand. Our early childhood curriculum, Te Whāriki, is the envy of the world. It demands to be taught by passionate teachers who are well-qualified, experienced and supported.

One thing I am proud of is the way that Te Rito Maioha stepped up and widened its portfolio of programmes in 2018. We developed four new qualifications from level 5 diploma to level 9 master's level, which provides students, teachers and centre managers with a career progression pathway with us.

In the past year, Te Rito Maioha has also offered more professional learning and development and improved its communications with members.

I would like to thank Kathy and her team for their commitment, mahi and personal investment in Te Rito Maioha in a challenging environment.

I look forward to working with you, teachers and managers in the early childhood sector, over the coming year to improve education and care for all our youngest tamariki.

Mauri ora, nā

**Lesley Rameka**  
President

# Chief Executive's statement

Te tauākī a te Rangatira



Tēnā koutou katoa

The past year – our 55th year of shaping early childhood education (ECE) in New Zealand – has been another year of action for Te Rito Maioha.

We are now 2 years into our 4-year Strategic Plan 2017–2020. Over the past year, the focus has been on development and continuous improvement following the reorganisation that took place in 2017.

We are proud to have developed four new programmes and had them approved by the New Zealand Qualifications Authority (NZQA). These new programmes are in direct response to stakeholder feedback and also to the critical need for New Zealand to graduate more early childhood education teachers each year to meet demand for places in early childhood services.

Over the past year, we have been working – mostly behind the scenes – to improve services to members. As a membership organisation, it is important that we are accessible, communicate regularly and provide services and advice that are of benefit to members.

In terms of dialogue, we have improved weekly communications through Member Update, our website and our Facebook page, which now has more than 11,000 followers. The next step is to improve two-way communication so our members' voices are more prevalent.

Much of our focus in the past year has been on advocacy. We have been part of the Education Conversation and have made nearly 30 submissions to government. We have also contributed to development of the Early Learning Strategic Plan and Education Workforce Strategy and review of home-based early childhood education.

At every opportunity, we put the case for:

- reinstating funding for 80–100% qualified teachers
- recognition of early childhood teachers as equal to their primary and secondary teacher peers with a move to pay parity. After all, a teacher is a teacher is a teacher.
- greater investment in professional learning and development for early childhood teachers and centre managers.

The tertiary education sector is still struggling under declining equivalent full-time students (EFTS) as the media constantly reminds the country. In 2017 and again in 2018, I am pleased to report that we increased our student enrolment numbers.

In alignment with our International Strategy, we have continued working with partners in China, Australia, Russia and the United Arab Emirates.

Looking to 2019 and beyond, the early childhood education sector has an opportunity with *He taonga te tamaiti* | *Every child a taonga: Strategic plan for early learning 2019–29* to put our sector on a much firmer footing and reverse the decline of the past decade. It is good to see that the government and officials are taking a consultative approach to finalising the Strategic Plan and appear willing to invest in our sector and the future of tamariki, their families and whānau and New Zealand society.

Our team at Te Rito Maioha contribute many hours in teaching, learning, research, professional learning and development, advocacy and advice to members. I am proud of the commitment they have to realising our vision: 'Shaping the future of early childhood education so every child thrives and learns'.

Thank you to the Te Rito Maioha Council for its guidance, particularly during a time of change in the early childhood education sector.

I would also like to thank you for your interest in and support of our organisation, its objectives and beliefs.

Ngā mihi

**Kathy Wolfe**  
Chief Executive

# Our Council

Tā te Kaunihera



Back row, from left to right: Penny Smith, Geoff Summers, Peter Jackson, Rhys Barlow.  
Front row, from left to right: Christine Taare, Julie Watkins, Lesley Rameka, Meritiana (Tiana) Lolesio.

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

The Council's role is that of a governance body, overseeing Te Rito Maioha's policies and strategic direction. The Council meets four to five times each year.

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

Our Council is responsible for:

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



Left to right: Lesley Rameka, Tiana Lolesio, Ene Tapusoa, Jan Taouma, Arapera Card

## Council changes in 2018

At our 55th Annual Conference in July 2018, we farewelled two-term Pasifika Council member Ene Tapusoa.

Council President Lesley Rameka thanked Ene for her advice and support on Pasifika matters and said, “You have helped ensure that Te Rito Maioha has a better understanding of Pasifika early childhood perspectives and that we are able to respond in the programmes that we offer.”

At the same time, we welcomed two new Council members – Meritiana (Tiana) Lolesio as our Pasifika Council member and Christine Taare, who has been co-opted to become our Kaiwhakahaere. Christine will stand for election as Kaiwhakahaere at our 2019 Annual General Meeting.

Also in July 2018, Penny Smith was re-elected as staff representative.

In September 2018, co-opted Council members Geoff Summers and Rhys Barlow both extended their terms.

In December 2018, Council member Kathryn O’Connell-Sutherland stepped down after a long association with Te Rito Maioha and its predecessor, Te Tari Puna Ora o Aotearoa. At the time, Chief Executive Kathy Wolfe said, “Kathryn’s knowledge and experience of early childhood has been an asset to Council decision making and the development of our current 4-year Strategic Plan.”

# Our leadership

Ā tātou kaihautū



Back row: Arapera Card, Deputy Chief Executive John Diggins, Janis Carrol-Lind, Nikki Parsons  
Front row: Carolyn Mitchell, Chief Executive Kathy Wolfe, Rosina Merry

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

# Our direction

Tō tātou ahunga

## Strategic Plan 2017–2020

### Putanga rautaki

Our Strategic Plan 2017–2020 outlines how we will achieve four goals.

In summary, over the past year, the second year of our Strategic Plan, we have grown our programmes and formed new partnerships with other education providers to improve pathways into and through initial teacher education and higher education.

GOAL	PROGRESS IN 2018
<b>Education excellence</b> We are the provider of choice for teaching, learning and research in ECE	<p>We developed four new programmes that were approved by NZQA in late 2018.</p> <p>We received commendations in external academic reviews of our Bachelor of Teaching (ECE), Graduate Diploma of Teaching (ECE) and Postgraduate Certificate/Diploma in Leadership (ECE). As a result, we have been approved to self-monitor our programmes.</p> <p>We improved the online student application process.</p>
<b>ECE leadership</b> We are a valued leader and champion in supporting members to deliver quality experiences and outcomes for children and families	<p>We made almost 30 submissions to government on matters relating to early childhood education, the teaching profession and tertiary education.</p> <p>Membership increased by approximately 30 members.</p> <p>We met with members at our each of our 11 teaching bases during a roadshow in late March and early April 2018.</p>
<b>Collaborative relationships</b> We are recognised and valued by our partners for collaboration and innovation	<p>We developed a New Zealand Diploma of Education and Care (Aperfield Montessori) in collaboration with the Aperfield Montessori Trust.</p> <p>We worked with the Universal College of Learning (UCOL) and International College of Learning (ICL) Graduate Business School to create a pathway for their graduates into our Bachelor of Teaching (ECE).</p> <p>We started developing a memorandum of understanding (MOU) with the Far North REAP (Rural Education Activities Programme) to attract students into our Bachelor of Teaching (ECE) by offering them extra pastoral care and support.</p>
<b>Operational excellence</b> We are a strong, bicultural and sustainable organisation	<p>We implemented Phase 1 of our Digital Strategy.</p> <p>We operationalised our new structure for academic delivery as part of Phase 2 of organisational redesign.</p> <p>We were a finalist in the 2018 Māori Language Awards in the Te Mātauranga – Whānui   Education – Open category.</p> <p>We launched our Pasifika Strategy   Tau puhala fakatokatoka gahua Pasifika. Setting the pathways for Pasifika.</p> <p>We have transitioned our investment funds from term deposits with New Zealand banks to a management investment fund with First New Zealand Capital. This is to increase returns with minimal increased risk.</p>

## Our people Ō mātou tangata



### Claire Wilson Lecturer

**Kaiako at Te Rito Maioha's Palmerston North  
Papaioea teaching base**

*"I am a teacher at heart and love  
having contact with our students,"  
says Claire.*

"But when I was doing my degree, I never thought I would be a lecturer because I am pretty grassroots, like my Fords and tell it like it is.

"Te Rito Maioha is like one big family. The culture of collaboration is alive here, and I can be myself in that space.

"I have had heaps of opportunities to grow professionally. Last year, I finished my master's and had really great support. The collegial stuff is important to me.

"I feel privileged to be working alongside the team at Papaioea teaching base."

Claire says she has taught throughout the education sector and feels she has made a really great career choice.

"I love the whanaungatanga of Te Rito Maioha and people-centred aspect of what I do. I have a wonderful team of colleagues, oozing with expertise and professionalism."

## Digital Strategy

### Rautaki matihiko

Phase 1 of our Digital Strategy was the migration to Windows 365, SharePoint and Teams. As with most IT projects, we had some big challenges to overcome to stabilise the new platform.

Phase 2 of the strategy – starting in mid-2019 – is to bring students onto the same platform as our staff. This will create a seamless education experience.

To facilitate Phase 2, we are upgrading the broadband in our teaching bases. This upgrade will also improve the experience of students attending block courses and using our bases for study.

In 2018, we simplified the student application process. This project was a success. It has helped streamline and improve the process for both applicants and staff.

## Bicultural Strategy

### Te kōkiri tikanga rua – He rautaki kia tupu te āheitanga me te maiatanga. A strategy to grow competence and confidence

We are proud of how we are travelling on our bicultural journey. Te reo Māori me ngā tikanga is an integral part of all our programmes, which our students and graduates value particularly highly.

Being bicultural is part of who we are, and everyone in Te Rito Maioha shares in making it happen, which reflects our deep commitment to this kaupapa. He waka eke noa | We are all in this together.

Our online te reo Māori me ngā tikanga programme, He Pātaka Reo, is available to all staff and students, and from 2019, it will be available to members as part of their membership fee.

In NZQA's review and approval of our new Bachelor of Education (ECE), one of the panellists remarked that they felt we were “doing ourselves an injustice by not talking about our bicultural kaupapa enough”. Mahia te mahi tonu | Let's carry on and do the work.

We were proud to be a finalist in the 2018 Māori Language Awards in the Te Mātauranga – Whānui | Education – Open category. We will continue to champion te reo Māori me ngā tikanga in everything that we do.

## Pasifika Strategy

### Tau puhala fakatokatoka gahua Pasifika (Niue proverb). Setting the pathways for Pasifika

Our Pasifika Strategy was launched in 2018. The strategy was specifically developed for Pasifika by Pasifika. It is in response to Pasifika stakeholder feedback on the need for programmes to support specifically the development of Pasifika early childhood teachers.

In the strategy's development, our Pasifika staff took the role of the tuakana, ensuring that the Pasifika Strategy was valued and treasured in the true sense of Pasifika culture.

Supported by colleagues, teina saw the celebration and completion of the strategy. We would like to acknowledge the work of our staff, members and the Pasifika people outside the organisation who were involved.

The strategy reflects Pasifika ways of knowing and being. It acknowledges the importance to the role of the aiga (family) and how, from a Pasifika perspective, learning and knowledge come through life experience.

The ‘for Pasifika by Pasifika’ approach we took with the development of the Pasifika strategy is the same one we took with our New Zealand Diploma in Early Childhood Education and Care (Pasifika). We are confident that our approach will ensure that the strategy and programme are both successful in increasing the number of Pasifika early childhood teachers with qualifications and enhancing the practice of those who are already qualified.



## Our people Ō mātou tangata



Gwen Davitt, centre, with visiting Chinese students

### Gwen Davitt Senior lecturer

Pūkenga matua at our Wellington teaching base

*“I love making a difference for students, seeing their potential and helping them grow,” says Gwen.*

“Teaching is something I am passionate about. It is part of my own life-long learning journey.

“The environment at Te Rito Maioha is collaborative, and I have appreciated the chance to carry out research. Te Rito Maioha also provides me with plenty of opportunities to grow. For example, I never imagined that I would be doing most of my teaching online.

*“I enjoy being part of an organisation that lives by being bicultural. I cherish my own learning and knowledge of te reo Māori me ngā tikanga,” says Gwen.*

“I also enjoy the opportunity to work with our visiting Chinese academics and students. While I am teaching about the New Zealand early childhood context, I am learning about the Chinese context, which extends my own learning and cultural perspectives.”

# Our organisation

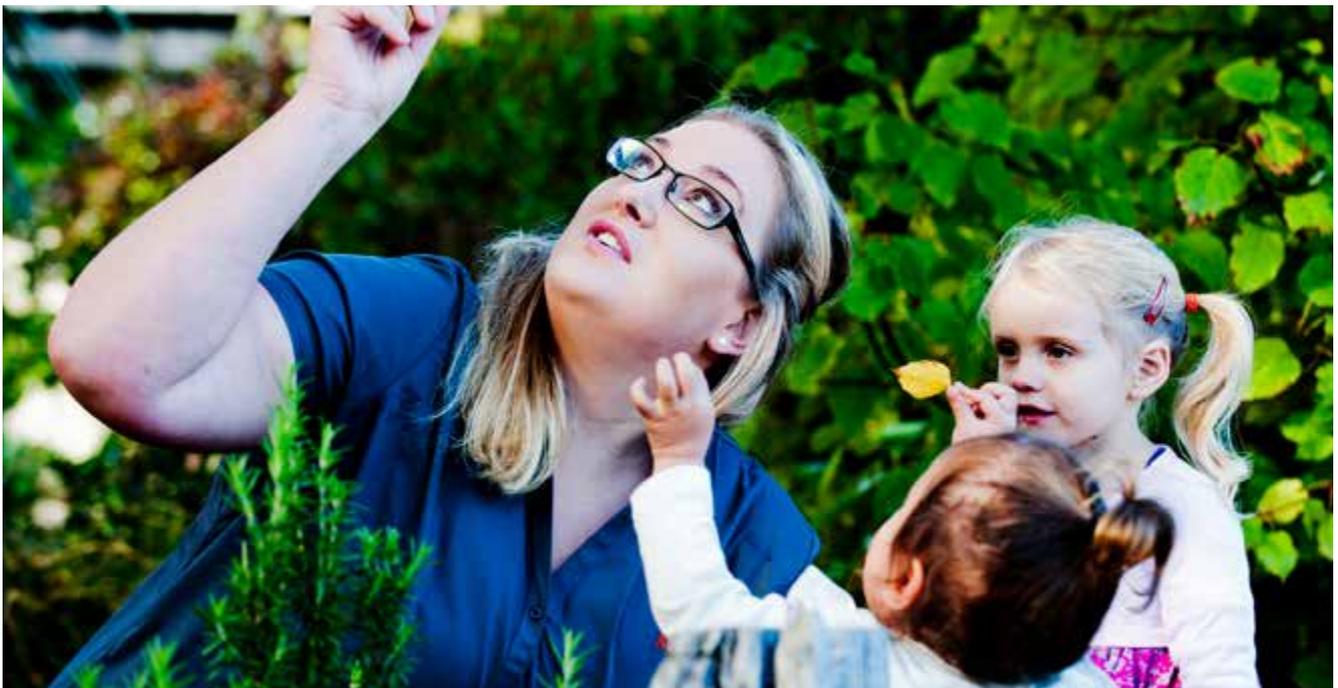
## Tō mātou tōpūtanga

We have implemented Phase 2 of our organisational redesign. Changes to the structure of Te Rito Maioha were necessary to ensure the organisation has the capability and capacity to grow and respond to ongoing changes in its operating environment.

The new structure for academic delivery became operational on 1 January 2019. The new structure saw:

- retention of the roles of Leader in Education Delivery, Curriculum Advisor Māori and Curriculum Advisor Pasifika, with some changes to position descriptions
- creation of three new roles:
  - Leader Education Delivery Manager
  - Paper Leader/Kaiārahi Marautanga
  - Programme Leader/Kaiārahi Hōtaka
- disestablishment of the specialist roles of Paper Coordinator and Programme Coordinator.

Our management team attended a 2-day leadership advantage programme. The aim of the professional development was to provide our leaders with the mindset, skillset and toolset to effectively lead, motivate and support our diverse and dedicated professionals.



# Our teaching programmes

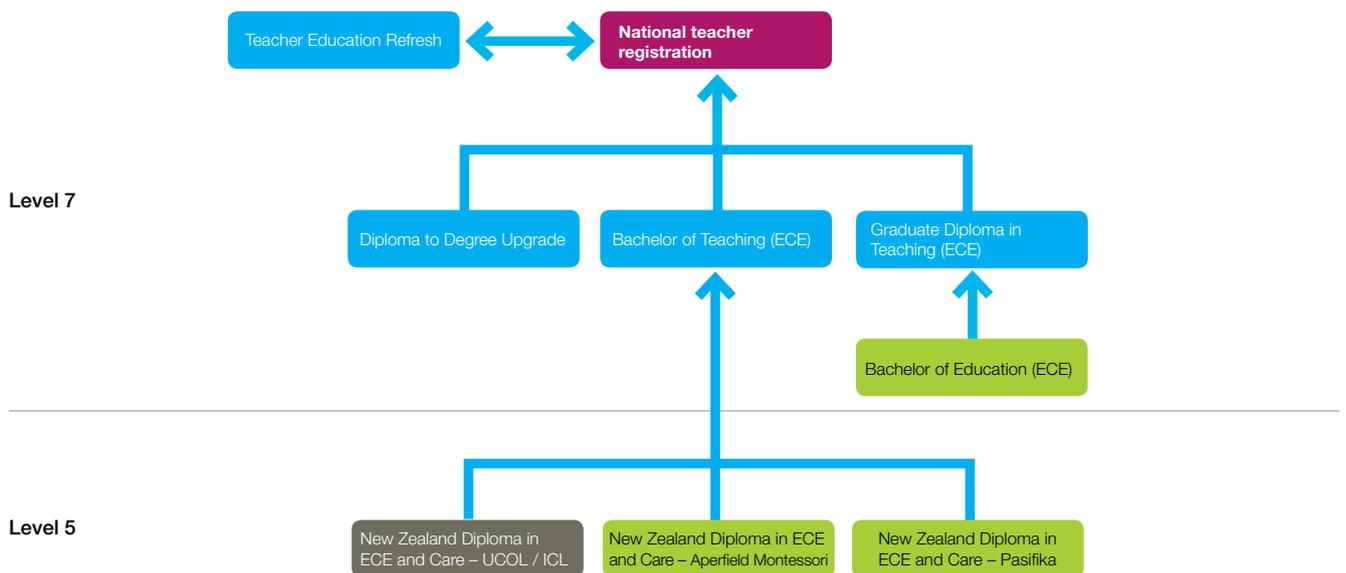
## Ō mātou hōtaka whakaako

We developed four new programmes in 2018: the New Zealand Diploma in Early Childhood Education (Aperfield Montessori), New Zealand Diploma in Early Childhood Education (Pasifika), Bachelor of Education (ECE) and Master of Education (ECE).

The two new diplomas increase the options for people to start their study of early childhood education with Te Rito Maioha. The Bachelor of Education (ECE) is for people wanting to gain an education sector qualification but not teacher registration, while the Master of Education (ECE) is for qualified teachers wanting to further their knowledge of early childhood education.



### National teacher registration pathway

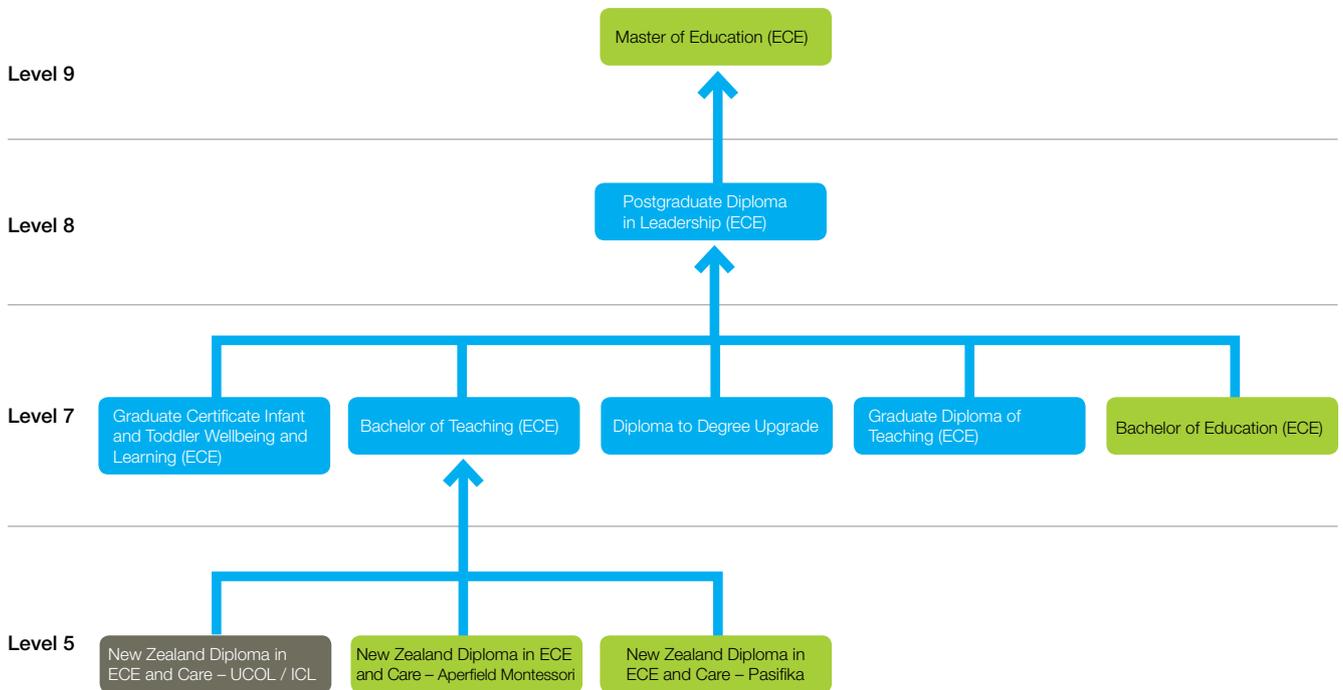


LEGEND





## Master of Education pathway



LEGEND



## Partnerships

Also in 2018, we entered into partnerships that make it easier for people to staircase into our programmes. We now offer UCOL and ICL Graduate Business School students completing the New Zealand Diploma in Early Childhood Education and Care the opportunity to pathway into our Bachelor of Teaching (ECE), reducing the degree by up to a year to 2 years of study. The Tertiary Education Commission (TEC) is supportive of these types of collaborative relationships between tertiary education providers.

We are working with the Far North REAP. This joint partnership is to attract students into our Bachelor of Education (ECE) by offering them extra pastoral care and holding block courses in Kaitiāia. We are looking to form similar relationships with other REAPs across the country.

Also in this area of New Zealand, we are sharing our expertise in online delivery of teaching and learning with North Tec. This work aligns with government objectives to improve access to education in this part of regional New Zealand.

We now offer an Aperfield Montessori programme. This was developed in collaboration with the Aperfield Montessori Trust following the Aperfield Montessori Diploma in Early Childhood Education being replaced on the NZQA framework by the New Zealand Diploma in Early Childhood Education and Care

(Level 5). We were honoured to work with the trust, which has entrusted us with this taonga.

## External reviews

We continue to receive positive feedback on our approach to teaching and learning across all programmes through external moderator and monitor reports.

In 2018, we received reports from external academic reviews and monitor reviews for our Bachelor of Teaching (ECE), Graduate Diploma of Teaching (ECE), Postgraduate Certificate/Diploma in Leadership (ECE) and Graduate Certificate Infant and Toddler Wellbeing and Learning.

## Student experience

We improved our online student application process in 2018 for the 2019 intake. Applicants have been very positive about how much easier and smoother the new process is.

One of the things that makes Te Rito Maioha unique is the pastoral care that we offer all students in the online and face-to-face environments. All our staff have a role to provide our students with guidance and advice, and this ensures that our students have high success rates and enjoy their experience of Te Rito Maioha.

## Student success

### Educational performance indicators

#### Ngā tātai hiranga mātauranga

KPI	2017 Actual	2018 Target	2018 Provisional
Māori student enrolments at least 34%	34%	34%	33%
Pasifika student enrolments at least 12%	10%	12%	12%
Under-25 enrolments at least 40%	31%	40%	28%
Course completion rate for all students at least 90%	88%	90%	91%
Course completion rate for Māori students at least 90%	85%	90%	89%
Course completion rate for Pasifika students at least 85%	74%	85%	75%
Course completion rate for under-25s at least 90%	90%	90%	93%
Retention rate for 1st-year students at least 90%	76%	90%	96%
Retention rate for Māori students at least 90%	84%	90%	96%
Retention rate for Pasifika students at least 85%	59%	85%	88%
Qualification completion rate for all students at least 90%	73%	90%	TBC
Qualification completion rate for Māori students at least 90%	69%	90%	TBC
Qualification completion rate for Pasifika students at least 85%	65%	85%	TBC

## Our people Ō mātou tangata



### Letitia Stock Student

Letitia Stock has almost finished her 3-year Bachelor of Teaching (ECE) with Te Rito Maioha.

"I've loved it and am a little sad to be finishing," says Letitia.

"Studying with Te Rito Maioha has helped me realise my passion and potential.

"I enrolled because I wanted to be able to help children like my son, who has physical and intellectual disabilities.

"My son is my priority, followed by my study and my work, in that order because I need my degree to be the best I can be in my job.

*"I also said to myself if I am going to do this, I am going to do this well. I am not a 'Cs get degrees' person. I am always the best I can be."*

Letitia says that, during her study, she has learned the importance of te Tiriti o Waitangi and her own culture.

"I have filled my kete and love the way that te reo Māori me ngā tikanga Māori is part of the whole programme. It's 50:50 in every paper, which is a great way to be bicultural.

"I have also loved the opportunity to put into practice what I have learned, but it's all gone so fast."

Letitia says Te Rito Maioha has encouraged her to grow.

*"The Palmerston North | Papaioea teaching base has been so welcoming. If one lecturer is not there, another one will help. I have also enjoyed coming to the block courses and talking with the professionals."*

Looking to the future, Letitia plans to keep growing her teaching self and continue with study.

# Research

## Ngā putanga rangahau

We continued to grow our research culture in 2018 and support teaching staff in their research activities.

Three of our staff submitted PhDs while other staff continued to research and be published (see *Research outputs 2018*).

At our Palmerston North teaching base, we held our first research symposium. Three Postgraduate Diploma in Leadership (ECE) students presented their research on the social advocacy of local organisations while two 3rd-year Bachelor of Teaching (ECE) students presented their inquiry.

Students said they found the symposium beneficial. It also provided the local early childhood education community with an opportunity to come together for professional learning and development. We will hold similar events at other teaching bases in 2019.

We were a finalist in the Human Resources Institute of New Zealand awards for our Flagship 4 *Leaders Growing Leaders* research into leadership in an early childhood education context. In addition, Ako Aotearoa has sponsored professional learning and development to disseminate this research.



# International Strategy

## Rautaki rāwāhi

We have continued to develop our international relationships in line with our International Strategy. This strategy was developed in 2017 and supports our vision to become New Zealand's leading provider of international initial teacher education programmes.

Another objective of our International Strategy is to broaden our revenue base by leveraging our good reputation and expertise. This will reduce our reliance on domestic students and ensure that we can afford to continue to do the good work we do in Aotearoa.

### China

In late February 2018, we hosted a delegation from Wenzhou University in Wenzhou, Zhejiang Province. They were here to discuss a joint venture where Chinese students would gain a qualification with Te Rito Maioha as well as a qualification with Wenzhou University.

Lixue Lin was the first student to study with us from Jimei University in Jimei, China. We have an MOU with Jimei University to develop 6-month and 1-year courses for Jimei students that will be counted as part of their 4-year Bachelor of Education (ECE).

This MOU is a result of the 2015 Wellington Mayoral Delegation, and we are pleased by the way in which the relationship is maturing.

Lixue spent 18 weeks with us in Wellington, saying it was a "fantastic experience" and that she will be "absolutely recommending studying with Te Rito Maioha" to all her student friends back in China.

In August, four other Chinese students from Jimei University spent 4 weeks with Te Rito Maioha, enjoying a mixture of lectures and centre visits as well as getting a taste of life in our country.

The students' feedback on their experience was overwhelmingly positive, with one saying, "I feel motivated to look differently at the way we do things in China and apply what I have learned. If we had not have come to New Zealand, I would not have the perspective to enable me to improve my practice back in China."

Two visiting scholars, Professor Shushu Xie and Wei Li, again from Jimei University, joined us in July for a year. They are here to develop online professional learning and development for the Chinese market, starting with Professor Shushu's networks in Wellington's sister city Xiamen. They are also conducting their own research and developing programmes that are accessible and understandable in a Chinese context as part of our partnership arrangement with Jimei University.

### United Arab Emirates

Director of Research and Postgraduate Programmes, Janis Carroll-Lind was selected to serve as a member of the international jury for the UNESCO-Hamdan Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers.

Director of Teaching and Learning Rosina Merry attended the United Arab Emirates' inaugural early childhood education conference. Her presentation was on curriculum development (Te Whāriki) from a sociocultural perspective. Rosina also met with key people from the Supreme Council of Motherhood and Childhood, Knowledge and Human Development Authority and the Ministry of Education.

### Russia

Chief Executive Kathy Wolfe and Director of Teaching and Learning Rosina Merry visited the Alabunga International School in Russia to run workshops with teachers on how to implement STEM (science, technology, engineering and mathematics) in an integrated curriculum (3–12 years). We are exploring the opportunity to provide the school with ongoing professional learning and development.

### Australia

We have set up an Australian entity with an Australian director so we can grow new business in Australia.

We have been accredited as a professional learning and development provider by the New South Wales Education Standards Authority. This is so we can support the accreditation of early childhood education teachers in New South Wales by providing professional learning and development.

We also plan to offer professional learning and development to early childhood education teachers and educators in other Australian states.

We are launching the Minerva Institute of Educational Leadership in partnership with Semann & Slattery. This institute will be located in Sydney and will provide a centre of excellence for early childhood teachers on practice and research relevant to the early childhood education sector.

# Membership

## Te taha ki ngā mema

We are happy to have increased our membership numbers by about 30 in 2018, thanks to improved communications and an increase in benefits.

Throughout 2018, we regularly communicated with members through our weekly Member Update e-newsletter, Facebook page and website and directly via email. We also provided advice to members on practice and management through our 0800 service.

Early in 2018, Chief Executive Kathy Wolfe and other senior staff travelled to each of our teaching bases to touch base with members and others in the early childhood education sector through a series of professional learning and development and networking events.

Feedback was consistent on the need for affordable and accessible, high-quality professional learning and development, particularly in the areas of te reo Māori, Te Whāriki and leadership and management.

We responded to these calls by offering Te Whāriki professional learning and development through a series of face-to-face workshops and online activities in the last third of 2018. Participants valued the opportunity, with one saying that it had “re-sparked her passion” while another said “ka taka te kapa – the penny has dropped”.

We also ran professional learning and development in other areas, such as:

- infants and toddlers
- teacher enquiry and appraisal
- our code and our Standards
- leadership and mentoring.

We reviewed and expanded our preferred suppliers discount scheme. In this scheme, suppliers offer discounts to members on products and services of use to their service.

In 2018, we sought to improve the systems that support our relationship with members. Again, this work has not been without its issues, but we are confident we will improve our registration and invoicing processes in 2019.





## 2018 conference

While feedback on our 2018 conference was positive (95% rated satisfaction at 4+), attendance numbers were down. As a result, we decided not to hold a conference in 2019 but to concentrate our efforts on developing and organising a fresh, more interactive and innovative conference in 2020.

Our 2020 conference will start on the afternoon of Friday 3 April 2020 and will run over the weekend, finishing mid-afternoon on Sunday 6 April 2020. This is in response to feedback on the best days of the week to hold such an event.

The conference will be held at the recently opened Lower Hutt Events Centre.



Minister of Education Chris Hipkins speaking at the 2018 conference

## NZEI Te Riu Roa negotiations

Early Childhood Education Collective Agreement (ECECA) bargaining took place on 11 and 12 October 2018.

Once again, bargaining was influenced by the funding issues with which employers have been struggling. Affordability survey results indicated that most employers were not in a position to increase salaries again this year, or if they could, it would be by a very small percentage, driven by the lack of government funding. With this in mind, we did not feel it fair or reasonable to head into negotiations with substantial claims.

NZEI Te Riu Roa had a couple of claims, which included significant increases to employees' salaries and wages and the application of paid special leave for union members. Both parties also identified several tidy-ups.

We were able to reach agreement on conclusion of the 2 days of bargaining. NZEI Te Riu Roa completed the union member ratification process and advised us on 21 December 2018 that the union members had ratified the new agreement.

An agreement was produced for signing and signed by NZEI and Te Rito Maioha on behalf of the employers on 10 January 2019.

The key feature of the new agreement is a 1% salary and wage increase. The new agreement expires on 16 September 2019.

# Advocacy

## Ngā mahi taunakitanga

We improved our visibility in the education sector through increased advocacy efforts in 2018 as part of our objective of providing members with a louder voice.

### Engagement

We met in person twice with Minister of Education Chris Hipkins. The Minister also presented at our annual conference.

Chief Executive Kathy Wolfe was invited to attend the Education Summit in Auckland in May 2018 to participate in discussions about the government's 30-year vision for education in New Zealand.

We had representation on key education sector groups, including those mandated to support the development of some key strategies, such as the Early Learning Strategic Plan and the Education Workforce Strategy, Disability and Learning Support Action Plan and the review of Ka Hikitia: Accelerating Success 2013–17.

We initiated closer ties to the EC-MENZ forum to support its promotion of early childhood education teaching as a great career for men.

### Media releases

Through media releases and interviews, we put pressure on the government to address the issues that have been challenging the early childhood sector for the past decade, and we spoke in support of some of the initiatives being proposed.

Some of the issues we advocated for included:

- the urgent need to address the early childhood teacher shortage
- pay parity for early childhood teachers with primary and secondary school teachers
- raising the quality of home-based education and care
- relevant teacher education for Pasifika early childhood teachers
- recognition of the role men can play in early childhood education
- greater government investment and support to ensure quality early childhood education.



## Submissions and consultation

There was heavy consultation by the government with the education sector in 2018. We provided comment on a wide range of topics of relevance to early childhood education, the teaching profession and tertiary education provision.

ORGANISATION	TOPIC
<b>Ministry of Education</b>	Targeted funding for disadvantage
	Cohort entry policy changes
	Issues considered for legislation
	Draft international education strategy
	Guidance on sleep furniture provision
	Annual maximum fee movement rate 2019
	Home-based early childhood education review
	Export education levy
<b>Education Council of Aotearoa New Zealand</b>	Disability and learning support action plan
	Leadership strategy for the teaching profession
	Teacher registration policy
	Education leadership capability framework
	Teacher title: proposal to use RT (registered teacher)
	Initial teacher education programme: transitioning existing to new requirements
<b>New Zealand Qualifications Authority</b>	Initial teacher education programme approval requirements
	Recognising micro-credentials
	Rules update
	Review of New Zealand Qualifications Framework
<b>Education and Workforce [Select] Committee</b>	Consultation on early childhood education and Pacific Island early childhood education unit standards
	Education (Teaching Council of Aotearoa New Zealand) Amendment Bill
	Education (National Education and Learning Priorities) Amendment Bill
<b>Ministry of Business, Innovation and Employment</b>	Education (Protecting Teacher Title) Amendment Bill
	Essential skills in demand lists: occupation nomination
	Immigration settings for international students
<b>New Zealand Police</b>	Essential skills in demand lists: occupation nomination – review of preliminary indicator evidence report for early childhood education teachers
	Police vetting services
<b>New Zealand Council for Educational Research</b>	Initial teacher education literacy and numeracy assessment proposal
<b>National Council of Women</b>	Gender equality infographic – education

## Our people Ō mātou tangata



### Simon Cottle Te Rito Maioha member

#### Palmerston North-based, BestStart Professional Services Manager

“The way that Te Rito Maioha goes into bat for early childhood education is my main reason for membership,” says Simon.

*“As a sector, we need your advocacy and representation. When making my own submissions, I often refer to Te Rito Maioha’s because they reflect the bigger picture.”*

Simon says he appreciates the way in which Te Rito Maioha looks at early childhood as a singular concept.

“You provide information from the perspective of the whole sector, not just one part of it. I find this a really refreshing lens, and it stops you becoming insular.

“I use Member Update to keep myself and our teachers up to date. It’s good to have a filter as there is so much going on in the sector.

“I also like to know what Te Rito Maioha is doing, for example, with new programmes. We are always on the lookout for qualified teachers and really rate Te Rito Maioha’s graduates.

“They are highly respected in the sector as they can hit the floor running.”

# Financial statements

## Te pūtea

For the year ended 31 December 2018

### Statement of responsibility

For the year ended 31 December 2018

We are responsible for the preparation of the Te Rito Maioha Early Childhood New Zealand's financial statements and the judgements made in them.

We are responsible for establishing and maintaining a system of internal control designated to provide reasonable assurance as to the integrity and reliability of financial reporting.

In our opinion, these financial statements fairly reflect the financial position and operations of Te Rito Maioha Early Childhood New Zealand for the year ended 31 December 2018.

For on behalf of the Council



**Lesley Rameka**

President

29 March 2019



**Kathy Wolfe**

Chief Executive

29 March 2019

# Independent Auditor's Report

## TO THE MEMBERS OF TE RITO MAIOHA EARLY CHILDHOOD NEW ZEALAND

### OPINION

We have audited the financial statements of Te Rito Maioha Early Childhood New Zealand ("the Society"), which comprise the statement of financial position as at 31 December 2018, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Society as at 31 December 2018, and its financial performance and its cash flows for the year then ended in accordance with Public Benefit Entity Standards Reduced Disclosure Regime ("PBE Standards RDR") issued by the New Zealand Accounting Standards Board.

### BASIS FOR OPINION

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

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

### OTHER INFORMATION

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

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

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

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

### COUNCILS' RESPONSIBILITIES FOR THE FINANCIAL STATEMENTS

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

In preparing the financial statements, the Council is responsible on behalf of the Society for assessing the Society's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Council either intends to liquidate the Society or to cease operations, or has no realistic alternative but to do so.

### AUDITOR'S RESPONSIBILITIES FOR THE AUDIT OF THE FINANCIAL STATEMENTS

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



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

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

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

#### **WHO WE REPORT TO**

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

*BDO Wellington Audit Limited*

**BDO Wellington Audit Limited**  
Wellington, New Zealand  
29 March 2019

## Statement of comprehensive income

For the year ended 31 December 2018

	Note	2018 \$	2017 \$
<b>Revenue</b>			
Membership fees		102,701	112,376
Student fees		2,590,208	2,992,119
Ministry of Education EFTS funding		4,305,615	4,724,214
Ministry of Education contracts		417,760	196,880
Interest and dividend income		182,723	293,192
Other revenue	5	247,302	215,571
<b>Total revenue</b>	<b>4</b>	<b>7,846,309</b>	<b>8,534,352</b>
<b>Expenses</b>			
Property, plant and equipment write-offs	6	19,740	–
Intangibles write-offs	6	82,187	–
Realised and unrealised loss on investments		155,996	–
Personnel costs	7	6,344,599	7,087,012
Other expenses	8	3,397,126	3,445,016
<b>Total expenses</b>		<b>9,999,648</b>	<b>10,532,028</b>
<b>(Deficit)/surplus</b>		<b>(2,153,339)</b>	<b>(1,997,676)</b>

## Statement of changes in equity

For the year ended 31 December 2018

	2018 \$	2017 \$
<b>Opening equity as at 1 January</b>	<b>6,288,286</b>	<b>8,285,962</b>
Net operating (deficit)/surplus	(2,153,339)	(1,997,676)
<b>Closing equity as at 31 December</b>	<b>4,134,947</b>	<b>6,288,286</b>

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 2018

	Note	2018 \$	2017 \$
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	11	651,607	887,550
Investments – term deposits		–	3,800,000
Investments – student fee protection trust fund		–	2,500,000
Trade and other receivables	12	1,754,181	1,836,414
Prepayments		96,019	83,353
<b>Total current assets</b>		<b>2,501,807</b>	<b>9,107,317</b>
<b>Non-current assets</b>			
Investments – managed funds	13	3,502,346	–
Property, plant and equipment	9	772,507	723,740
Intangible assets	10	666,857	182,478
<b>Total non-current assets</b>		<b>4,941,710</b>	<b>906,218</b>
<b>Total assets</b>		<b>7,443,517</b>	<b>10,013,535</b>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Payables	14	397,778	625,551
GST (net)		190,321	238,099
Income in advance	15	1,985,890	2,031,110
Employment provisions	16	678,730	777,414
Total current liabilities		3,252,719	3,672,174
<b>Non-current liabilities</b>			
Employment provision	16	55,851	53,075
<b>Total non-current liabilities</b>		<b>55,851</b>	<b>53,075</b>
<b>Total liabilities</b>		<b>3,308,570</b>	<b>3,725,249</b>
<b>Equity</b>			
Members' funds		4,134,947	6,288,286
<b>Total equity</b>		<b>4,134,947</b>	<b>6,288,286</b>
<b>Total equity and liabilities</b>		<b>7,443,517</b>	<b>10,013,535</b>

## Statement of cash flows

For the year ended 31 December 2018

	Note	2018 \$	2017 \$
<b>Cash flow from operating activities</b>			
Receipts from Tertiary Education Commission		4,920,390	5,186,227
Net receipts from student, receipts from members and Ministry of Education		3,701,642	4,436,016
Refund to students and other sources		(355,708)	(441,087)
GST paid (net)		(616,060)	(685,151)
Payments to suppliers		(3,414,515)	(4,216,464)
Payments to employees		(6,569,596)	(6,106,713)
<b>Net cash (outflow)/inflow from operating activities</b>		<b>(2,333,847)</b>	<b>(1,827,172)</b>
<b>Cash flow from investing activities</b>			
Purchase of property, plant and equipment and intangibles (net of GST)		(961,469)	(351,303)
Net decrease in investments		2,717,513	1,850,010
Interest and dividend received		226,646	448,860
Proceeds from sale of fixed assets		115,214	922
<b>Net cash inflow/(outflow) from investing activities</b>		<b>2,097,904</b>	<b>1,948,489</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(235,943)</b>	<b>121,317</b>
Cash and cash equivalents at beginning of period	11	887,550	766,233
<b>Cash and cash equivalents at end of period</b>	<b>11</b>	<b>651,607</b>	<b>887,550</b>

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 2018

### 1. Statement of accounting policies

#### REPORTING ENTITY

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

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

Te Rito Maioha Early Childhood New Zealand is a public benefit entity for financial reporting purposes.

These financial statements of ECNZ are for the year ended 31 December 2018 and were authorised for issue by the Council on 29 March 2019.

#### BASIS OF PREPARATION

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

#### Use of judgement and estimates

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

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

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

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

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

#### Statement of compliance

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

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

#### Measurement base

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

#### Functional and presentation currency

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

#### CHANGES IN ACCOUNTING POLICY

The following changes happened through this financial year.

#### Capitalisation of programme development costs

During 2018, ECNZ commenced development of four new teacher education programmes. Costs that are directly associated with the development of new educational programmes are capitalised and recognised as intangible assets to the extent such costs are expected to be recovered. The development costs primarily consist of employee costs.

In prior years, costs in relation to the development of educational programmes have been expensed in the statement of comprehensive income in the year they were incurred. Following discussions with the Tertiary Education Commission in 2017, it was determined that ECNZ would follow common practice in the education sector and capitalise the costs of any future programme development. By amortising development costs of the programmes over their expected useful life, ECNZ will have a clearer understanding of the profitability of the programmes being delivered in any given year. Development costs primarily consist of employee costs, and as ECNZ had not specifically recorded the staff time consumed in developing programmes prior to 2018, this change in accounting policy has not been retrospectively applied as it was not practical to do so. \$343,143 was capitalised this year.

All other accounting policies have been consistently applied throughout the periods in the financial statements.

## SIGNIFICANT ACCOUNTING POLICIES

### CONSOLIDATION

ECNZ's financial statements are not prepared on a consolidated basis. In 2018, ECNZ incorporated an Australian entity, Te Rito Maioha Early Childhood New Zealand PTY Limited (ECNZ PTY), to become a professional learning and development provider approved by the Australian Children's Education and Care Quality Authority (ACECQA). An Australian Business Number is required for the application. The Australian entity did not conduct any business in 2018 while ECNZ completed the application process. In late 2018, ECNZ PTY was approved to offer professional learning and development in New South Wales. We expect business to commence in 2019.

### REVENUE

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

#### i. Revenue from exchange transactions

Exchange transactions are transactions in which ECNZ receives assets or services, or has liabilities extinguished, and directly gives approximately equal value.

##### Student fees

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

##### Membership fees

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

##### Professional development fees

Revenue from the Ministry of Education contracts is recognised as the milestones outlined in those contracts are achieved.

##### Research revenue

Research revenue is recognised as revenue immediately unless there are substantive contractual conditions, and if there are substantive contractual conditions, revenue is recognised when the conditions are satisfied.

##### Sale of goods

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

##### Interest

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

#### ii. Revenue from non-exchange transactions

Non-exchange transactions are transactions where ECNZ either receives value from another entity without directly giving approximately equal value in exchange or gives value to another entity without directly receiving approximately equal value in exchange.

##### Ministry of Education EFTS funding and Teacher Education Refresh fees

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

The Teacher Education Refresh programme is now funded by the Ministry of Education under the Free Fees programme. Revenue from Teacher Education Refresh fees is recognised over the duration of the course, and ECNZ considers the Teacher Education Refresh fees to be a non-exchange contract.

##### Student fees

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

### FOREIGN CURRENCY TRANSACTIONS

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

### CASH AND CASH EQUIVALENTS

Cash and cash equivalents comprise call deposits with banks including both local and foreign currencies, cash at bank and cash balances, net of bank overdrafts. Cash and cash equivalents also includes term deposits with original maturities of 3 months or less at balance date. Cash and cash equivalents are held for the purpose of meeting short-term cash commitments. Cash and cash equivalents are recognised at their cash settlement value.

### PROPERTY, PLANT AND EQUIPMENT

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

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

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

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

The estimated useful lives of assets are as follows:

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

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

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

## INTANGIBLE ASSETS

### Software

Intangible assets comprise computer software that is not integral to the operating systems of computer and server equipment. These are classified as finite-life intangible assets that are initially recognised at the cost necessary to bring the software to the condition intended for functionality. Until the intangible assets are at this level of functionality, costs are accumulated as capital work in progress. Once the software is capable of functionality, the cost is amortised over the lesser of its estimated useful life of 4 years or licensed period using the straight-line method. Both the estimated useful life and the amortisation method are reviewed annually to ensure these remain appropriate.

### Programme development

Cost that are directly associated with the development of new educational programmes are recognised as intangible assets to the extent that such costs are expected to be recovered. The development costs primarily consist of employee costs.

Other development expenses that do not meet this 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.

Development costs that are directly attributable to intellectual property development 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.

The carrying value of an intangible asset with a finite life is amortised on a straight-line basis over its useful life. Amortisation begins at the start of the programme and ceases when the programme is no longer offered or it is discontinued.

The useful life and associated amortisation for a course development programme is 7 years, and the amortisation charge for each financial year is expensed in the statement of comprehensive income. Programme development assets are subsequently measured at cost and are tested annually for impairment.

## NON-DERIVATIVE FINANCIAL INSTRUMENTS

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

Non-derivative financial instruments are recognised initially at fair value plus, for instruments not at fair value through the statement of comprehensive income, any directly attributable transaction costs. Subsequent to initial recognition, non-derivative financial instruments are measured as described below.

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

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

## ACCOUNTS RECEIVABLE

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

Impairment provisions are recognised when there is objective evidence (such as significant financial difficulties on the part of the counterparty or default or significant delay in payment) that ECNZ will be unable to collect all of the amounts due under the terms receivable, the amount of such a provision being the difference between the net carrying amount and the present value of the future expected cash flows associated with the impaired receivable. For trade receivables, which are reported net, such provisions are recorded in a separate allowance account with the loss being recognised within bad

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

### **GOODS AND SERVICES TAX (GST)**

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

### **TRADE AND OTHER PAYABLES**

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

### **IMPAIRMENT OF ASSETS**

#### **Property, plant and equipment**

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

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

#### **Receivables**

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

#### **Intangible assets**

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

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

### **EMPLOYEE BENEFIT LIABILITIES**

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

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

Certain employees are entitled to 1 week's paid leave after 7 years and again after 10 years of continued service to ECNZ, but there is no entitlement if the employee leaves earlier. The obligation is discounted to its present value using market yields of New Zealand Government bonds as at balance date that have maturity dates approximating to the expected remaining period to settlement. The obligation is also indexed using the historical 5-year average consumer price index as published by the Reserve Bank of New Zealand. The probability of the employees' service is based on historical periods of service.

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

### **LEASE PAYMENTS**

Where ECNZ has assumed substantially all the risks and rewards of ownership under a lease, the lease is classified as a finance lease. Otherwise, the lease is classified as an operating lease. Payments made under operating leases are recognised in the statement of comprehensive income on a straight-line basis over the term of the lease. Lease incentives received are recognised in the statement of comprehensive income over the lease term as an integral part of the total lease expense.

### **INCOME TAX**

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

## 2. Financial instruments – risk management

### FINANCIAL INSTRUMENTS

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

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

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

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

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

ECNZ recognises financial assets when the contractual rights to the cash flows from the assets expire or it transfers the rights to receive the contractual cash flows in the transaction in which substantially all the risks and rewards of ownership of the financial assets are transferred. Any interest in transferred financial assets that is created or retained by ECNZ is recognised as a separate asset.

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

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

ECNZ classifies financial assets into the following categories: loans and receivables and adjusts to fair value through the statement of comprehensive income.

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

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

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

### Loans and receivables

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

- cash and cash equivalents
- investments – term deposits
- trade and other receivables.

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

### FAIR VALUE THROUGH STATEMENT OF COMPREHENSIVE INCOME

#### Investments – managed funds

Managed funds is a portfolio of financial assets that are actively traded with the intention of making a profit. Managed funds are initially recognised at cost, and transactions costs such as brokerage fees and other fees are recognised in the statement of comprehensive income. Funds are subsequently measured at fair value, with gains or losses recognised in the statement of comprehensive income.

Fair value has been determined using quoted market bid prices from independently sourced market information.

There were no impairment provisions for the managed funds, which are revalued on a monthly basis to determine their fair value.

#### Amortised cost financial liabilities

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

ECNZ has classified financial instruments as follows:

	2018 \$	2017 \$
<b>Loans and receivables</b>		
Cash and cash equivalents	651,607	637,550
Term deposits with maturities less than 3 months of acquisition	–	250,000
Investments – term deposits	–	3,300,000
Investments – student fee protection fund	–	2,500,000
Investments – Westpac fixed-rate notes	–	500,000
Trade and other receivables	1,754,181	1,836,414
Investments – managed funds	3,502,346	–
<b>Total financial assets</b>	<b>5,908,134</b>	<b>9,023,964</b>
<b>Financial liabilities measured at amortised cost</b>		
Trade and other payables	397,778	625,551
<b>Total financial liabilities</b>	<b>397,778</b>	<b>625,551</b>

### Credit risk

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

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

Cash and cash equivalents and term deposits are held with New Zealand trading banks with a minimum Standard & Poor's credit rating of A+. The carrying amount of financial assets above represents the maximum credit exposure.

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

### Currency risk

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

### Interest rate risk

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

ECNZ is exposed to interest rate risk through its managed funds. This risk is assessed as low as only a small proportion of annual income is derived from such investments (2018: 2%, 2017: 3%).

ECNZ's interest rate risk is limited as the interest rate on managed funds is fixed and with New Zealand-registered banks.

### Liquidity risk

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

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

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

### Fair values

Managed funds are measured at fair value and consist of listed shares and listed bonds. Fair value for listed shares and bonds has been determined using the portfolio valuation report.

There were no impairment provisions for the other financial assets. None of the financial assets are either past due or impaired.

### 3. Capital management

ECNZ's objective when maintaining capital (members' funds) is to safeguard the entity's ability to continue as a going concern so that it can continue to provide benefits for members and other stakeholders.

### 4. Total revenue

	Note	2018 \$	2017 \$
<b>Revenue from exchange transactions</b>			
Membership fees		102,701	112,376
Student fees international		30,435	53,163
Ministry of Education contract		335,898	88,748
Interest		182,723	293,192
Other revenue		247,302	215,571
<b>Revenue from non-exchange transactions</b>			
Ministry of Education EFTS funding		4,305,615	4,724,214
Student fees – domestic	10	2,559,773	2,938,956
Ministry of Education contract (IYT)		81,862	108,132
<b>Total revenue</b>		<b>7,846,309</b>	<b>8,534,352</b>

### 5. Other revenue

	2018 \$	2017 \$
Sale of goods and conference income	146,953	149,256
Bad debts recovered	861	–
Consultancy income	24,087	40,431
Sundry income	24,867	24,876
Gain on sale of fixed assets	50,534	1,008
<b>Total revenue</b>	<b>247,302</b>	<b>215,571</b>

## 6. Property plant and equipment write-off

As part of the annual review for impairment and where an asset is considered to be impaired and the carrying amount is no longer recoverable, the asset is written down and the impairment loss is recognised in the statement of comprehensive income. The following values were written off for the 2018 financial year:

Asset write-offs	2018 \$	2017 \$
Leasehold improvements	15,870	–
Equipment	3,870	–
Intangibles	82,187	–
Total asset write-offs	101,927	–

In 2018, ECNZ relocated the Hamilton and Christchurch teaching bases and consolidated our Dunedin teaching base from two levels to one. This resulted in some minor leasehold improvement and equipment write-offs. In late 2018, ECNZ migrated to a new website and membership management system. This resulted in a write-off for development costs of our old customer relationship management system developed in 2016 with an expected useful life of 4 years.

## 7. Personnel costs

	2018 \$	2017 \$
General salaries and wages	5,900,956	6,249,432
Employer contributions to defined contribution scheme	168,274	160,087
Other employment-related costs	275,369	677,493
Total employment provisions	6,344,599	7,087,012

General salaries and wages includes redundancies of \$22,482 (2017: nil).

## 8. Other expenses

	2018 \$	2017 \$
Audit fees	32,530	33,115
Council member fees	15,417	28,425
Depreciation and amortisation	418,207	412,293
Legal fees	23,726	82,420
Rent	871,143	873,191
Travel	333,868	355,395
Communications IT	515,017	368,632
Infrastructure	247,823	288,057
Administration	252,445	226,235
Academic infrastructure	24,066	97,644
Direct student costs	440,597	516,762
Strategic and governance	222,287	162,847
<b>Total other expenses</b>	<b>3,397,126</b>	<b>3,445,016</b>

## 9. Property, plant and equipment

### 2018

	Opening balance \$	Disposal \$	Additions \$	Transfer from WIP \$	Depreciation \$	Closing balance \$
<b>Leasehold</b>						
Cost	1,573,577	(64,370)	221,606	57,203		1,788,016
Accumulated depreciation	(1,343,366)				(134,706)	(1,478,072)
Work in progress	57,203		30,672	(57,203)		30,672
<b>Net book value</b>	<b>287,414</b>	<b>(64,370)</b>	<b>252,278</b>	<b>-</b>	<b>(134,706)</b>	<b>340,616</b>
<b>Equipment</b>						
Cost	2,343,713	(3,870)	200,608	96,098		2,636,549
Accumulated depreciation	(2,003,485)				(201,173)	(2,204,658)
Work in progress	96,098			(96,098)		-
<b>Net book value</b>	<b>436,326</b>	<b>(3,870)</b>	<b>200,608</b>	<b>-</b>	<b>(201,173)</b>	<b>431,891</b>
<b>Net book value leasehold and property, plant and equipment</b>	<b>723,740</b>	<b>(68,240)</b>	<b>452,886</b>	<b>-</b>	<b>(335,879)</b>	<b>772,507</b>

### 2017

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

In 2018, ECNZ relocated the Hamilton and Christchurch teaching bases and consolidated our Dunedin teaching base from two levels to one. This resulted in the additions under leasehold improvements and minor leasehold and equipment write-offs (please refer to note 6).

In August 2018, ECNZ migrated to a fully cloud-based Microsoft 365 platform under educational licensing. As part

of this roll-out, new laptops were purchased for all staff resulting in the large addition for equipment.

Costs of this migration, associated cloud-based solutions for print and email signatures, our new membership system and PLD platform are the main additions under intangibles – software (please refer to note 10).

## 10. Intangibles

### 2018

Software	Opening balance \$	Disposal \$	Additions \$	Transfer from WIP \$	Amortisation \$	Closing balance \$
Cost	496,857	(82,187)	292,641			707,311
Accumulated depreciation	(321,493)				(82,328)	(403,821)
Work in progress	7,114	(7,114)	20,224			20,224
<b>Net book value software</b>	<b>182,478</b>	<b>(89,301)</b>	<b>312,865</b>	<b>-</b>	<b>(82,328)</b>	<b>323,714</b>
<b>Programme development</b>						
Cost				6,847		6,847
Accumulated depreciation					-	
Work in progress			343,143	(6,847)		336,296
<b>Net book value course development</b>	<b>-</b>	<b>-</b>	<b>343,143</b>	<b>-</b>	<b>-</b>	<b>343,143</b>
<b>Net book value intangibles</b>	<b>182,478</b>	<b>(89,301)</b>	<b>656,008</b>	<b>0</b>	<b>(82,328)</b>	<b>666,857</b>

### 2017

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

Work in progress of \$343,143 is for development of four new programmes to be launched in 2019. ECNZ purchased a new website and membership management system, which resulted in a write-off of the old customer relationship management system developed in 2016 (please refer to note 6).

## 11. Cash and cash equivalents

	2018 \$	2017 \$
Cash at bank and on hand	481,683	192,574
Cash at bank – foreign currencies	28,887	132,589
Call deposits	141,037	312,387
Term deposits with maturities less than 3 months at acquisition	-	250,000
<b>Total cash and cash equivalents</b>	<b>651,607</b>	<b>887,550</b>

## 12. Trade and other receivables

	2018 \$	2017 \$
<b>Receivable from exchange transactions</b>		
Membership fees	41,615	43,791
Accrued interest	23,014	65,440
Ministry of Education contracts	–	7,360
Conference receivable	28,222	–
<b>Receivable from non-exchange transactions</b>		
Student fees – domestic	1,584,873	1,715,757
Ministry of Education contracts	76,457	–
Valuation AUD bank account	–	4,066
<b>Total trade and other receivables</b>	<b>1,754,181</b>	<b>1,836,414</b>

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

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

A provision was made in 2018 for bad debts due to the introduction of the Fees Free regime. A small number of students had stated they were fees free but were not advised by TEC that they were ineligible until well into their course of study. A provision has been made to write off these fees should the students not be able to make payment. All other receivables are expected to be settled in the year they were incurred.

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

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

	2018 \$	2017 \$
Neither past due or impaired	531,811	769,868
Past due but not impaired	1,222,370	1,066,546
Impaired	32,936	–
Gross	1,787,117	1,836,414
Less: allowance for impairment	(32,936)	–
<b>Net</b>	<b>1,754,181</b>	<b>1,836,414</b>

### 13. Investments – managed funds

	2018 \$	2017 \$
Managed funds		
NZ fixed interest	2,043,600	–
NZ property	133,595	–
NZ equity	426,547	–
Global equity	898,604	–
<b>Total investments – managed funds</b>	<b>3,502,346</b>	<b>–</b>

At 31 December 2018, ECNZ has a total of \$1,137,918 set aside for student fee protection in a static trust. The student fee protection fund is held within the managed funds. In the previous year, term deposits were set aside for the student fee protection fund. During the year, these were transferred to the managed funds along with the balance of ECNZ's previous term deposit investments.

The student protection fund is now administered by Staples Rodway Wellington Trustees ECNZ Limited. The change of trustee from Curtis McLean (Deloitte Private) happened on 12 December 2018.

### 14. Payables

	2018 \$	2017 \$
Payables from exchange transactions		
Trade payables	170,992	111,971
Other payables	210,546	207,733
Payables from non-exchange transactions		
Payable to TEC	16,240	305,847
<b>Total trade payables and provisions</b>	<b>397,778</b>	<b>625,551</b>

### 15. Income in advance

	2018 \$	2017 \$
Membership fees and subscriptions	108,365	112,160
Revenue received in advance – student fees	1,877,525	1,918,950
<b>Total income in advance</b>	<b>1,985,890</b>	<b>2,031,110</b>

## 16. Employment-related provisions

	2018 \$	2017 \$
<b>Current</b>		
Accrued salary	129,964	121,135
Defined contribution plans	3,473	3,084
Employment deductions	111,999	89,732
ACC levy	12,265	14,759
Annual leave provision	421,029	548,704
<b>Total current employment-related provisions</b>	<b>678,730</b>	<b>777,414</b>
<b>Non-current</b>		
Sick leave provision	21,487	23,133
Long-service leave	34,365	29,942
Total non-current employment-related provisions	55,852	53,075
<b>Total employment-related provisions</b>	<b>734,582</b>	<b>830,489</b>

## 17. Related-party transactions

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

Key management personnel are classed into two groups: Senior Leadership Team and Council members.

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

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

- Full day – \$550
- Half a day – \$275
- Hourly rate – \$69
- Minimum fee 2 hours – \$138
- The Council President receives an annual fee of \$20,580 per annum.

	2018		2017	
	Remuneration \$	Number of individuals	Remuneration \$	Number of individuals
Council members	50,476	10	29,225	6
Senior Leadership Team	1,026,370	7	909,024	7

## 18. Commitment

	2018 \$	2017 \$
Operating leases		
Not later than 1 year	772,974	853,707
Later than 1 year and not later than 5 years	581,047	851,805
Later than 5 years	17,680	–
	<b>1,371,701</b>	<b>1,705,512</b>

The majority of the leases are for premises. Lease commitments above include lease payments and confirmed operating expenses. The leases normally run for a period of up to 3 years with an option to renew the lease after that period. Payments are subject to rent review on a biennial basis for market valuations or an annual basis using CPI.

## 19. Capital commitments

ECNZ is committed to capital expenditure of \$26,577 relating to leasehold improvements and course development costs (2017: \$111,521).

## 20. Contingent assets

There were no contingent assets as at 31 December 2018 (2017: nil).

# Minutes of the 55th Special General Meeting

## Ngā meneti o te Hui Tōpū ā-Tau

### Held on Friday 31 August 2018 at 5.00pm

AT TE RITO MAIOHA EARLY CHILDHOOD NEW ZEALAND,  
NATIONAL OFFICE, LEVEL 4, AHUMAIRANGI ROOM,  
191 THORNDON QUAY, WELLINGTON

### PRESENT

#### Members:

Lesley Rameka (President), Geoff Summers, Julie Buis,  
Kathryn O'Connell-Sutherland, Peter Jackson, Meritiana  
Lolesio

#### Guests:

Gaylene Hopkins (minutes), Kathy Wolfe (Chief Executive) and  
John Diggins (Deputy Chief Executive), Te Rito Maioha Early  
Childhood New Zealand

### WELCOME

Lesley Rameka, President and Chair opened the 55th Special  
General Meeting of the Organisation.

This Special General Meeting was called by the Chief  
Executive as we did not achieve a quorum at the AGM held  
on 21 July 2018. As per Rule 15.6 of the organisation's rules,  
this is a follow-up meeting with the members present to form a  
quorum regardless of the numbers present.

### APOLOGIES

Rhys Barlow, Council member  
Penny Smith, Council member  
Alison Rudzki, Ruahine Kindergarten Association  
Jan Taouma, A'oga Fa'a Samoa

**Moved:** Peter Jackson

**Seconded:** Tiana Lolesio

### CARRIED

### APPOINTMENT OF SCRUTINEERS

The voting procedures for this meeting were explained as:

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

Given the strength of voting in the room, the Chair was able  
to identify a clear vote by voice and therefore scrutineers were  
not necessary.

### MINUTES OF THE 54th ANNUAL GENERAL MEETING

MOTION that the minutes of the 54th Annual General Meeting  
held on Saturday 15 July 2017 at the Waipuna Hotel and  
Conference Centre, Auckland, be received.

**Moved:** Kathryn O'Connell-Sutherland

**Seconded:** Peter Jackson

### AGREED

There were no amendments to the minutes.

**MOTION** that the minutes of the 54th Annual General Meeting  
held on Saturday, 15 July 2017 at the Waipuna Hotel and  
Conference Centre, Auckland, are confirmed to be a true and  
correct record.

**Moved:** Kathryn O'Connell-Sutherland

**Seconded:** Julie Buis

### AGREED

### MATTERS ARISING

There were no matters arising.

### ANNUAL REPORT (PRECIRCULATED)

**MOTION** that the Annual Report 2018 (for the year ended  
31 December 2017) be received.

**Moved:** Meritiana Lolesio

**Seconded:** Kathryn O'Connell-Sutherland

### AGREED

**MOTION** that the 2018 Annual Report (for the year ended  
31 December 2017) be accepted.

**Moved:** Peter Jackson

**Seconded:** Kathryn O'Connell-Sutherland

### AGREED

### FINANCIAL STATEMENTS (PRE-CIRCULATED):

#### 1 January 2018 to 31 December 2017

**MOTION** that the financial statements for the year ending  
31 December 2017 be received.

**Moved:** Julie Buis

**Seconded:** Peter Jackson

### AGREED

**MOTION** that the financial statements for the year ending  
31 December 2017 be accepted.

**Moved:** Peter Jackson

**Seconded:** Kathryn O'Connell-Sutherland

### AGREED

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

**MOTION** that BDO Wellington be confirmed as Te Rito Maioha Early Childhood New Zealand organisation's Auditor for 31 December 2018.

**Moved:** Peter Jackson

**Seconded:** Kathryn O'Connell-Sutherland

**AGREED**

## **ELECTION – Council election**

### **Kaiwhakahaere**

Council has co-opted Christine Taare in accordance with the organisation's rules onto Council to gain experience and become Kaiwhakahaere on Council. Christine will then stand for election to the position of Kaiwhakahaere in 2019.

### **General**

Due to the number of Council positions up for election this year, Council exercised Rule 10.11 of the organisation's rules and extended the term of Kathryn O'Connell-Sutherland for a further period of 1 year.

One nomination was received for the position of General Member, and Julie Buis was re-elected General Member for a second 3-year period.

### **Pasifika**

Two nominations were received for the position of Pasifika Member, and Meritiana Lolesio was elected Pasifika Member for the first 3-year period.

### **Staff Representative**

One nomination was received for the position of Staff Representative, and Penny Smith resumed this position for a second 3-year period.

## **PROPOSED ALTERATIONS TO THE RULES OF THE ASSOCIATION**

The Chair advised that a two-thirds majority was required to make changes to the organisation's rules. It was confirmed that there were 10 votes in the room and 7 required.

### **Change to Rules – 9. OFFICERS; 10. COUNCIL Resolution:**

To amend the constitution so that the Council President is elected by the Council members who are elected by the membership.

#### **Change Rule 9.1 from:**

**9.1.** The Officers of Te Rito Maioha will be a President and Kaiwhakahaere elected by the membership.

#### **To read:**

**9.1.** The Officers of Te Rito Maioha will be a President and Kaiwhakahaere elected by the Council and membership respectively.

#### **Change Rule 10.2; 10.2.1; 10.2.2; 10.2.3 from:**

**10.2.** The total membership of the Council will be seven (7). The composition of Council shall be as follows:

**10.2.1.** The Officers of Te Rito Maioha (i.e. President and Kaiwhakahaere as per Rule 9.1);

**10.2.2.** Four (4) Council members elected by the membership. Of these four (4) positions, one (1) will be reserved for Māori and one (1) for Pasifika;

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

#### **To read:**

**10.2.** The total membership of the Council will be seven (7). The composition of Council shall be as follows:

**10.2.1.** The Officers of Te Rito Maioha (i.e. President and Kaiwhakahaere as per Rule 9.1); the President will be elected by Council from the members elected under rule 10.2.2 below;

**10.2.2.** Five (5) Council members elected by the membership. Of these five (5) positions, one (1) will be reserved for Māori and one (1) for Pasifika;

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

### **Change Rule 10.3; 10.3.2 from:**

**10.3.2.** Nominations for the positions of President and Kaiwhakahaere must outline the candidate's experience as a member of Te Rito Maioha's Council;

#### **To read:**

**10.3.2.** Nominations for the position of Kaiwhakahaere must outline the candidate's experience as a member of Te Rito Maioha's Council;

### **New Rule 10.3.5 added:**

**10.3.5.** In the year in which the 3-year term of the President expires, following completion of Rule 10.3.4. above, the Council will convene a meeting and elect the President for the next 3-year term. The election will be determined by a simple majority. The result of this election will be reported at the Annual General Meeting.

And amend the numbering of any existing rules to accurately reflect these rule changes.

#### **Rationale:**

Under the current election process, the President is elected directly by the membership. Whilst our membership is closely engaged with the organisation, Council feels that they are in the best position to elect the President for the 3-year term.

Council carries out regular skills assessments and performance monitoring that is shared within Council, the details of which membership are not privy too. So while Council fully supports the membership electing the members of the Council, in order to have the most effective leadership and also to develop succession strategies, we propose that the election process is modified as detailed above to enable membership to elect members of the Council and then for Council to elect the President.

All rule changes above were unanimously agreed.

**Moved:** Kathryn O'Connell-Sutherland (MI1377)

**Seconded:** Julie Buis (MC0125)

**CARRIED**

### **GENERAL BUSINESS**

The Chair paid tribute to the passing of Karla Tardieu, ex-Council member and long-time friend of Te Rito Maioha, and acknowledged her contribution to the organisation.

The Chair acknowledged the Dunedin Branch for its contribution to Te Rito Maioha's journey over the past 8-years and was saddened by the Dunedin branch closing but expects the 11 teaching bases to lead engagement with their early childhood communities to provide opportunities for networking, teaching and learning, and professional development.

The Chair acknowledged Ene Tapusoa, the Pasifika Council Member for her two 3-year terms on the Council and for her advice and support on Pasifika matters and that she helped ensure that Te Rito Maioha had a better understanding of Pasifika early childhood perspectives and was able to respond in the programmes that we offer.

A discussion was held around the possibilities of reducing the quorum for future AGMs given the reduction in attendance and viability of the meeting. However, in accordance with the Registrar of Incorporated Societies, we would need to change the rules first in a subsequent AGM before this could be applied.

The next AGM will be advised via Member Update.

### **MEETING CLOSED**

The meeting closed at 5.22pm.

# Research outputs 2018

## Ngā putanga rangahau

NB: The bolded names are Te Rito Maioha staff who have collaborative outputs with people external to our organisation

### Publications

- Betts, R.**, Mackey, G., Rarere-Briggs, B; & **Summers, T.** (2018). Citizenship education in the early childhood Te Whāriki curriculum: The roots of participation. In New Zealand Political Studies Association (2018). *Our civic future—Civics, citizenship and political literacy in Aotearoa New Zealand: A public discussion paper* (pp. 8-9). Wellington: New Zealand Political Studies Association (NZPSA). Available from: <https://nzpsa.com/civics-citizenship-and-political-literacy>
- Card, A., & Kawana, P. (2018). Te Tuakiri o te tangata—Beyond the skin of man. *OMEP Journal of Theory into Practice*, 1, 13-16.
- Cantwell, M. (2018). Sink or swim? Exploring pedagogical approaches which support adult students to transition successfully into a blended model eLearning programme. Unpublished Master's thesis, University of Waikato, Hamilton, New Zealand.
- Carroll-Lind, J. (2018). Schools can make a difference. In J. Berman & J. MacArthur (Eds.). *Student perspectives on school: Informing inclusive practice* (pp. 21-36). Leiden, Netherlands/Boston, USA: Brill Sense. Simultaneously printed in *Studies in Inclusive Education*, 35, 21-36.
- Chaffey, R. (2018, May). Applying an ethical lens to the concept of the child at the heart of the curriculum: Reflecting on the sociocultural constructs and social justice considerations. *He Kupu*, 5(3), 57-65.
- Cooper, K. (2018). Learning under a rainbow. *Kiwi Parent: Supporting parents through the early years*. 281, 58-61. Retrieved from [http://issuu.com/parentscentresnz/docs/kiwiparent\\_issue\\_281\\_web?e=11393495/55795898](http://issuu.com/parentscentresnz/docs/kiwiparent_issue_281_web?e=11393495/55795898)
- Davitt, G., & Ryder, D. (2018). Dispositions of a responsible early childhood leader: Voices from the field. *Journal of Educational Leadership, Policy and Practice*, 33(1), 16-29.
- MacArthur, J., Berman, J., & **Carroll-Lind, J.** (2018). Children's rights and inclusive education. In J. Berman & J. MacArthur (Eds.). *Student perspectives on school: Informing inclusive practice* (pp. 1-20). Leiden, Netherlands/Boston, USA: Brill Sense. Simultaneously printed in *Studies in Inclusive Education*, 35, 1-20.
- Smith, P. (2018). *Early childhood teachers' beliefs and practices related to peer learning: A mixed methods study*. (Unpublished doctoral dissertation). Massey University, Palmerston North, New Zealand.
- Smith, S. (2018). Tau tufuga Niue contextualising arts in the early years within Aotearoa New Zealand. *The First Years: Ngā Tau Tuatahi*, 20(1), 24-27.
- Wilson, C. (2018, Autumn/Winter). Anchoring an invited space on prac. Learning to teach in low socioeconomic EC settings. *Early Education*, 6(3), 11-14.

### Presentations

- Cantwell, M., Smith, M., & Smith, S. (2018, July). *Fostering a professional culture through collaborative inquiry*. Workshop presented at Te Rito Maioha Early Childhood New Zealand's 55th Conference, Auckland, New Zealand.
- Card, A., & Rameka, L. (2018, July). *A deeper understanding of Te Whāriki*. Workshop presented at Te Rito Maioha Early Childhood New Zealand's 55th Conference, Auckland, New Zealand.
- Carroll-Lind, J. (2018, March). *Developing effective leadership in early childhood education*. Keynote presentation to the Leadership in ECE Symposium, Auckland University, Auckland, New Zealand.
- Carroll-Lind, J. (2018, March). *Teacher recruitment and employment conditions in New Zealand*. Presentation to the International Teacher Task Force of International Experts for Teacher Policies in the UAE and the UAE Department of Education, Dubai, United Arab Emirates.
- Carroll-Lind, J.**, & Williams-Smith, J. (2018, September). *Tigers across the Tasman*. Paper presented at the Early Childhood Australia Conference, Sydney Australia.
- Cooper, K. (2018, May) *Promoting human rights within an early childhood setting*. Paper presented at the Institute for Early Childhood Studies (IECS) Conference, Victoria University, Wellington.
- Daly, E. (2018, December). *Early childhood education explored through the work of Gustavo Gutierrez*. Presentation to the Philosophy of Education Society of Australasia Conference, Rotorua, New Zealand.
- Kempton, M.**, & Christie, S. (2018, May). *Developing empathy and mana-enhancing relationships. Research and resources developed for community-wide anti-bullying*. Workshop presented at the New Zealand Bullying Prevention Conference, Auckland University of Technology.

- Merry, R. (2018, September). *Curriculum development from a sociocultural perspective*. Paper presented at the UAE Early Childhood Development Conference, Dubai, United Arab Emirates.
- Robinson, L., & Tuhakaraina, S. (2018, July). *Exploring infant and toddler wellbeing/mana atua* Workshop presented at Te Rito Maioha Early Childhood New Zealand's 55th Conference, Auckland, New Zealand.
- Ryder, D., & Davitt, G. (2018, July). *Enacting dispositions of effective leadership*. Presentation at Te Rito Maioha Early Childhood New Zealand's 55th Conference, Auckland, New Zealand.
- Ryder, D., & Davitt, G. (2018, October). *Leaders growing leaders*. Presentation at the Organisation Mondiale pour l'Education Prescolaire (World Organisation for Early Childhood Education—OMEP) Wellington Chapter Meeting, Wellington, New Zealand.
- Severinsen, G. (2018, Nov). Engaging in collaborative research: Supporting transformative pathways. Panel member at Early Childhood Education Special Interest Group (ECE SIG) Symposium for the New Zealand Association for Research in Education (NZARE), Manukau, Auckland, New Zealand.
- Severinsen, G., Sugrue, S., & Merry, R. (2018, November). *Dancing in the dark: Finding your feet in the transition from face-to-face teaching to a blended delivery*. Paper presented at the New Zealand Association for Research in Education (NZARE), Manukau, Auckland, New Zealand.
- Smith, P. (2018, July). *The reluctant teacher: Lifting the lid on intentional practices*. Workshop presented at Te Rito Maioha Early Childhood New Zealand's 55th Conference, Auckland, New Zealand.
- Smith, S. (2018, August) *Decolonising infant toddler pedagogy in Aotearoa*. Panel presentation for University of Auckland's ECE seminar series, Epsom, Auckland, New Zealand.
- Smith, S., & Manutai, L. (2018, October). *Pasifika ECE*. Presentation to ERO Pasifika Team. Mangere Arts Centre. Auckland.
- Summers, T. (November). *Women's leadership for social justice: Three women's stories*. Research proposal presentation to the Doctoral Symposium, University of Canterbury, Christchurch.
- Summers, T., & Betts, R. (2018, November). *Civics, citizenship and political literacy in the ECE Curriculum*. Round table presentation to Government. Parliament Building, Wellington.
- Tuhega, J. (2018, July). *Family engagement in ECE: A Pasifika perspective*. Workshop presented at Te Rito Maioha Early Childhood New Zealand's 55th Conference, Auckland, New Zealand.
- Tuhakaraina, S., & Robinson, L. (2018, October). *Infant and toddler wellbeing: Connected and part of a community*. Presentation to ECE practitioners. Nelson, New Zealand.
- Warren, A. (2018, October). *Being worthy of our events: Engaging with concepts as method in research about emotions, caring and love in early childhood teaching*. Research presentation to University of Canterbury Theories in Practice Symposium, Christchurch, New Zealand.
- Warren, A. (2018, December). *Tracing-and-mapping contours of professionalism: Caring and emotions in early childhood teaching*. Research presentation to Australian Association for Research in Education Conference, Sydney, Australia.
- Warren, A. (2018, December). *Being worthy of our events: Engaging with concepts as method in research about emotions, caring and love in early childhood teaching*. Research presentation to Philosophy of Education Society of Australasia, Rotorua, New Zealand.

## Professional contributions

- Carroll-Lind, J. (2018). Peer reviewer for the *New Zealand Annual Review of Education* (NZARoE) journal; Member of New Zealand Kindergarten's (NZK) Ethics Committee; International Juror for UNESCO's Hamdan Prize Awards; and member of UNESCO's Teacher Task Force of International Experts for Teacher Policies in the UAE.
- Davitt, G. (2018-). Member of: (1) Hutt Kindergarten Association Governing Board; and (2) Wellington Chapter of OMEP.
- Higginson, R. (2018). Secretary of the OMEP Waikato/Bay of Plenty Chapter.
- Kawana, P. & Wilson, C. (2018). Critical friend for Ruahine Kindergarten Assoc on culturally responsive pedagogy.

Merry, R. (2018) Master's examiner.

Summers, T. (2018). Member of the editorial board for *NZ International Research in ECE* Journal; Canterbury's Ministry of Education ECE Reference Group and its Mātauraka Mahaanui Advisory Board on education renewal across Canterbury.

Smith, P. (2018). Chair of the Ruahine Kindergarten Board.

Smith, S. (2018). Master's examiner. Member of: (1) Pasifika Education Plan/Pacific Languages Strategy Working Party- Mana Pasifika Committee; and (2) AKL Pasifika ECE Working Group.

Watson, J. (2018, May). Member of editorial advisory board and peer reviewer for *Early Education* journal.



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You will gain access to advice, support, professional development opportunities, and have your voice reflected in Te Rito Maioha's advocacy. To join, talk to our Membership Team.

Call **0800 322 384**  
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