

STRUCTURAL ANALYSIS REPORT FOR PLAYCENTRE

MAY 2005

INTRODUCTION

Established in the 1940s, Playcentre was one of the first early childhood providers in New Zealand. Over the years, it has been for many communities the only early childhood service in their area. Times have changed and today, there are a diverse range of early childhood services – each with its own philosophy and approach. In turn, this has meant there are greater choices available to parents, caregivers and families.

Government policy in the early childhood sector has also evolved and there is now a greater emphasis and priority accorded to teacher-led services. This again, has a bearing on Playcentre in terms of funding and for meeting the increasing regulatory, administrative and compliance requirements being placed on individual centres, associations and the national body.

Other factors, like the changing composition of New Zealand's population, the proportionately greater number of Playcentres located in rural/provincial areas as opposed to urban settings, and the changing 'face' of families all need to be taken into account. Coupled with these external influences are internal challenges that Playcentre is dealing with. Steadily declining enrolment numbers and issues arising from being a bicultural organisation, are matters that require attention.

This report highlights key environmental factors, both external and internal to Playcentre, that influence and have some bearing on the organisation for the 21st century. The report provides an analysis of these factors which then informs a set of recommendations for the way in which Playcentre positions itself to meet some of the demands placed upon it in the short to medium term.

A summary of the key findings and recommendations are detailed as follows.

SUMMARY

External environment: key findings

The key external environmental factors are:

- Growing diversity and range of early childhood services
- Parents/caregivers have greater choice available to them
- Working circumstances of parents/caregivers are influencing the choice of service available to them
- Government policy with an emphasis on 'teacher-led' services has implications for all early childhood services particularly when it comes to funding and meeting regulatory requirements.
- The face of New Zealand families is changing. Almost 30% are now single parent, female headed households. This combined with working circumstances for parents/caregivers raises issues around Playcentre adapting to the socio-economic and demographic change.

- External relationships and maintenance of them remains a priority. Playcentre has legitimate concerns over the changing 'faces' and institutional knowledge within the Ministry of Education and the implications this has for the organisation.

Internal issues: key findings

The key issues are:

- All parts of the structure and systems of Playcentre are under some pressure.
- Increasing compliance and regulatory demands has placed pressure and challenges upon centres, associations and the national executive.
- Growing concerns about workload and 'burnout' upon Playcentre personnel.
- Difficulty in retaining and attracting people to Playcentre.
- Relying solely on parents/caregivers without appropriate support mechanisms and resources is not sustainable.
- Need to resolve Treaty audit and quickly.
- Consensus decision-making has both pros and cons especially around levels of informed decision-making and length of time taken to making decisions.
- Issues around the balance between consultative styles and pro-active leadership especially in relation to external relations.
- National level paid and unpaid roles unclear and there is a need to consolidate these otherwise national leadership and mandate capability is reduced.
- Determining what is "precious" for Playcentre and those things that are not is becoming the "call" from membership.
- The values of Playcentre are clearly and consistently stated and being practiced in a range of ways across the organisation. This in itself is not a 'bad' thing but it is important that Playcentre is flexible enough to acknowledge the diversity of approaches so long as the core values of Playcentre are not compromised. One size fits all approach is not appropriate.
- Need to limit barriers put in place to stymie new initiatives or developments.
- Need to celebrate achievements made and to also share 'good practice initiatives' that are being exercised across the organisation.

RECOMMENDATIONS

It is recommended that:

General

1. Playcentre develops a clear, coherent, nationally accepted strategic direction for the organisation.
2. Playcentre identifies key elements, which will allow the organisation, and its constituent parts, to develop the flexibility required to adapt to the changing external environment while still holding true to core values and services.

National level of the organisation

3. The national leadership of the organisation is given a clear role and mandate to lead the external relationships of the organisation through a time of likely significant change, and where a consistent and strategic message from the organisation will be required
4. The roles of Standing Committee, national convenors and national paid staff are clarified, and re-designed in a manner that builds alignment, strengthens relationships, builds synergies and focus in the national level of organisational leadership and operation; and provides opportunity for continuity, back-up and new energy in the roles

Association and Centres

5. Specific attention is given to designing Associations and Centres around:
 - Managing new funding
 - Participation and turnover rates
 - Appropriate volunteer and paid roles
 - Training length and inter-changeability
 - Decision-making

Rōpu Māori

6. Attention is given to resolving the implementation of the Treaty audit and that resources, as appropriate, are directed towards assisting centres and associations with building their ongoing understanding and knowledge of Māori cultural values and practices.

1. INTRODUCTION

The task was to identify current organisational development issues for Playcentre. We did this by:

- Assessing data on service demands and Playcentre volunteer recruitment and retention
- Identifying strengths and weaknesses of the culture and structure of the organisation
- Progress towards implementing the Treaty Audit
- Change opportunities and barriers
- Key stakeholder perceptions

2. SETTING THE SCENE: PLAYCENTRE AND THE EARLY CHILDHOOD SECTOR¹

Early childhood education (ECE) in New Zealand is non-compulsory and is available to children aged from 0 to 5 years. While Playcentre was one of the first early childhood providers, in recent years a number of services are now available. These have emerged from individual and community initiatives and with a range of philosophies. They include kindergartens, kohanga reo, childcare centres and home based centres.

With the growth in early childhood providers, has been a corresponding increase in ECE participation rates. This increase in participation rates partly reflects the growing diversity of options available for pre-school children and the greater emphasis placed on ensuring pre-schoolers are being prepared for further learning when they enter the formal education system and to help them to cope socially when they go to school.

As the figure below shows, participation of children at all ages increased between 1991 and 1996. In this period, enrolments of children in early childhood education grew from 14.7 percent to 21.3 percent among those aged under 2, from 35.2 percent to 48.7 percent amongst two year olds and from 72.3 percent to 82.9 percent among three year olds. By the age of four, almost all children are involved in some form of early childhood education (93.4 percent in 1996).²

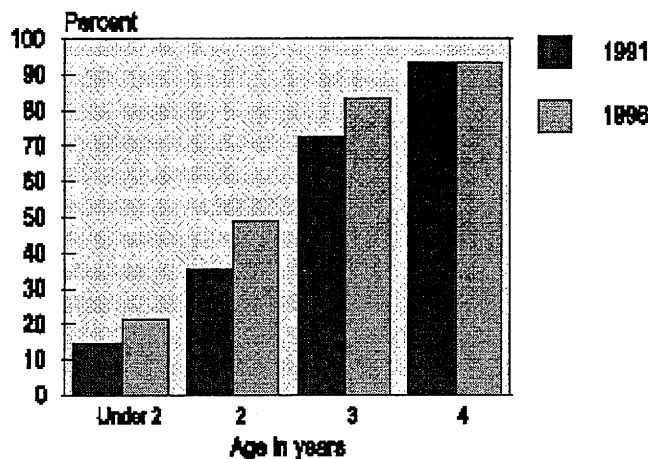
In 2003, childcare centres (40 percent) and kindergartens (39 percent) catered for the largest group of 3- and 4-year-olds in early childhood education. Much smaller proportions were enrolled in Playcentres (6 percent) and kohanga reo (5 percent).³

¹ See Appendix One for a brief descriptive account of the range of early childhood education services in New Zealand.

² Statistics New Zealand (1998) *Children in New Zealand*. Statistics New Zealand: Wellington.

³ Ministry of Social Development (2004) *Social Report 2004*. Ministry of Social Development: Wellington.

Early Childhood Education Participation Rates by Age, 1991-1996



Source: Ministry of Education

Māori and Early Childhood Education

The total number of Māori children enrolled in early childhood education has been increasing steadily over the last decade. In 2003, just under 34,000 Māori children were enrolled in early childhood education services, accounting for nearly 20 percent of all children in ECE. The most popular services for Māori children in 2003 were Te Kohanga Reo, Education and Care Services and Kindergartens⁴. Many children in ECE experience some Te Reo Māori education. Approximately 7 percent of all children at licensed early childhood services attended Māori immersion services. Māori immersion is when 81-100 percent of teacher time is spent communicating in Māori.

Overall, Māori participation rates are below the participation rates of non-Māori.

Pacific Peoples and Early Childhood Education⁵

The number of Pacific children enrolled in early childhood education has grown by over 60 percent since 1991, partly as a result of rapid growth in the number of Pacific children and partly as a result of increasing rates of participation. Between 1991 and 2001 the proportion of Pacific children aged 0-4 attending some form of ECE increased from 26 percent to 33 percent.

The majority of Pacific enrolments in early childhood services in 2001 were in mainstream services such as education and care services (39 percent) and

⁴ Ministry of Education (2005) *Māori in Early Childhood Education and Schools: A paper prepared for the Hui Taumata*. Ministry of Education: Wellington.

⁵ Ministry of Pacific Island Affairs, Statistics New Zealand (2002) *Pacific Progress: A Report on the Economic Status of Pacific Peoples in New Zealand*. Ministry of Pacific Island Affairs: Wellington.

kindergartens (31 percent). Most of the remainder were in licence-exempt early childhood services such as Pacific Islands Early Childhood Groups.

In 2001 there were 84 licensed early childhood centres using a Pacific language as a medium of instruction, with 47 of these being immersion centres and 37 being bilingual. A total of 1,230 children were enrolled in the immersion centres, with the most common language being Samoan (31 centres), followed by Tongan (8 centres). A further 1,236 children were enrolled in the bilingual centres, where the most common language was again Samoan (19 centres).

Playcentre and other Early Childhood Services: Comparative Assessment

Appendix Two provides a snapshot of key data relating to Playcentre and other early childhood services. The data drawn from the Ministry of Education covers the period from 1990 to 1 July 2004. Recent data for Playcentre was drawn directly from their own sources. Some of the key observations are as follows.

Number of Playcentres – both licensed and licence-exempt

- There has been a steady decline in licensed Playcentres from 621 in 1990 to 487 in 2004.
- In contrast, kindergarten has remained relatively constant while education and care centres have increased significantly over the same period. Kohanga Reo has also remained constant, peaking to over 800 centres in the early 1990s to 513 in 2004.
- Meanwhile, the numbers of licence-exempt Playcentres have increased over threefold from 9 in 1995 to 30 in 2004.
- In 2004, 11,159 families have children enrolled in a Playcentre.

Enrolments in Playcentres – both licensed and licence-exempt

- Playcentre enrolments have steadily declined from 22,668 in 1990 to 14,786 in 2002. In 2004, numbers slightly increased to 15,833 in 2004.
- Kohanga reo and kindergarten numbers have remained constant while again, education and care centres have experienced a sharp increase in enrolments from 31,033 in 1990 to 81,096 in 2004.
- Enrolments in licence-exempt centres have increased by 355 from 175 in 1995 to 530 in 2004.

Māori and Pacific Enrolments

- Māori preschoolers are enrolled across a number of early childhood services. In 2004, the majority were either at Kohanga Reo (10,600), Education and Care centres (11,135) or with Kindergarten (7,885).
- In contrast, 1979 Māori were enrolled at Playcentre in 2004.
- In 2004, 329 Pacific Island children of Samoan, Cook Island Māori, Fijian and Tokelauan heritage also attended Playcentre.

3. EXTERNAL ENVIRONMENT: KEY FINDINGS

Playcentre

Playcentre was established in the 1940s and was one of the main early childhood education services for many years. It provided a unique service indigenous to New Zealand. Several new services have been established in the last 20 years especially Kohanga Reo and services for and by Pacific peoples. Three out of every 5 Playcentres is in a rural area.

Population Changes

New Zealand has a very mobile population. More than half of New Zealanders change address every five years.

Our population *growth rates* in the 1990s were:

European	3%
Māori	21%
Pacific	38%
Asian	138%
'Others'	272%

One in seven of our population lives in rural areas. Two thirds are in the North Island where the female population is greater than the rural male population. Nine out of ten rural Māori live in the North Island.

Women and Families

- The face of families is changing. Almost 30% are now single parent, female headed households
- Women are delaying childbearing. This is a significant change in a single generation
- Households with dependent children are reducing – expect Asian and 'Others'
- Women of reproductive age are increasingly participating in the paid workforce – especially those with higher levels of education. This has risen from 34% to 60% between 1981 and 2003
- There is little State support for new parents to remain at home

Te Tiriti o Waitangi is increasingly recognised by Statute and practice as New Zealand's founding document. Worryingly Te reo Māori still runs the risk of extinction hence the ongoing emphasis by government and Māori on supporting initiatives aimed at strengthening Te reo Māori.

Early Childhood Education has been given significant government attention – additional funding, a strategic framework policy and a ten-year plan. The emphasis is on teacher-led, compared with parent co-operative, services. There is significant growth in the sector as the emphasis on getting children into early childhood education continues. The next year will be an important time for Playcentre to establish its specific place, space and areas of focus.

4. INTERNAL DEVELOPMENTS: KEY FINDINGS

Mission and responsibilities

The Mission of the Playcentre Federation is:

“Quality Early Childhood Education – a co-operative whānau /family experience”

The purpose and aims of the Federation include:

- Promoting and encouraging the development of Playcentre activities throughout New Zealand
- Making representations to Government on matters concerning parent education and the education of young children and families
- Co-ordinating the activities of the Playcentre Associations and ensuring a system of support for them

Each Association is responsible for:

- The Playcentres in their area
- Training Playcentres in their area to meet NZQA and Ministry of Education requirements
- Ensuring recognition of local circumstances and needs, and
- Operating within a national philosophy and standards.

At Federation level a number of voluntary teams and officers are elected each year at National Conference, including a Standing Committee, Education Team, Property Team, Promotions Team and a number of convenors and co-ordinators. There are specific roles and working parties to address Treaty issues and Māori representation.

Paid positions are few and include a Secretary and a Bookkeeper to enable and support administrative and financial functioning to occur. Interestingly concern about the small number of paid positions and associated structural reform issues were commented on by Playcentre founders in 1996. Beverley Morris (et al) noted:

It is obvious from minutes and other material that there are problems to do with the workload of Federation personnel and communication and decision-making by Playcentre as a whole. We are all advocates for ...Playcentre as an organisation. Playcentre's role is ... legendary, and something we see as critical to preserve for current and future parents and young children. Running the Federation is now similar to running a business because of the large sums of public money being handled. The administrative load connected with this is huge. the whole structure and the management of the Federation need to be considered alongside practical reaffirmation of Playcentre principles and philosophy. (1996)

Consensus decision-making is used at forums and consultation prior is widespread to ensure policies reflect Centre and Association input and needs.

The NZ Playcentre Federation fulfils its mission through the integrated provision of:

Early childhood education centres for children from birth to six years, which emphasises child-initiated play and the importance of whānau/families as first and most important educators of their children.

Adult education is provided through a participatory programme of education for whānau/parents/caregivers or families that emphasises self-help and personal development.

Educational publications are developed as resource material primarily for Playcentre members to enhance their parenting skills and train towards achieving early childhood education qualifications. This aspect is run as a business.

Te Tiriti o Waitangi - the Playcentre movement is currently exploring ways of developing a more effective organisation in terms of addressing Treaty and Māori development issues. A September 2004 hui identified possible steps:

- Formal recognition of Te Reo Māori and tikanga Māori
- The organisation committing itself to a Treaty and partnership based approach – especially in relation to Te Tiriti audit work
- A more pro-active approach from the Playcentre Federation to the Ministry of Education, especially in light of policy and funding changes

The Playcentre Education Culture and Approach⁶

Values the skills parents have: The creative sharing of the skills, knowledge and experiences that each member brings results in a rich learning environment for all parents and children.

Values experiential learning: The education programme has a large practical component drawing on the everyday experiences of parenting one's own children and working within centres with other families. Theoretical learning is strongly embedded in relevant practical experience.

Takes account of family needs: The education programme has evolved into a flexible, accessible, field-based one with multiple entry and exit points. This allows parents to step on and off to meet family needs. It is a part time programme where the learner determines the pace.

Values volunteers: The organisation has a very strong voluntary ethic. Our members are motivated by the opportunity to work collectively for the interests of their families. Tutor, committee and management roles are largely all filled by volunteers.

⁶ Taken from Charter to TEC

Values working together: Consensus as a means of decision-making is seen as the goal. Team work, networking and extensive consultation with other members is evident throughout all levels of the organisation. Many learning experiences occur in group-settings.

Encourages new leaders to emerge: No one person becomes entrenched in a position but others are encouraged to come through, learn by experience and grow into a position. The goal of current leaders is to prepare for those who follow. Trainees are encouraged and supported to become mentors to others, then supported to become co-tutors, tutors, mentors and managers of the programme.

Empowers learners to take responsibility for their own learning: Learners will take from each learning experience that which is relevant for them at that time. Learning is largely scheduled by the learner to accommodate family and other commitments.

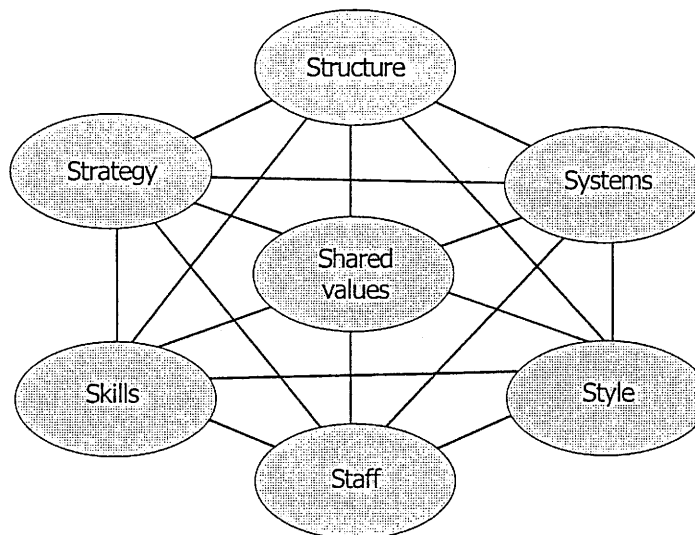
Respects differences in learning styles: There is an emphasis on active participation in workshops together with a variety of other delivery methods in the presentation of the education programme.

Values the dual heritage of Aotearoa New Zealand: There is a strong thread of bi-cultural content throughout the education offered.

5. ISSUES AROUND STRUCTURE

McKinsey & Co's 7S model provides a useful framework for analysing the strategic attributes of an organisation. Strategy, structure and systems can be considered the "hardware" of success whilst style, staff, skills and shared values can be seen as the "software".⁷ Organisations, in which these soft elements are present, are usually more successful at the implementation of strategy. There is no particular order to the 7Ss.

Structure



All parts of the structure and systems are under pressure largely because of smaller families/whanau, women having children later rather than earlier in life, greater competition from a wider range of early childhood services and government policy and funding focus on teacher-led services. These issues are played out in different ways at each structural part of the Playcentre movement

With Playcentres

- There are issues around paid and voluntary roles
- There is little 'easing in' opportunity for new parents
- There is workload- burn out
- Roles are based on previous pattern of longer term commitment
- Rural issues around distance, population numbers – or lack of them – affecting access, viability, training and support

⁷ Kotler, P. 1997, Marketing Management: Analysis, Planning, Implementation and Control, 9th edition, Northwestern University, Prentice Hall Inc, New Jersey, ISBN 0-13-261363-8, pp87

- There are building cost issues to meet government standards
- There are issues around session length and adapting to changing demographics
- There is difficulty retaining and attracting people

With Rōpu

Māori

Overall, this initiative is considered a constructive forum in which Māori and their families collectivise, as required, to discuss issues of importance. The Rōpu is committed to the Playcentre philosophy of whānaungatanga.

But there are also concerns including:

- Little acknowledgment and recognition – meaningfulness
- Limited national voice or presence
- Informal, rather than formally structured, structural involvement
- Limited consultation and few resources
- Concern about levy issues
- Uncertainty about information channels.

With Associations

Overall associations are going well but recruiting and retaining people, because of high centre and Association workloads, is becoming increasingly difficult.

With Standing Committee

It is essential to have a relatively small, national executive and overview structure in any nationwide organisation. Standing Committee is a good idea, and clearly:

- Requires significant knowledge and skills around governance; human resource and employment issues
- Is resource intensive
- Offers very limited structural support for standing committee and convenor roles
- Provides little leadership continuity with one-year position tenure
- Has limited structural connections between convenors, standing committee and employed staff. These roles warrant clarification and refinement to create more than the 'sum of the parts'
- Have mixed leadership/consultative/following roles with national executive

Skills

- High level of skill in early childhood education - the time elapsed for training quite long.

- Questions of cross-crediting with other ECE qualifications
- Emerging leadership skill development less clear than before
- Little emphasis on organisational development and management skills

Style

Playcentre identifies itself as a learning organisation with clearly stated values. From discussion this is:

- Strongest at the Centre level and between Centres and Associations but affected by higher turnover of whanau/families and workload stress
- Considerably less sense of a learning organisation with Association, national executive and Standing Committee
- There are pro and cons with consensus decision-making, especially around levels of informed decision-making, length of time for making decisions and the impact on the ability to exercise national leadership
- Issues around balance between consultative styles and pro-active leadership, especially in relation to external relations

Staff

- Fantastic volunteer engagement
- VAVA study estimates Playcentre creates 1,170 equivalent FTEs. This is equivalent to the top 1% of NZ profit-making organisations – including Telecom. It is estimated to be worth between \$30.3 and \$54.4 million annually
- Pressure to do all roles – which are the most important for parent/caregiver involvement?
- Which are the most important for rural centres with smaller populations?
- Variability in paid positions may reflect responsiveness to local circumstances and also reflects lack of consistency
- National level paid and unpaid roles unclear, multiple roles, communication lines unclear and not consolidated. All of these factors reduce national leadership mandate capability

System

- Reliant on inter-personal contact and consensus-style meetings
- Few formalised systems such as job descriptions
- Limited systemic infra-structural
- Support connecting the organisation nationally

Strategy

- Limited strategic direction or overview
- Reflected in weak mandates at all levels of the organisation, but especially nationally

- Ripe for strategic clarity and vision

Shared Values

- Values clearly and consistently stated – not sure how they are enacted at Centre level, within Associations and nationally
- Structure and systems, don't actively reflect values

RECOMMENDATIONS

It is recommended that:

General

1. Playcentre develop a clear, coherent, nationally-accepted strategic direction for the organisation
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National level of the organisation

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Association and Centres

5. Specific attention is given to designing Associations and Centres around:
 - Managing new funding
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Rōpu Māori

6. Attention is given to resolving the implementation of the Treaty audit and that resources, as appropriate, are directed towards assisting centres and associations with building their ongoing understanding and knowledge of Māori values and cultural practices.

APPENDIX ONE: EARLY CHILDHOOD EDUCATION SECTOR

The main providers of early childhood education are kindergartens, Playcentres, Pacific Island language groups, education and care services, home-based care services and kohanga reo. Early childhood education programmes are, on the whole, developmental and based in learning through play.

All early childhood services wishing to receive government funding must be licensed and chartered. Licensing ensures that basic standards of quality are maintained. A charter sets out both mandatory and optional objectives and practices. Chartered groups receive funding direct from government in the form of a bulk grant.

Kindergartens

Kindergartens predominantly operate early childhood education for children between the ages of 3 and 5. In general, younger children attend afternoon sessions for three afternoons a week, while the older age group attend five mornings a week.

Playcentres

Playcentres are parent cooperatives where parents take responsibility for the management and supervision of sessions. Children attending Playcentre range in age from birth to school age.

Te Kohanga Reo

Kohanga reo are sessional or all-day Māori language immersion early childhood institutions. The centres are community based and are administered by local management groups affiliated to the Te Kohanga Reo National Trust.

Pacific Islands language groups

Pacific Island language centres offer programmes based on the values and languages of Pacific Island cultures. They range from licence-exempt family playgroups, meeting once or twice a week, to licensed and chartered centres. These programmes emphasise language development, both in Pacific Islands languages and English, and increasing parental knowledge in early childhood care and education.

Anau Ako Pasifika

Early Childhood Development is the grant holder on behalf of the Bernard Van Leer Foundation for the Anau Ako Pasifika Project, a home-based programme in early childhood care and education for Pacific Island communities. It is based in Auckland, Tokoroa and Wellington.

Education and care centres

Education and care centres provide sessional, all-day or flexible-hours early childhood education services other than Playcentres, kindergartens or Kohanga reo. Each centre is autonomous and many are privately owned.

Home-based care services

Home-based care (family daycare) is an organised system whereby parents of young children or babies are linked to caregivers, who are often themselves parents of young children.

Playgroups

Playgroups are licence-exempt, community-based, non-profit-making groups of parents who meet to provide early childhood education for their children.

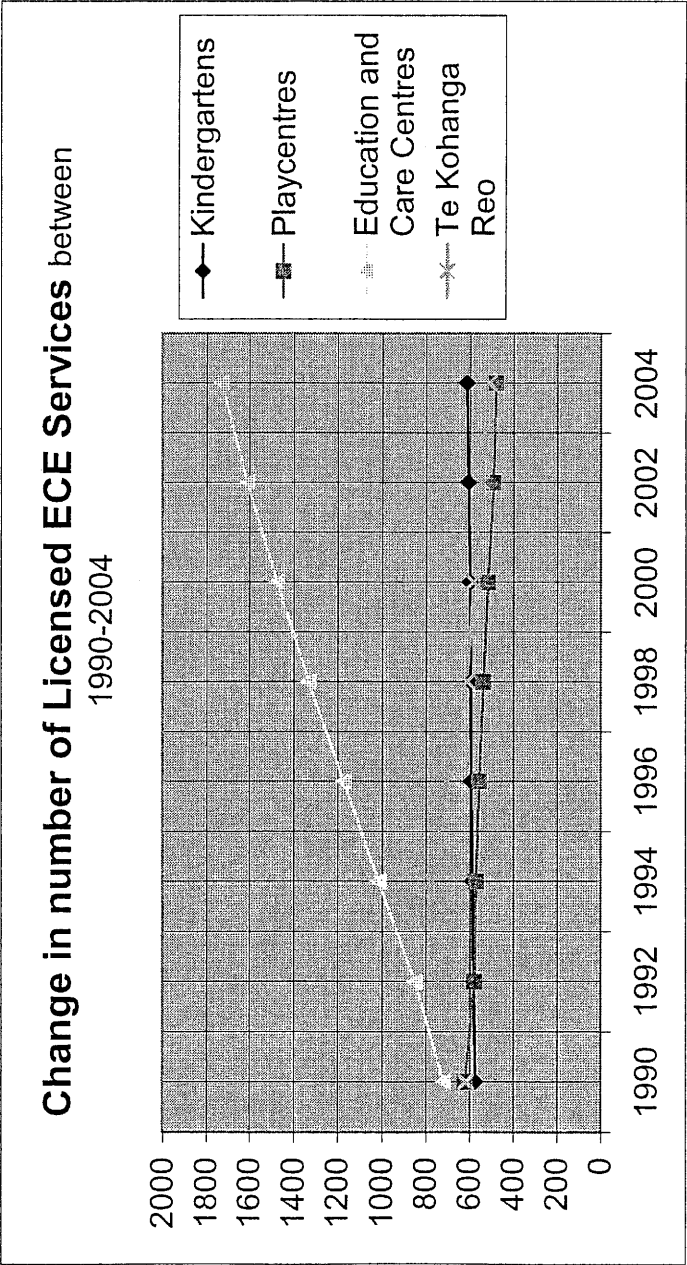
Parents as First Teachers (PAFT)

Parents as First Teachers is based on the programmes developed in the USA by the Missouri State Department of Education. They provide a series of regular home visits by early childhood educators to parents with children from birth to 3 years of age.

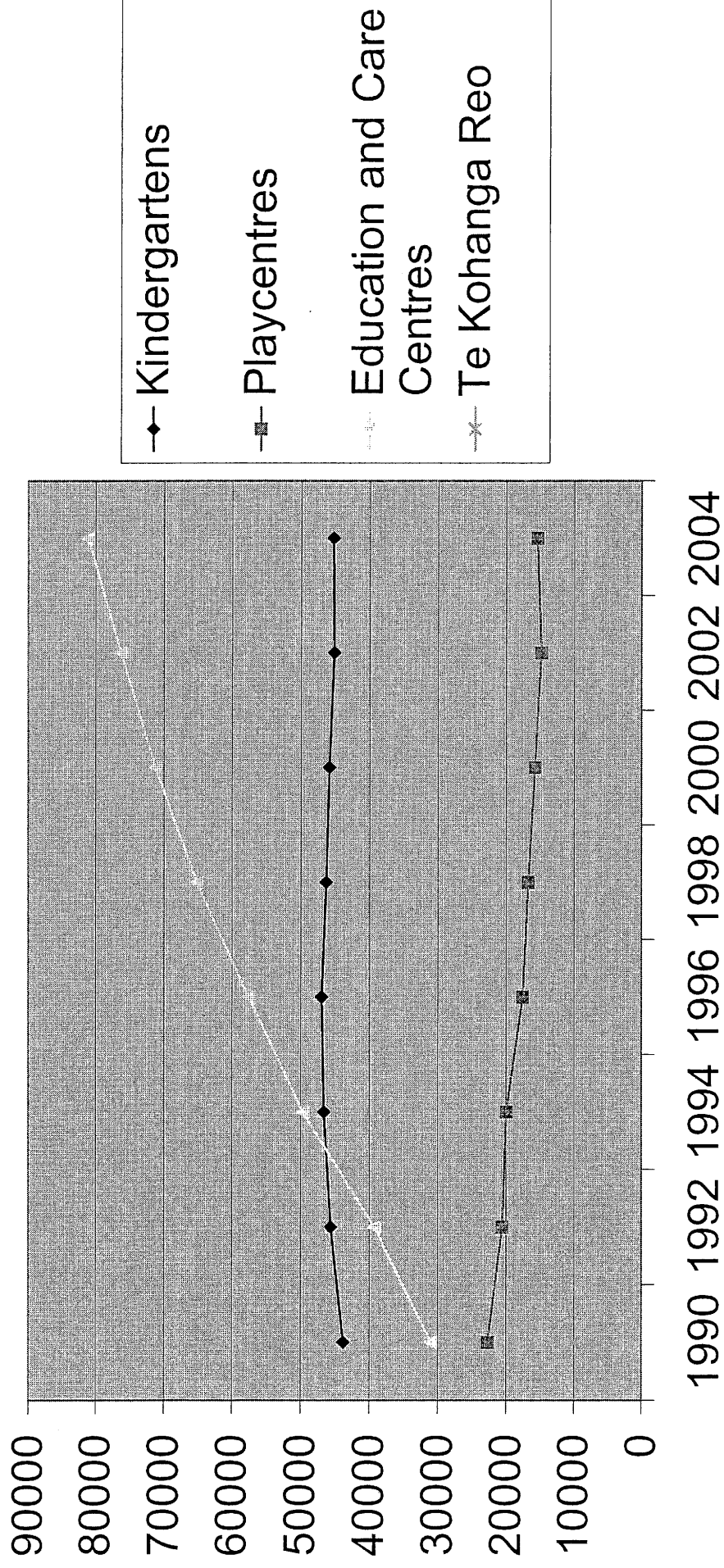
APPENDIX TWO

**DATA RELATING TO PLAYCENTRE AND OTHER EARLY
CHILDHOOD SERVICES**

Number of Early Childhood Education Services at 1 July 2004										
	1990	1992	1994	1996	1998	2000	2002	2004		
Kindergartens	575	582	587	594	596	600	606	614		
Playcentres	621	578	572	557	537	517	492	481		
Education and Care Centres	719	852	1017	1174	1332	1476	1612	1730		
Te Kohanga Reo	616	747	773	704	613	583	545	513		

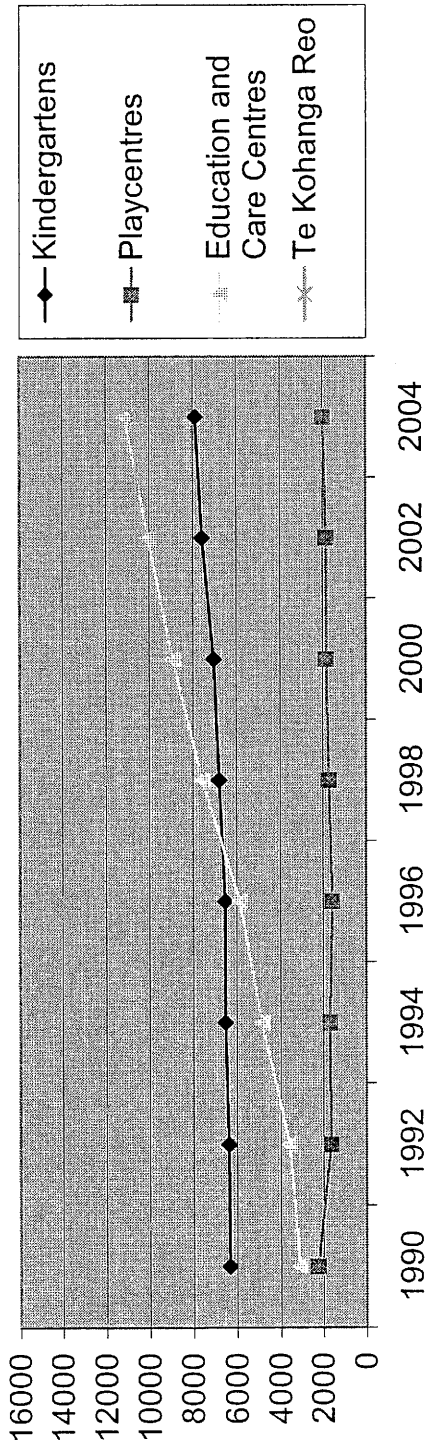


Change in Enrolments in ECE Services between 1990-2004



Maori Enrolled in Early Childhood Education by Type of Service at 1 July 2004									
	1990	1992	1994	1996	1998	2000	2002	2004	
Kindergartens	6352	6387	6533	6544	6802	7048	7561	7885	
Playcentres	2247	1633	1677	1557	1708	1832	1828	1979	
Education and Care Centres	3104	3583	4858	5866	7581	8921	10041	11135	
Te Kohanga Reo	9299	11401	13445	14032	11980	11397	10503	10600	

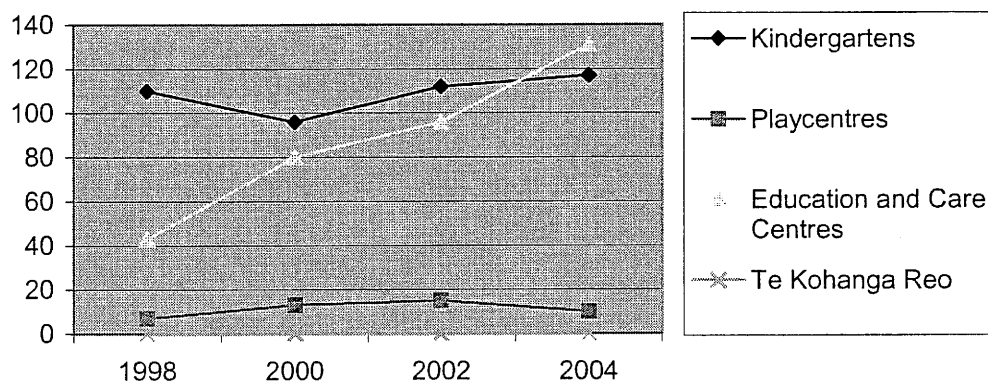
Maori enrolled in ECE by type of Service
between 1990-2004



Tokelaun Children Enrolled in ECE by type of Service at 1 July 2004

	1998	2000	2002	2004
Kindergartens	110	96	112	117
Playcentres	7	13	15	10
Education and Care Centres	43	80	96	131
Te Kohanga Reo	0	0	0	0

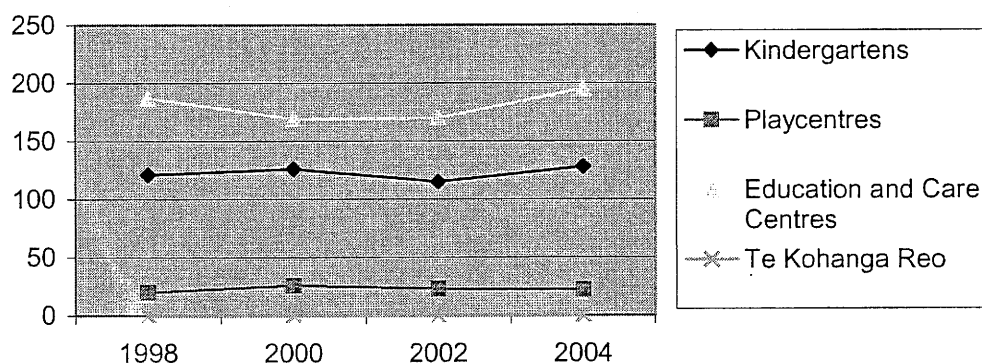
**Tokelaun Children Enrolled in ECE Services
Between 1998-2004**



Fijian Children Enrolled in ECE by type of Service at 1 July 2004

	1998	2000	2002	2004
Kindergartens	121	126	115	128
Playcentres	20	26	23	22
Education and Care Centres	187	169	170	195
Te Kohanga Reo	0	0	0	0

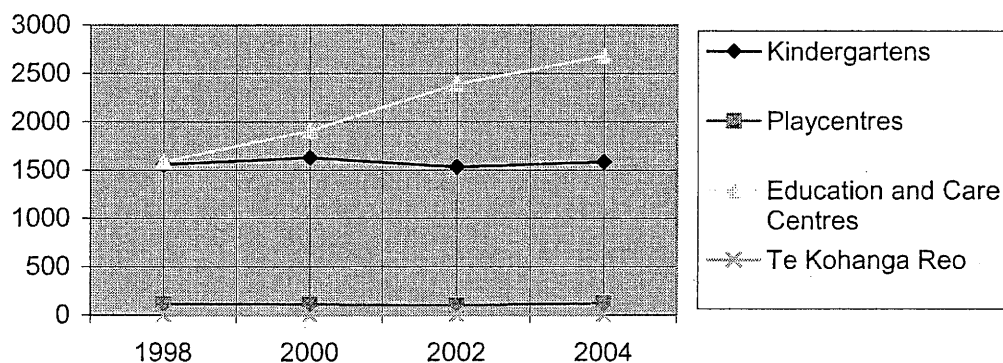
**Fijian Children Enrolled in ECE Services
Between 1998-2004**



Samoan Children Enrolled in ECE by type of Service at 1 July 2004

	1998	2000	2002	2004
Kindergartens	1558	1627	1532	1585
Playcentres	117	111	100	123
Education and Care Centres	1587	1906	2389	2681
Te Kohanga Reo	0	0	0	0

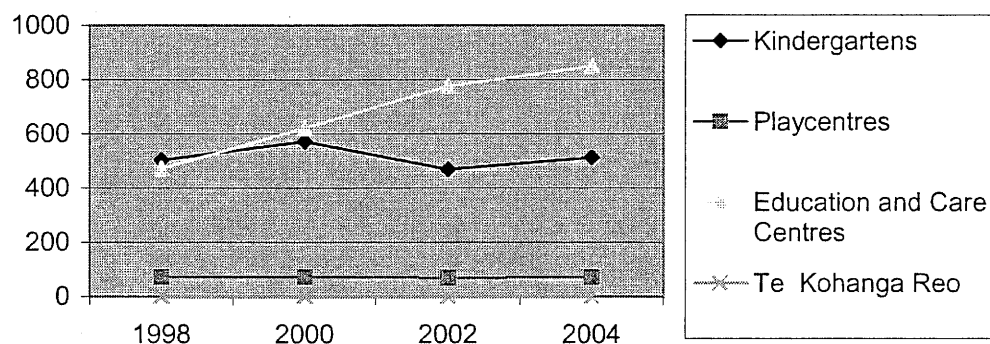
Samoan Children Enrolled in ECE Services Between 1998-2004



Cook Island Maori Children Enrolled in ECE by type of Service at 1 July 2004

	1998	2000	2002	2004
Kindergartens	503	572	469	512
Playcentres	72	72	70	71
Education and Care Centres	471	621	776	850
Te Kohanga Reo	0	0	0	0

Cook Island Maori Children Enrolled in ECE Services Between 1998-2004



APPENDIX THREE:

NOTES FROM THE NATIONAL EXECUTIVE

MEETING OF PLAYCENTRE

Friday 4 – Sunday 6 March 2005

Greymouth

What is working well?

- Family environment/involved from 0 to 6 yrs
- Sense of community
- Sense of welcome from a Māori point of view
- Play, creativity, learning, free choice
- Adult education – big push i.e. direction, free!
- Baby Friendly (I just like it)
- Stewardship
- Maintenance
- Training can be done in own time
- Passionate
- Flexible
- Reflect community
- Recognized as having the knowledge (by community not government)
- Māori PC
- Communication between Association and Centres
- Supporting each other
- Opportunities for Māori to meet/hui
- Two parents attending Playcentre with their children
- Teams –supervisor
- Belief in the 'kaupapa' – Playcentre philosophy
- Actually CARING about each other
- Good friendships
- Centres working with children
- Centres to association information/contact/resources/support
- Broad range of opportunities for adults to grow into
- Keep votes/decisions with volunteers
- Travel arrangement
- Centres work well➡ But have times of stress
- Association (sometimes/often) work well (core paid and volunteers)
- EDUCATION (team, whatever) TEFM, Gillian (paid folk and volunteers)
- Diversity
- Quality EC Education in centres
- Publications – EC Books
- Meeting people/making friends

- Parent training – flexible, meets their needs, contributes to quality, empower/develop parents
- Playcentre – community, community links, worthwhile
- Friendships
- Support Networks
- Working together
- Community involvement
- Children and adults having fun
- Communication between centres/Association
- Educational learning experiences for our children
- Ownership of centres
- Commitment to Playcentre
- Support and advise Association → Centre
- Consultation process

What is not working?

- Not evolving with changing workforce
- Centres unable to make decisions for Fed level for lack of knowledge and interest
- Discussions don't permeate around enough, e.g. from association, from regions
- Steering committee have no authority/not been given mandate (and not picking it up)
- Spending so much money flying up and down country (then having meetings taken over by other stuff)
- Discussion paper process not working:
 - Needs 'other' point of view circulated before meeting
 - Need 'policy support' (whatever) e.g. historical background
 - Can be distributed by email
- Knowledge base is lost – needs nurturing
- Relying on parents 'coming through' doesn't work any more
- No national identity
- Accountability
 - Compliance paperwork
 - Fulfilling Ministry of Education expectations
 - Finding what works for us and selling it to others
- Skills undervalued if things don't get done
- Misrepresented: Not good in telling how good we are!
- Retaining qualified people (PC qualified people)
- Attracting Māori to PC
- Volunteer vs. paid
- Not enough people on Association Level
- Welcome process
- Implementation of Tikanga Māori
- Lack of Māori resources
- Emergent leadership, filling roles – Māori rules
- Getting people through Education programme for licensing

- Cross crediting Diplomas down
- Doubling up of paperwork
- Parents not valued by Government to be main first educators
- Lack of trust – especially with money concerned
- Lack of education/understanding for Tauwiwi regarding Māoridom
- Lack of confidence – for ALL
- Link to Association to Federation a bit unclear
- Grass Roots system overwhelms centres
- Social pressure to work, government push to re-enter workforce
- Internal perception, negative ideas about PC
- Not recognized for 'other work,' i.e. beyond EC and Parent training
- At Centre level parents think 'just a parent!' → Just a parent led service
- Valuing ourselves –internally (promoting ourselves, ourselves) and externally
- All the paperwork to meet Ministry of Education requirements creates lack of time spent with children
- Internal education programme
- Inconsistency from outside agencies
- Lack of knowledge sharing
- Lack of time as a member
- Doesn't meet all families requirements
- Not community minded – people have become insular
- Not a clear philosophy
- What association/centres can/cannot do
- What is national/association/centre
- No strategic plan nationally
- Rely too much on people's commitment – without proper systems of support, accountability and resources

Priorities for Action

- Treaty Audit settled
- Fed to support Association in Employment Issues
- Dealing with burn out
- Implementation of Māoritanga from ground up
- Promoting Playcentre with a Māori flare
- Emerging leaders
- Increasing Māori components in the NZPF Diploma
- Government needs to be aware (promotes Parents/whanau) as best educators
- Recognize uniqueness of Playcentre
- Make Parent Education more achievable (and licensing!)
- Holding institutional knowledge (core paid staff and volunteers)
- Less paperwork
- More quality time with children
- Acknowledge your volunteers
- Being more adaptable to families

- Time, Finance & Resource for Māori “Hui, Wananga....”
- Treaty Relationship——→ Equitable (not just a seat or a face, window dressing...)
- Increasing Māori participation (National, associations and center)
- Encouraging participation (office holders)
- Retaining families
- Consider making Associations not centres as the Grass Roots
- Decide which tasks can be done by paid personnel and what tasks can be done by volunteers
- Add life members to executive (Association)
- Funding at all levels
- Getting a National Voice
- Ways to help Association from Federal level
- Ways to keep up with Legislative changes
- Having appropriate (employment) and relevant information on hand. Also having access and being able to understand this information.
- Increase the rolls (publicity)
- Finding new resources and updating kits
- External/Internal promotion
- Playcentre is a complete Early Childhood Education
- Become well known
- Promoting Playcentres to public ministries
- What is Playcentre's national identity and how rigid is this?
- [How do you collect information about what is not working?]
- [How do you then decide what ‘not working’ means?]
- Being flexible——→
- Prepared to change how we do things