

Kindergarten models 2014



New Zealand Kindergartens
Te Pūtahi Kura Puhou o Aotearoa

January 2015

Executive summary

In 2010, the University of Waikato conducted a survey of kindergarten models of provision. A report, *Survey of Kindergarten Provision*, was published in 2012. Following on from this report, New Zealand Kindergartens (NZK) surveyed member kindergarten associations about kindergarten models in late 2012. This report presents findings from a third survey conducted in 2014. It builds on the two previous surveys and develops a more robust baseline to monitor changes in kindergarten models of provision over time. There are no other NZK or Ministry of Education surveys that gather information specifically about kindergarten models of operation.

The three surveys each used different tools and measures however both the Waikato and NZK surveys show there have been significant changes to kindergarten models in recent years. These changes align with changes to government funding and policy, and to the changing needs of families and communities. The overall findings of the surveys illustrate that kindergartens are offering more hours, greater flexibility and more options for families.

Key findings

Among the 426 kindergartens represented in this survey, at the time of the survey:

- 425 (99.8%) kindergartens have an all-day license;
- 335 (80%) kindergartens offer some form of the school day model where children have an option to attend for six hours or part of the day, some days or each day of the week;
- 215 (50%) kindergartens offer 6 hours five days a week; 131 (61%) of those offer children the option to stay part of the day; 125 (29%) of kindergartens offer the school day model for either three or four days a week with a short day on a Wednesday and/or Friday;
- 1,708 (87%) teachers are employed in permanent positions in kindergartens – 264 (13%) are employed as long term relievers;
- 1,311 (66%) of teachers work in associations with twenty or more kindergartens; 661 (34%) work in associations with fewer than 20 kindergartens;
- 401 (94%) of kindergartens have registered teachers in all ratioed positions;
- 141 (33%) kindergartens employ staff specifically to provide lunch cover; 97 (69%) employ registered teachers as lunch cover staff; 44 (31%) kindergartens employ unqualified staff to provide lunch cover;
- 48 teachers across the NZK network are employed in positions above the required ratio, and 74 unqualified staff are employed above ratio;
- 1,207 (61%) of teachers have more non-contact time than is required by the collective agreement;
- 185 (43%) of kindergartens receive equity funding;
- 322 (76%) kindergartens are on crown or council land;
- 131 (31%) kindergartens are located on or next to school grounds;

- 208 (49%) of all kindergartens have property occupancy documents with Ministry of Education for land and/or buildings;
- eight (31%) associations contract senior teachers from other associations;
- nine (35%) associations employ a total of 13 advisers in addition to senior teachers; all of these associations have 16 or more kindergartens;
- 18 (69%) associations offer additional services alongside kindergarten services; holiday programmes are the most common additional service.

The survey confirms that kindergarten continues to evolve to meet the changing needs of children and whānau. It highlights some areas for consideration including the proportion of long term relieving teachers in kindergarten, employing staff specifically to cover the lunch period in a kindergarten operating for six or more hours, the percentage of teachers having more non-contact time than is required by the collective agreement, and the legacy of kindergarten associations leasing crown land and buildings. The survey findings show that associations are diversifying the services offered, with increasing numbers of associations offering holiday programmes, home-based services and other non-traditional services alongside the kindergarten service.

Kindergarten is a strong and enduring early childhood education service which continues to respond to changing whānau needs, policy and funding, ensuring it provides relevant and high quality services for future generations.

Research methodology and limitations

It is important that we have a strong understanding of ourselves: the services we provide, the way services are structured and changes to that provision over time. It allows us to consider the impact of policy settings, how kindergarten has responded and how the provision of services vary across the NZK network.

The sample

NZK represents twenty-six¹ of the thirty-one regional kindergarten associations nationwide, covering 445 kindergartens and early childhood education services and approximately 22,800 children and whānau.

In August 2014, a survey was developed by NZK based on the two previous surveys of kindergarten provision. Key considerations for the new survey were to ensure:

- a depth and breadth of information was sourced;
- questions were clear and responses across associations would be as consistent as possible;

¹ At the time of the survey distribution, there were 27 associations in the NZK network.

- it would be a new benchmark against which future measurement of kindergarten provision could be made, being repeated annually and in a format which could be easily updated by associations.

The survey is attached as Annex A.

The aim of the survey was to gather information about a range of kindergarten characteristics including: kindergarten models, attendance, options for children and parents/caregivers, staffing, and additional services offered. The survey was trialled with three associations prior to distributing it to all kindergarten associations in the NZK network. The survey contained questions specific to kindergartens and questions specific to the association. Nearly all of the questions were quantitative.

Surveys were received from associations in early September. Where NZK had questions about survey responses, the association was contacted for clarification. Preliminary results were presented to association governance board members, association managers and senior teachers at the 2014 NZK Conference and AGM in September based on responses from 24 out of 27 associations in the NZK network.

Subsequent to the September meeting, two final surveys were received and data was reanalysed using the complete data set of 26 out of 27 associations - a response rate of 96%.²

There are 426 kindergartens included in the survey which represents 96% of the estimated 445 kindergartens operated by associations in the NZK network at the time the survey was distributed. Nationally, there are 647 kindergartens. The survey represents 66% of all kindergartens in New Zealand.

The kindergartens represented in the survey are located throughout all regions of New Zealand with the exception of central and south Auckland, and the Waikato and Central North Island and Gisborne regions.

The Ministry of Education (MOE) provides information about enrolment at each early childhood education service through its early childhood services directory.³ Roll information was not available for five kindergartens operated by associations in the NZK network through the directory, therefore ERO reports were used to estimate the current roll for these kindergartens or associations were contacted directly. The total enrolment as of July 2013 for kindergartens represented in the survey is 22,718 children. The MOE reports that total enrolment in kindergarten in the country is 35,012, therefore NZK kindergartens represented in the survey comprise 65% of all kindergarten enrolments nationally.

² The only association in the NZK network to not complete the survey was the Gisborne Association. The Gisborne Association ceased being a member of the NZK network in late 2014.

³ Retrieved from: <http://www.educationcounts.govt.nz/directories/early-childhood-services>.

Total roll among kindergartens in the NZK network	Māori	Pasifika	Asian	European/Pākeha	Other
22,718	4,598	1,167	1,447	15,113	313
	20%	5%	6%	67%	1%

The percentage of Māori and Pasifika children enrolled in kindergartens in this survey is slightly less than kindergarten nationally. This reflects the large number of Māori and Pasifika families living in the Auckland and the central North Island regions.

Limitations

This survey provides a snapshot of provision. The data is not perfect. For example, it would be nearly impossible to reflect each and every different model of kindergarten provision, as there are seemingly infinite variations. Lines were drawn to create categories, as was the case for the previous surveys. We did this by focusing on the maximum number of hours a child could attend each day, knowing that not all children would attend for the maximum number of hours offered.

Where there was potential for different interpretations of questions, we aimed to provide an explanation and definitions in the survey guide (Annex A). There was still some confusion around two questions which may have impacted the survey results. These questions are discussed below.

- Do children have the option of attending for part of a session or part of the day at this kindergarten? (yes or no)

The example we used in the survey guide was: “For example, a kindergarten operates from 8:30am to 2:30pm but some children attend from 8:30am to 12:30pm.” We were interested in whether a child could attend for a portion of the maximum session length, which for a kindergarten operating approximately six hours or more would mean for a portion of a kindergarten day.

We would expect that for sessional kindergartens (refer to glossary of terms), a child would likely not attend for part of the session or day, as most children attending the afternoon session would be different from those attending the morning session. It appears that some respondents may have answered that children could attend for part of the day where children attended morning or afternoon sessions, even where it was different groups of children attending the morning and afternoon session, and there was no option to attend both. In the future, the question will be reworded to avoid confusion and/or there will be more examples provided in the survey guide.

- How many teachers are employed for more hours than required under the *Kindergarten Teachers, Head Teachers and Senior Teachers Collective Agreement (KTCA)*?

The other question that caused confusion was related to contact hour requirements under the KTCA. In an addendum to the survey guide, we explained:

This question could have been written as follows: how many teachers are employed to work fewer hours than the maximum child contact hours under the KTCA?

This question is not about teacher positions and ratios, but about teacher hours working with children.

The KTCA sets out the maximum child contact hours for teachers [based on the kindergarten model]. Do teachers at this kindergarten work those hours or fewer hours? If teachers work fewer contact hours than the maximum under the KTCA, please count them in column I.

Initially there was confusion around the meaning of the question and how associations were meant to answer it. Following the distribution of the addendum, there appeared to be less confusion. In addition to the wording of the question, there may also be some inconsistent interpretation of the terms of the KTCA which impacted how additional hours were reported. It will be useful in future surveys to provide more clear guidance around this question.

As stated previously, each of the earlier surveys of kindergarten models of provision have used different tools and methods. This makes it difficult to compare survey findings over time. Where we have compared results over time, we have done so with this understanding.

Research findings

The following sections describe features of all kindergartens represented in the survey. Features of individual models are explored in later sections.

Models

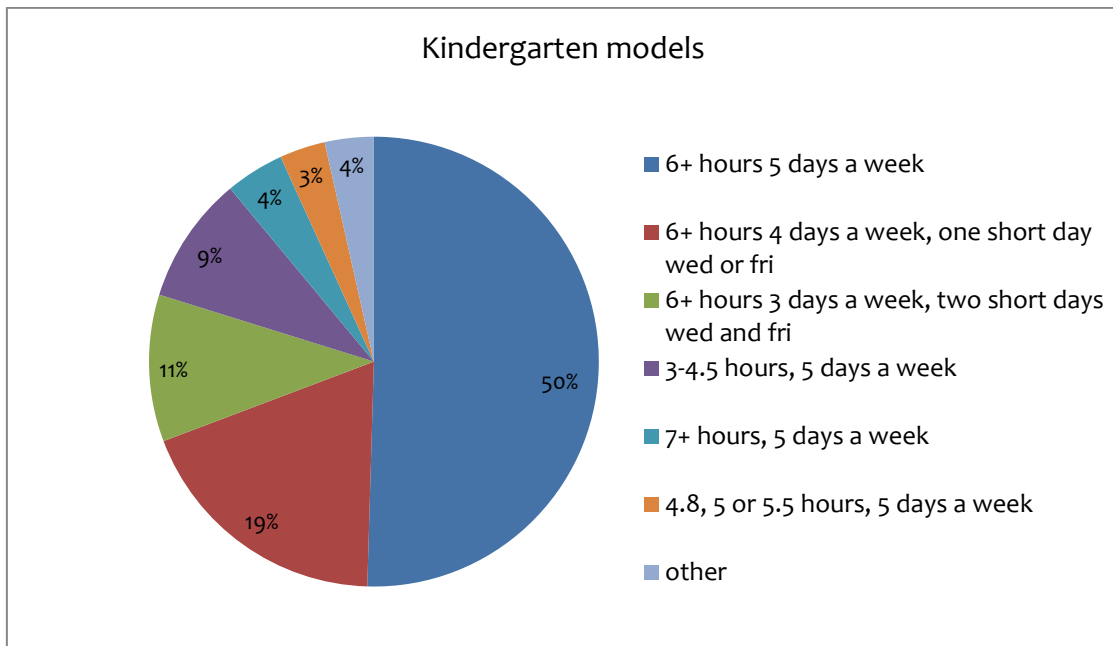
Kindergarten models describe the way a kindergarten operates. A description of the terms defining the different models is set out in the glossary on page 27.

Kindergarten models vary by association and by community. There are many variations of models, but for the purposes of this report, kindergarten models were put into discrete categories, described below, based on the maximum number of hours a child can attend.

The majority of kindergartens 340 (80%) operate some form of a school day model, where children have the option of attending for six hours⁴ a day for most days each week. The most common model of operation is six hours, five days a week, followed by six hours four days a

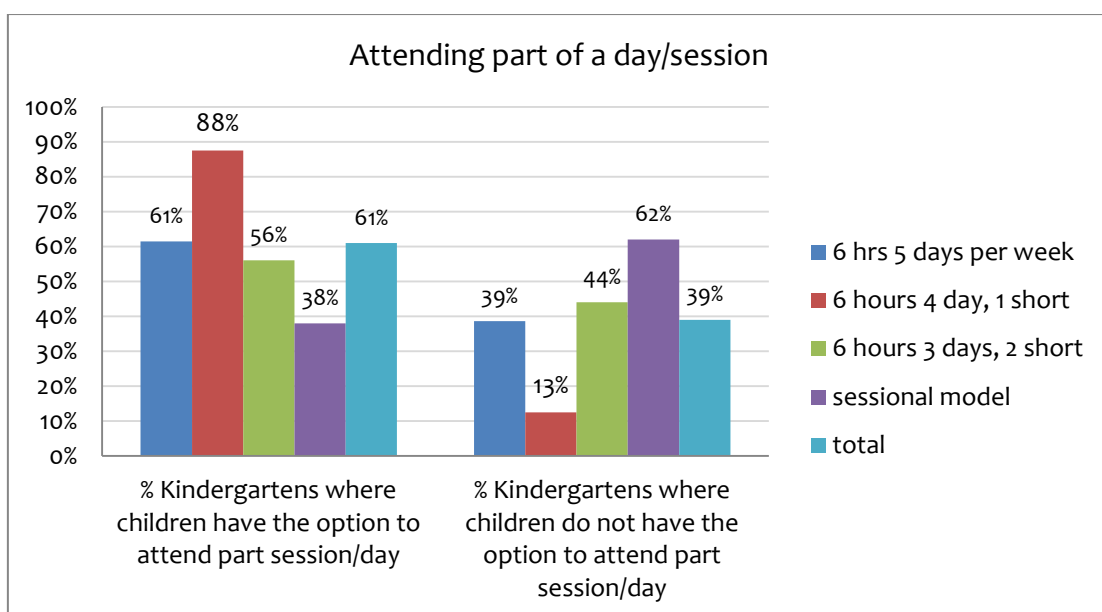
⁴ Kindergartens operating between 6 and 6.75 hours were included in this category.

week, with a short day on Wednesday or Friday, and six hours three days a week with a short day on Wednesday and Friday. Within these models, children usually have the option of attending for part of the day.



Attendance for part of a day or session

Most kindergartens offer children the option of attending for part of a session or day, with sessional kindergartens being less likely to offer children and whānau this option and kindergartens operating six hour days four days a week the most likely. Among all kindergartens in the survey, 260 (61%) offer children and whānau the option of attending part of a day or session. The chart below sets out attendance by model type.



Kindergartens reported on the percentage of children on the roll attending for part of the session or day. The survey found that 212 (81%) kindergartens have 50% or fewer children attending part of the session or day. This means that most children attend the full session. Forty-eight (19%) kindergartens have 50% or more children attending for part of a day or session.

Percentage of the roll attending for part session/day	Number of kindergartens	Percentage among kindergartens offering the option to attend part session/day
0-25%	97	37%
26-50%	115	44%
51-75%	23	9%
76-100%	25	10%
Total	260	

Afternoon only sessions

There are 109 (26%) kindergartens that offer the option of attending afternoon sessions only. Given the number of kindergartens offering afternoon only sessions four and five days a week, it is likely that many of these are kindergartens operating six hours a day most days, and giving children and whānau the option of attending for part of the day in the morning and/or the afternoon. Most of the traditional sessional kindergartens 29 (74%) offer an afternoon only option two or three days per week.

How many days per week?

1 day	1	1%
2 days	2	2%
3 days	41	38%
4 days	23	21%
5 days	41	38%
varies	1	1%
Total	109	100%

The survey asked associations specific questions about why children attend for part of a day/session. Among all kindergartens, 60 (14%) kindergartens report that attendance for part of a session/day is related to the age of the child and 13 (3%) kindergartens report that attendance for part of a session/day is related to induction to kindergarten.

Lunch

The survey asked whether children bring their own lunch from home or are provided lunch. There were 29 (7%) kindergartens that did not answer the question and/or reported that children do not each lunch at kindergarten.

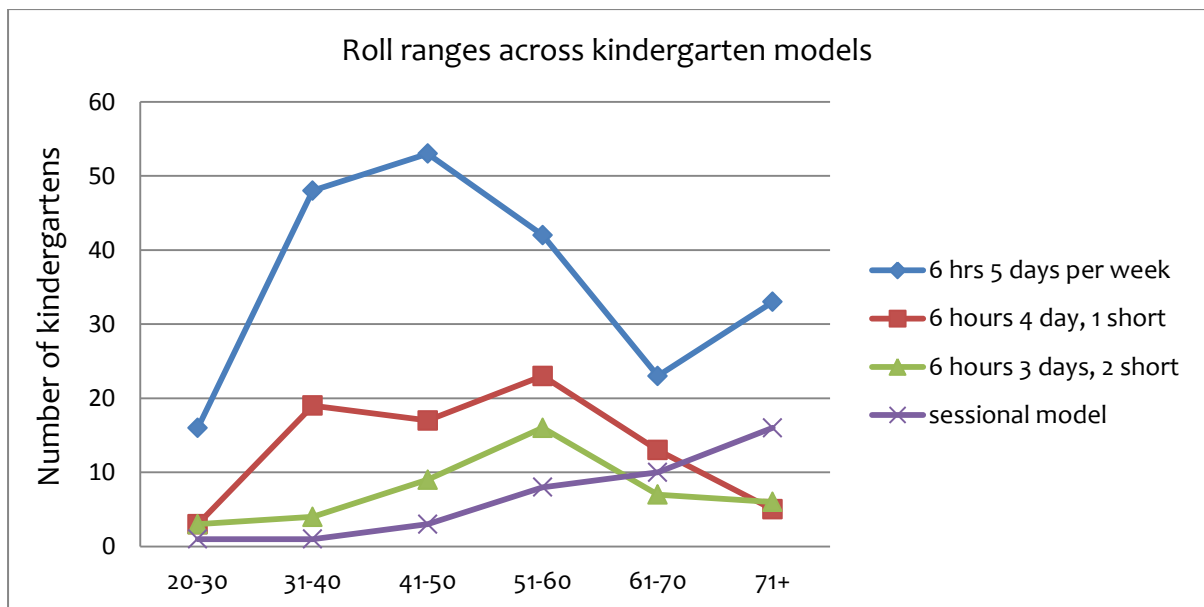
- The survey found that 378 (89%) kindergartens have children bring their own lunch from home. Morning tea may be provided at these kindergartens.

- Eight kindergartens (2%) provide lunch to children. Five of these kindergartens employ additional teachers above ratio. Three of the kindergartens also employ staff above ratio who are not registered teachers.
- Another 11 (3%) kindergartens provide lunch sometimes or answered 'both' to the question about whether children are provided with lunch or bring their own. Nine of these kindergartens employ staff or teachers above ratio.

Five (26%) of the 19 kindergartens that provide lunch sometimes or every day are full-day kindergartens operating 7 or more hours each day. One kindergarten operates nearly 5 hours a day. The remaining kindergartens operate some form of a school day model.

Roll numbers

For data analysis within and across models, roll numbers were categorized into roll ranges. Roll ranges varied slightly across the main models of operation with kindergartens offering more part day and shorter session options more likely to have higher roll numbers. It is likely the increased roll range reflects that two separate groups of children may attend these kindergartens either every day or some days – one group in the morning and one group in the afternoon, or on different days - place sharing. In a sessional kindergarten for example, with two separate groups attending morning and afternoon sessions, this model could essentially represent a doubling of the roll as compared to a model operating 6 hours a day, five days a week with one group of children.

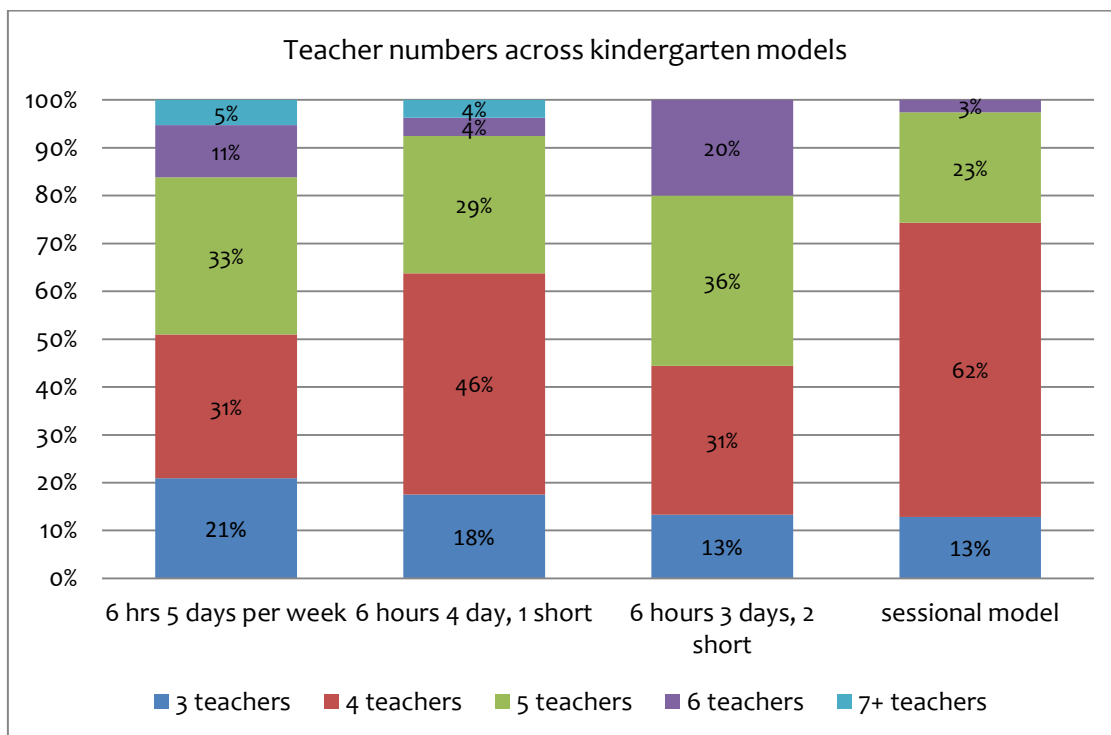


Number of teachers

The number of teachers employed in a kindergarten relates to the number of children attending at any given time. For kindergartens with an all-day license with children two years or older (nearly all kindergartens), the ratio of teacher:child is one to ten⁵. Generally, the roll predicts teacher numbers rather than the model of operation.

Teacher numbers do not vary significantly by model, with the exception of sessional kindergartens which are more likely to have four teachers. This finding should be considered with caution. The statistics could be skewed because of the small number of kindergartens operating as sessional kindergartens.

It is also important to note that teacher numbers will increase where teachers are employed part-time. This survey did not gather information about whether teachers are employed part-time or full-time. Whether teachers are employed part-time or full-time could also explain some of the variation in teacher numbers between kindergarten models.

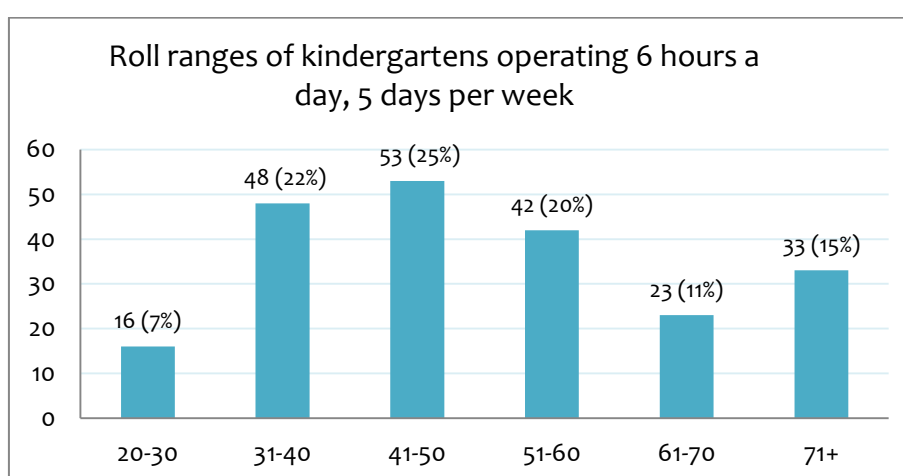


⁵ Education (Early Childhood Services) Regulations 2008. Retrieved from: <http://www.legislation.govt.nz/regulation/public/2008/0204/latest/DLM3902730.html%20on%2016%20October%202012>.

Individual models explored

Six hours a day, five days a week

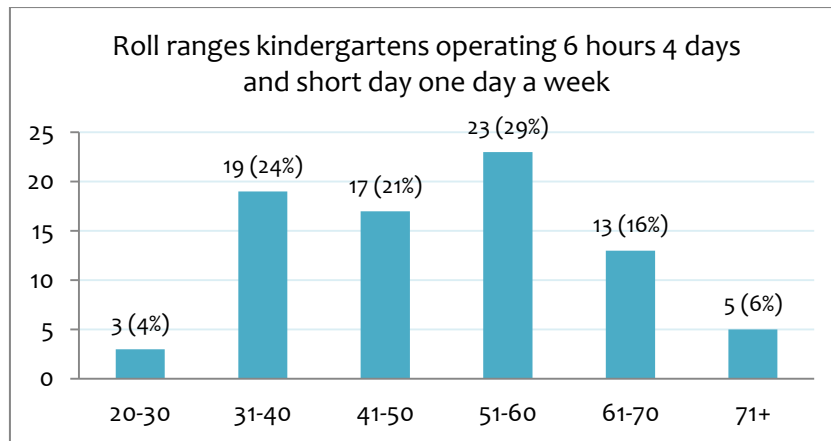
- 215 (50%) kindergartens in the survey operate using this model; this is the most popular model of operation.
- Among these kindergartens, 131 (61%) offer children the option of attending part of a session or day.
- Approximately 47% of kindergartens operating with this model have roll ranges between 31 and 50 children.
- For this model, the percentage of Māori children enrolled is 19% and 6% Pasifika children.
- 64% of these kindergartens have 4 or 5 teachers.



Six hours a day, four days a week

This model offers six hours a day four days a week with a shorter day on Wednesday or Friday. Whichever day is a short day, on this day, children do not have the option to stay for the whole day.

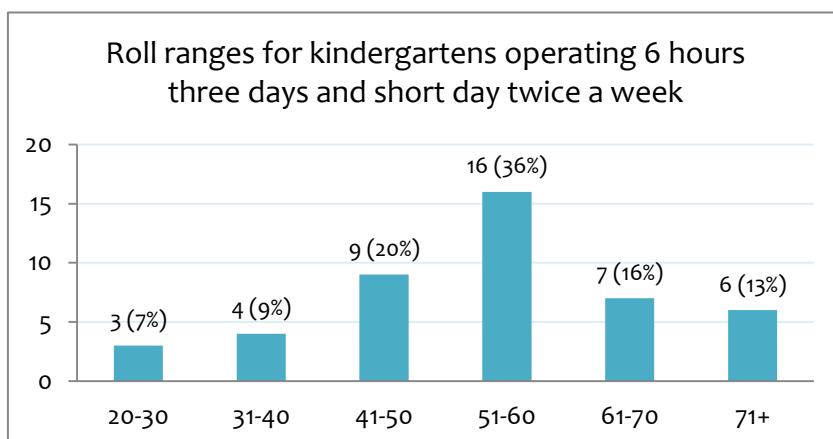
- 80 (19%) of kindergartens operate with this model making it the second most popular model of operation.
- Among these kindergartens, 88% offer children the option of attending part session or day. This model is most likely to offer children the option to attend part of a session or day.
- Approximately 50% of kindergartens operating with this model have roll ranges between 41 and 60 children. The increased roll range, as compared to the model where children can attend for six hours five days a week, may reflect more children attending part-time, resulting in a larger roll as children share spaces.
- For this model, the percentage of Māori children enrolled is 25% and 3% Pasifika children.
- 79% of these kindergartens have 4 or 5 teachers.



Six hours a day, three days a week

This model offers six hours a day three days a week with a shorter day on Wednesday and Friday. On the short days, children do not have the option to stay for the whole day.

- 45 (11%) of kindergartens operate with this model.
- Among these kindergartens, 56% offer children the option of attending part of a session or day.
- Approximately 56% of kindergartens operating with this model have roll ranges between 41 and 60 children. Similar to the model operating six hour days four days a week, the increased roll range may reflect more children attending part-time, resulting in a larger roll as children share spaces.
- For this model, the percentage of Māori children enrolled is 23% and 5% Pasifika children.
- 67% of these kindergartens have 4 or 5 teachers.

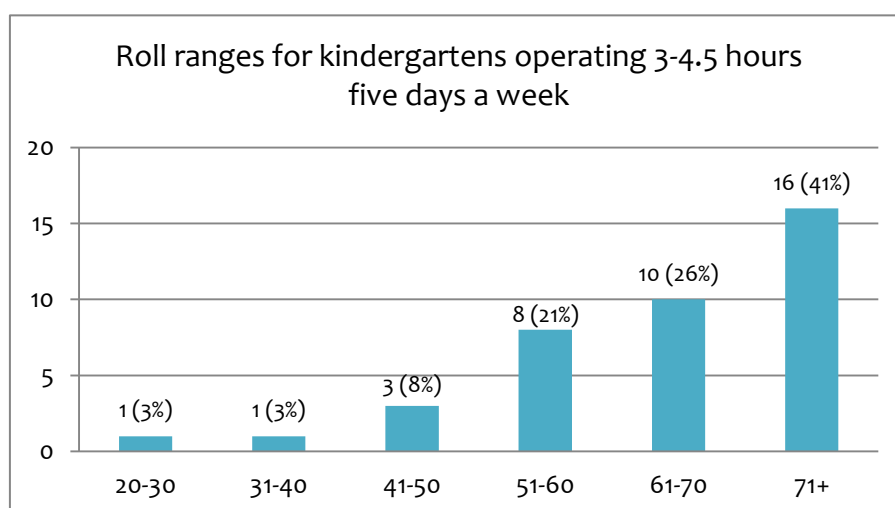


Three to 4.5 hours five days, with or without an afternoon session

These sessions operate from three to four and a half hours five days a week. There could be a separate afternoon session but no option to stay all day. While these kindergartens look like, and are described as sessional kindergartens, all but one operates on an all-day license. Thirty-five (90%) of these kindergartens operate for 4.25 five days a week. Two (5%) operate for 4.5 hours,

one (3%) operates four hours five days a week and one (3%) operates a combination of three and four hours five days a week. The Ministry of Education reports that in 2014, there are only 12 (2%) kindergartens across the country operating on a traditional sessional license. This is a significant change from a decade ago, where kindergartens operating on a sessional license were the most popular. In 2004, 538 (88%) kindergartens across the country were operating on a sessional license.

- 39 (9%) of kindergartens operate with this model, making it the least popular of the most common models.
- Approximately 67% of kindergartens operating with this model have roll ranges between 61 and 71 children. It is likely the increased roll range reflects that two separate groups of children are likely to attend the kindergarten – one group in the morning and one group in the afternoon.
- For this model, the percentage of Māori children enrolled is 16.5% and 3.5% Pasifika children. The percentage of Māori children attending this model of kindergarten is slightly less than the other models.
- 83% of these kindergartens have 4 or 5 teachers.



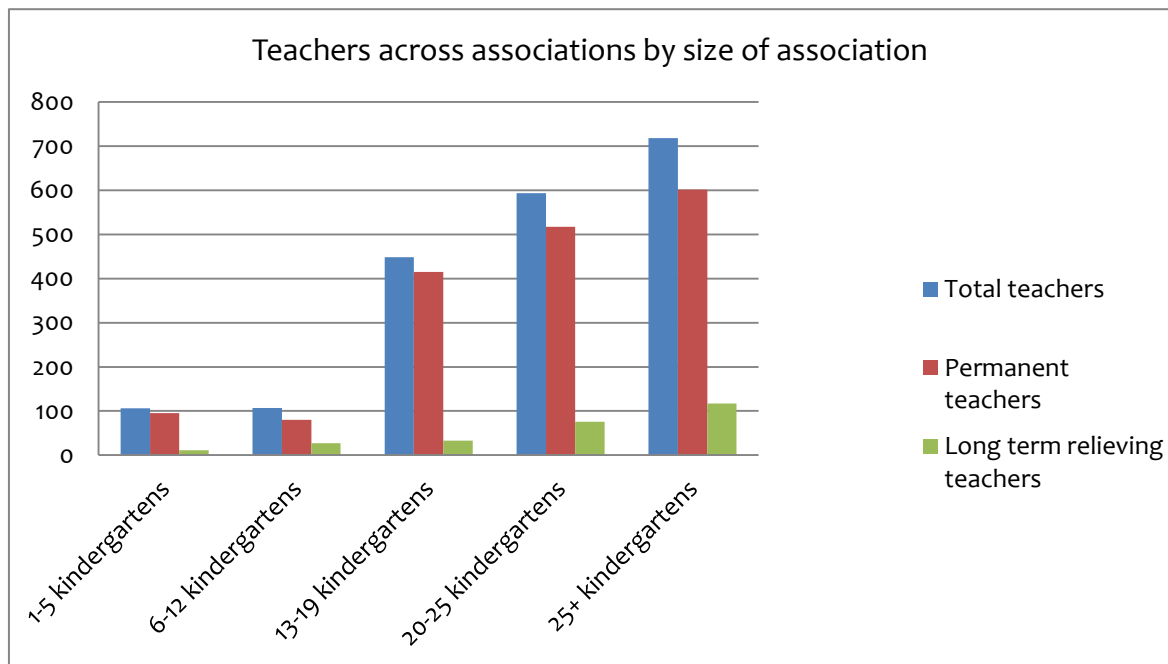
Staffing profile

Teachers

Almost 2,000 teachers are employed in kindergartens - 1,708 (87%) in permanent positions and 264 (13%) in long term relieving positions. There are a number of reasons for this, including uncertainty about the sustainability of services and fluctuating roll numbers.

There are 1,311 (66%) teachers in kindergartens working in large associations with twenty or more kindergartens and 661 (34%) teachers working in associations with fewer than 20 kindergartens.

The proportion of teachers employed in long-term relieving positions and permanent positions varies by size of the association, with associations with 6-12 kindergartens employing a quarter of teachers in long term relieving positions. There could be a number of reasons for this, such as models changing more frequently among smaller to mid-size associations, or challenges finding qualified staff for permanent positions in less densely populated regions where smaller associations are likely to be located.



	1-5 kindergartens	6-12 kindergartens	13-19 kindergartens	20-25 kindergartens	25+ kindergartens
Permanent teachers	90%	75%	93%	87%	84%
Long term relieving teachers	10%	25%	7%	13%	16%

Teacher qualifications

Government regulation sets out the required ratio of staff to children in early childhood education services. The ratio varies by the age of the child and the hours of operation of the centre. For kindergartens on an all-day license (nearly all) the requirement is for one teacher to every ten children⁶ for children two and older. Of these 'ratioed staff' for centre-based services, the person responsible must be a qualified and registered teacher, and overall at least 50% of staff must be qualified and registered. Kindergarten exceeds regulated requirements with 100% of permanent ratioed staff being qualified and registered teachers, with few exceptions.

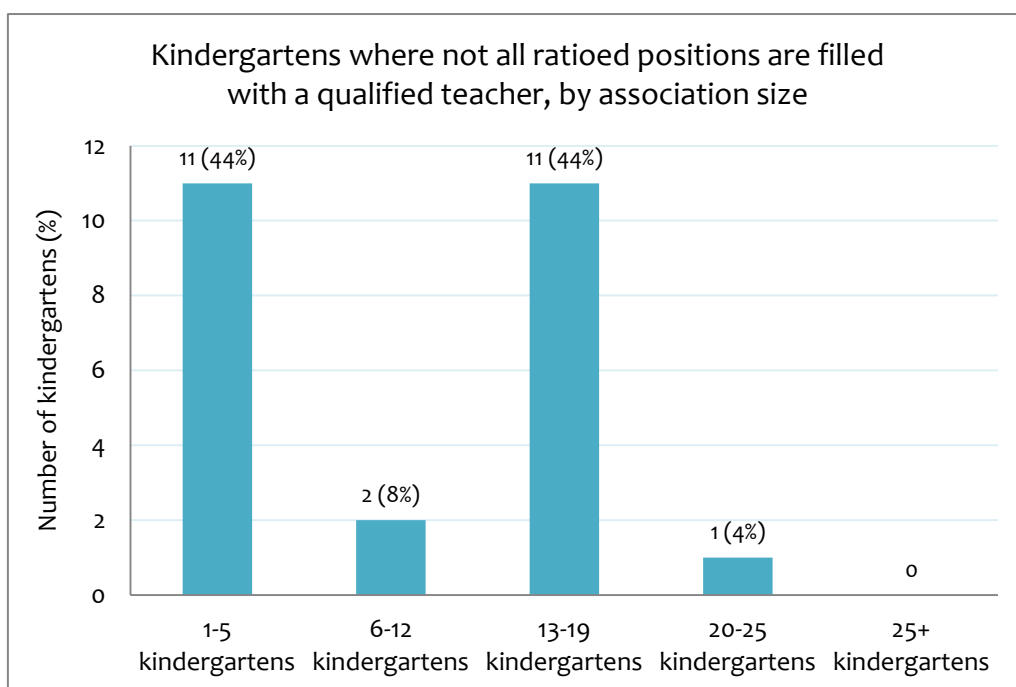
⁶ Education (Early Childhood Services) Regulations 2008. Retrieved from: <http://www.legislation.govt.nz/regulation/public/2008/0204/latest/DLM3902730.html%20on%2016%20October%202012>.

The survey asked associations about teacher qualifications in the following question: ‘Are ALL ratioed positions filled with registered teachers in this kindergarten?’ Based on the responses to this survey, 401 (94%) of all kindergartens in the NZK network have 100% registered teachers in ratioed positions, permanent or relieving. This result is very similar to Ministry of Education data which shows as of 2013, 95% of all teachers working in kindergarten were registered.

There are 25 (6%) kindergartens in the NZK network that do not have all ratioed positions filled with registered teachers. The survey responses show that in 23 out of 25 of these kindergartens, (92%), the lunch cover position is filled by an unqualified ratioed staff member. Sixteen (70%) of these lunch cover positions are permanent appointments. The survey shows that kindergartens without all registered teachers in ratioed positions (permanent or relieving) are most likely to be in associations with fewer than 20 kindergartens.

Among the 281 kindergartens in associations with twenty or more kindergartens, one does not have all ratioed positions filled with a registered teacher. Among the 145 kindergartens in associations with fewer than twenty kindergartens, there are 24 kindergartens where not all ratioed positions are filled with registered teachers.

Exploring the data further reveals that among the kindergartens without all registered teachers in all ratioed positions, the smallest and mid-sized associations account for the greatest percentage (44%).



The employment of unqualified staff in ratioed positions could reflect that many small associations are located in rural communities where there may be a smaller pool of qualified teachers available, particularly where there are few part time hours offered for lunch cover positions (eg a .25FTE position).

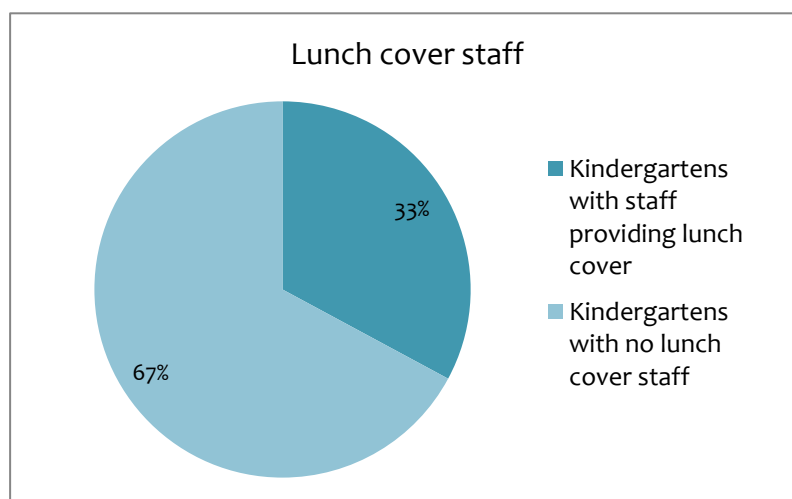
Associations generally employ unqualified staff in positions, such as lunch cover, until the position can be filled by a registered teacher. For several associations, an unqualified staff person only works one or two hours, one or two days a week and the remainder of the time all positions are filled by a registered teacher.

While the data provides a useful overview of teacher qualifications in kindergarten, there were clearly a few different interpretations of whether all ratioed positions are filled by registered teachers. Some associations included relieving positions when they reported on whether all ratioed positions were filled by registered teachers and others did not. Some associations did not count lunch cover positions as ratioed positions and therefore stated that they had all ratioed positions filled by registered teachers even when there were unqualified staff in ratioed positions over the lunch period. As discussed previously, some associations employ unqualified staff to cover ratioed lunch positions but for very short periods of time (eg 1 hour a week), and it varied whether these positions were included. In future, it would be beneficial to clarify among NZK member associations exactly which positions should be included when answering whether all ratioed positions are filled by registered teachers.

Lunch cover

When kindergartens operated on a sessional license, with two separate sessions and a break between with no children, there was no need to employ staff through the lunch period. Today, in the majority of kindergartens, at least some children have the option of staying and eating lunch at kindergarten. Associations have managed this change differently, with some employing staff specifically to provide ‘lunch cover’ while others have developed a staffing structure which accommodates the lunch period, removing the need to employ staff specifically to provide ‘lunch cover’.

The survey identified that 141 (33%) kindergartens employ staff specifically to provide lunch cover. Eighty (57%) kindergartens employing lunch cover staff are operated by associations with fewer than twenty kindergartens and 61 (43%) are operated by associations with twenty or more kindergartens.



Among the 141 kindergartens that have staff providing lunch cover:

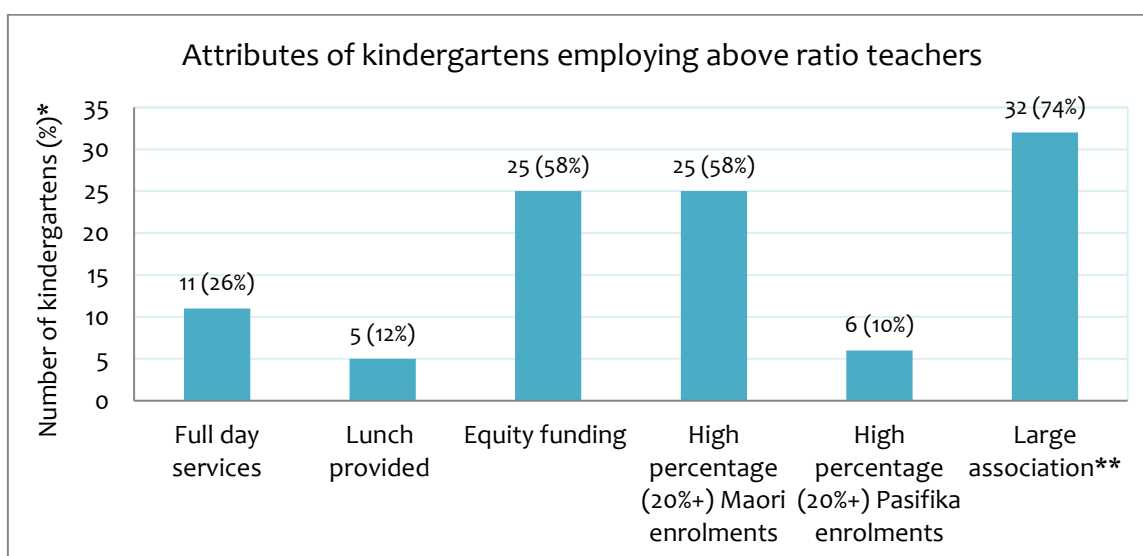
- 97 (69%) employ registered teachers as lunch cover staff;
- 44 (31%) kindergartens employ unqualified staff to provide lunch cover;
- among the 44 kindergartens that employ an unqualified staff person, 23 (52%) of these positions are permanent;
- all but six of these kindergartens are represented in the 25 kindergartens reporting that not all ratioed positions are filled by registered teachers.

The figures do not match exactly with figures related to whether all ratioed positions are filled with registered teachers because of different approaches to reporting whether all ratioed positions are filled by registered teachers, as discussed previously.

Teachers and staff above ratio

Some kindergartens have additional staff – either another registered teacher or an unqualified staff person - above the ratio required by regulation. There could be a variety of reasons why a kindergarten would have a staff person above ratio for example, to support a kindergarten with one or more children with special needs, settling in new or younger children, to help provide lunch at a service, or for specialist support.

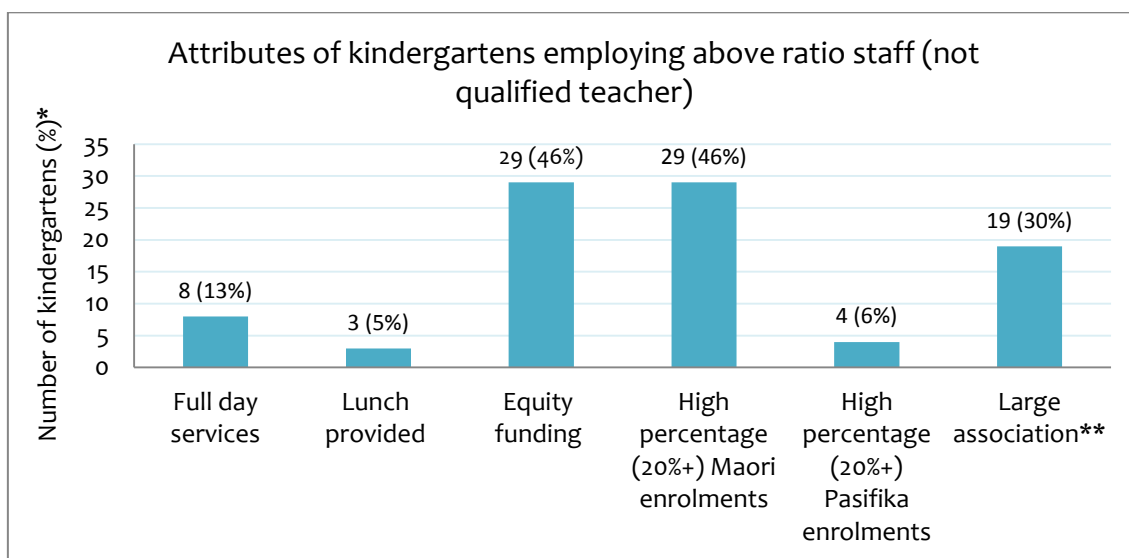
Among kindergartens in the NZK network, there are 48 qualified, registered teachers employed above ratio in 43 kindergartens. Kindergartens employing a teacher above ratio have one or more of the following attributes: 11 (26%) are full day services, 5 (12%) provide lunch to children attending, 25 (58%) receive equity funding, 25 (58%) have 20% or more Māori children enrolled and 6 (10%) have 20% or more Pasifika children enrolled. Thirty-two (74%) are kindergartens operated by an association with twenty or more kindergartens. Thirteen (30%) of these kindergartens also employ staff (not qualified teachers) above ratio to work alongside teaching teams.



*Percentages add up to more than 100% because kindergartens may have more than one attribute.

**Twenty or more kindergartens.

Among kindergartens in the NZK network, 74 staff (not qualified teachers) are employed above ratio in 63 kindergartens. Kindergartens employing a staff person (not qualified teacher) have one or more of the following attributes: 8 (13%) are full day services, 3 (5%) provide lunch to children attending, 29 (46%) receive equity funding, 29 (46%) have 20% or more Māori children enrolled and 4 (6%) have 20% or more Pasifika children enrolled. Nineteen (30%) are kindergartens operated by an association with twenty or more kindergartens. Thirteen (21%) of these kindergartens also employ registered teachers above ratio to work with and alongside teaching teams.



*Percentages add up to more than 100% because kindergartens may have more than one attribute.
 **Twenty or more kindergartens.

The attributes of kindergartens employing teachers or staff above ratio are similar, however, where an unqualified staff person is employed for additional support, it is more likely to be in a smaller size association (fewer than 20 kindergartens) while a larger association is more likely to employ a registered teacher for additional support above ratio.

Employment conditions

Non-contact time

In the KTCA a kindergarten session (sessional kindergarten in this report) is defined as:

‘a kindergarten that operates sessionally and holds a sessional licence; or operates two separate periods in a day separated by a break with no children; and/or has one period in a day operating to the teacher:child ratio of a sessional licence three or more days a week.’⁷

⁷ Ibid, pg. 4.

The staff:child ratio for a kindergarten operating with a sessional licence is 1:15 for children two years and older.

A kindergarten day is defined as:

‘a kindergarten that holds an all-day licence, operating to the teacher:child ratio of an all-day licence and does not operate sessionally as defined under kindergarten session.’⁸

The staff:child ratio for a kindergarten operating on all-day licence is 1:10 for children two years and older.

Using these definitions, most kindergartens operated by associations in the NZK network operate a version of a kindergarten day however, a small number operate separate sessions with an all-day licence.

The KTCA section 2.5 (3) *Hours of Work*⁹ sets out the maximum contact hours for teachers.

Kindergarten Type	Maximum child-contact hours	Minimum professional time*	Additional head teacher professional time
Session- with a sessional licence	26 hours per week	15 days per annum (or three ordinary working weeks) when the kindergarten is closed for instruction (term breaks)	8 hours per quarter; can accumulate up to 32 hours per calendar year
Session – with an all-day licence	28 hours per week		
Day – open for instruction ≤ 32.5 hours per week	30 hours per week	15 days per annum (or three ordinary working weeks) when the kindergarten is open or closed for instruction and shall be timetabled by the employer	8 hours per quarter; can accumulate up to 32 hours per calendar year
Day – open for instruction > 32.5 hours per week	Teacher: 35 hours per week _____ Head teacher: 30 hours per week	7 days per annum when the kindergarten is open for instruction	Not applicable

The survey asked about non-contact time for teachers over and above the requirements of the KTCA. As discussed in the methodology section, the question resulted in some confusion therefore the results should be interpreted with caution.

⁸ Ibid, pg. 5.

⁹ Kindergarten Teachers Collective Agreement 2013-2016, pg. 8.

The survey shows that 1207 teachers (61% of teachers) have more non-contact time than is required by the collective agreement. In other words, they work fewer weekly hours child-contact time than the maximum set out in the KTCA.

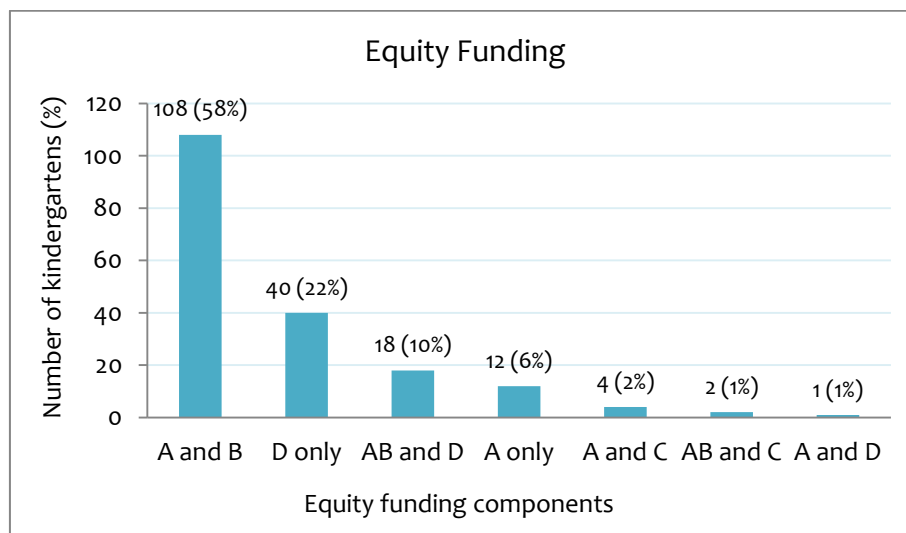
Equity funding

The Ministry of Education states that ‘equity funding provides additional targeted funding to some early childhood education services. Equity funding is an *add-on* to the early childhood bulk funding subsidy.’¹⁰

Services receive equity funding to support specific groups of children and whānau: low income communities, special needs and non-English speaking children and whānau, language and culture other than English and rural children and whānau who are isolated (refer to chart below).

Equity funding components	
Component A	Low socio-economic communities
Component B	Special needs, and non-English speaking backgrounds
Component C	Language and culture other than English (including sign-language)
Component D	Isolation

There are 185 (43%) kindergartens that receive equity funding. Among the kindergartens that receive equity funding, 108 (58%) receive the funding for components A and B combined and 40 (22%) for D only.



¹⁰ Ministry of Education (2014). Retrieved from: <http://www.lead.ece.govt.nz/ManagementInformation/Funding/EquityFunding/ECEEQuityFundingQuestionsAndAnswers.aspx#What>.

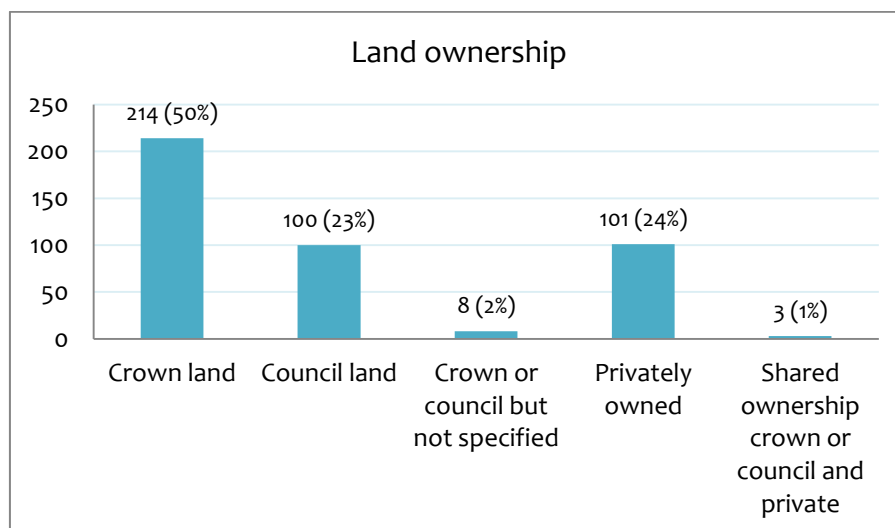
Six kindergartens receive equity funding for component C, language and culture. The small number may be because this funding component is typically intended for bilingual services where a language other than English is spoken for a significant amount of time.

Land ownership and property

Land ownership

The majority of kindergartens are located on public land - either crown or council land. Much of the crown land is associated with the Ministry of Education, but a few kindergartens are on Department of Conservation land and one on land associated with the Ministry of Defence.

Two hundred and fourteen (50%) kindergartens are located on crown land (this statistics is also reflected in the section on kindergartens with PODS) and 100 (23%) are located on council land. Another 8 (2%) are on crown or council land but it was not clear which. One hundred and one (24%) kindergartens are on land owned by the association and 3 (1%) kindergartens have a joint ownership arrangement.



Kindergartens located next to schools

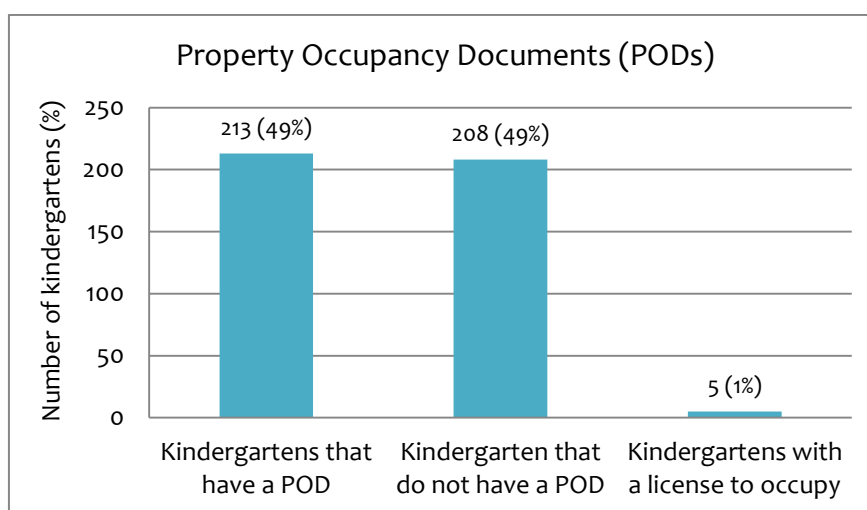
The survey found that nearly one-third of kindergartens in the NZK network are located on or next to a school site.

- 131 (31%) kindergartens are located on or next to a school site
- 292 (69%) are not located on or next to a school site
- 3 (1%) kindergartens are located on or next to an “ex-school” site, where there was a school but it has since been closed.

Property Occupancy Documents (PODS)

Many kindergartens have property occupancy documents (PODS) with the Ministry of Education. A POD is defined by the Ministry as ‘a legally binding document that specifies terms and conditions applying generally to land and buildings occupied by school boards.’ As a POD relates to early childhood education services specifically, the Ministry states: ‘A POD sets out the terms and conditions of a centre’s use of Ministry property.’ A POD agreement may relate to land and/or buildings.

At the time of the survey, 208 (49%) kindergartens had PODS.



Association data

The survey gathered information about association operations alongside kindergarten data.

Senior teachers and professional advisory staff

Senior teachers¹¹ are defined in the KTCA¹² as follows:

‘Senior Teacher means a teacher who is employed as a senior teacher to carry out professional support and guidance, administrative and management roles under delegation from their employer. Such delegations shall be determined by the employer in agreement with the employee(s) and in accordance with the employee(s) job description.’

The survey asked about the employment of senior teachers at associations in the NZK network.

Eighteen (69%) associations employ senior teachers directly. Associations report that they employ 63 STs to work with teaching teams. A number of senior teachers work with more than one association and one association contracts out senior teachers to four associations.

¹¹ Senior teacher is a generic term. Titles for staff in these roles also include professional services manager, education services manager, education manager, teaching services manager, and senior education advisor

¹² Kindergarten Teachers, Head Teachers and Senior Teachers Collective Agreement 2013-2016. pg. 4.

Eight (31%) associations contract senior teachers from other associations. These associations have seven or fewer kindergartens. In addition to senior teachers, some associations employ advisory staff to work with the management and leadership team, and directly with kindergartens. Nine (35%) associations employ a total of 13 advisers. Advisers work alongside the management and teaching teams, and some alongside the governance board. Their roles and responsibilities vary and they may be teachers or may have specialist skills in another area. Common roles for advisers are:

- Māori cultural advisor
- Pasifica cultural advisor
- Speech language specialist
- Family support coordinator
- Early intervention specialist

Sixty-two percent of advisers are employed by associations with 20 or more kindergartens and 39% at associations with between 16 and 19 kindergartens.

Relieving staff

There are ten (38%) associations that employ a total of 35 relieving teachers in permanent positions to work across the association.

Services in addition to traditional kindergarten services

There are 18 (69%) associations in the NZK network offering services in addition to traditional kindergarten services. The most common additional services are holiday programmes (38%), parenting programmes, (19%), supported playgroups (19%) and management contracts (19%).

Associations may offer more than one additional service. Parenting programmes could be under represented in this survey as many kindergartens offer Incredible Years or SKIP programmes to parents, or parent support through casual workshops or coffee mornings. There are some associations offering additional parenting programmes. The Napier Kindergarten Association offers a PAFT programme and the Southland Kindergarten Association has a parent support and development coordinator working in the community.

Service	Number (%) of associations currently offering services*
Home-based ECE	3 (12%)
Parenting (PAFT, HIPPY, Incredible years, PSD, SKIP)	5 (19%)
Supported playgroups	5 (19%)
Teen parent unit (TPU)	3 (12%)
Integrated services	3 (12%)
Mobile kindergarten	1 (4%)
Holiday programmes	10 (38%)
Management services contracts	5 (19%)

*percentage based on 26 association that completed the survey

Conclusion

There is no doubt that kindergarten provision has changed during the past decade, and even during the past four years. While the survey methods have not been consistent, the evidence across the three surveys on kindergarten models is clear and supports what we know anecdotally. Most kindergartens have shifted from offering two separate sessions, to offering a kindergarten day of about six hours with some or all of the children staying for the day. This shift in the models of kindergarten provision appears to have followed the move from a sessional license to an all-day license. Most kindergartens changed their license from sessional to all day between 2006 and 2010.¹³

	2010	%	2012/2013	%	2014	%
Some form of morning and afternoon sessions*	163	45	89	24	40	9
School day sessions including those which allow for children to stay part day	191	53	267	71	335	79
Full day kindergarten provision (7+ hours every day)	7	2	17	5	18	4
Other	**		**		33	8
Total number of kindergartens represented	361		373		426	

There is significant flexibility in kindergarten models. Overall 61% of kindergartens offer children and parents the option of attending for part of the session or day. This means that within the most popular model, for example, where the kindergarten operates six hours a day over five days, children may be attending for part of a day some days, a full day other days, or any combination that can be accommodated by the kindergarten that suits the needs of the family.

Very few kindergartens report that part session or day attendance relates to the age of the child or induction to kindergarten. This indicates that the option to attend for part of a day or session (in 83% of kindergartens) relates primarily to parent and whānau choice and community need.

Many kindergartens have elements of a traditional kindergarten model still visible, with a short day on a Wednesday and/or Friday where children attend for 4.25 hours only. There are still about 40% of kindergartens that have at least one day a week as a short day with non-child contact time for teacher professional learning and development and team meetings for example.

The research shows that parents and whānau are making use of the extended hours in many kindergartens, with 81% of kindergartens reporting that 50% or more children attend the full session length. Still, many children attend part of a session or day, and it appears that kindergartens are effectively “sharing spaces”. Increasing roll numbers are more likely among kindergartens that have some days with short sessions, indicating that there may be two groups of children attending the kindergarten on some days.

¹³ Ministry of Education (2014) Education Counts. Retrieved from: <http://www.educationcounts.govt.nz/statistics/ece2/services>.

There is limited data regarding the extent to which the models of operation impact the number of teachers employed at a kindergarten. It is the number of children attending a kindergarten at any given time that determines the number of teachers that are required to meet regulated ratios. While it may be assumed patterns would emerge around staffing and models of operation, this is not evident in this survey. In future it may be useful to gather data about full time versus part time status as this could provide relevant information.

Almost 12% of all teachers working in ECE work at kindergartens in the NZK network. Most work in permanent positions, however, there are 13% of teachers who work in long-term relieving positions, which is an issue worth consideration. About two-thirds of teachers work in large associations with twenty or more kindergartens.

Kindergartens in the NZK network are committed to employing 100% qualified, registered teachers in ratioed positions. This survey confirms that, for the most part, this commitment is upheld. In the 4% of kindergartens in this survey where it is not, it is nearly always part-time lunch cover positions (anywhere from 2 to 6 hours per week) that are filled with an unqualified staff person. Associations report that it is difficult to recruit registered teachers to fill these very part-time positions. While it is clear that almost all permanent ratioed positions are filled by registered teachers in kindergartens in the NZK network, it is important to consider why a few are not and the association policy settings influencing this situation.

The survey highlighted that 61% kindergarten teachers work fewer contact hours than the maximum contact hours under the KTCA. This figure is relevant for associations when considering staffing structures within budget settings.

Forty-three percent of kindergartens receive equity funding. Kindergarten associations should consider how they will continue to meet the needs of all children and whānau if the equity funding is no longer available in future or if it is changed significantly under a new funding system.

Nearly 75% of kindergartens are on public land – 50% on crown land and 23% on council land. When kindergartens were first established, government land was often made available through a “peppercorn lease”, where land was leased by the kindergarten association for a nominal fee. Should national or local government policies change, kindergarten could face increased costs or unfavourable lease agreements which could impact operations. The kindergartens located on or next to schools grounds and those with Property Occupancy Documents (PODs) with the Ministry of Education are the kindergartens with these types of lease agreements.

There are advantages to being located near a school including positive transitions to schools, potential collaboration with new entrant teachers, but also risks as was observed this year when a school in Auckland forced a kindergarten to move because it wanted to expand its parking area. While the Ministry stepped in to secure new land for the kindergarten, this situation highlights the potential challenges of partnering with the Ministry of Education to secure land and buildings for kindergarten.

This survey shows that there are some advantages for large kindergarten associations. Larger associations are less likely to employ an unqualified teacher in a ratioed position. Large associations employ senior teachers and other professional advice staff; they are also more likely to employ teachers or additional unqualified staff above ratio.

Lastly, kindergarten associations are increasingly diversifying the services they offer, but slowly. There is some change from the 2012 survey. There is one more home-based service, one fewer mobile service, more teen parent units, more integrated services and holiday programmes. Services for parents have diminished, but these services may be captured in the supported playgroup category which was not a separate category in the 2012 survey.

Service	Number of associations currently offering services - 2012	Number of associations currently offering services - 2014	% change
Home-based ECE	2 (7%)	3 (12%)	50%
Parenting (PAFT, HIPPY, Incredible years, PSD, SKIP)	12 (43%)	5 (19%)	-58%
Supported playgroups	*	5 (19%)	n/a
Teen parent unit (TPU)	1 (4%)	3 (12%)	200%
Integrated services	1 (4%)	3 (12%)	200%
Mobile kindergarten	2 (7%)	1 (4%)	-50%
Holiday programmes	3 (11%)	10 (38%)	233%
Management services contracts	6 (21%)	5 (19%)	-17%

*Supported playgroups were not a separate category in the 2012 survey.

This survey confirms that kindergarten is a strong and enduring early childhood education service which continues to respond to changing whānau needs, policy and funding, ensuring it provides relevant and high quality services for future generations.

Glossary

A number of terms are used to describe kindergartens throughout this report. As much as possible, the terms align with definitions in the Kindergarten Teachers Collective Agreement (KTCA).

Kindergarten: unless otherwise noted, in this report ‘kindergarten’ refers to kindergartens operated by NZK member kindergarten associations.

Sessional kindergarten: a kindergarten which operates one session in the morning or afternoon, or two separate sessions in a day separated by a break with no children. Children at a sessional kindergarten do not have the option to stay for lunch. A sessional kindergarten may operate on a sessional license or an all-day license.

Kindergarten day: where a kindergarten offers an option for a child to stay for most of the day, including during lunch. A kindergarten day could be between about 5 and 10 hours.

School day model: a kindergarten offering children the option to stay for a similar length of time to primary school hours of operation – about six hours – some days or every day of the week.

Session: a period of time when a child could attend kindergarten. While a session could be any length of time, sessions which last for most of the day (eg a six hour session) are usually referred to as a kindergarten day rather than a session. Some kindergartens describe having short sessions within a kindergarten day (eg some children stay from 8:30-12:30 while others stay from 8:30-2:30).

Sessional license: ‘Sessional license means a license to operate a service that limits the hours during which every child attending the service can attend to no more than 4 hours (in total) on each day the service operates.’¹⁴ The staff:child ratio for children two and older for a sessional license is 1:15.

All-day license: “all-day license means a license to operate a service that allows a child attending the service to attend for more than 4 hours (in total) on each day the service operates.”¹⁵ The staff:child ratio for children two and older for an all-day licence is 1:10.

Ratioed staff: any staff working with children to meet the regulated ratio of staff:children.

¹⁴ Education (Early Childhood Services) Regulations 2008. Retrieved from: [http://www.legislation.govt.nz/regulation/public/2008/0204/latest/DLM1412506.html?search=ts_regulation_Education+\(Early+Childhood+Services\)+Regulations+2008_resel](http://www.legislation.govt.nz/regulation/public/2008/0204/latest/DLM1412506.html?search=ts_regulation_Education+(Early+Childhood+Services)+Regulations+2008_resel).

¹⁵ Ibid.

Survey

Models survey guide

Please answer all questions in the survey. Please note that we aim to make this a biennial survey. This year, the first year, will take the most time to complete. In future years we will simply update our existing data so it should take much less time. If you need assistance, please call 04-471-0775 or email Amy at amy.beliveau@nzkindergarten.org.nz.

There are two sections of the survey:

1) KINDERGARTEN SPECIFIC QUESTIONS (HIGHLIGHTED IN BLUE)

These are questions regarding each kindergarten in your association.

Here are the questions in this section with explanation as needed. Please contact the NZK office if you need further clarification on any of these questions.

- Please write the number of teachers employed in permanent ratioed positions (the actual number of people).
- Please write the total FTE of teachers employed in permanent ratioed positions
 - *The total FTE is always either equal to (if all teachers are full-time) or less than the number of teachers.*
- Please write the number teachers employed as long-term relievers in ratioed positions (the actual number of people).
- Please write the total FTE of teachers employed as long-term relievers in ratioed positions.
 - *The total FTE is always either equal to (if all teachers are full-time) or less than the number of teachers.*
- Are ALL ratioed positions filled with registered teachers in this kindergarten (yes or no).
- How many registered teachers are employed above ratio?
 - *Qualified, registered teachers.*
- How many staff (not qualified teachers) are employed in positions above ratio? *Any staff who are not qualified teachers.*
- How many teachers are employed for more hours than required under the KTCA?
- If yes, how many hours more than required?
- Is there a person providing lunch cover? (yes or no)
- If yes, is lunch cover provided by a registered teacher? (yes or no)
- Is the lunch cover position a permanent appointment?
- Does the kindergarten provide the lunch or do children bring their own?
 - *If children bring their own lunch and the kindergarten bakes or offers food to supplement children's lunches, please write that children bring their own lunch.*
- Do children have the option of attending for part of a session or part of the day at this kindergarten? (yes or no)
 - *For example, a kindergarten operates from 8:30am to 2:30pm but some children attend from 8:30am to 12:30pm.*

- What percentage of children enrolled attend for part of a session or part of a day?
We understand that this percentage will fluctuate so just answer for the current situation. Answer for all children on the roll.
- Is attendance for part of a session or part of a day related to the age of the child? (yes or no)
- *For example, younger children may attend for only the afternoon sessions.*
- Is having children attend for part of the session or day related to induction into the kindergarten? Yes or no?
- *Some kindergartens will have new children attend for part of the day for a short period of time while they adjust to kindergarten.*
- Please list the MAXIMUM number of hours children can attend a session on each of the following days: (see guide for examples).
- Monday Tuesday Wednesday Thursday Friday
- Please only list the maximum number of hours children can attend. So, if there are short sessions and long sessions, please only report on the length of the longest session. For example, the kindergarten operates from 8:30am to 2:30pm on Monday, Tuesday and Thursday but a portion of children attend from 8:30am to 12:30pm. Please report 6 hours for Monday, Tuesday and Thursday. The kindergarten is open from 8:30am-12:30pm on Wednesdays and Fridays. Please report 4 hours for Wednesdays and Fridays.
- Is there an option to attend ONLY for an afternoon session at this kindergarten? (yes or no).
- *For example, a kindergarten is open Monday, Tuesday, Thursday and Friday from 9.00am - 3.15pm. Within that time, children can attend from 9.00am- 12.00pm and 12:45pm - 3:15pm. On Wednesday, the kindergarten is open only from 8:30am - 12:45. The answer to this question is yes for this kindergarten.*
- If yes, how many days can children attend an afternoon only session?
- *Using the example above, the answer would be “4”.*
- Does this kindergarten receive equity funding? (yes or no)
- If yes, what component(s) (A, B, C or D) and which equity funding index(indices) (1, 2, 3 or 4) as applicable.

Component	Eligibility confirmed by...
Component A: Low Socio-Economic Communities	Equity Index Value
Component B: Special Needs, and Non English Speaking Backgrounds	Equity Index Value
Component C: Language and Culture other than English (including Sign-Language)	EC15 Attestation Form
Component D: Isolation	Isolation Index Value

- Does this kindergarten have a property occupancy document (POD)?
- Is this kindergarten located on a school site (next door to a school or on school grounds) (yes or no)
- Has this kindergarten changed its model of operation since the last time this spreadsheet was updated? (yes or no)

2) GENERAL ASSOCIATION QUESTIONS: (HIGHLIGHTED GREEN)

Here are the questions in this section with explanation as needed. Please contact the NZK office if you need further clarification on any of these questions.

- The date the form is completed
- Name of the person completing this form:
- Name of the association:
- The total number of kindergartens operated by the association.
- How many senior teachers does the association employ or contract?
- If the senior teacher is contracted, from which association?
- How many professional advice staff are employed by the association to work alongside senior teachers (eg. kaimahi).
 - *This could be any type of advice staff including kaimahi, speech therapist, etc.*
- Please describe advice staff roles:
- Does the association employ registered teachers in permanent positions, to be relievers across the association?
- If yes, please state the actual number of teachers employed.
- Are all centre-based ECE services operated by the association covered in this survey?
 - *For example, the association may operate an education and care service which is not licensed as a kindergarten, and therefore, would not be covered in this survey.*
- Does the association offer any services in addition to centre based kindergarten services? (Yes or No)
- If yes, please mark with an "x" BELOW if your association offers the following service and describe where requested:
 - home-based ECE
 - a parenting programme (eg PAFT, SKIP, Incredible Years, Triple P) Please name the parenting programme.
 - teen parent unit
 - supported playgroups
 - integrated services (please describe)
 - mobile kindergarten
 - holiday programmes
 - operate an ECE service set up by another organisation, for example, a school or church
 - management or administration contract(s) - please describe
 - other service (please describe)

Thank you for taking the time to complete this survey! The data will provide useful information for our national advocacy efforts and NZK reports.