

**NZEI
TE RIU ROA**

KŌRIPORIPO

**Early
Childhood
Education
Workforce
Survey
Report**



Kōriporipo: The wake of a vessel on the water, indicating where it has come from and that it is making forward progress.

– *nā Paetahi Park, Hereturikōkā 2023*

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FOREWORD

As the union for kaiako and kaimahi working in early childhood education, we're pleased to be able to present *Kōriporipo*, a landmark inaugural report on the state of the ECE sector. The report is based on a robust dataset, clearly lays out the significant issues faced by the sector, and suggests evidence-based solutions to ensure we can provide the highest quality care and education for tamariki in Aotearoa.

The report is significant and hard hitting. The overwhelming participation of workers in the sector tells us something, in itself, about the strength of feeling kaiako and kaimahi have about their work. Because of this level of participation, we have been able to clearly voice the lived experiences and frustrations of this workforce. I'd like to personally thank everyone who contributed to this survey: we hope that the finished product reflects your passion and depth of feeling for the importance of ECE, and that our proposed solutions speak to you in this regard.

In many ways, this report reinforces what our members have been saying for years, and the content, although occasionally harrowing, is not surprising. Now that we've moved from anecdotes about the state of the sector to robust research showing the problems, there is a wero laid down to government and the sector in *Kōriporipo*: act swiftly on the issues that have been identified, recognise the critical role kaiako and kaimahi play in the sector, and fund it appropriately.

We expect this report not only to be read, but to be acted upon. In the first instance, this action may be that of NZEI Te Riu Roa members – continuing the struggle many have been a part of for decades. But we are also hopeful that, on seeing some of the especially dire statistics in this report, action will be taken by the government and employers to urgently address the issues highlighted, through the evidence-based solutions we offer in the report's recommendations.



Stephanie Mills
Korimako Tangiata | National Secretary
September 2023



EXECUTIVE SUMMARY

In May 2023, NZEI Te Riu Roa distributed its inaugural survey of early childhood education (ECE) kaiako and kaimahi to the sector. A total of 4174 early childhood education kaiako and kaimahi completed the survey, making it easily the largest ECE workforce survey in Aotearoa in recent years.

It was encouraging that the survey received such a strong response, but not surprising. The issues plaguing the ECE sector in recent years have been well publicised. Stories of teacher shortages, huge workloads, poor pay, and unworkable and unsafe ratios will all be familiar to anyone in the sector. The impressive response to this survey is testament to the dedication of ECE kaiako and kaimahi to improving outcomes for ākonga.

So, how well does the data match the anecdotes?

The survey results paint a grim picture of a sector in crisis. We have organised the findings into four key themes that emerged from our analysis: (1) Unworkable ratios, (2) Education, not 'crowd control', (3) Workload pressures and (4) Private sector troubles.

Unworkable ratios

- A strong message from survey respondents was that current minimum regulated ratios are not fit for purpose, with nearly 90% of respondents agreeing that they do not enable the best quality learning environment for ākonga.
- 43% of respondents agreed or strongly agreed that they sometimes must skip breaks or cut them short to stay within ratio. This was higher for beginning kaiako, with 54% of respondents in their first two years of teaching agreeing or strongly agreeing that they sometimes have to skip breaks or cut them short to stay in ratio.

A strong message from survey respondents was that current minimum regulated ratios are not fit for purpose, with nearly 90% of respondents agreeing that they do not enable the best quality learning environment for ākonga.

Education, not 'crowd control'

- Respondents reported that workload pressures and unworkable ratios mean they are frequently forced to revert to 'basic care' or even 'crowd control', rather than engaging tamariki in quality teaching and learning.
- 46% of respondents indicated that they often couldn't take their current entitlements of non-contact or professional time.
- Only 12% of respondents agreed that they have enough time built into their role for planning, assessment, and professional development.

Respondents reported that workload pressures and unworkable ratios mean they are frequently forced to revert to 'basic care' or even 'crowd control', rather than engaging tamariki in quality teaching and learning.

Workload pressures

- 81% of respondents told us that their workload has increased in the last few years.
- 89% of respondents told us that they felt like they didn't have enough time to complete everything required of their role at least once a week. 57% said they felt like this most days.
- Nearly half of respondents (44%) said they spend up to an hour or more each day performing unpaid work.¹
- Unsurprisingly, given these figures, nearly 90% of respondents agreed that increased workloads have caused educators to be more stressed at work.

Nearly half of respondents (44%) said they spend up to an hour or more each day performing unpaid work.

Based on most up to date teacher numbers (2022), we estimate this could amount to over \$2m in unpaid wages nationally every week of the year, or around \$3400 annually for every ECE kaiako in the country.

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Private sector troubles

- When we compared respondents working in private education and care settings with those working in community-based settings, results tended to be worse in the private sector.
- More respondents from the private sector frequently thought about leaving the sector (44%) when compared with their community-based counterparts (32%).
- 61% of private centre respondents disagreed or strongly disagreed that they are able to take their current entitlement to non-contact or professional time every week, compared with only 35% of community-based respondents.

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The passion and resilience of ECE kaiako and kaimahi also came through clearly in the survey with many saying that, despite all the difficulty, they still feel excited about going to work when they wake up in the morning. However, you cannot run a sector on goodwill and aroha alone, no matter how many dedicated kaiako and kaimahi 'often sacrifice their own well-being at work to ensure tamariki get what they need' (75% agree). Unless we enact serious change soon, we are at risk of running our ECE workforce into the ground.

At the end of this report, we make 18 recommendations that we believe could transform the ECE sector in Aotearoa. These are based both on the survey findings and from conversations and collaborations with ECE kaiako and kaimahi over many years.

These recommendations are described in full in the final section of the report, however in summary we recommend:

1. Improved teacher-child ratios

Immediate improvements to teacher-child ratios while maintaining funding incentives for the employment of 100% qualified kaiako.

	Current teacher:child ratios	Recommended teacher:child ratios
Under 2-year-old	1:5	1:3
2-years and over	1:10	1:8



2. Invest in kaiako and kaimahi and make ECE an attractive sector

Embedding pay parity for all ECE kaiako and addressing the pay gap between non-teaching kaimahi in the ECE sector and their compulsory sector counterparts. We further recommend the development of a comprehensive and holistic ECE workforce plan.

3. Learning support for all who need it

Rapid reductions in wait times for early intervention services and the development of culturally responsive intervention services. We also recommend increased dedicated teacher aide funding for ECE and professional development to support best practice in learning support.

4. Fix the funding system

Increases to 20hrs free funding to reflect actual centre costs and steps to improve funding transparency. We also recommend mechanisms are put in place to ensure funding keeps up with centre costs and keeps parent fees affordable.

5. Prioritisation of Māori, Pacific, and community-based provision

We recommend additional funding for Māori, Pacific and community-based providers and the creation of an 'opt-in', centralised umbrella body to take care of back-office functions such as payroll, leaving centres to focus on quality teaching and learning.

Throughout the report we have woven several of the open-ended responses we received. This gives colour to the statistical description and reminds us that behind the numbers are hard-working ECE kaiako and kaimahi. These quotes represent only a tiny fraction of what we received; however, participants should know that every open-ended response was read by our research team. We thank you for your contribution and for the vital mahi you do.

Putting numbers to the current crisis of ECE does not change the experience of the ākonga, kaiako and kaimahi that live it day to day, but it does give us a sense of the scale of the problem. It also gives it a benchmark. That is perhaps the most important aspect of this inaugural NZEI Te Riu Roa ECE workforce survey; it provides a baseline from which we can, with repeated surveys, see if and how things are improving. This will help us keep the decision makers to account by tracking the impact policy changes have.

GROWING PROVISION, GROWING COMPLEXITY

The ECE sector has grown substantially in the past two decades, nearly doubling since 2002 and tracking tightly with increases in the under pre-school age population.



Figure 1: Total licenced places 2002-2022. Education Counts

As a country we should see this as a massive achievement. Participation in ECE is a strong determinant of educational success later in life and a critical site for early educational interventions.

In more recent years, the government has begun to address decades of poor pay in the ECE sector by creating funding conditions that encourage centres to pay their staff at the same rate as kindergarten and primary school teachers. And while many centres have opted-in to pay parity, not everyone in the sector has, leaving some kaiako behind.

Rapid growth in the sector has not always been well coordinated, and it has not always been designed with what is best for tamariki in mind. There is an inherent conflict between the activities that promote high quality early childhood education and those that maximise profits for private companies. Unfortunately, a large part of the growth in ECE provision over the past 20 years has been in the for-profit private sector. ECE in Aotearoa is now big business, attracting the investment of large multi-national companies. Industry sources claim that private providers expect to draw between 4-20% profit annually from the sector.²

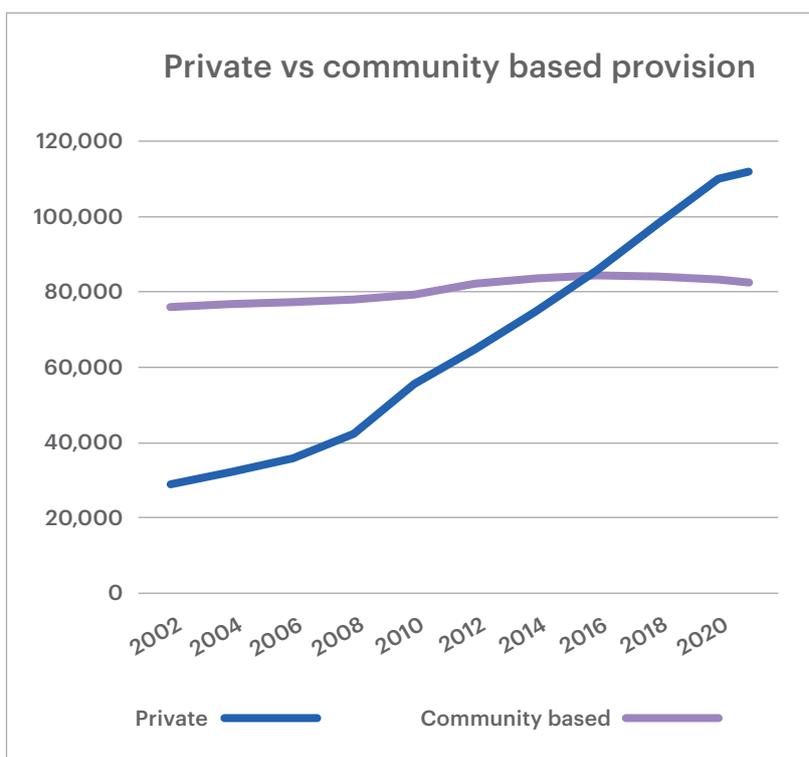


Figure 2: Total licenced places 2002-2021, private education and care vs community-based (incl. community education and care, kindergarten, Kōhanga Reo and Playcentre)

ECE centres are complex and dynamic spaces. Coordinating structured education and care for tamariki of different ages and needs is a difficult task. It requires teamwork, leadership, and flexibility to enable ākonga to get the best educational experience possible.

There is strong research evidence that the prevalence of additional needs among ākonga has been increasing over time.³ Social Wellbeing Agency research found that for every seven ākonga that receive support, there are around three that might have a potential unmet high need at some point in their education journey.⁴ 89% of respondents to this survey agreed or strongly agreed that, in the last few years, children have needed more social, emotional, and learning support.

² Michelle Duff, *The Juggernaut: How Childcare Became a For-Profit Game*, Stuff, March 5, 2023. [stuff.co.nz/national/education/300814789/the-juggernaut-how-childcare-became-a-forprofit-game](https://www.stuff.co.nz/national/education/300814789/the-juggernaut-how-childcare-became-a-forprofit-game)

³ Bourke, Roseanna, Philippa Butler, John O'Neill. *Children With Additional Needs, Final Report*. Palmerston North: Massey University, Institute of Education, Feb 2021.

⁴ See: Ministry of Education, Highest support needs change programme, [education.govt.nz/our-work/changes-in-education/highest-support-needs-change-programme](https://www.education.govt.nz/our-work/changes-in-education/highest-support-needs-change-programme)



ECE is a vital part of this picture, not only in terms of experiencing an increase of tamariki presenting with complex and additional needs, but in terms of how we enact system shift to support these ākongā. There is strong evidence that the time a child is in an ECE setting is highly important in developmental terms. Interventions made when a child is in ECE can have a huge, positive impact on their entire lives.

There are a number of things that can be done to make sure that the needs of ākongā in ECE settings are met, but the first and most important is ensuring that there are enough kaiako around to support tamariki when needed. Often in an ECE setting, this means 1:1 attention. Immediately and drastically improving staffing ratios is the most impactful way to ensure that the needs of tamariki are being met.

1 to 10 ratios are not enough when you have several children who need 1-1 supervision and support.

Survey respondents were very clear that current ratios are not fit for purpose. Ratios for over 2-year-olds are currently 1:10. When tamariki require 1:1 support, this can mean in a practical sense that ratios are thrown, for example, from 3:30 to 2:29. What then happens when another ākongā requires 1:1 support?

This kind of complexity is an ordinary part of the workday for ECE kaiako and kaimahi, but it has been increasing at the same time as ratios have stayed the same. This has been exacerbated in recent years with the impacts of Covid-19. As a recent longitudinal study into the impacts of the pandemic has found: 'The severe impact of Covid-19 pandemic on family life significantly increased the risk for exacerbated emotional and behavioural health among preschool children.'⁵

The drivers of increased workload pressure in ECE are well documented. What is presented over the following pages of this report represents a snapshot of the 'chalkface' impact of this, showing the effects of a system that is failing to keep up with increased needs, and therefore failing our youngest ākongā. It also shows a system that is lovingly but tenuously held together by the care and generosity of the kaiako and kaimahi that make up Aotearoa's ECE workforce.

⁵ Xiuxiu Ding et al. Covid-19 pandemic impact on family life and exacerbated emotional and behavioural health among preschool children: A longitudinal study, *International Journal of Clinical and Health Psychology*, Volume 22, Issue 3, 2022.





WHAT THE SURVEY TELLS US

In a context of growing provision and complexity, the ECE workforce is facing immense pressure, impacting the education of our youngest citizens.

In what follows we present a picture of a sector pushed to its limits. Some of the findings of this survey are alarming. We also know, however, that there are clear solutions to these problems. As such, in the following section we make a series of recommendations to address the major issues in ECE.

Unworkable ratios

By far the strongest message received from survey respondents was that currently regulated ratios are not fit for purpose. 90% of respondents agreed or strongly agreed that 'Current regulated minimum ratios do not enable the best quality learning environment for tamariki'. Only 9% of respondents agreed that current ratios are realistic. 43% of respondents agreed or strongly agreed that they sometimes must skip breaks or cut them short to stay within ratio. This was higher for beginning kaiako, with 54% of respondents in their first two years of teaching agreeing or strongly agreeing that they sometimes have to skip breaks or cut them short to stay in ratio.

Poor ratios leave teachers so thinly stretched. Increased care needs and no support staff pulls you away from what we love best – teaching our amazing little people. More children presenting with complex needs and disabilities (again no support) directly effects the well-being and quality of teaching for our tamariki – not fair!

Many survey respondents (65%) agreed or strongly agreed that current ratios make it 'impossible to satisfy health and safety requirements'. However, respondents were largely confident in their team's ability to respond to an emergency such as a fire (71% agree or strongly agree). That 29% of respondents answered this question neutrally or disagreed, however, should be a major source of concern.



A common response to unworkable ratios is for a centre to staff above the minimum ratio. 36% of respondents agreed or strongly agreed that their centre always staffs above the minimum. This is not always possible however and depends on the other cost pressures faced by centres, as well as the ability of their communities to absorb higher fees.

This points to a glaring equity issue in ECE provision. It is not right that the socio-economic position of whānau impacts the quality of ECE tamariki can access. This is unfair on our most vulnerable citizens and entrenches existing social inequalities.

Education, not 'crowd control'

Increased workload pressures and unworkable ratios means that kaiako are less able to work and develop as professionals. A common response to our open-ended questions was that kaiako frequently must revert to 'basic care' or even 'crowd control', rather than engaging tamariki in quality teaching and learning.

Stressed, burnt out, experienced teachers leaving the sector. The role is becoming more and more about behaviour management of children as ratios are so bad that teachers can't sit and be with children in a calm way and complete all other expectations at the same time.

A key part of the professional role of an ECE kaiako is being able to take non-contact time for professional activities such as planning, assessment or professional development. 46% of respondents indicated that they often could not take their current entitlements of non-contact time. This was higher for beginning kaiako, with 51% of those in their first 2 years of teaching disagreeing or strongly disagreeing that they can take their current entitlement to non-contact or professional time every week.

Only 12% of respondents agreed that they have enough time built into their role for planning, assessment, and professional development. Just over a quarter (26%) agreed that they always have the support they need to thrive in their job, while 46% disagreed or strongly disagreed.

Workload pressures

The survey asked a series of questions designed to understand the workload pressures of ECE kaiako and kaimahi.

When asked 'Has your workload increased in the last few years?' 81% of respondents said that it had. 14% said that it had stayed about the same while only 3% said that it had decreased.

57% of respondents said that, over the past month, they felt like they did not have enough time to complete everything required of their role most days. A further 20% said they felt like that a few times a week while 12% said they felt like that at least once a week. Only 3% of respondents said they always have enough time to get everything done.



Every teacher struggles with a work/life balance – we all take too much home. We are inadequately staffed, have high staff turnover, and are expected to do too much without sufficient time and resources.

Unsurprisingly, this pressure means that ECE kaiako and kaimahi are spending their own, unpaid time completing the requirements of their role. Just over a quarter of respondents (26%) said that they spend more than an hour each day of unpaid time completing what was required of their roles. Nearly half of respondents (44%) said they spend ‘up to’ or ‘more than’ an hour each day performing unpaid work. Only 9% of respondents said they did not perform unpaid labour.

I have gone relieving so that I don’t have to do 5-10 hours of unpaid work each week. Nearly every teacher I work with has told me that they wish they were in a financial position to be able to do this too, even the ones who absolutely adore their role.

The drivers of this are multiple. As above, an increase in children presenting with additional and complex needs forms a major component. Parents expectations of kaiako have also increased, a trend seen globally as social media and real-time communication have become an ordinary and relied on part of our lives. 73% of survey respondents agreed or strongly agreed that ‘Parents’ expectations of kaiako have increased (e.g., email communications, social media etc...).

With these increases in workload pressure, it is unsurprising that 38% of respondents said that they frequently think about leaving the sector. 30% said the occasionally think about it, while just 16% said they never thought about it.

All this trickles down to the children. Lack of steady teachers and attachments impact on children’s needs, behaviour, well-being, safety and more.

For ECE kaiako, one of the most unfortunate outcomes of this increased pressure is that it impacts their ability to deliver quality teaching and learning. 85% of respondents agreed or strongly agreed that ‘Increased workload has compromised the ability of educators to provide high quality early learning’.

Such pressures are impacting the hauora of ECE kaiako, with 90% of respondents agreeing or strongly agreeing that ‘Increased workload has caused educators to be more stressed at work’. 75% of respondents agreed or strongly agreed that they often sacrifice their own well-being at work to ensure tamariki get what they need. Open ended responses frequently cited teacher burn-out as an ongoing concern, leading to the compromised well-being of kaiako and many leaving the sector.



We constantly need to be at work when sick. For me personally, it is costing me my health to be in this role. We are relying on relievers to meet funding as we have no one applying for our positions. My team are tired and burnt out. No one can provide quality when this is the environment we are asked to practice in.

There is already a staffing crisis in ECE, and education more broadly, in Aotearoa. Unless something is done soon, we risk losing ECE kaiako already working in the sector. We need to be doing everything we can to keep these kaiako in the sector just to maintain our workforce, let alone grow it.

Private sector troubles

While these generalised results are alarming, when we looked at whether respondents worked in private education and care or community-based settings,⁶ results tended to be worse for those employed in the private sector. More respondents from the private sector frequently thought about leaving the sector (44%) when compared with their community-based counterparts (32%).

Kaiako and kaimahi working in the private sector were also more likely to feel that they did not have enough time to complete everything required of their roles, with 61% of private education and care respondents saying they felt like this most days, compared with 55% of respondents from community-based centres.

Respondents from private centres were more likely to agree or strongly agree (73%) that 'Support staff are expected to increasingly stand in for qualified and unqualified teachers in ratio' when compared with community-based respondents (66%).

Perhaps the starkest difference between the experience of kaiako in private centres and those in community-based centres was around the ability of kaiako to take their entitled non-contact and professional time. 61% of private centre respondents disagreed or strongly disagreed that they are able to take their current entitlement to non-contact or professional time every week, compared with only 35% of community-based respondents.

Much of the stress in the private sector, in my experience, is due the profit margins expected by owners who have no experience in the sector as teachers – education should not be motivated by money making, but best practice/outcomes for our children, and that means good teacher welfare.

⁶ For this analysis we considered kindergarten, community-based education and care, Kōhanga Reo, Puna Reo and Pacific Language Nests to belong to the community-based category.



The sample

The survey was distributed in June 2023 via local ECE networks and social media platforms. Over the seven weeks the survey was open it was completed by 4174 ECE kaiako and kaimahi, 13% of whom whakapapa Māori.

89% of the sample were either qualified and certificated kaiako or were in management positions. 5% were admin kaimahi, 4% were unqualified kaiako, while teacher aides made up 1.3% of the sample, and teachers in training made up 0.5%. Based on current ECE teacher numbers, we estimate that our sample represents about 11% of kaiako in the sector.⁷

Most respondents had been working in the sector for some time. 46% had been working in the sector for 14 or more years, with 27% saying that they have been working in the sector for more than 20 years. Just 6% of the sample had been working in the sector for less than 2 years.

The largest part of the sector represented in the survey was private education and care, accounting for 40% of responses. Kindergarten made up 36%, while 17% came from community-based education and care. Kōhanga Reo and Puna Reo made just under 1% of responses. Pacific language nests, church-based education and care, home-based and Playcentre were also represented in the sample.

Most respondents (68%) were in permanent, full-time positions. 21% of respondents were in permanent part-time positions, while 8% worked as relievers. 4% were in fixed-term or casual positions. Those kaiako in their first two years of teaching were more likely to be in casual, fixed-term or relieving positions.

⁷ The most recent (2022) data on total number of teachers in the ECE workforce at time of writing was 32,632.



RECOMMENDATIONS

1. Implement improved teacher-child ratios

A clear finding from this survey is that ratios in early childhood education are not fit for purpose. Currently they sit at 1:5 for under 2's and 1:10 for 2-year-olds and over.

These ratios are unworkably high and as such many centres staff above ratio, however this has funding implications for operational costs and a centres ability to pay support staff, and can result on costs being passed onto whānau, thereby reducing accessibility.

He taonga te tamaiti, every child a taonga, the early learning action plan for 2019-2029 commits to moving to a teacher:child ratio of 1:4 for under 2's and 1:5 for 2-year-olds and above over the life of the plan. So far, we have seen no movement on these ratios in the four years the plan has been in place. All major political parties have promised to reduce these ratios at one time or another, but there has been no action. Our tamariki deserve better.

We recommend:

- 1.1 An immediate move to a minimum 1:8 ratio for 2 year olds.
- 1.2 A staged introduction of 1:8 ratio for 3-6 year olds as teacher numbers allow.
- 1.3 A graduated plan for further reducing under 2 ratios to 1:3, as teacher numbers allow.
- 1.4 Maintain incentives for employment of 100% qualified kaiako.

2. Invest in kaiako and kaimahi and make ECE an attractive sector

A teacher is a teacher is a teacher. The government needs to pledge sustained pay parity for ECE kaiako to ensure salaries do not fall behind that of their kindergarten, primary, and secondary colleagues, ensure other kaimahi in ECE are paid the same wages as their counterparts in the compulsory sector, and keep kaiako and kaimahi working in the sector.

We recommend:

- 2.1 Embedding pay parity for all ECE kaiako by removing 'opt-in/out' funding provisions for pay parity.
- 2.2 Assessing the pay gap for non-teaching ECE kaimahi and establishing a process to close it.
- 2.3 Development of a comprehensive and holistic ECE workforce plan that funds teacher training, incentivises our best and brightest to enter and stay in the profession, and supports them through their first years teaching with wrap around support and mentoring.

3. Learning support for all who need it

Interventions made when a child is in ECE can have a huge, positive impact on their entire lives. By investing in learning support for all who need it in ECE we set ākongā up for their entire educational journeys.

We recommend:

- 3.1 Rapid reduction in wait times for early intervention services and ensuring their availability for all children in all services. This needs to be accompanied by the development of culturally responsive intervention services.
- 3.2 Increase dedicated teacher aide funding in early childhood centres and schools and the number of specialists (e.g., psychologists, physiotherapists, and resource teachers) to meet student need.
- 3.3 Develop the capacity for 'whole of centre' approaches to learning support by funding the professional development of all kaiako and kaimahi in recognition of best practice.

4. Fix the funding system

Current funding settings are not well designed to deliver quality and transparency. We need to remove barriers to high quality ECE and ensure services are funded adequately and transparently.

We recommend:

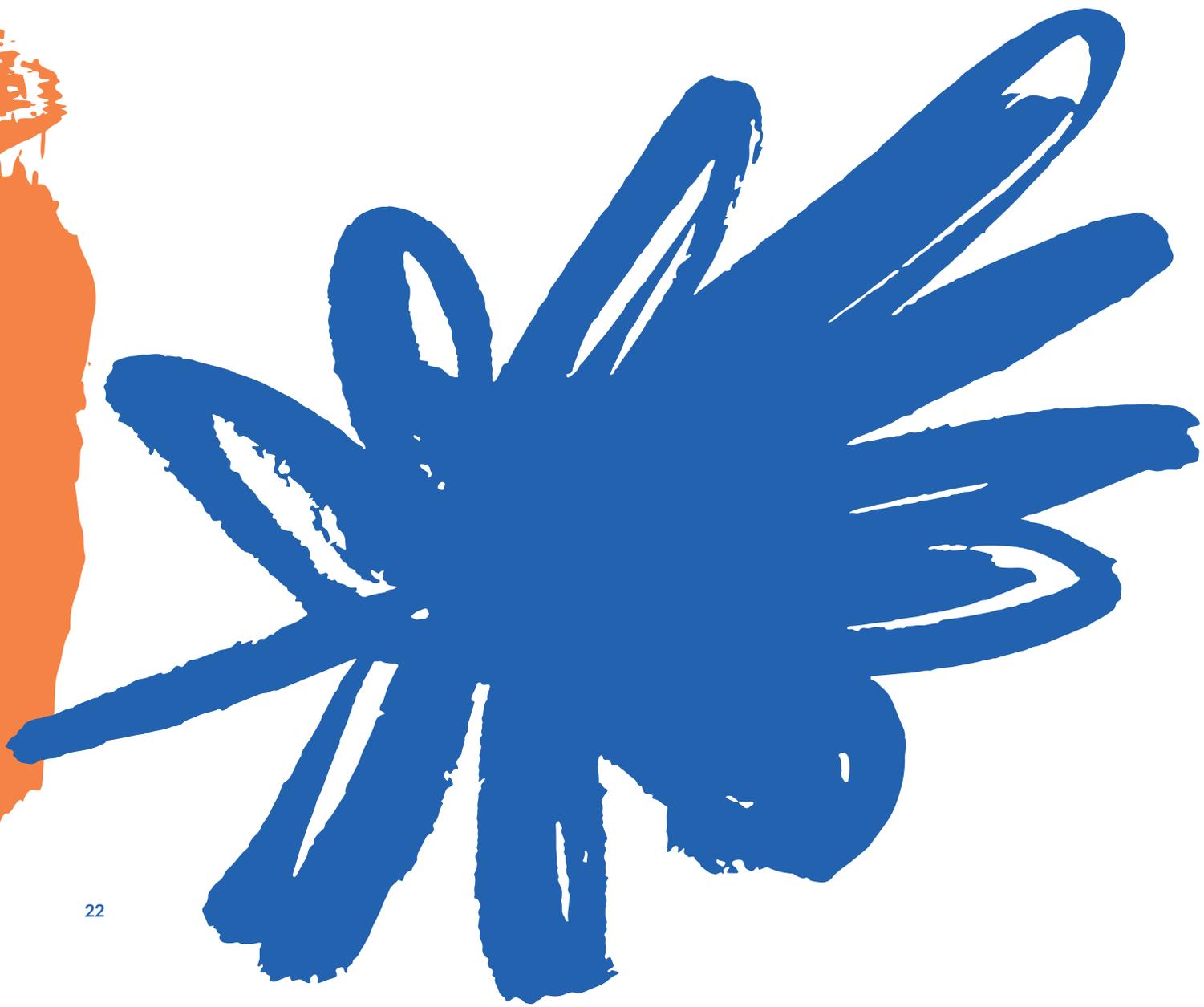
- 4.1 Increasing 20 hours free funding to reflect actual centre costs.
- 4.2 Implementing a split between teacher salaries and operational funding to improve funding transparency.
- 4.3 The development of mechanisms to ensure that funding keeps up with kaiako wages, and operational funding keeps pace with inflation.
- 4.4 Implementing a fee cap for parents to ensure ECE remains affordable.
- 4.5 Continued recognition of centres with high levels of qualified teachers, and the removal of financial disincentives to hiring experienced staff.
- 4.6 The development of clearer guidelines for ratio requirements, for example recognising room based ratios as opposed to those counted at the centre level.

5. Prioritise Māori, Pacific, and community-based provision

These services provide social infrastructure, including language and cultural services to provide community and public good that goes beyond the immediate learning of the individual ākongā. The government needs to commit to ensure network management and funding settings allow for not-for-profit centres that respond to community needs and provide high quality ECE to survive and thrive, by prioritising their establishment and recognising their increased funding needs.

We recommend:

- 5.1** Additional funding for Māori, Pacific, and community-based providers in recognition of the important service they provide to their communities.
- 5.1** The creation of a centralised, umbrella body that community-based ECE providers can opt into. The body would take care of back office functions such as payroll, leaving centres to focus on quality teaching and learning. Economies of scale will mean this is a cost effective way to support and promote community-based ECE while maintaining the uniqueness of different centres. It will also provide a connecting function for the development of ECE networks of best practice and professional development.





Appendix: Survey question response table

Early Childhood Education Workforce Survey

Total responses	4174	
Whakapapa Māori	540	
How many years have you been working in ECE?		
Under 1 year	84	2.0%
1-2 years	168	4.0%
2-4 years	280	6.7%
4-8 years	619	14.8%
8-14 years	1098	26.3%
14-20 years	798	19.1%
20 +	1127	27.0%
Total	4174	100.0%
What kind of service?		
Church-based education and care	72	1.7%
Community-based education and care	710	17.0%
Home-based	50	1.2%
Kindergarten	1514	36.3%
Kōhanga Reo	19	0.5%
Pacific Language Nest	3	0.1%
Playcentre	36	0.9%
Private education and care	1671	40.0%
Puna Reo	9	0.2%
Don't know	90	2.2%
Total	4174	100.0%
On what basis are you employed?		
Casual	26	0.6%
Fixed term, full-time	64	1.5%
Fixed term, part-time	65	1.6%
Permanent, full-time	2831	67.8%
Permanent, part-time	857	20.5%
Reliever, casual	221	5.3%
Reliever, permanent full-time	40	1.0%
Reliever, permanent part-time	70	1.7%
Total	4174	100.0%

In the past 6-months I have...

Frequently thought about leaving the sector	1567	37.5%
Occasionally thought about leaving the sector	1231	29.5%
Thought about leaving the sector once or twice	731	17.5%
Never thought about leaving the sector	645	15.5%
Total	4174	100.0%

Has your workload increased in the last few years?

Yes, my workload has increased	3361	80.5%
My workload has stayed about the same	584	14.0%
No, my workload has decreased	111	2.7%
Not applicable, I am new to the sector	118	2.8%
Total	4174	100.0%

In the past month how often have you felt like you didn't have enough time to complete everything required of your role?

I feel like this most days	2385	57.1%
I feel like this a few times a week	818	19.6%
I feel like this at least once a week	515	12.3%
Once or twice I felt like I didn't have enough time	327	7.8%
Never, I always have enough time to get everything done	129	3.1%
Total	4174	100.0%

In the past month, how much of your own unpaid time did you spend completing everything required of your role?

More than an hour each day	1093	26.2%
Up to an hour each day	754	18.1%
More than an hour each week	930	22.3%
At least an hour each week	493	11.8%
Between one and two hours over the month	305	7.3%
A little, but less than an hour over the month	212	5.1%
None	387	9.3%
Total	4174	100.0%

Please rate your level of agreement with the following statements.
 "In the last few years...":

Children have needed more social, emotional and learning support

Strongly agree	2752	66.1%
Agree	951	22.9%
Neutral	237	5.7%
Disagree	42	1.0%
Strongly disagree	179	4.3%
Total	4161	100.0%

**Parents' expectations of kaiako have increased
 (e.g. email communications, social media etc...)**

Strongly agree	1589	38.2%
Agree	1454	34.9%
Neutral	821	19.7%
Disagree	154	3.7%
Strongly disagree	144	3.5%
Total	4162	100.0%

**Increased workload has compromised the ability of educators
 to provide high quality early learning**

Strongly agree	2269	54.6%
Agree	1242	29.9%
Neutral	370	8.9%
Disagree	97	2.3%
Strongly disagree	177	4.3%
Total	4155	100.0%

Increased workload has caused educators to be more stressed at work

Strongly agree	2686	64.6%
Agree	1036	24.9%
Neutral	212	5.1%
Disagre	52	1.3%
Strongly disagree	171	4.1%
Total	4157	100.0%

Support staff are expected to increasingly stand in for qualified and unqualified teachers in ratio

Strongly agree	1643	39.6%
Agree	1222	29.5%
Neutral	839	20.2%
Disagree	227	5.5%
Strongly disagree	215	5.2%
Total	4146	100.0%

Staff are increasingly subject to complex regulations that increase workload

Strongly agree	2356	56.7%
Agree	1217	29.3%
Neutral	357	8.6%
Disagree	61	1.5%
Strongly disagree	166	4.0%
Total	4157	100.0%

Please rate your level of agreement with the following statements about ratios:

Current regulated minimum ratios do not enable the best quality learning environment for tamariki

Strongly agree	3135	75.4%
Agree	594	14.3%
Neutral	246	5.9%
Disagree	49	1.2%
Strongly disagree	132	3.2%
Total	4156	100.0%

Current regulated minimum ratios are realistic

Strongly agree	153	3.7%
Agree	198	4.8%
Neutral	439	10.6%
Disagree	1149	27.7%
Strongly disagree	2213	53.3%
Total	4152	100.0%

At my centre we always staff above minimum ratios

Strongly agree	621	15.0%
Agree	869	21.0%
Neutral	909	21.9%
Disagree	890	21.5%
Strongly disagree	857	20.7%
Total	4146	100.0%

It is impossible to satisfy health and safety requirements at current regulated minimum ratios

Strongly agree	1566	37.7%
Agree	1121	27.0%
Neutral	840	20.2%
Disagree	336	8.1%
Strongly disagree	293	7.1%
Total	4156	100.0%

Please rate your level of agreement with the following statements about non-contact/professional time

I have enough time built into my role for planning, assessment and professional development

Strongly agree	111	2.7%
Agree	391	9.4%
Neutral	616	14.8%
Disagree	1464	35.2%
Strongly disagree	1574	37.9%
Total	4156	100.0%

I am able to take my current entitlement to non-contact or professional time every week

Strongly agree	359	8.7%
Agree	1031	24.9%
Neutral	837	20.2%
Disagree	1032	24.9%
Strongly disagree	889	21.4%
Total	4148	100.0%

Do you agree or disagree with the following statements?

I always have the support I need to thrive in my job

Strongly agree	203	4.9%
Agree	864	20.8%
Neutral	1176	28.2%
Disagree	1276	30.7%
Strongly disagree	644	15.5%
Total	4163	100.0%

I feel confident in our team's ability to respond to an emergency (for example a fire) at our centre

Strongly agree	1215	29.2%
Agree	1753	42.1%
Neutral	687	16.5%
Disagree	329	7.9%
Strongly disagree	177	4.3%
Total	4161	100.0%

There is a clear career pathway for ECE kaiako and plenty of room to grow professionally

Strongly agree	231	5.6%
Agree	929	22.3%
Neutral	1320	31.7%
Disagree	1061	25.5%
Strongly disagree	617	14.8%
Total	4158	100.0%

Sometimes I have to skip breaks or cut them short so we can stay within ratios

Strongly agree	749	18.1%
Agree	1018	24.5%
Neutral	812	19.6%
Disagree	1008	24.3%
Strongly disagree	561	13.5%
Total	4148	100.0%

My role is held in high esteem by my community

Strongly agree	395	9.5%
Agree	920	22.2%
Neutral	1333	32.1%
Disagree	944	22.7%
Strongly disagree	559	13.5%
Total	4151	100.0%

I often sacrifice my own wellbeing at work to ensure tamariki get what they need

Strongly agree	1676	40.4%
Agree	1450	35.0%
Neutral	628	15.1%
Disagree	251	6.1%
Strongly disagree	141	3.4%
Total	4146	100.0%

The ECE sector is well supported to provide for the cultural and language needs of all tamariki

Strongly agree	134	3.2%
Agree	570	13.7%
Neutral	965	23.2%
Disagree	1429	34.4%
Strongly disagree	1054	25.4%
Total	4152	100.0%

Profiting from ECE is unethical

Strongly agree	1779	42.9%
Agree	841	20.3%
Neutral	999	24.1%
Disagree	317	7.6%
Strongly disagree	208	5.0%
Total	4144	100.0%

When I wake up, I feel excited about going to work

Strongly agree	247	5.9%
Agree	987	23.7%
Neutral	1569	37.7%
Disagree	819	19.7%
Strongly disagree	535	12.9%
Total	4157	100.0%

