

# **Annual Report 2023**

## **Te Pūrongo ā-Tau 2023**

For the year ended 31 December 2022





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

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

*– Tuteira Pohatu*

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# President's statement

## Te tauākī a te Perehitini



E ngā mana, e ngā reo, engā karangaranga maha, tēna koutou katoa

After Covid, lockdowns, zoom hui, vaccinations, cost of living issues, we can no longer take for granted being able to come together, whether that is for learning as tauira, or as an organisation to whakawhanaungatanga and to get the mahi completed.

The ability to not only weather the many social, political, climate and economic storms that have come our way but to attract and retain our tauira and to continue to strengthen our financial position and the mana Te Rito Maioha holds in the ECE sector is a testament to the team at Te Rito Maioha. Our digital strategies put in place over the last decade that led to the 2016 online Bachelor of Teaching have stood us in fine stead to provide accessible and world-class qualifications. By 2023 Te Rito Maioha offer eight online degrees from undergraduate to post-graduate. That's a testament to the work of our whole whānau, the strategic courage of my council colleagues and especially the hard work, commitment and foresight of our Chief Executive Kathy Wolfe.

2022 has seen the continued resumption of kanohi ki te kanohi activities and some sense of normality following periods of uncertainty and disquiet caused by Covid lockdowns. With the resumption of business as usual, our organisation looks forward to celebrating our 60th Anniversary in 2023 and the role so many have played in creating such an influential legacy.

Sector advocacy was brought to the fore in 2022 with efforts to support centres with Covid risk assessments, vaccine mandates and kaiako shortages. A Pay Equity Employer Group has been established and we have begun Pay Parity support for our members.

For me it's been an absolute pleasure to have held the position of chair for the past six years. The 2023 AGM will see the conclusion of my second three-year term as President, and as such I am required to step down. There's no doubt that this will bring me some sadness given the absolute joy working with this organisation evokes.

I would like to thank all the council members who served in 2022, and acknowledge Peter Jackson, our National Kaumātua and Council Member Māori who stood down at the 2022 AGM.

There has been a long and close relationship between our organisation and the Jackson whānau. Peter has supported us for the past eight years after shouldering this mantle in 2014 from his father, Koro Sam Jackson. Koro Sam was our Kaumātua for many years before that, and we've benefited greatly from the wise, considered, balanced leadership of both these good men and their deep commitment to education.

Te ao Maori leadership mantle has been taken up by Wiremu (Bill) Kaua who brings a lifetime of commitment to community service and all things te ao Maori. Te Rito Maioha is very excited to have someone of Bill's mana join our council. In 2022, we also farewellled Penel Pask from our council and thank her for her service, knowledge and vibrancy. She is missed.

Working in a bicultural organisation that takes its commitment seriously is an uplifting experience, and the recommencement of noho marae following Covid cancellations was a definite highlight. These 'real experiences' encourage whanaungatanga, manaakitanga and kotahitangi and underpin the strength of Te Rito Maioha's tauira experience.

None of these activities would take place without the tireless work of staff throughout our eleven takiwa ako. On behalf of council, we are grateful for your commitment, and for ensuring Te Rito Maioha is not only at the leading edge of ECE initial teacher, and other teacher education and advocacy, but will always be a place with a heart.

I look forward to continuing my association with Te Rito Maioha in whatever role that our membership permits.

Mauri ora, nā

**Lesley Rameka**  
President



# Chief Executive's statement

## Te tauākī a te Pou Whakahaere



### Tēna koutou katoa

Our entire team across the motu worked above and beyond to ensure our tauira and membership were supported through lockdowns and the ongoing effects of Covid-19. Throughout the year it was clear that many ECE managers and kaiako were really feeling the pressure.

We continued to receive feedback about anxiety and the stress of trying to plan for Covid, supporting whānau, how to stay open if teachers have to self-isolate, managing ERO visits and new MOE learning requirements plus vaccine mandates. We continued to meaningfully engage with the Ministry of Education and provide information, so they were better informed about the pressure points, and make appropriate decisions with the most up-to-date evidence.

We encouraged our staff to stay connected to each other and continue the mahi to ensure our tauira and members were still receiving rewarding experiences, while we balanced the health and wellbeing of all our people. It was important that we did not lose the essence of who we are and nurture whakawhanaungatanga, but despite the planning, Covid forced the cancellation of all our graduations. Despite these disappointments, this year was extra special, with 14 September marking 50 years since the Māori Language Petition which led to many of the kaupapa we have today, including Te Wiki o te Reo Māori. In my mind there is no doubt that our manaakitanga as a bicultural and multi-cultural organisation helped create our organisation's strength to weather the tribulations of teaching and learning in a Covid environment.

The academic year began with the excellent news that Te Rito Maioha's NZQA Evaluation Review results were online and could be shared with all those who helped make this result possible. The evaluation emphasised high quality and achievement across the whole organisation, and our students' success in gaining work, teacher registration and moving into leadership roles. The report noted our programme design and delivery with embedded te reo me nga tikanga Māori is well matched to the needs of students and stakeholders, which is so vital for both our tauira and ECE providers. This was also emphasised by a significant number of the principals that have our BTch (Primary) tauira in their schools who felt that our bicultural approach and field-based delivery is a real strength. The report noted they were positive about working with us, saying they felt it was in the spirit of authentic partnership.

As our commitment to excellence in teacher education and our resumé continues to mature, it was exciting to send our

nine tauira their Master of Education degrees - the first ever awarded by Te Rito Maioha. This is a significant landmark in terms of our depth and credibility as a tertiary education provider. Our Masters programme began in 2019 and we currently have 58 students undertaking Master's study. This is a terrific result and demonstrates the passion in the sector for highly qualified teachers and our commitment to support these teachers to be successful. Likewise, the Graduate Diploma of Teaching (Primary) programme continued to be developed during 2022 with staff passionately contributing to the gestation of this programme including a one-day Principals' consultation hui in Wellington.

The education and care of tamariki has historically been undervalued because it was viewed as women's work, involving skills and abilities women were expected to have. Therefore, it was an honour to be selected as Chair of the Pay Equity Employer Steering Group. The advice that the group provides to the sector and to this process will soon be put into action given the passing of the Equal Pay Amendment Act in November 2020.

There are a number of significant challenges facing the sector including ensuring meaningful progress of the Early Learning Action Plan. We continue to work with the Early Childhood Advisory Group and Ministry of Education to influence ECE policies and we're working with the Ministry on issues such as teacher supply, border exemptions and other initiatives to support teachers into employment. This year has also seen Te Rito Maioha contributing to the ECE Teacher Supply Reference Group, working with the Ministry on; mitigating the impacts of COVID-19 and the vaccine mandate, making better use of data to build our understanding of the early learning workforce and inform our responses to ease teacher supply pressures, reviewing teacher registration and recognition settings to assess whether they are fit-for-purpose, aligned, and coherent.

A further challenge for our tauira entering the workforce and our members was the Teaching Council fee increases. The initial proposal highlighted the ECE pay disparity and while a judicial review quashed the Teaching Council's decision, the government amended the law to enable the levy to be imposed. While we highly value the Teaching Council's important work as a professional body and understand its financial need, the proposed fee increases simply highlighted the stress and inequity that inadequate government funding places on our ECE sector.

# Chief Executive's statement *(continued)*

## Te tauākī a te Pou Whakahaere

### 2022 Highlights

- The Graduate Diploma (ECE) programme got off to a great start with excellent feedback from students who attended the online orientation and block courses.
- The Master of Education (ECE) programme continues to steadily grow with 55 students undertaking Master's study.
- Our first nine students graduated with their Master's degree.
- 293 tauira completed qualifications in 2022.
- 26 home-based educators enrolled in our Level 5 diploma this year supporting the requirement to lift the qualifications of educators in the homebased sector.
- ECE and tertiary got a funding increase of 2.75% in Budget 2022 which was offset by significantly higher inflation levels of 7.2% in the 12 months to December.
- A partnership was developed with ATC Vision College that creates a pathway for their students into our BTch (ECE) or BTch (Primary) courses.
- A relationship was forged with Unitar International University in Malaysia opening up staff exchanges, professional development and lecturing, student study tours in NZ and Malaysia, research, curriculum and programme development.
- Jimei University signed an updated MOU to extend our relationship to form a joint educational research centre. This will provide a platform for staff and students to take part in collaborative research, academic exchange and postgraduate study.
- Pay Parity funding progress was made with kindergarten teachers up to Step 6 of the kindergarten collective agreement.
- Further traction achieved with the Pay Equity Steering Group in response to the Pay Equity claim submitted by NZEI Te Riu Roa.
- Our Postgraduate Diploma: Infant and Toddler Learning and Development received wonderful feedback from our

external monitor, Professor Carmen Dalli from Victoria University celebrating the quality of this programme.

- The wonderful noho marae experiences that were provided for our tauira.
- Our 100% success rate for Teacher Education Refresh with 19 much-needed ECE kaiako ready to get back into the profession.
- Tertiary Education Commission approved our request for extra funding for 2022 to match our student delivery, thereby committing to teacher education.
- Launched a new book, Our Bicultural Principles for Teaching and Learning Online.

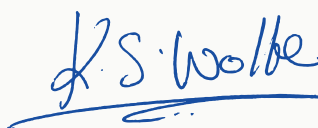
I'm incredibly proud of our achievements and as whānau, those achievements are built on the efforts of everyone, both present and past who have helped Te Rito Maioha get to where it is now. Whether they are staff, tauira, board members or our committed membership, everyone played a role in building what is now a very formidable organisation. With that in mind we look forward to 2023, our 60th year.

*“Kua tawhiti kē to tātou haere, kia kore e haere tonu. He nui rawa a tātou mahi, kia kore e mahi tonu.”*

*“We have come too far not to go further, we have done too much not to do more”*

- Sir James Henare

Ngā mihi nui



**Kathy Wolfe**  
Chief Executive | Pou whakahaere

**“As the first specialist postgraduate programme focused on infant and toddler learning and development in Aotearoa New Zealand the programme is providing a unique route to postgraduate study about high quality practice with the youngest children in EC settings. Te Rito Maioha is to be commended for this innovation.”**

- Professor Dalli on the Postgraduate Diploma Infant and Toddler Learning and Development.

# Remembrance

## Hei maumaharatanga

E tika ana me mihi tātou ki ngā mate kua hinga i te toki o Aituā. Haere koutou ki te moana nui, te rerenga o ngā waka i hoehoe ai e rātou mā, ka ngaro i te tirohanga kanohi. Heoi anō, e mau tonu ana i ngā tōpitopito o te ngākau. Koutou anō, koutou kua wehe atu ki te ao wairua. Hoki wairua awe atu rā, ko kōrua ēnā e ngā mareikura, e Waana, e Joan.

Hoki atu ki ngā ringa o tō tātou Matua nui i te rangi, ki a tātou tūpuna, ka ora tonu kōrua i roto i ngā mahi kua waihotia e kōrua hei kawenga mā mātou, kia kore ai e ngaro.



## Mary Alice Bramwell

Mary Alice Bramwell was born in the north of England in 1945 and moved to New Zealand in the 1970s. While parenting her four children in the playcentre, Mary learned about new ways of parenting, child development and learning.

By 1980, Mary had begun working in childcare and saw the problems facing the sector – the lack of government commitment to childcare delivery or quality, and lack of funding for childcare services: "I discovered I was now in a profession that was literally at the bottom of the heap. My ire was raised of course."

Mary joined the NZ Childcare Association (now Te Rito Maioha Early Childhood NZ) and was elected to the Executive in 1981 and in 1982, was employed by the Association as an Area Training Supervisor. Mary was also member of the Early Childhood Workers Union where she represented staff on the negotiating team for the Union's first multi-site award.

Mary was president of the Association from 1989 to 1992 and throughout her journey with the Association, she was committed to biculturalism. "Māori people have reached their hands to us across a chasm and Pākehā, if we don't reach out and take the hand, it will be withdrawn and we will fall into the chasm."

Mary Bramwell was a champion for equitable funding, recognition and quality in childcare and early childhood education in New Zealand. She became a life member of the Association in 1992 and sadly passed away on 14 June, 2022.



Mary Alice Bramwell is featured in 'Life stories on the frontline' book, pages 109-114.

# Our Council

## Tō mātou Kaunihera



**Lesley Rameka**  
National President



**Wiremu (Bill) Kua**  
National Kaumātua and  
Council Member Māori



**Christine Taare**  
Kaiwhakahaere



**Meritiana (Tiana) Lolesio**  
Council Member Pasifika

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

The Council oversees Te Rito Maioha's strategic direction and policies. The Council meets four to five times each year.

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

Our Council is responsible for:

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



**Clare Wells**  
Council Member



**Raewyn Penman**  
Staff Representative



**Geoff Summers**  
Council Member (co-opted)



**Rhys Barlow**  
Council Member (co-opted)

## Council changes:

Penel Pask regretfully left the Council after a year in 2022 taking up a position with the MoE which unfortunately posed a conflict of interest with serving on our Council.

We sadly farewelled our Kaumātua, Peter Jackson at the 2022 AGM. Peter had taken the mantle from his father Sam, in 2016 and made the tough personal decision to leave Te Rito Maioha to pursue other interests.

Wiremu (Bill) Kua steps into the role of National Kaumātua and Council Member Māori. Bill brings extensive experience in the public service including the Department of Māori Affairs, Ministry of Education and Department of the Prime Minister and Cabinet to name just three, and more recently the private sector. Te Rito Maioha is very excited to have someone of Bill's mana join our council.



# Our leadership

Ō mātou kaihautū



**Kathy Wolfe**  
Chief Executive



**Brent Denham**  
General Manager Finance  
and Operations



**Arapera Card**  
Pouhere Kaupapa Māori



**Rosina Merry**  
Director Teaching, Learning  
and Research

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



**Nikki Parsons**  
General Manager Learner and  
Workforce Engagement



**Carolyn Mitchell**  
General Manager  
People and Capability



# Vision, commitment, beliefs and values

**Te aroā, te oati, te whakapono, me ngā uara**

## OUR VISION TE PAE TAWHITI

**Shaping early childhood education so every child thrives and learns.**

Arahina ngā tamariki, kia puawai te ako me te mātauranga ki roto i a rātou.

## OUR COMMITMENT TE PAE TATA

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

He rōpū tikanga rua a Te Rito Maioha e manawanui ana ki te tautoko i ngā tamariki, ngā whānau, ngā kaiako, me ngā whare kōhungahunga. Ka tū māia mātou i roto i te mahi tūhono me te mahi taunaki kia pūmau ai te angitū o te ako ngātahi.



## OUR GUIDING BELIEFS NGĀ WHAKAPONO ĀRAHITANGA

Every tamaiti has the right to high-quality education that complements and supports their and their whānau life. Every tamaiti in Aotearoa New Zealand has the right to know and enjoy the dual cultural heritage of Te Tiriti o Waitangi partners along with their own cultural heritage. People working in early childhood and primary education need access to high-quality kaiako education, advice, information and resources to aid their decision making that affects their profession, their tamariki and their whānau.

## OUR VALUES NGĀ UARA

**Making a difference** – Te puawaitanga o te tangata

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

**Including everyone** – Whakawhanaungatanga

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

**Caring and connecting** – Manaakitanga

**Innovating** – Whakahihiko hinengaro

**Illustration: Ngā Karekare Oranga - The waves of Wellbeing**

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

# Our direction

## Ta mātou ahunga

Our long-term purpose is to ensure Te Rito Maioha is a reputable, respected and viable provider of world-class education and member services for generations to come.

Strategy 2017– 2020 was about getting organised, growing our programmes, services and a strong foundation with which we could build a viable and exciting organisation. The purpose of Strategy 2021– 2024 is to embed, innovate and continue to grow, being true to our bicultural kaupapa.

## Strategic goals and intentions 2021-2024

### Educational excellence

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

- Develop, maintain and deliver qualifications and professional learning and development programmes that are culturally responsive, fit for purpose and globally recognised.
- Student | Taura experiences and achievements deliver excellent results supported by outstanding pastoral care.
- Our bicultural kaupapa is lived and ingrained in what we do so that students | taura embrace their identity, language and culture with pride.
- Invest and engage in domestic and global teacher education research that enhances knowledge related to early childhood and primary education and is mana-building for Te Rito Maioha.
- Application of learning design and delivery objectives and standards of blended and online teaching are world class.

### ECE leadership

**We are a valued leader and champion in supporting members to deliver quality experiences and outcomes for children | tamariki and families | whānau.**

- Grow a diverse membership base that is consistently engaged and responsive.
- Engage, build and maintain intentional relationships with our members, customers, stakeholders and government agencies.
- Position ourselves as an effective, trusted strategic advocate and leading partner in ECE.
- Cultivate a bicultural kaupapa so that members connect and engage to create a positive educational difference to their ECE provision.

### Collaborative relationships

**We are recognised and valued by our partners for collaboration and innovation.**

- Maximise new and existing international partnerships to provide innovative, world-class, high-quality education.
- Forge, sustain and develop strong collaborative partnerships in Aotearoa New Zealand that influence and inform early childhood and primary education.
- Be recognised as a leader in bicultural kaupapa and te reo Māori me ōna tikanga.
- Be connected through meaningful tuakana teina relationships with tangata Pasifika and tangata whenua o Aotearoa and abroad.

### Operational excellence

**We are a strong, bicultural and sustainable organisation.**

- Invest in our people | kaimahi and be an employer of choice for highly motivated and competent people.
- Embed and commit to Our Treaty of Waitangi Statement | Tō Tātou Oati mō Te Tiriti o Waitangi and Our Values | Ngā Uara, equitably and free from bias, discrimination and racism.
- Be a financially resilient and agile organisation to ensure our ongoing success.
- Strengthen and maintain efficient, effective and responsive organisational capability.

# Teaching and learning programmes

Ō mātou hōtaka whakaako

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



Our portfolio of 12 programmes, from Diploma to Master's level, provide a career-long learning pathway for students | tauira, kaiako and leaders. Our programmes reflect our bicultural kaupapa and the best of local and international early learning research and practice, accredited, approved and highly rated by NZQA. In 2022 we offered 12 programmes of study:

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

## Top rating from NZQA

The New Zealand Qualifications Authority (NZQA) awarded Te Rito Maioha Early Childhood New Zealand the highest status as a highly confident Category One tertiary education provider.

The four-yearly external evaluation and review was undertaken in November 2021.

Among its key findings, NZQA said Te Rito Maioha graduate teachers are highly valued by employers; student | tauira achievement is consistently high; learning programmes are strong; bicultural practices are authentic; and the organisation makes a valued contribution to the early childhood education sector.

## Learning through the pandemic

We ensured quality learning and success for our students | tauira throughout Covid-19 disruption, thanks to:

- flexible online learning delivery, strong course content and e-learning capabilities
- tireless mahi by staff to ensure the same rich, high standard of teaching, learning and interaction with peers and lecturers
- innovative variations to adapt and achieve quality learning when Covid-19 restrictions prevented face-to-face experiences in centres, schools, block courses or noho marae. Our staff worked closely with New Zealand Teaching Council and NZQA to approve the changes.

## Bicultural practice and learning

We were well supported through the challenges of 2022 by our Bicultural Strategy | Te Kōkiri Tikanga Rua and our Bicultural Principles of Teaching and Learning Online | Ngā Mātāpono Kākano Rua o te Mahi Ako Tuihono. These helped staff to offer a learning environment that maintained a strong bicultural experience valuing students' funds of knowledge they would bring with them into the learning space.



We rose to the challenge of delivering noho marae online instead of kanohi ki te kanohi, due to Covid-19 and weather events. To uphold tikanga practices, we delivered food and harakeke to the homes of our students | tauira – showing manaakitanga for manuhiri through cooking together, and kaitiakitanga as we learned the importance of harakeke and caring for this valuable resource from harvesting through to weaving of putiputi.

We continue to embed bicultural content and kaupapa – te reo me ngā tikanga Māori, mātauranga Māori and ngā āhuatanga Māori – in all our programmes, in a way that students | tauira not only learn but feel the senses of tika and pono (right and truth) in te ao Māori.

He Pātaka Reo, our language pantry programme, is an important tool for our students | tauira, both for entry level learners and advanced speakers which was launched in 2021. We also have our He Pātaka Reo programme for our members and staff across the organisation. Our bicultural practices and content were recognised by internal and external moderators. In our External Evaluation and Review, NZQA noted that:

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

## Bachelor of Teaching (Primary)

Our Bachelor of Teaching (Primary) has continued to grow in numbers with our second cohort entering the programme. This has resulted in the primary team employing two new staff to meet this increase. The new staff have brought with them a wealth of sector experience and curriculum knowledge.

The second year was an opportunity to continue to build on the programme's recognition within the sector and to be seen as a valued partner with schools in growing teachers from within their community. Our relational approach has strengthened the communication and support we provide Associate Teachers and schools. The level and quality of our communication is an aspect that is continually commented on by the sector as being a positive of the programme.

During 2022 there has been continuous development of course material to incorporate the changing curriculum environment. This course review and development draws from the input of our student representatives and the sector. Alongside this ongoing review we have continued a research programme looking at the implementation and development of the programme which has resulted in the first publication from this research in the New Zealand Journal of Education Studies.

## Graduate Diploma of Teaching (Primary)

2022 culminated in the approval of a Graduate Diploma of Teaching (Primary) to be delivered for the first time in 2023.

## Strength to strength for Graduate Diploma of Teaching (ECE)

When first offered in 2018, the Graduate Diploma of Teaching (ECE) attracted 30 students | tauira. In 2022, we had a cohort of 54. Newly revised, updated and fully approved in 2021, our Graduate Diploma of Teaching (ECE) achieved the highest rating of Excellent in our NZQA External Evaluation and Review, and continues to receive positive monitor and moderator's reports.

**“After discussion with my visiting teacher, she asked me what main thing I was getting out of this course. I replied: ‘A voice’ and the research to back up what I do and why. It is the clarity and confidence to understand that even if you are just watching your tamariki playing uninterrupted you know why and what is going on.”**

– NZQA Assessment student quote

# Teaching and learning programmes *(continued)*

## Ō mātou hōtaka whakaako

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

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

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

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

### Postgraduate Programmes

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

As our master's students | tauira complete their thesis or are engaged in it, we support our students to disseminate their findings. Currently, one of our M Ed students (a graduate from the Leadership programme) is engaged in a self-study for her thesis focusing on mentoring and leadership. She has collected her data and has presented her preliminary findings at an Australian conference. Her supervisor Dr Bridgette Redder, has supported her to prepare her presentation.

### Pasifika strategy

While course completion for Pasifika students | tauira is 78 per cent, there is a small disparity in course completion between Pasifika and non-Pasifika students | tauira. Our Pasifika strategy is focused on strengthening internal staff capability and programme design to better meet the needs of Pasifika learners.

### Academic Quality Leader (AQL)| Kaiwhakahaere Tuawhiti Ngaio

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







# Our students

## Ā mātou tauira

As a specialist provider of bicultural early childhood and primary teacher education, we have more than 1022 students | tauira across the motu. We are one of Aotearoa New Zealand's largest ECE teacher education providers.

**1231**

individual  
students | tauira

**293**

students | tauira  
completed  
qualifications  
in 2022

**626**

new student  
enrolments for 2022

**96%**

overall student  
satisfaction

**96%**

highly recommend  
Te Rito Maioha

**96%**

agree Te Rito Maioha  
has a strong academic  
reputation

**82%**

want to study  
higher qualifications  
with us

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

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

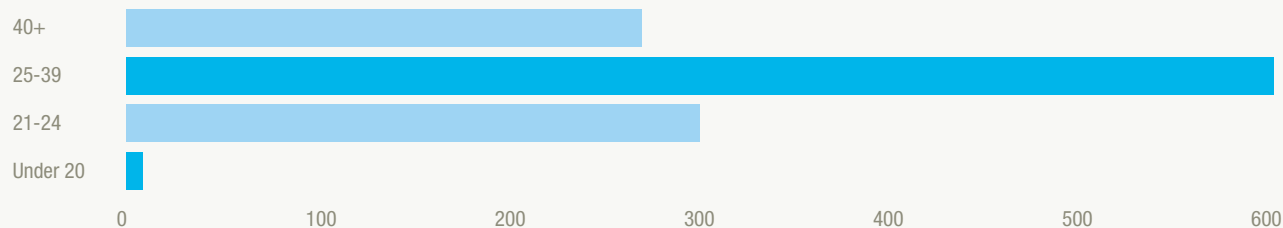
**“Te Rito Maioha is a wonderful institution to study for a career in ECE. It places the child at the centre and that resonated with my passion for children and seeing them develop and grow.”**

- Wendy Barnard, Student, Graduate Diploma of Teaching (ECE)

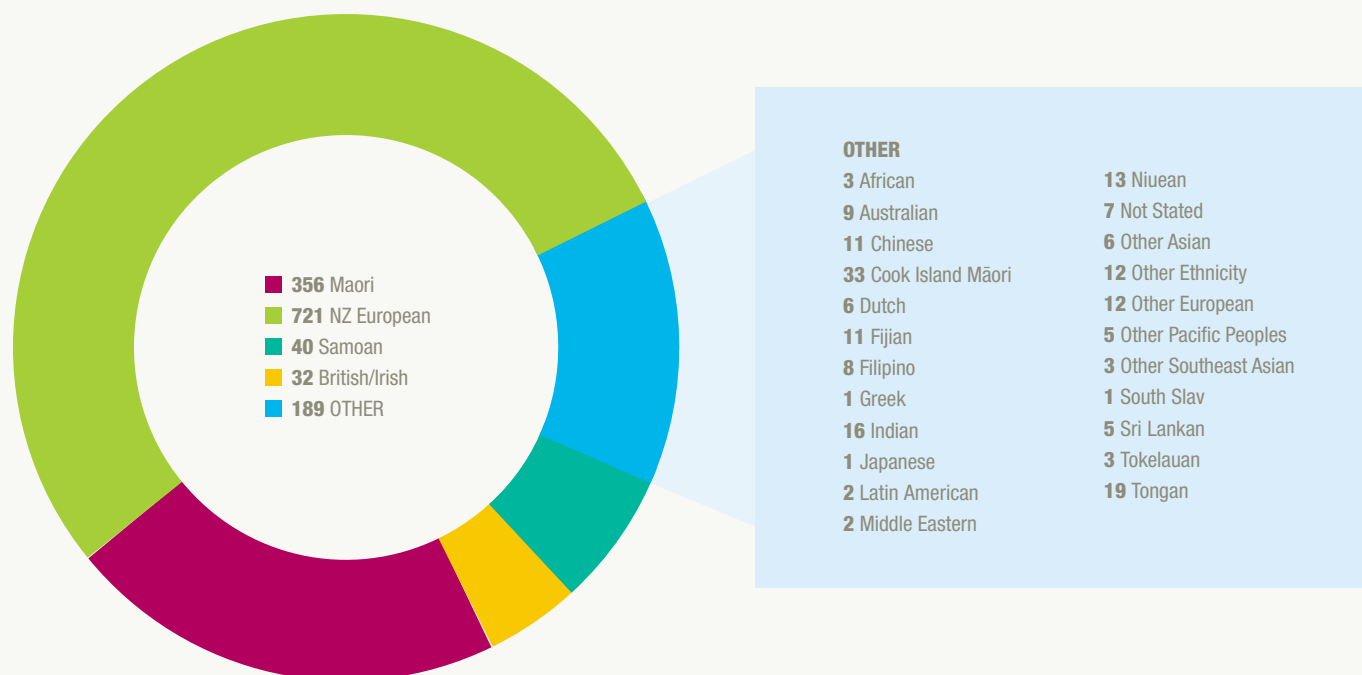


The following gives insight into our students | tauira in 2022

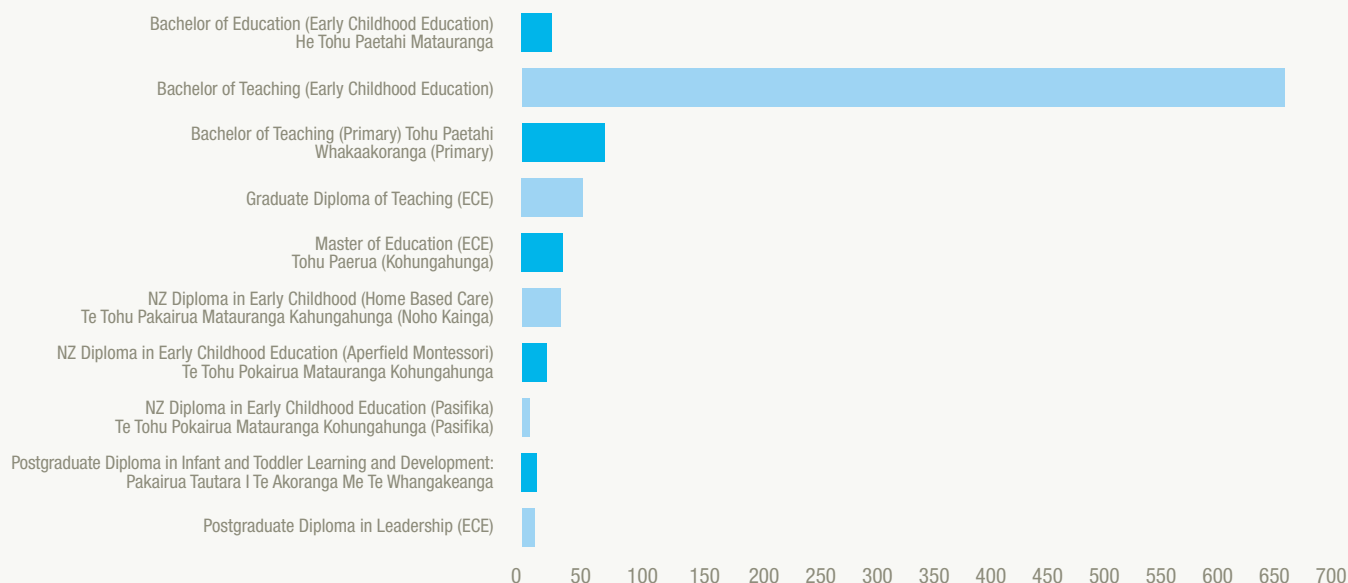
## 2022 Student age mix - all programmes



## 2022 Student ethnicity mix - all programmes



## 2022 EFTS by Programme



# Our students | tauira

Ā mātou tauira

## Student success

We were proud to see 293 of our students | tauira complete qualifications in 2022.



## Educational performance indicators

Ngā tātai hiranga mātauranga

Educational Performance Indicators	2022
Course completion rates for all students are at least 90%	88.8%
Māori student course completion rates are at least 88%	85.8%
Pasifika student course completion rates are at least 75%	77.8%
Under 25 enrolments are at least 40%	34.4%
Māori student enrolments are at least 35%	30.0%
Pasifika enrolments are at least 12% in level 5 and 11% in Level 7 and 10% in Level 8	10.5%
First year retention rate for all students at least 80%	69.4%
First year retention rate for Māori students at least 80%	69.4%
First year retention rate for Pasifika students at least 70%	69.0%
Cohort qualification completion rate for all students at least 80%	73.9%
Cohort qualification completion rate for all Māori students at least 80%	72.3%
Cohort qualification completion rate for all Pasifika students at least 75%	58.3%

# Research

## Ngā mahi rangahau

We continue to strengthen our research culture with a commitment to raise Te Rito Maioha's research profile nationally and internationally, and contribute more to new knowledge, fresh thinking and best practice.



As part of Te Rito Maioha's commitment to strengthening our research capabilities and outputs a number of new initiatives were implemented in 2022. The monthly panui rangahau commenced, which includes important information pertaining to research opportunities as well as celebrating staff research achievements. In addition, individual staff research profiles are now included on the organisation's public website. A summary of all staff research outputs (publications and presentations) can be found on page 62.

Of note, the following book was published in 2022 by NZCER Press and Te Rito Maioha: Bicultural principles of teaching and learning online | Ngā mātāpono kākano rua o te mahi ako tuihono.

This book by Te Rito Maioha staff offers 11 principles to help kaiako embrace tikanga Māori ways of doing, being and knowing in an online environment. A print edition is available through NZCER Press, eBook is available through meBooks, kindle through Amazon.

### National research projects

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

- inform or create new thinking and lead to improvements in practice
- generate new, credible and useful research knowledge
- expand and develop our research capability.

The following national research projects were underway in 2022:

- "Implementing a bicultural, field-based, initial teacher education (primary) programme as an alternative pathway for ITE in Aotearoa New Zealand"
- "Understanding assessment practices in a bicultural tertiary organisation in Aotearoa New Zealand for continuous improvement"
- "Quality early childhood education for infants and toddlers in Aotearoa New Zealand – a literature review"
- "Understanding ways of applying metacognition across an early childhood education initial teacher education programme"
- "The nuances of homebased care in Aotearoa New Zealand"
- "How is the language, culture and identity of pacific children supported and enhanced within mainstream ECE?"
- "How does He Pataka Reo language course support and develop Te Rito Maioha students' Maori language and learning?"
- "How is the professional identity of a teacher developed during a one year Graduate Diploma Teaching (Primary) programme?"

# Research *(continued)*

## Ngā mahi rangahau

### Community of Inquiry projects (COI):

Our staff were also involved with a variety of Community of Inquiry projects in 2022:

- Nelson takiwa ako COI: What does research and literature about Māori leadership offer leadership in Early Childhood Education? Some critical reflections on a collaborative research experience.
- Rotorua/Hastings/Gisborne takiwa ako COI: Mirumiru Papā – houhia te whanokē: Ngā pūrākau o ētahi kaiako whare wānanga i te wā o te mate urutā Kowheori-19. Bursting Bubbles – the unusual new normal: Narratives of kaiako at one ITE provider during the Covid-19 pandemic.

### International collaboration

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

- UNITAR in Malaysia: “Synergies & differences between EC curriculum for children aged 4-6 years old in Aotearoa/NZ and Malaysia”
- Higher Colleges of Technology (HCT) in UAE: “Exploring early childhood initial teacher education concepts & curriculum developed from Aotearoa/New Zealand in higher education UAE”

## Our people

### Tō mātou tira



## Jane Warnock

Masters of Education - Student

“This is such a privilege as a tauira with Te Rito Maioha to be able to include my voice within the annual report (2023), given that this is also their 60 years of celebration. My study journey with Te Rito Maioha has continued to evolve over 40 years, culminating in my career with Tūi Early Learners as a leader, a mentor, a coach and combining with my Master's Thesis: Who leads the leader, who mentors the mentor, who coaches the coach?”

In being able to lead my own study within a self-study methodology, I am able to draw on those phenomena of my own lived experiences, knowledge and pedagogical insights and have had wonderful opportunities to disseminate this far and wide, even the Sydney Inspire Conference, 2023. My study aims to inform each and every inspiring leader, mentor and coach. Of absolute paramountcy, is being able to immerse myself within the conceptual bicultural framework of Te Rito Maioha and alongside my learned supervisor, Bridgette, my kete is so enriched through a rich wānanga approach and a journey of ako where reciprocity and responsive relationships are at the core of our every connection. I am just so excited, at the age of 62, to be getting closer to attaining my Master's of Education within my esteemed and valued Te Rito Maioha.” Jane Warnock





# International strategy

## Rautaki rāwāhi

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

These relationships are designed for learners | tauira to study online or to come to Aotearoa New Zealand to study in our programmes and return home when completed to be leaders in ECE in their country of origin or some remain in Aotearoa New Zealand. In 2021 we gained approval from NZQA for offshore delivery of the Bachelor of Education, Master of Education (ECE), and Postgraduate Diploma in Infant and Toddler Learning and Development programmes.

Te Rito Maioha has signed memoranda of understanding with entities in China, the UAE and Malaysia, hosting several delegations in Wellington at our National Office, and we have showcased the best of Aotearoa New Zealand ECE to these visitors. While these partnerships are intended to provide opportunities to expand our global offerings and deliver our programmes and professional learning internationally, both in New Zealand or in their home country, Covid has significantly slowed the implementation of our International Strategy.

Since our last investment plan 2021-2023, we have gained NZQA approval to deliver three programmes offshore.

These are:

- The Bachelor of Education (ECE) | He Tohu Paetahi Mātauranga (ECE)
- The Postgraduate Diploma in Infant and Toddler Learning and Development | Pōkairua Tautara: te Akoranga Kōhungahunga me te Whanaketanga
- The Master of Education (ECE) | Tohu Paerua (ECE)

## Australia

Although the pandemic had stalled our mahi with our Australian partners, we have maintained our relationships with a shared view of re-igniting our joint mahi and goals. Kathy Wolfe travelled to Australia in 2022 to re-engage with our partners.

### Early Learning and Care Council of Australia (ELACCA)

We re-signed an MOU with Early Childhood Australia in November 2022 developing various initiatives including Postgraduate Study, Professional Development and Research.

The objectives of our partnership are:

- Focus on Trans-Tasman Leadership
- Online learning
- Supporting Trans-Tasman events
- International joint projects
- Reciprocal member discounts

### Semann and Slattery – Minerva Institute for Leadership

Semann and Slattery are recognised in Australia for their services in identifying and applying the most appropriate strategies and skills to achieve organisational, strategic and personal goals, thus enhancing both performance and productivity in the ECE sector. Together in 2019 we launched the Minerva Institute to build exceptional and sustained leadership capabilities across the early childhood education workforce. The goals are to:

- Cultivate and consolidate exceptional leadership skills;
- Share insights that promote and provoke thinking and practice;
- Instigate critical dialogue on current and emerging issues;
- Provide foregrounding research and practice across the workforce; and
- Build leadership wisdom.

We also have two Credit Transfer Agreements, one with the Australian Catholic University (ACU) and the other with Charles Sturt University.





## China

### Jimei University, Xiamen

Jimei University signed an updated MOU in 2022 to extend our relationship that began in 2016 to form a joint educational research centre. This will provide a platform for staff and students | tauira to take part in collaborative research, academic exchange and postgraduate study.



## Malaysia

### UNITAR International University, Kuala Lumpur

Te Rito Maioha signed an MoU in 2022 with UNITAR International University and our staff members have since presented at UNITAR conferences, and Dr Rosina Merry, Director Teaching, Learning and Research, and Dr Tracey Carlyon, Research Leader have been appointed as Adjunct Professors. This will facilitate staff exchanges, professional development and lecturing, student study tours in NZ and Malaysia, research, curriculum and programme development.

The above examples demonstrate our commitment and growth in collaborative relationships around the world for the benefit of early learning and aligned to our international commitments.

## United Arab Emirates (UAE)

### Higher Colleges of Technology (HCT)

Our memorandum of understanding with the Higher College of Technology in Abu Dhabi puts formal arrangements in place for professional learning and development, research and qualification development. We are the only provider that has been authorised to work in ECE in the UAE. This is due to our sound relationship with Education New Zealand and G2G.

In 2022 our Director of Teaching, Learning and Research and our Pouhere Kaupapa Māori delivered mahi against our commitments in our MoU in UAE to staff and learners | tauira of Higher College of Technology. They then as key notes delivered at the Higher Colleges of Technology Bilingual Biliteracy Conference on Culture, Language and Identity in an ECE setting in Al Ain, UAE.



# Professional learning and development

## Te mahi whakakangūngū

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



## Strengthening Early Learning Opportunities

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

- Tainui/Waikato Māori History – supporting Waikato ECE services to be responsive to their community, heritage and stories
- He Māpuna Te Tamaiti - strategies to support the development of children's social and emotional competence
- Governance and management
- Health and safety.

## Te Ahu o Te Reo Māori

As part of the Government's commitment to foster te reo Māori in the education workforce, we continued our contract to deliver Te Ahu o Te Reo Māori programme to ECE services and kura in Turanganui a Kiwa | Gisborne and Heretaunga | Hastings rohe.

## Workshops and online courses

With a slow return to face-to-face professional development, we ran more live webinars. These had the added benefit of allowing participants to join from around the motu. We launched six new online courses, and there are now 29 courses accessible on our website. These can be purchased by anyone and are either free or discounted for Te Rito Maioha members. The new courses cover a range of topics including science and STEM, sustainable practices, the NZ ECE legislative framework, Pacific values, the impact of emotions in ECE and infant and toddler environments.

## He Pātaka Reo

He Pātaka Reo, our Māori language programme for our students | tauira and staff, is also available for others in the ECE sector. In 2022 we developed a more advanced level of the programme so kaiako can continue their journey learning te reo Māori.



# Advocacy

## Ngā mahi taunakitanga

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

25

media  
statements

13

submissions

22

advisory,  
stakeholder and  
working groups

### Funding, pay parity and kaiako shortages

Through media statements, interviews, submissions and representations to the Ministry and Ministers we urged the Government to address funding, pay parity and teacher shortages challenging the ECE sector. Decades of inadequate funding have made it difficult – in many cases impossible – for early childhood education employers to pay their kaiako at the same levels as their kindergarten colleagues. Fair pay is a large factor in ECE teacher shortages.

Initial signs indicated Budget 22 would finally fulfil repeated promises to adequately fund ECE services to deliver pay parity. However, the Government didn't deliver, only partially including more experienced teachers in pay parity. This led to tough decisions for services employing highly experienced teachers that wanted to opt-in to pay parity for their teachers, but found it was still unaffordable. Funding, pay parity and teacher shortages therefore continue to be foremost in our advocacy efforts.

### Sector group representation

We represented our members and sector with the Ministry of Education in forums including the Early Childhood Advisory Committee (ECAC), Māori Education Peak Bodies, Sector Reference Group and Early Learning Action Plan Reference Group.

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

# Our members

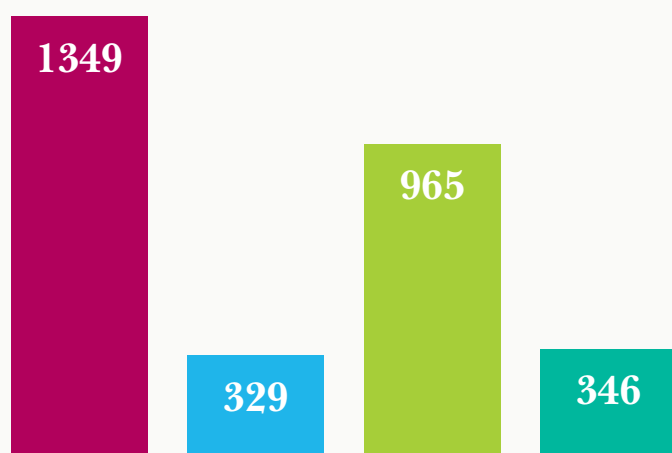
## Ā mātou mema

In 2022 we worked hard to honour our roots as a membership organisation and offer more value to members with professional development opportunities and support.

### Member benefits and support



### Our Members



### Growing our members

With increased professional development opportunities, a focus on increased value and benefits for members, and a more accessible membership structure, we gained several new ECE services and group members. We also offer the option for member services to link their kaiako directly to our member benefits, allowing them to access professional development courses and resources, communications and updates.

- Individual, Alumni, Student, Associate, Complimentary and Life members
- ECE centres, large group, group, homebased, complimentary and institutions
- Linked centre, linked group, linked institution and linked large group
- Members associated with Whānau Manaaki

# Our people

## Tō mātou tira

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

2022 saw us grow our staff, in part to support a significant increase in student | tauira numbers.

The after effects of Covid-19 saw us continue to respond to the needs of our staff, their lives and flexible working arrangements played a valuable role.

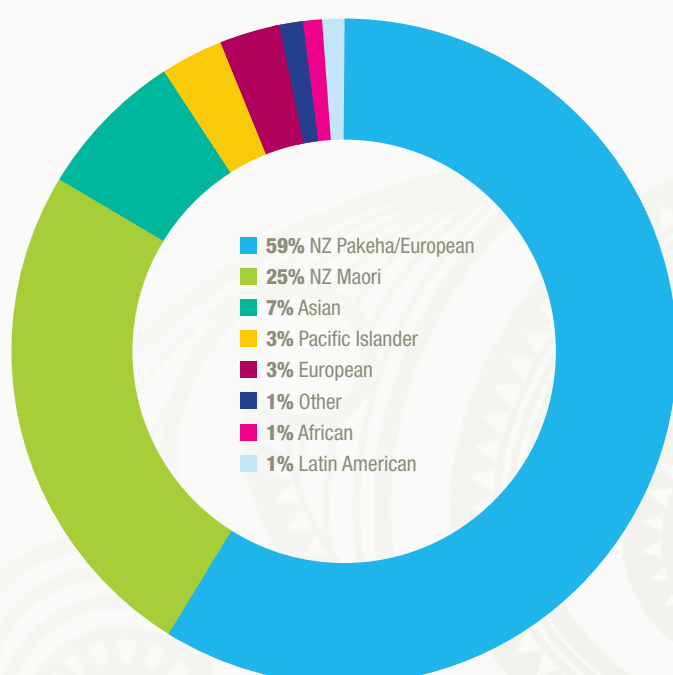
Near the end of 2021, the Government signalled the need to introduce a vaccine mandate for the education workforce, to protect young tamariki and communities from the spread of Covid-19. This included most of our students | tauira and many academic staff.

In support of our ECE members, students | tauira and staff, and with most staff indicating that they were already fully, partly or intending to be vaccinated, we took the position that Te Rito Maioha would be a fully vaccinated organisation; all in it together.

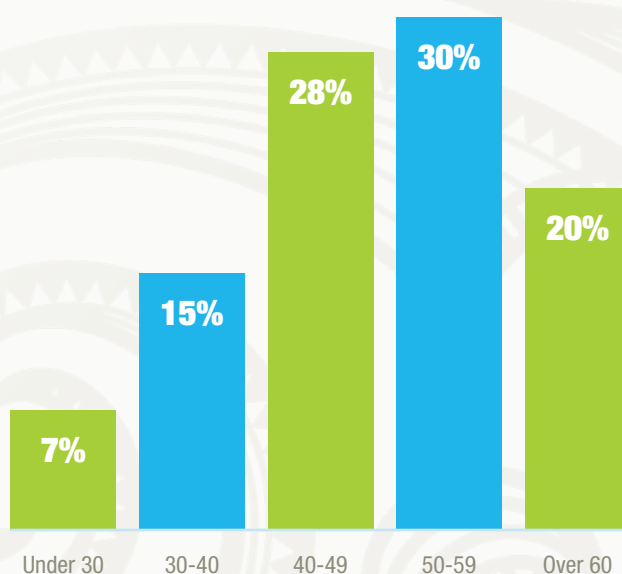
### Gender mix - permanent staff



### Ethnic diversity



### Age profile – permanent and fixed term staff



# Bicultural commitment

## Te oati kākāno rua

Our bicultural commitment is reflected internally in our practices and our structure which include consultation with pouako, kaumātua and/or kuia who whakapapa to each takiwā ako. Māori and Pasifika are represented on Council and the Pouhere Kaupapa Māori based in National Office.

### Tikanga Rua Bicultural Awards

These annual staff awards recognise the mahi our people put into living Te Rito Maioha's bicultural aspirations every day in normalising the use of te reo Māori me onā tikanga. In 2022, award-winning mahi included:

- Te Whanganui a Tara takiwā ako organised the very first noho marae virtually, due to the Covid-19 restrictions across the country. They ensured it remained true to the tikanga protocols and students | tauira were nurtured with manaakitanga and aroha.
- Our small team in Turanganui a Kiwa takiwā ako brought te ao Māori to their strong community connections, representing Te Rito Maioha by attending local kapahaka events, composing waiata for local centres, and strengthening whanaungatanga with the Kindergarten Association in their rohe.
- Rotorua takiwā ako were strongly focused on championing and normalising te reo Māori to give staff, students | tauira and local ECE services the confidence to use te reo Māori every day.
- Displays at Kirikiriroa takiwā ako proudly acknowledge local Tainui iwi and Te Kiingitanga, as well as te ao Māori perspectives of the environment.

Some of our staff were also recognised for completing the Academic Staff He Pātaka Reo programme and National Office He Pātaka Reo programme.

### Wero

Te Rito Maioha has 11 takiwā ako | Regional Education Centres across the motu and the National Office in Te Whanganui a Tara. Each month, one of these 12 teams sends a wero/challenge across the motu. These build staff confidence in te reo Māori me ngā tikanga Māori. 2022 saw activities from organisation-wide zoom waiata which we shared on Facebook, to shared kai, to TikTok challenges.

### Kapahaka rōpū

All staff are members of one of five kapahaka groups who prepare a group performance at the annual staff hui. While this was challenging for some staff, a wonderful celebration of te reo Māori and waiata occurred for all, with practices taking place virtually across the motu.

### Karakia

With Covid-19 restrictions and many staff working from home, we wanted to maintain tikanga principles of manaakitanga, aroha tētahi ki tētahi. Karakia shared on zoom hui and via email has been a very important tikanga practice for the wairua and mana of our staff.





# Digital strategy

## Rautaki matihiko

In April 2022 we transitioned to Zoom phone as our telephone solution. Zoom phone has proved a great solution for Te Rito Maioha as it provides a transportable telephone solution integrating with Zoom's video conferencing.

We have utilised this technology since 2020 and it enhances flexibility on a daily basis, supporting our flexible workplace policy and providing increased resilience in times when much of our workforce may be required to work remotely, a regular experience in recent years with Covid lockdowns and extreme weather events.

During 2022 we also looked at how we could further use technology to drive better performance and find new and better ways of engaging with our students | tauira and members. Following this discovery work, we committed in late 2022 to incorporating Salesforce software into our software stable to improve our communications management and engagement channels with students | tauira applicants for implementation in 2023. We also identified a need to improve our membership management system, including easier ways for our members to access and update information, better

ways to communicate with members and enhance how professional development is delivered. The students | tauira application system mahi is well underway and we plan to have these improvements in place for our 2024 semester one enrolment season. The improvements to our membership systems are planned for later in 2023. These improvements will enable us to retire older technology solutions and provide better systems integration, reduce workflow bottlenecks, and improve the nature and speed of our engagement with future students | tauira and our members.

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





# Financial statements

Tauākī pūtea

For the year ended 31 December 2022

## Statement of responsibility

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

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

In the opinion of the Council the financial statements fairly reflect the financial position and operations of Te Rito Maioha Early Childhood New Zealand Incorporated. The Statement of Service Performance has been prepared in accordance with PBE FRS 48 Service Performance Reporting. The Council believes that the statements contained in the Statement of Service Performance accurately reflect the overall performance of the organisation for the year ended 31 December 2022.

For and on behalf of the Council:



Lesley Rameka  
President

31 March 2023



Kathy Wolfe  
Chief Executive

31 March 2023



# Independent Auditor's Report

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

### OPINION

We have audited the general purpose financial report of Te Rito Maioha Early Childhood New Zealand Incorporated ("the Society"), which comprise the financial statements on pages 40 to 56 and the service performance information on pages 33 to 38. The complete set of financial statements comprise the statement of financial position as at 31 December 2022, statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the period then ended, and notes to the financial statements, including a summary of significant accounting policies.

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

- the financial position of the Society as at 31 December 2022, and of its financial performance, and its cash flows for the period then ended; and
- the service performance for the year ended 31 December 2022 in accordance with the Society's service performance criteria

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

### BASIS FOR OPINION

We conducted our audit in accordance with International Standards on Auditing (New Zealand) ("ISAs (NZ)") and the audit of the service performance information in accordance with the ISAs and New Zealand Auditing Standard (NZ AS) 1 The Audit of Service Performance Information (NZ). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the General Purpose Financial

Report section of our report. We are independent of the Society in accordance with Professional and Ethical Standard 1 International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

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

### OTHER INFORMATION

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

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

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

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

## **COUNCILS' RESPONSIBILITIES FOR THE GENERAL PURPOSE FINANCIAL REPORT**

The Council is responsible on behalf of the Society for:

- (a) the preparation and fair presentation of the financial statements and service performance information in accordance with PBE Standards RDR issued by the New Zealand Accounting Standards Board;
- (b) Service performance criteria that are suitable in order to prepare service performance information in accordance with Public Benefit Entity Standards RDR; and
- (c) such internal control as the Council determines is necessary to enable the preparation of the financial statements and service performance information that are free from material misstatement, whether due to fraud or error.

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

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

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

A further description of our responsibilities for the audit of the general purpose financial report is located at the External Reporting Board's website at:

<https://www.xrb.govt.nz/assurance-standards/auditors-responsibilities/audit-report-13/>.

This description forms part of our auditor's report.

## **WHO WE REPORT TO**

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

*BDO Wellington Audit Limited*

BDO WELLINGTON AUDIT LIMITED

Wellington

New Zealand

31 March 2023

# Statement of Service Performance

For the year ended 31 December 2022

## Who we are

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

We are a bicultural organisation committed to advocacy, teaching promotion, and delivery of world class early childhood education for tamariki, whānau, teachers and Early Childhood Education (ECE) services. We respond by being connected, contributing and agile to ensure successful learning happens together. Formed in 1963, our role as a significant voice in the ECE sector now spans nearly 60 years, in which time we have educated thousands of ECE teachers and supported thousands of members providing a collective voice and vision for the sector.

## Our vision - Te Pae tāwhiti

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

Shaping early childhood education so every child thrives and learns.

## Our guiding beliefs

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

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

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



## Our purpose

Our purpose is to ensure Te Rito Maioha is a reputable, respected, and viable provider of world-class education and member services for generations to come.

We achieve this through operationalising our four strategic goals which are the pillars of our mahi.

These are:

### Educational Excellence: We are a provider of choice for teaching, learning and research.

Our ability to be a provider of choice is measured by the ongoing willingness and engagement of our students and members to have confidence in their ECE education experience and professional development with Te Rito Maioha. We have experienced significant growth in student enrolments over the last five years and we believe this is because of our academic expertise, quality provision and trusted brand that places us as a provider of choice for teaching, learning and research. The confidence shown in us by our students and growing popularity of our programmes is further evidenced by the strong educational performance which we achieve against other providers within the sector and tells us that our programmes are relevant, fit for purpose and provide quality teachers and thought leaders to the ECE and primary education sector. We are committed to providing a bi-cultural kaupapa, being our unique point of difference, and are proud of the high-level of participation of Māori students in our programmes.

Our qualifications are reviewed annually and the New Zealand Qualifications Authority (NZQA) uses external evaluation and review (EER) to review the quality of Te Rito Maioha's educational performance every four years. Our status as a high-quality education provider is reflected in Te Rito Maioha being rated highest as a Category 1 provider by the NZQA.

Key Educational Performance Indicators (EPIs) considered by TEC are qualification completion rates, first year retention rates for courses of greater than one-year in length, course completion rates. Participation rates provide an indication of our diversity and a picture of the makeup of our students by age and ethnicity. EPIs sourced from TEC reporting are as follows:

Educational Performance Indicators (EPIs)	2021 PTE average <sup>1</sup>	2021	2022
<b>Participation</b>			
Māori participation rate	23.3%	31.4%	30.0%
Pasifika participation rate	13.3%	9.0%	10.5%
Under 25 participation rate	51.2%	32.5%	34.4%
<b>Course Completion</b>			
Course completion rate	81.5%	88.4%	88.8%
Course completion rate Māori	73.6%	82.0%	85.8%
Course completion rate Pasifika	73.9%	79.0%	77.8%
Course completion rate under 25	79.6%	89.2%	88.7%
<b>Qualification completion</b>			
Cohort qualification completion rate for all students	67.9%	68.1%	73.9%

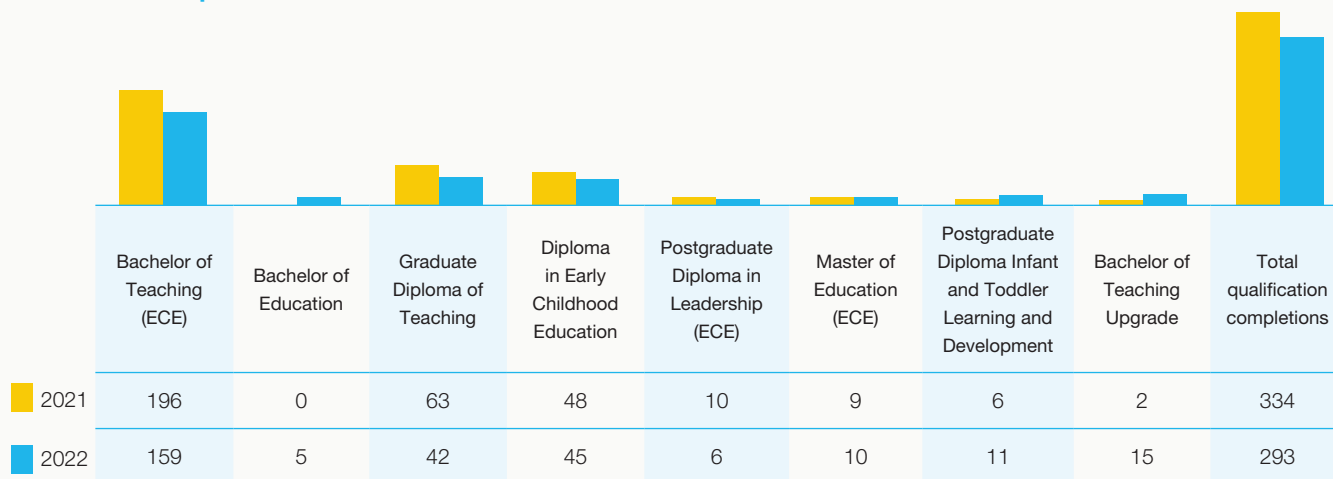
<sup>1</sup> 2022 data not released by TEC when this reporting was prepared. Sector averages are therefore for the previous year and 2022 data for Te Rito Maioha is extracted from our Student Management System (SMS) which may differ from official TEC data once this is finalised and publically released.



We are proud to see 293 of our students complete qualifications in 2022 (2021 - 334 students). Our graduates contribute fully within the ECE sector across a broad spectrum of roles

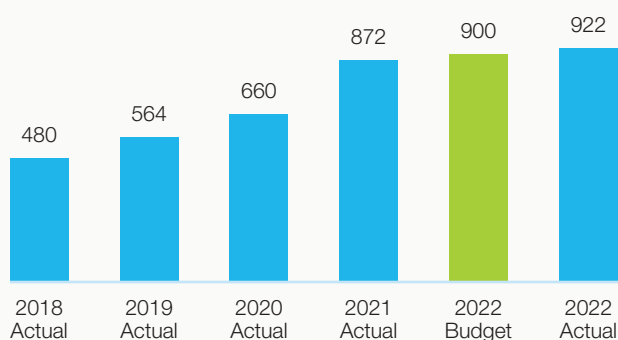
confident in their abilities as ECE professionals providing the very best care and education to tamariki and strongly grounded in a bicultural pedagogy.

### Qualification completions



Our commitment to research:	2021	2022
Staff with Doctorates	10	9
Staff with Masters	41	42
Research published or presented	32	46
National research projects	3	8
Community of inquiry projects	3	4
International research partners	3	3

### Equivalent Full Time Students



### ECE Leadership: We are a valued leader and champion in supporting members to deliver quality experiences and outcomes for children | tamariki and families | whanau.

An important component of our mahi is providing strong leadership within the ECE community to support our members in their professional development and to uphold their mana within the wider community. To best represent the interests of the sector we also strive to grow a diverse and engaged membership base of ECE employers and teachers. We promote and strengthen our membership base by providing professional development and networking opportunities for members. We deliver locally and nationally providing professional development, an annual conference, annual general meeting and member forums.

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

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

Te Rito Maioha also provides services in leading the requirements and bargaining relating to the Early Childhood Education Collective Agreement on behalf of ECE employers.

We also lobby and advocate strongly for the sector on issues such as funding, education, pay-parity and pay-equity and working conditions to help ensure that the profession is valued and respected. This translates into tamariki receiving the best early learning education that sets them up for success in their overall learning as they transition to their school years. We are trusted as a strategic advocate and leading partner in ECE as evidenced through representation and participation on a number of advisory groups across government agencies, local networks and our Chief Executive being the Chair of the Pay Equity Steering Group.

Te Rito Maioha works closely with ECE services in their bicultural kaupapa. We deliver te reo Māori me ōna tikanga professional learning and development. We deliver a contract for the Ministry to enhance and enrich te reo in teaching in ECE.

Membership Type	2021	2022
Life Member	15	17
Individual Member	132	131
Alumni Member	48	67
Student Member	783	1,128
Complimentary Member	2	2
Linked Associate Member	904	971
<b>Total Organisation members</b>	<b>1,884</b>	<b>2,316</b>
Service Member	231	232
Group Member	84	88
Professional Members	7	7
<b>Total Professional Members</b>	<b>322</b>	<b>327</b>
<b>Total Members</b>	<b>2,206</b>	<b>2,643</b>

Media statements		Submissions		Advocacy, stakeholder and working groups	
2021	2022	2021	2022	2021	2022
17	25	17	13	23	22
<b>Professional learning and development</b>					
Online PLD participants		Participants at live PLD		ECE Services supported with SELO programmes	
2021	2022	2021	2022	2021	2022
2,689	2,884	300	138	167	42

### Collaborative Relationships: We are recognised and valued by our partners for collaboration and innovation.

The relationships we develop, foster, and grow within the ECE and primary education sectors both within Aotearoa New Zealand and abroad are deeply significant to ensure we remain connected, relevant and a respected leader providing the best possible outcomes for our members, our students, tamariki and other stakeholders. We are strongly committed to Te Tiriti o Waitangi and leadership in bicultural kaupapa and te reo Māori is pivotal to who we are and how we go about developing strong,

collaborative relationships that influences and informs early childhood and primary education in Aotearoa New Zealand. We strive to be connected through meaningful tuakana teina relationships with tangata Pasifika and tangata whenua o Aotearoa and abroad.

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

Australia is our closest partner where relationships and programmes with Semann and Slattery, Early Learning and Care Council of Australia and Early Childhood Australia further enhance our quality provision and reputation especially in the bicultural / indigenous environments. We secured recognition for our Bachelor of Teaching (ECE) and Graduate Diploma in Teaching (ECE) on the Australian Children's Education and Care Quality Authority. We are also an accredited provider of professional learning and development with the NSW Education Standards Authority.

Domestically we have forged sound partnerships with other providers and ECE associations, for example; Whanau Manaaki Kindergarten Association, Far North Reap, UCOL, Te Ataarangi, ICL, Kindergartens Waikato, Best Start and many more.

Relationships with Māori are crucial for us in committing to our bicultural kaupapa. We work with iwi and mana whenua across Aotearoa. We have a kaumatua at each of our Regional Education Centres who guide us and help us deliver our commitments identified in Te Kōkiri Tikanga Rua. We hold noho marae for students and stakeholders to participate in education and professional learning and development. Our staff and communities participate in all events such as Matariki, Powhiri, Mihi Whakatau, and so on. We have worked with stakeholders such as Waikato District Health Board and Corrections in our field of expertise as a tertiary provider.

We connect meaningfully with tuakana teina and deliver on our initiatives identified in Te Moana ā kiwa strategy. We complete Strengthening Early Learning Outcome contracts from the Ministry to local Pasifika early learning services and work with local Pasifika communities to support these endeavours.

### **Operational Excellence: We are a strong, bicultural, and sustainable organisation.**

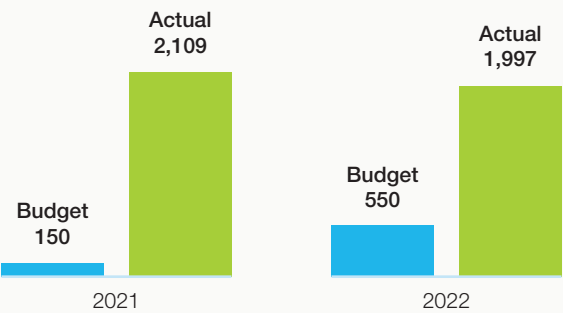
Our financial and operational success underpins our ability to preserve and grow the legacy of our founding members and is vital to enabling the delivery of strategic objectives in terms of finance, effective infrastructure and talented and committed people to implement our vision over the long term.

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

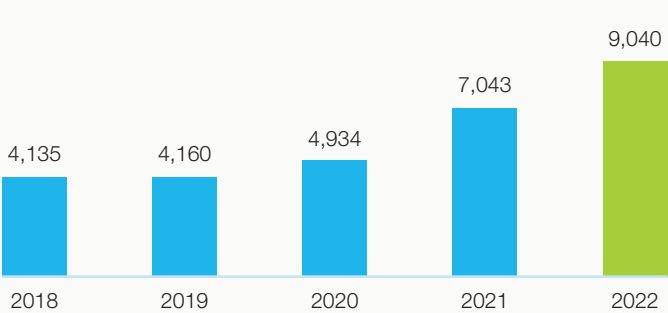
Prudential TEC financial standard indicator	2021	2022	TEC Minimum requirement
Net Tangible Assets (NTA) Calculation	43.8%	52.6%	Larger of \$50,000 or 2% of total revenue
NTA / Total Tangible assets	74.3%	78.7%	Not specified
NTA Amount >\$50,000	\$ 6,383,216	\$ 8,374,794	\$50,000
Liquid Assets Calculation	20.0%	44.4%	5%
Working Capital Calculation	123.2%	163.6%	75%
Profitability (Net Surplus/Total Revenue)	14.5%	12.5%	>-8%
Net Surplus after tax/Total Equity	29.9%	22.1%	>-30%
Net Cashflows	112.5%	128.9%	100%
Debt levels	5.3%	0.0%	<50% of NTA

Our financial success not only enables us to invest in key assets and resources such as our staff, technology, research, and advocacy but also enables us to build our financial reserves to provide resilience against the headwinds of economic, political and social changes which can affect levels of student enrolments, funding levels and operating and regulatory conditions within the education sector. We are proud to have returned healthy surpluses in 2021 and 2022 as we continue to grow our reserves.

Surplus (\$000s)



Members' Funds/Equity (\$000s)



Refer also the statement of comprehensive income and expense and the statement of financial position.

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

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

We invest in the professional development of our staff, all of whom have an annual professional development allocation and academic staff can apply for internal research funding which forms part of our budget each year.

2021		Gender		2022	
86.4%	76	Women	83	86.5%	
13.6%	12	Men	12	12.5%	
		Diverse	1	1.0%	
100%	88	Total	96	100%	

2021		Ethnicity		2022	
62.6%	55	NZ European	56	58.3%	
19.3%	17	Māori	23	24.0%	
6.8%	6	Asian	8	8.3%	
4.5%	4	Pacific	2	2.1%	
6.8%	6	Other	7	7.3%	

We invest heavily in innovative technology to provide high quality tertiary education and membership services. We have met all milestones tabled in the Digital Strategy. A key period of performance testing our ability to be agile and flexible with our delivery of products and services was the onslaught of Covid. This organisation lifted and shifted from office to home without any disruption to our business.

We have a Quality Management Framework with key performance indicators annually to ensure excellence in policy, quality, self-assessment, and continuous improvement. This

is evidenced in all our tertiary delivery and the award provided post our External Evaluation Review conducted by the New Zealand Qualifications Authority in 2021. We were awarded the highest Category 1 outcome from this review. This is valid for four years. All in year reviews on our programmes achieved high performance and commendations with no recommendations.



**Ehara taku toa I te toa takitahi  
Engari, he toa takitini**

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



## Statement of comprehensive income and expense

For the year ended 31 December 2022

	Note	2022 \$	2021 \$
<b>Revenue</b>			
Membership fees		41,672	38,766
Student fees		5,312,551	5,246,882
Student achievement component funding		9,433,307	8,303,086
Ministry of Education contracts		829,762	539,866
Interest and dividend income		206,611	121,227
Other revenue	3	107,705	69,435
<b>Total revenue</b>	<b>3</b>	<b>15,931,608</b>	<b>14,319,262</b>
<b>Expenses</b>			
Personnel Costs	4	9,361,255	8,352,377
Operating costs	5	3,658,739	3,742,291
Depreciation, amortisation and impairment	9a,9b	347,724	357,758
<b>Total expenses</b>		<b>13,367,718</b>	<b>12,452,426</b>
<b>Surplus from operations</b>		<b>2,563,890</b>	<b>1,866,836</b>
Realised and unrealised gains/(losses) on investments		(566,468)	242,310
<b>Net surplus</b>		<b>1,997,422</b>	<b>2,109,146</b>
Other comprehensive income		-	-
<b>Total comprehensive income attributable to members</b>		<b>1,997,422</b>	<b>2,109,146</b>

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

## Statement of changes in equity

For the year ended 31 December 2022

	2022 \$	2021 \$
Opening equity as at 1 January	7,042,916	4,933,770
Total comprehensive income and expense	1,997,422	2,109,146
Closing equity as at 31 December	9,040,338	7,042,916

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

## Statement of financial position

As at 31 December 2022

	Note	2022 \$	2021 \$
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	6	1,992,106	600,748
Trade and other receivables	7	3,050,935	2,921,890
Accrued Income	7	24,199	964,102
Term Deposits		1,200,000	-
Managed investment fund	8	2,531,009	2,081,722
Prepayments		194,525	134,805
<b>Total current assets</b>		<b>8,992,774</b>	<b>6,703,267</b>
<b>Non-current assets</b>			
Managed investment fund	8	4,283,367	4,650,564
Property, plant and equipment	9	583,985	507,544
Intangible assets	10	665,544	659,700
<b>Total non-current assets</b>		<b>5,532,896</b>	<b>5,817,808</b>
<b>Total assets</b>		<b>14,525,670</b>	<b>12,521,075</b>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Bank Overdraft	6	-	353,796
Payables	11	489,684	378,230
GST (net)		571,007	463,827
Income in advance	12	3,298,411	3,317,171
Employment provisions	13	1,087,090	927,313
<b>Total current liabilities</b>		<b>5,446,192</b>	<b>5,440,337</b>
<b>Non-Current liabilities</b>			
Employment provisions	13	39,140	37,822
<b>Total noncurrent liabilities</b>		<b>39,140</b>	<b>37,822</b>
<b>Total liabilities</b>		<b>5,485,332</b>	<b>5,478,159</b>
<b>Equity</b>			
Members' funds		9,040,338	7,042,916
<b>Total equity</b>		<b>9,040,338</b>	<b>7,042,916</b>
<b>Total equity and liabilities</b>		<b>14,525,670</b>	<b>12,521,075</b>

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



## Statement of cash flows

For the year ended 31 December 2022

	Note	2022 \$	2021 \$
<b>Cash flows from operating activities</b>			
<b>Cash was received from:</b>			
Receipts from students		5,569,167	5,025,867
Receipts from government funding		10,182,269	7,213,823
Receipts from membership fees		40,733	71,770
Other receipts		724,926	854,633
Net receipts from GST		107,180	(38,776)
<b>Cash inflows from operating activities</b>		<b>16,624,275</b>	<b>13,127,317</b>
<b>Cash was applied to:</b>			
Payments to suppliers		(3,839,706)	(3,645,615)
Payments to employees		(9,054,587)	(8,020,988)
Interest paid on overdraft facility		(457)	(1,141)
<b>Cash outflows from operating activities</b>		<b>(12,894,750)</b>	<b>(11,667,744)</b>
<b>Net cash flows from operating activities</b>		<b>3,729,525</b>	<b>1,459,573</b>
<b>Cash flows from investing activities</b>			
<b>Cash was received from</b>			
Interest and dividends received		207,326	135,430
Proceeds from sale of property, plant and equipment		130	4,955
Sale of investments		1,240,069	393,913
Maturity of investments		3,860,000	3,000,000
<b>Cash inflows from investing activities</b>		<b>5,307,525</b>	<b>3,534,298</b>
<b>Cash was applied to</b>			
Purchase of property, plant and equipment and intangible assets		(342,557)	(181,324)
Purchase of investments		(6,949,339)	(5,638,124)
<b>Cash outflows from investing activities</b>		<b>(7,291,896)</b>	<b>(5,819,448)</b>
<b>Net cash flows from investing activities</b>		<b>(1,984,371)</b>	<b>(2,285,150)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>1,745,154</b>	<b>(825,577)</b>
Cash and cash equivalents at 1 January		246,952	1,072,529
<b>Cash and cash equivalents at 31 December</b>	<b>6</b>	<b>1,992,106</b>	<b>246,952</b>

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

# Notes to the financial statements

## Ngā whakamārama i ngā tauākī pūtea

For the year ended 31 December 2022

### 1. Reporting entity

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

Te Rito Maioha is a membership organisation for early childhood education services, institutions, individuals and students. The principal activities of Te Rito Maioha are to provide early childhood teacher education and Ministry of Education (MOE) professional development contracts and to provide membership services to its members.

In 2018 Te Rito Maioha incorporated a wholly owned Australian subsidiary, Te Rito Maioha Early Childhood New Zealand Pty Limited (Te Rito Maioha Pty). Te Rito Maioha Pty has not conducted any business since it was incorporated, and Covid-19 has had a significant effect on the commencement of its operations over the last two years. Once operational, financial transactions for Te Rito Maioha Pty will be consolidated and the effect of any intra-group transactions eliminated.

These financial statements are for the year ended 31 December 2022 and were authorised for issue by the Council on 31 March 2023.

### 2. Basis of preparation

#### Statement of compliance

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

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

#### Measurement base

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

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

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

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

#### Use of judgement and estimates

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

Accounting policies where critical judgements, estimates and assumptions have been made include property, plant and equipment, intangible assets, impairment of assets and liabilities and employee benefits.

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

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

#### Changes in accounting policies

Changes are due to the initial application of a new, revised, and amended PBE Standards.

##### (i) PBE IPSAS 41 Financial Instruments

PBE IPSAS 41 Financial Instruments is effective from 1 January 2022 and was adopted by Te Rito Maioha on that date. PBE IPSAS 41 introduces new recognition and measurement requirements for financial assets and restricts the ability to measure financial assets at amortised cost to only those assets that are held within a management model whose objective is to hold financial assets in order to collect contractual cash flows and the contractual terms of the financial asset give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding. In addition, measurement of financial assets at fair value through other comprehensive revenue and expense is also restricted.

PBE IPSAS 41 has had an immaterial impact on Te Rito Maioha's measurement and recognition of financial instruments, as financial assets that were recognised as loans and receivables are now recognised as amortised cost.

*(ii) PBE FRS 48 Service Performance Reporting*

PBE FRS 48 Service Performance Reporting is effective for periods from 1 January 2022 and was adopted by Te Rito Maioha on that date.

PBE FRS 48 requires specific disclosures for the reporting of service performance information which have been provided in the statement of service performance.

### 3. Revenue

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

#### **Revenue from exchange transactions**

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

#### **International student fees**

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

#### **Membership fees**

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

#### **Professional Development Fees**

Revenue from the MOE contracts are recognised as the milestones outlined in those contracts are achieved.

#### **Research Revenue**

Research revenue is recognised as revenue immediately, unless there are substantive contractual conditions, in which case revenue is recognised when the conditions are satisfied.

#### **Sale of goods**

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

#### **Interest**

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

#### **Revenue from non-exchange transactions**

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

or gives value to another entity without directly receiving approximately equal value in exchange.

#### **Tertiary Education Commission Student Achievement Component funding and Teacher Education Refresh Fees**

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

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

#### **Domestic student fees**

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

Revenue from operating activities is made up as follows:

	2022 \$	2021 \$
<b>Revenue from exchange transactions</b>		
Membership fees	41,672	38,766
Student fees - international	126,584	520,315
Other revenue	107,705	83,775
<b>Total revenue from exchange transactions</b>	<b>275,961</b>	<b>642,856</b>
<b>Revenue from non-exchange transactions</b>		
SAC funding	9,433,307	8,303,086
Student Fees - domestic	5,185,967	4,726,567
Ministry of Education contracts	829,762	525,526
<b>Total revenue from non-exchange transactions</b>	<b>15,449,036</b>	<b>13,555,179</b>
<b>Investment Income</b>		
Interest and dividend income	206,611	121,227
<b>Total investment income</b>	<b>206,611</b>	<b>121,227</b>
<b>Total Revenue</b>	<b>15,931,608</b>	<b>14,319,262</b>

Other revenue is made up as follows:

	2022 \$	2021 \$
Sales of goods and conference income	19,800	23,717
Consultancy and Professional Development	59,802	23,833
ECECA Bargaining fees	28,103	19,775
Gain on sale of property, plant and equipment	-	2,110
<b>Total other revenue</b>	<b>107,705</b>	<b>69,435</b>

## 4. Personnel costs

	2022 \$	2021 \$
General Salaries and Wages	8,903,310	7,967,651
Employer contributions to defined contribution scheme	220,559	185,878
Other employment related costs	237,386	198,848
<b>Total employment provisions</b>	<b>9,361,255</b>	<b>8,352,377</b>



## 5. Operating expenses

	2022 \$	2021 \$
Audit Fees	32,315	33,998
Council members' fees	47,431	47,566
Bad and doubtful debts	2,775	40,637
Loss on write-off of property, plant, equipment & intangibles	4,230	332,975
Legal Fees	15,680	55,131
Rent	944,158	898,701
Travel and accommodation	336,121	258,185
Communications and information technology	726,818	628,794
Infrastructure	320,521	309,673
Administration	389,834	375,419
Academic infrastructure	75,656	113,213
Direct student costs	719,141	558,457
Strategic and governance	44,059	89,542
<b>Total operating costs</b>	<b>3,658,739</b>	<b>3,742,291</b>

## 6. Cash and cash equivalents and bank overdraft

	2022 \$	2021 \$
Cash at bank and on hand	1,425,393	6,257
Cash-managed investment fund	566,713	594,491
<b>Total cash and cash equivalents</b>	<b>1,992,106</b>	<b>600,748</b>
Bank overdraft	-	(353,796)
<b>Total cash net bank overdraft for cashflow statement purposes</b>	<b>1,992,106</b>	<b>246,952</b>

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

Te Rito Maioha has a \$500,000 overdraft facility with Westpac Banking Corporation. The purpose of the overdraft facility is to

manage cashflow needs to reduce or eliminate the requirement to make drawdowns on the managed investment fund. The overdraft is secured over the property of Te Rito Maioha and is payable on demand. The interest rate for applying to the bank overdraft facility for the year ended 31 December 2022 was 14.25% (2021: 10.75%).

## 7. Trade and other receivables

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

Student fees are due before the course begins or are due upon enrolment if the course has already begun. For courses that

span more than one semester, domestic students can arrange for their fees to be paid by semester. Student fees receivables are non-interest bearing and are generally paid in full by the course start date.

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

	2022 \$	2021 \$
<b>Receivable from exchange transactions:</b>		
Membership fees	37,800	37,859
Student fees - international	-	-
MOE contracts	-	10,097
Other receivables	46,169	50,260
<b>Receivable from non-exchange transactions:</b>		
Student fees - domestic	2,592,885	2,753,420
MOE contracts	100,625	(9,026)
Fees Free funding receivable from TEC	273,456	79,280
<b>Total trade and other receivables</b>	<b>3,050,935</b>	<b>2,921,890</b>
<b>Accrued income from non-exchange transactions:</b>		
<b>Accrued income - SAC funding receivable from TEC</b>	<b>24,199</b>	<b>964,102</b>

### Impairment

Te Rito Maioha recognises an impairment provision when there is objective evidence (such as significant financial difficulties on the part of the counterparty or default or significant delay in payment) that it will be unable to collect on trade receivable amounts due. The amount of such a provision is the difference between the amount due and the present value of the future expected cash flows associated with the impaired receivable. For trade receivables, such provisions are recorded in a separate allowance account with the loss being recognised within bad and doubtful

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

At 31 December 2022 all overdue receivables have been assessed for impairment and a provision for expected credit losses of \$3,897 was made at 31 December 2022 (2021: \$56,968). The credit quality of trade receivables that are past due but not impaired is otherwise considered sound.

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

	2022 \$	2021 \$
Neither past due nor impaired	862,934	560,278
Past due but not impaired	2,188,001	2,361,612
Impaired	3,897	56,968
<b>Gross</b>	<b>3,054,832</b>	<b>2,978,858</b>
Less: Allowance for impairment	(3,897)	(56,968)
<b>Net trade and other receivables</b>	<b>3,050,935</b>	<b>2,921,890</b>

## 8. Managed investment fund

The composition of funds under management is as follows:

	2022 \$	2021 \$
<b>Current assets</b>		
Cash and cash equivalents (refer note 6)	566,713	594,491
New Zealand fixed interest	2,531,008	2,081,722
<b>Total current</b>	<b>3,097,721</b>	<b>2,676,213</b>
<b>Non-current assets</b>		
New Zealand fixed interest	2,071,789	1,832,500
New Zealand property	149,536	163,601
New Zealand equities	698,301	687,848
Global equities	1,195,878	1,966,615
Alternative assets	167,864	-
<b>Total non-current</b>	<b>4,283,368</b>	<b>4,650,564</b>
<b>Total managed investment fund</b>	<b>7,381,089</b>	<b>7,326,777</b>

Te Rito Maioha meets its student fee protection requirements under the Education and Training Act 2020 and the New Zealand Qualifications Authority's Student Fee Protection Rules 2021 using a static trust. Static trust funds are contained within the managed investment fund portfolio. At 31 December 2022 the static trust component of the managed funds investment was \$3,352,958 (2021: \$3,205,547).

## 9. Property, plant and equipment

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

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

Property, plant and equipment consists of leasehold improvements, computer hardware, office furniture and equipment. The estimated useful lives of property, plant and equipment are:

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

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

### Impairment

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

Property, plant and equipment is made up as follows:

	Note	IT Equipment	Office Equipment	Leasehold	Programme Resources	Total \$
<b>Cost</b>						
<b>Balance as at 1 Jan 2022</b>		<b>601,108</b>	<b>1,131,528</b>	<b>1,256,451</b>	<b>7,608</b>	<b>2,996,695</b>
Additions		156,775	60,999	78,687	-	296,461
Disposals/Write-offs		(83,867)	(194,119)	(32,244)	-	(310,230)
<b>Balance as at 31 Dec 2022</b>		<b>674,016</b>	<b>998,408</b>	<b>1,302,894</b>	<b>7,608</b>	<b>2,982,926</b>
<b>Accumulated depreciation and impairment</b>						
<b>Balance as at 1 Jan 2022</b>		<b>457,793</b>	<b>1,082,912</b>	<b>948,084</b>	<b>362</b>	<b>2,489,151</b>
Depreciation	9a	97,719	23,061	93,922	1,087	215,789
Disposals/Write-offs		(83,514)	(190,241)	(32,244)	-	(305,999)
<b>Balance as at 31 Dec 2022</b>		<b>471,998</b>	<b>915,732</b>	<b>1,009,762</b>	<b>1,449</b>	<b>2,398,941</b>
<b>Net book value</b>						
<b>As at 1 Jan 2021</b>		<b>177,768</b>	<b>35,640</b>	<b>363,952</b>	<b>-</b>	<b>577,360</b>
<b>As at 31 Dec 2021</b>		<b>143,315</b>	<b>48,616</b>	<b>308,367</b>	<b>7,246</b>	<b>507,544</b>
<b>As at 31 Dec 2022</b>	<b>9</b>	<b>202,018</b>	<b>82,676</b>	<b>293,132</b>	<b>6,159</b>	<b>583,985</b>

During 2022 management undertook a detailed review of its fixed assets register which resulted in some assets being scrapped because they were obsolete or no longer in use and there was no resale market for these assets.



## 10. Intangible assets

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

Capitalised programme development costs are costs directly associated with the development of new educational programmes or to revise existing programmes and are recognised to the extent that they are expected to be recovered. Capitalised programme development costs primarily consist of employee costs and employee costs of \$91,893 were capitalised in 2022 (2021: \$37,898).

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

- It is technically feasible to complete the programme, so it is functional.
- Management intends to complete the programme and use it.

Intangible assets are made up as follows:

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

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

The estimated useful lives of assets are as follows:

Capitalised programme development costs – 7 years

Professional Learning and Promotional Resources – 4 years

### Impairment

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

	Note	Programme Development	PLD and Promotional Resources	WIP	Total \$
<b>Cost</b>					
<b>Balance as at 1 Jan 2022</b>		<b>887,824</b>	<b>89,934</b>	<b>35,000</b>	<b>1,012,758</b>
Additions		137,779	-	-	137,779
Transfers		-	35,000	(35,000)	-
Disposals/Write-offs		-	-	-	-
<b>Balance as at 31 Dec 2022</b>		<b>1,025,603</b>	<b>124,934</b>	<b>-</b>	<b>1,150,537</b>
<b>Accumulated amortisation and impairment</b>					
<b>Balance as at 1 Jan 2022</b>		<b>293,613</b>	<b>59,445</b>	<b>-</b>	<b>353,058</b>
Amortisation	9b	117,065	14,870	-	131,935
Transfers		-	-	-	-
Disposals/Write-offs		-	-	-	-
<b>Balance as at 31 Dec 2022</b>		<b>410,678</b>	<b>74,315</b>	<b>-</b>	<b>484,993</b>
<b>Net book value</b>					
<b>As at 1 Jan 2021</b>		<b>665,823</b>	<b>-</b>	<b>77,306</b>	<b>743,129</b>
<b>As at 31 Dec 2021</b>		<b>594,211</b>	<b>30,489</b>	<b>35,000</b>	<b>659,700</b>
<b>As at 31 Dec 2022</b>	10	<b>614,925</b>	<b>50,619</b>	<b>-</b>	<b>665,544</b>

## 11. Trade and other payables

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

Trade payables are made up as follows:

	2022 \$	2021 \$
<b>Payables from exchange transactions</b>		
Trade payables	191,029	175,910
Other payables	298,655	202,320
<b>Total from exchange transactions</b>	<b>489,684</b>	<b>378,230</b>
<b>Payables from non-exchange transactions</b>		
Payable to TEC	-	-
<b>Total from non-exchange transactions</b>	<b>-</b>	<b>-</b>
<b>Total trade payables and provisions</b>	<b>489,684</b>	<b>378,230</b>

## 12. Income in advance

Income in advance is made up as follows:

	2022 \$	2021 \$
Membership Fees and subscriptions	42,636	43,634
Revenue received in advance student fees	3,255,775	3,273,537
<b>Total Income in advance</b>	<b>3,298,411</b>	<b>3,317,171</b>

## 13. Employment related provisions

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

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

Some employees are entitled to one week's paid leave after seven years and again after ten years of continued service with Te Rito Maioha, but there is no entitlement if the employee leaves earlier. The obligation is discounted to its present value using market yields of New Zealand Government bonds as at balance date that have maturity dates approximating the

expected remaining period to settlement. The obligation is also indexed using the historical five-year average consumer price index as published by the Reserve Bank of New Zealand. The probability of the employees' service is based on historical periods of service.

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

Employment provisions are made up as follows:

	2022 \$	2021 \$
<b>Current</b>		
Accrued salary	333,191	288,242
Defined contribution plans	6,079	7,139
Employment deductions	191,024	179,882
ACC levy	13,190	4,230
Annual leave provision	543,606	447,820
<b>Total current employment related provisions</b>	<b>1,087,090</b>	<b>927,313</b>
<b>Non-current</b>		
Sick leave provision	21,258	15,791
Long service leave	17,882	22,031
<b>Total non-current employment related provisions</b>	<b>39,140</b>	<b>37,822</b>
<b>Total employment related provisions</b>	<b>1,126,230</b>	<b>965,135</b>

## 14. Financial instruments

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

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

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

### Financial assets

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

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

All financial assets except for those at fair value through surplus or deficit are subject to review for impairment at least at each reporting date.

Financial assets at fair value through surplus or deficit are carried in the statement of financial position at fair value with net changes in fair value presented as other expenses (negative net changes in fair value) or other revenue (positive net changes in fair value) in the statement of surplus or deficit.

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

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

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

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

## Financial liabilities

The entity's financial liabilities include trade and other creditors (excluding GST and PAYE).

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

## Impairment of non-derivative financial assets

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

- financial assets measured at amortised cost; and
- debt investments measured at FVOCRE.

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

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

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

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

## Measurement of ECLs

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

Financial instruments are classified as follows:

	2022 \$	2021 \$
<b>Financial assets measured at amortised cost</b>		
Cash and cash equivalents (excluding Managed investment Fund)	1,425,393	6,257
Trade and other receivables	3,050,935	2,921,890
<b>Total financial assets measured at amortised cost</b>	<b>4,476,328</b>	<b>2,928,147</b>
<b>Fair value through surplus or deficit</b>		
Managed investment fund	7,381,089	7,326,777
<b>Total fair value through surplus or deficit</b>	<b>7,381,089</b>	<b>7,326,777</b>
<b>Total financial assets</b>	<b>11,857,417</b>	<b>10,254,924</b>
<b>Financial liabilities measured at amortised cost</b>		
Trade and other payables including Bank overdraft	489,684	732,026
<b>Total financial liabilities</b>	<b>489,684</b>	<b>732,026</b>



## Capital management

Te Rito Maioha's objective when managing capital is to safeguard the entity's ability to continue as a going concern so that it can continue to provide benefits for members and other stakeholders.

## Risk management

Te Rito Maioha is exposed through its operations to the following financial risks:

### Credit risk

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

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

Cash and cash equivalents and term deposits are held with New Zealand registered trading banks. The carrying amount of financial assets above represents the maximum credit exposure.

Te Rito Maioha's exposure to credit risk from credit sales is low as majority of revenue is derived from student fees (which are substantially paid in advance) and from TEC and the MOE.

### Currency risk

Te Rito Maioha's exposure to currency risk is low as we have minimal funds deposited in foreign denominated bank accounts and any commitments to overseas suppliers are settled within 30 days.

### Interest rate risk

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

Te Rito Maioha is exposed to interest rate risk through its managed investment fund. This risk is assessed as low as only a small proportion of annual income is derived from such investments (2022: 1.0%, 2021: 0.4%).

Te Rito Maioha's interest rate risk is limited as the interest rate on managed funds is fixed and with New Zealand issuers.

### Market risk

Market risk is the risk that the fair value or cash flows of a financial instrument will fluctuate due to changes in market

prices. Te Rito Maioha holds investments in New Zealand and overseas equities which may be subject to significant changes in market prices which may materially affect the surplus or deficit in any particular year. Te Rito Maioha mitigates market risk by having equity investments managed by a professional fund manager.

### Liquidity risk

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

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

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

## 15. Related party transactions

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

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

The Council members who are the members of the governing body of Te Rito Maioha are paid the following rates in honoraria for each meeting attended during the period, except for the Council President who receives an annual fee of \$21,609 (2021: \$20,580).

Full day \$580 (2021: \$550)

Half a day \$290 (2021: \$275)

Hourly rate \$72.50 (2021: \$69)

Minimum fee two hours \$150 (2021: \$138)

One Council member, Clare Wells, was also a member of the Governing Council of the Teaching Council of Aotearoa New Zealand (Teaching Council) until July 2022. During 2022 Te Rito Maioha provided education and disciplinary panel services to the Teaching Council of value \$18,397 (2021: \$4,744).

	2022 Remuneration \$	number of individuals	2021 Remuneration \$	number of individuals
Council members <sup>1</sup>	47,431	9	47,486	9
Senior Leadership Team	1,027,353	6	961,733	6

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

## 16. Operating lease commitments

Where Te Rito Maioha has assumed substantially all the risks and rewards of ownership under a lease, the lease is classified as a finance lease. Otherwise, the lease is classified as an operating lease. Te Rito Maioha has no leases which would be classified as finance leases.

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

Operating leases	2022 \$	2021 \$
Not later than 1 year	831,966	886,187
Later than 1 year and not later than 5 years	1,726,680	2,237,075
Later than 5 years	172,471	180,267
<b>Total</b>	<b>2,731,117</b>	<b>3,303,529</b>

## 17. Capital commitments

There were no capital commitments as at 31 December 2022 (2021: \$50,000 excluding GST).

## 18. Contingent liabilities

There were no contingent liabilities as at 31 December 2022 (2021: nil).

# Minutes of the 59th Annual General Meeting

## Ngā meneti o te hui ā-tau 59

### Held on Thursday 28 July 2022, 5.30pm

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

#### PRESENT

##### Council:

Lesley Rameka (President), Peter Jackson, Christine Taare, Clare Wells, Geoff Summers, Meritiana Lolesio, Raewyn Penman, Penelope Pask.

##### Life Members:

Jan Taouma, Jude Simpson, Kahuwaero Katene and Helen May.

##### Members:

Betty Pulefolau (Fountain of Knowledge Trust), Veronica Simonsen (Newlands Childcare Incorporated), Lisa Kingsford (Newlands Childcare Incorporated), Toni Christie (Member), Jacqui Blackwell (Member), Jeffrey Ruston (Gisborne Kindergarten Association), Jen Turconi (Otago University Childcare Association), Allison Rudzki (Ruahine Kindergarten Association), Lorraine Carr (Ruahine Kindergarten Association), Eneleata Tapusoa (A'oga Fa'a Samoa Inc.), Helen Cowley (A'oga Fa'a Samoa Inc.), Katherine Heath-Collins (Pioneers), Dr Carmen Dalli (Member), Rosemary Searle (Member), Meg Moss (MiniMARC Childcare Centre)

##### ECNZ Staff:

Kathleen Wolfe (Chief Executive), Brent Denham (General Manager Finance and Operations), Carolyn Mitchell, Dr Rosina Merry, Arapera Card, Nicola Parsons, Linda Ford (minute secretary), Dawn Macowan, Catherine Bell, Janelle Crooks, Sarah Moodie, Sarah Craig, Orestis Lytras, Clare Edgar, Samuel Hull, Lisa Heke, Debbie Ryder, Gwen Davitt, Sarah Knipping, Jackie Mitchell, Mary Macquarrie, Karyl Bisset and Willson Kim.

##### ECNZ Staff via zoom:

Dr Penny Smith, Dr Rosina Merry, Justine Jones, Dr Tui Summers

##### Proxies received:

Member organisation	Representative	Held by
Life Member	Helen Orr	Lesley Rameka
Life Member	Berys Scouse	Lesley Rameka
Otago University Childcare Association	Karen Hurst	Lesley Rameka
Carrigane Childcare Centre	Fran Prior	Lesley Rameka
Life Member	Cathy Lythe	Lesley Rameka
Life Member	Maureen Jehly	Lesley Rameka

#### WELCOME

Lesley Rameka, the President, and Chair welcomed everyone to the 59th Annual General Meeting (AGM) of Te Rito Maioha Early Childhood New Zealand Incorporated at 5.32pm. Peter Jackson opened with a karakia.

Lesley Rameka introduced the Council members, and staff assisting with AGM duties and welcomed guests, members and Life Members. Brent Denham, General Manager Finance and Operations (GMF&O) outlined the agenda for the AGM.

Brent Denham (GMF&O) announced that a quorum (15) had been met and the meeting can proceed.

#### APPOINTMENT OF SCRUTINEERS

Lesley Rameka, the President, and Chair confirmed the voting scrutineers for the evening are Catherine Bell and Willson Kim from the membership team.

Kathleen Wolfe, Chief Executive explained the voting procedures for this meeting as being:

- by show of hands with voting sticks (green - proxy vote and yellow - individual vote); and
- via voting poll on Zoom.

The Zoom polling test was launched and successfully tested amongst Zoom attendees using a test question.

#### APOLOGIES

Cathy Lythe (Life Member), Fran Prior (Carrigane Childcare Centre), Karen Hurst (Otago University Childcare Association), Maureen Jehly (Life Member), Helen Orr (Life Member), Berys Scouse (Life Member) and Rhys Barlow (Council Member).

**MOTION** to accept that the apologies be received.

**Moved:** Toni Christie (Member #26078)

**Seconded:** Meritiana Lolesio (Member # 28250)

**For: 30**

**Against: 0**

**ABSTENTIONS: 1**

**CARRIED**

## MINUTES OF THE 58th ANNUAL GENERAL MEETING

Confirmation of minutes for the 58th Annual General Meeting held on Thursday 29 July 2021, 5.30pm at Te Rito Maioha Early Childhood New Zealand, Wellington Base, Ground Floor, Thorndon Quay, Wellington and via zoom (these minutes are at pages 54 to 60 of the 2022 Annual Report).

**MOTION** that the minutes for the 58th Annual General Meeting held on Thursday 29 July 2021, 5.30pm at Te Rito Maioha Early Childhood New Zealand, Wellington Regional Education Centre, Ground Floor, Thorndon Quay, Wellington, 6011 are confirmed to be a true and correct record.

**Moved:** Clare Wells (Member # 26524)

**Seconded:** Peter Jackson (Member # 24445)

**For:** 30

**Against:** 0

**ABSTENTIONS:** 1

**CARRIED**

## MATTERS ARISING

There were no matters arising.

## THE YEAR IN REVIEW – A PRESENTATION BY KATHLEEN WOLFE, CHIEF EXECUTIVE

The Chief Executive, Kathleen Wolfe, shared some key highlights for 2021 and notified the members that the graduation ceremonies will take place in 2023 including advising that there will be various activities that will occur in 2023 to celebrate the 60th anniversary of Te Rito Maioha Early Childhood New Zealand.

The Chief Executive noted that the pandemic has been hard and challenging for ECE and that Te Rito Maioha worked tirelessly with members to ensure we could advocate on their behalf with the Ministry of Education to ensure the support was available as much as possible.

Highlights presented to the members are noted in the 2022 Annual Report. The Chief Executive ended her session with a big thank you to Peter Jackson, Te Rito Maioha's outgoing Council member Māori and National Kaumātua and congratulations to our three new life members.

## 2022 ANNUAL REPORT

The 2022 Annual Report for the 2021 academic and financial year has been made available to members of Te Rito Maioha Early Childhood New Zealand from 14 July 2022 and notified to members via member updates.

The floor was opened for discussion and no further comments were received.

**MOTION** that the Annual Report 2022 (for the year ended 2021) be received and accepted.

**Moved:** Christine Taare (Member # 25527)

**Seconded:** Lorraine Carr (Member # 25320)

**For:** 30

**Against:** 0

**ABSTENTIONS:** 1

**CARRIED**

## FINANCIAL STATEMENTS (PRE-CIRCULATED): 1 JANUARY 2021 TO 31 DECEMBER 2021

Geoff Summers the acting Chair of the Audit and Risk Committee presented the financial statements for the year ended 31 December 2021.

**MOTION** that the financial statements for the year ended 31 December 2021 be accepted.

**Moved:** Christine Taare (Member # 25527)

**Seconded:** Penelope Pask (Member # 25854)

**For:** 30

**Against:** 0

**ABSTENTIONS:** 1

**CARRIED**

Geoff Summers the acting Chair of the Audit and Risk Committee advised Council's recommendation that BDO Wellington Audit Limited be appointed as the auditor for Te Rito Maioha Early Childhood New Zealand for the financial year ending 31 December 2022.

**MOTION** that BDO Wellington Audit Limited be appointed the auditor for Te Rito Maioha Early Childhood New Zealand for the financial year ending 31 December 2022.

**Moved:** Clare Wells (Member # 26524)

**Seconded:** Meritiana Lolesio (Member # 28250)

**For:** 30

**Against:** 0

**ABSTENTIONS:** 1

**CARRIED**

## RESULT OF COUNCIL ELECTIONS

The Chief Executive announced the election result for three Council positions that became vacant at this AGM and nominations for these vacancies closed on 27 May 2022. The three vacancies are for the following positions: General Council member; Kaiwhakahaere and Council member Māori.

Only one nomination was received for each of these vacant Council positions and therefore under Rule 10.3.3. the successful candidates for these positions, are as follows:

1. General Council position - Clare Wells (re-appointed for a second term).



2. Kaiwhakahaere – Christine Taare (re-appointed for a second term).

3. Māori Council Member – Wiremu (Bill) Kaua.

The Chief Executive also acknowledged Peter Jackson, departing Council member Peter Jackson (National Kaumātua/Māori Council Member) who will leave the Council after this Annual General Meeting having served the maximum six-year term as Māori Council Member. The Chief Executive said it had been a true

pleasure working with Peter over a period of many years and the Council and staff of Te Rito Maioha truly thanked Peter for his commitment, contributions, hard work and support during this time.

### **NOTICE OF APPOINTMENT OF NATIONAL KAUMĀTUA**

Under Rule 11, a National Kaumātua is appointed by the Council to provide support and advice on matters of tikanga. The Council met on 27 May 2022 where it was agreed to offer the role of National Kaumātua to Wiremu (Bill) Kaua.

### **CONFIRMATION BY MEMBERS OF LIFE MEMBER NOMINATION**

The proposal by Council, having carefully considered nominations made for Life membership under Rule 8.6.3 that Life Membership be bestowed on the following members was outlined:

- Dr Anne Meade (nominated by Dr Carmen Dalli)
- Eneleata Tapusoa (nominated by Jan Taouma); and
- Helen Baxter (nominated by Jo Griffiths and Bridget Mickelson-Warmouth)

Kathleen Wolfe, the Chief Executive, gave a brief outline on the achievements of each of the Life Membership nominees and the following resolutions were tabled

**MOTION** that Life Membership of Te Rito Maioha Early Childhood New Zealand be conferred on Dr Anne Meade.

**Moved:** Penelope Pask (Member # 25854)

**Seconded:** Clare Wells (Member # 26524)

**For: 29**

**Against: 0**

**ABSTENTIONS: 2**

**CARRIED**

**MOTION** that Life Membership of Te Rito Maioha Early Childhood New Zealand be conferred on Eneleata Tapusoa.

**Moved:** Penelope Pask (Member # 25854)

**Seconded:** Clare Wells (Member # 26524)

**For: 30**

**Against: 0**

**ABSTENTIONS: 1**

**CARRIED**

**MOTION** that Life Membership of Te Rito Maioha Early Childhood New Zealand be conferred on Helen Baxter.

**Moved:** Penelope Pask (Member # 25854)

**Seconded:** Clare Wells (Member # 26524)

**For: 30**

**Against: 0**

**ABSTENTIONS: 1**

**CARRIED**

### **RESOLUTIONS TO CHANGE THE ORGANISATION'S RULES**

The total voting strength in the room is 31 and the requirement for a 2/3rds majority required for Rule changes is 21 votes if all votes are cast.

All of the proposed rule change resolutions were discussed and agreed at the Council meeting held on 27 May 2022.

#### **RESOLUTION 1**

#### **Change to Section 3. Objectives**

##### **Resolution**

THAT the following clause be added to be part 3, Objectives, of the Rules:

To promote the collective work interests of employers covered by Fair Pay legislation where at least one member is a 'covered member' for the purposes of:

- (i) Bargaining for a proposed Fair Pay Agreement; and
- (ii) A Fair Pay Agreement

##### **Rationale**

Objectives of the Rules will need to allow for Te Rito Maioha to bargain on behalf of members under proposed Fair Pay legislation which will require Te Rito Maioha's purpose to promote the collective work interests of covered employers.

NB - 'covered employer' means an employer that has at least one employee who is within the coverage of a proposed Fair Pay Agreement, a proposed variation, a proposed renewal, a proposed replacement, or a fair pay agreement (as applicable)

**Moved by Penelope Pask (Member # 25854)**

**Seconded by Clare Wells (Member # 26524)**

**For: 29**

**Against: 0**

**Abstentions: 2**

**CARRIED**

**RESOLUTION 2****Change to Rule**

## 5.4 Memberships

**Resolution**

THAT the clause 5.4 be removed from the Rules.

**Change Rule 5.4 from**

**5.4** Individual persons graduating from the organisation's programmes excluding those who are employees of the association may hold a complimentary individual membership for a period no longer than 12 months.

**Rationale**

Under clause 5.5, Students enrolled in Te Rito Maioha's Early Childhood Education teacher education programmes, excluding Teacher Education Refresh (TER), may hold complimentary student membership for the period of their enrolment. This was intended to replace clause 5.4 in the Rules when amended in 2021.

**Moved by Peter Jackson (Member # 24445)**

**Seconded by Meritiana Lolesio (Member # 28250)**

**For: 28**

**Against: 0**

**Abstentions: 3**

**CARRIED**

**RESOLUTION 3****Change to Section**

## 5 Membership

**Resolution**

THAT the following clause be added to part 5, Membership, of the Rules:

**Change to Section 5 Memberships****Clause to be added:**

Individual persons who have graduated from Early Childhood Education teacher education programme of study with Te Rito Maioha may hold Alumni membership which entitles them to the same benefits as Individual membership.

**Moved by Clare Wells (Member # 26524)**

**Seconded by Meritiana Lolesio (Member # 28250)**

**Change to Rule**

## 5.8 Memberships

**Resolution**

THAT the following clause be added to Rule 5.8 Clause to be added

**Rationale**

The Alumni membership category which was added to the membership types in 2021 and needs to be appropriately reflected as such in the Rules. Alumni membership is an opportunity to acknowledge the existing relationship Te Rito Maioha has with graduates of its ECE teacher education programmes.

**For: 29**

**Against: 0**

**Abstentions: 2**

**CARRIED**

**RESOLUTION 4****Change to Rule**

## 5.8 Memberships

**Resolution**

THAT the following clause be added to Rule 5.8

**Clause to be added:**

**5.8** Members who reside outside of New Zealand shall not be entitled to voting rights.

**Rationale**

Te Rito Maioha is offering more programmes offshore and building a stronger overseas profile which may attract interest in membership from those living overseas. A clause restricting voting rights to those members who reside in Aotearoa New Zealand will protect the interests and kaupapa of Te Rito Maioha.

**Moved by Meritiana Lolesio (Member # 28250)**

**Seconded by Penelope Pask (Member # 25854)**

**For: 28**

**Against: 0**

**Abstentions: 3**

**CARRIED**

**RESOLUTION 5****Change to Rule**

## 6.2 Cessation of Membership

**Resolution**

THAT clause Rule 6.2 be amended to read as follows: A member may resign by giving notice in writing to Te Rito Maioha.

**Rule 6.2 reads from**

**6.2** A member may resign by giving notice in writing to the Chief Executive.

**Rule 6.2 reads to**

**6.2** A member may resign by giving notice in writing to Te Rito Maioha.

**Rationale**

To reduce rigid compliance requirements and to reflect actual practice of members contacting the membership team to advise if they wish to resign as a member.

**Moved by Lesley Rameka (Member # 25757**

**Seconded by Peter Jackson (Member # 24445)**

**For: 29**

**Against: 0**

**Abstentions: 2**

**CARRIED**

**GENERAL BUSINESS**

Kathleen Wolfe, Chief Executive highlighted some plans and ideas for the 60th anniversary of Te Rito Maioha Early Childhood New Zealand for 2023. The theme and activities will be approved by the Council at their 29 July 2022 meeting. All members are encouraged to forward any ideas within each of their communities.

Lesley Rameka, the President, and Chair congratulated the new Life Members on their appointments and thanked all the members and guests for their attendance at the meeting.

Peter Jackson thanked the members for attending online and in person as this showed the ongoing and valued commitment to Te Rito Maioha of those attending the meeting. Peter wished to place on record his support of Wiremu (Bill) Kaua as the Māori Council Member and National Kaumātua.

A question was raised around how the surplus for the year would be used to benefit young children and Kathleen Wolfe, the Chief Executive advised she would email the member separately.

**MEETING CLOSED**

The meeting closed at 6.28pm with karakia from Peter Jackson.

# Research outputs

## Ngā putanga rangahau

### Publications

- Archard, S. (2022a). Principle 4: Kaiako and social presence|Whakawhanaungatanga. In A. Card, R. Merry, & J. Carroll-Lind (Eds.), *Bicultural principles of teaching and learning online Ngā mātauranga kākano rua o te mahi ako tuihono* (pp. 27-32). NZCER Press.
- Archard, S. (2022b). Principle 11: Quality counts|Te kōunga. In A. Card, R. Merry, & J. Carroll-Lind (Eds.), *Bicultural principles of teaching and learning online Ngā mātauranga kākano rua o te mahi ako tuihono* (pp. 73-79). NZCER Press.
- Aspden, K., Broadley, M.L., Cameron, M., Turton, L.A., McClew, J., & Hopkins, R. (2022). The Tāmaki Makaurau Associate Teacher Network. A reflection on a decade + of AT support. *Early Education*, 67, 75-80.
- Cameron, M.J. (2022). Opportunities and challenges: Assessment in the New Zealand early childhood context. In S. Garvis, H. Harju-Luukkainen, & J. Kangas (Eds.), *Assessing and evaluating early childhood education systems*, (pp. 67-80). Springer.
- Card, A. (2022). Principle 1: Culturally responsive and relational pedagogy|Whakapapa. In A. Card, R. Merry, & J. Carroll-Lind (Eds.), *Bicultural principles of teaching and learning online Ngā mātauranga kākano rua o te mahi ako tuihono* (pp. 9-14). NZCER Press.
- Card, A., Merry, R., & Carroll-Lind J. (Eds.), *Bicultural principles of teaching and learning online Ngā mātauranga kākano rua o te mahi ako tuihono*. NZCER Press.
- Carlyon, T., & Naufahu, M. (2022). The tensions for academic staff responding to learners' needs within vocational education. *International Journal of Training and Development*, 26(2), 364-379.
- Conole, M. (2022). Art making and the value of process over product. *The Space*, 69, 20-21.
- Herold, L., Elwick, S., Redder, B., Westbrook, F., & Hawkes, K. (2022). The 'things' of first transitions. In E.J. White, H. Marwick, K. Souza Amorim, & L. Herold (Eds.), *First transitions to early childhood education and care: Intercultural dialogues across the globe* (pp. 255-278). Springer.
- Jandrić, P. ... Redder, B., (2022). Teaching in the age of COVID-19 the new normal. *Postdigital Science and Education*, 4, 877-1015. <https://link.springer.com/article/10.1007/s42438-022-00332-1>
- Macowan, D. (2022). Principle 10: Safe and secure|Taituarā. In A. Card, R. Merry, & J. Carroll-Lind (Eds.), *Bicultural principles of teaching and learning online Ngā mātauranga kākano rua o te mahi ako tuihono* (pp. 67-71). NZCER Press.
- Merry, R. (2022). Principle 2: Relational trust with digital technology|Te whakawhirinaki hangarau. In A. Card, R. Merry, & J. Carroll-Lind (Eds.), *Bicultural principles of teaching and learning online Ngā mātauranga kākano rua o te mahi ako tuihono* (pp. 15-20). NZCER Press.
- Penman, R. (2022). Principle 5: Practising proactive programme and course management strategies |Whakawhitihiti kōrero. In A. Card, R. Merry, & J. Carroll-Lind (Eds.), *Bicultural principles of teaching and learning online Ngā mātauranga kākano rua o te mahi ako tuihono* (pp. 33-40). NZCER Press.
- Redder, B. (2022). Principle 3: Pedagogical spaces and places in Learning Management Systems|Matapakinga. In A. Card, R. Merry, & J. Carroll-Lind (Eds.), *Bicultural principles of teaching and learning online Ngā mātauranga kākano rua o te mahi ako tuihono* (pp. 21-25). NZCER Press.
- Rokx, M. (2022). Principle 9: Online netiquette|Manaakitanga. In A. Card, R. Merry, & J. Carroll-Lind (Eds.), *Bicultural principles of teaching and learning online Ngā mātauranga kākano rua o te mahi ako tuihono* (pp. 61-65). NZCER Press.
- Smith, S. (2022). Principle 7: Response interactions|Taunekeneke. In A. Card, R. Merry, & J. Carroll-Lind (Eds.), *Bicultural principles of teaching and learning online Ngā mātauranga kākano rua o te mahi ako tuihono* (pp. 49-53). NZCER Press.
- Souza Amorim, K., von Dentz, M., Redder, B., White, E.J., Lucas Revilla, Y. (2022). The social experiences of first transitions: Infants and their peers. In E.J. White, H. Marwick, K. Souza Amorim, & L. Herold (Eds.), *First transitions to early childhood education and care: Intercultural dialogues across the globe* (pp. 165-254). Springer.
- Summers, T. (2022). *Stories of Three Female Social Justice Leaders: Understanding the Origins of their Leadership* [Doctoral dissertation, the University of Canterbury] <https://ir.canterbury.ac.nz/handle/10092/104192>
- Takemoto, M. (2022). Japanese children's experiences in New Zealand early childhood education settings. *Early childhood-folio*. NZCER.
- Warren, A. (2022). Crafting a new materialist care story: Using wet wool felting to explore in early childhood settings. *Matter: Journal of New Materialist Research*, 3(2), 113-136. <https://doi.org/10.1344/jnmr.v3i2.40227>
- Whaanga, J. (2022). Principle 8: Think before you type|Māharahara. In A. Card, R. Merry, & J. Carroll-Lind (Eds.), *Bicultural principles of teaching and learning online Ngā mātauranga kākano rua o te mahi ako tuihono* (pp.55-60). NZCER Press.
- White, E.J., McNair, L., Redder, B., Meireles Santos da Costa, N., Souza Amorim, K., Harju, K., Westbrook, F., Herold, L., Lucas Revilla, Y., & Marwick, H. (2022). Enacted pedagogies in first transitions. In E.J. White, H. Marwick, K. Souza Amorim, & L. Herold (Eds.), *First transitions to early childhood education and care: Intercultural dialogues across the globe* (pp. 109-135). Springer.
- Winslow, R. (2022). Principle 6: Establish patterns of course activities|Haepapa mātauranga. In A. Card, R. Merry, & J. Carroll-Lind (Eds.), *Bicultural principles of teaching and learning online Ngā mātauranga kākano rua o te mahi ako tuihono* (pp. 41-47). NZCER Press.
- Woolston, D., & Dayman, T. (2022). Practicum - A space for leadership and mentoring. *Teachers' Work*, 19 (1), 29-45. <https://doi.org/10.24135/teacherswork.v19i1.335>

## External Presentations

- Archard, S. (2022, August 25). *Wheelchairs, buggies and cousins. Young children's thinking and communication strategies in sharing their working theories of disability* [Paper presentation]. European Early Childhood Education Research Association (EECERA) Conference, Scotland, United Kingdom.
- Barraclough, S., Tudor, R., & Warren, A. (2022, November 27 - December 1). *Reconfiguring 'Communities of Practice' as critical affective-material-discursive practices for making differences with/in the world* [Paper presentation]. Australian Association for Research in Education (AARE) Conference, Adelaide, Australia.
- Card, A., & Merry, R. (2022, November 15). *Look, Listen and Speak - Telling our stories* [Keynote address]. 3rd HCT Bilingual & Biliteracy Forum, Al Ain Women's Campus, UAE.
- Card, A., & Di, H. (2022, December 7). *My language and my culture are my identity – Our stories* [Plenary presentation]. International Conference on Education (INCOED), Virtual.
- Carlyon, T. (2022, July 10). *Leadership in times of change* [Key note address]. Teacher Education Forum of Aotearoa New Zealand (TEFANZ), Annual General Meeting, Virtual.
- Carlyon, T. (2022, December 7). *Steering education transformation through sustainable strategies for equity, inclusion and peaceful futures* [Forum presentation]. International Conference on Education (INCOED), Virtual.
- Davitt, G., & Ryder, D. (2022, September 7). *Building Resilience in the Realm of Leadership* [Facilitator]. New Zealand Educational Administration and Leadership Society (NZEALS) Biennial conference, Hamilton, New Zealand.
- Davitt, G., & Ryder, D. (2022, September 8). *Tūrangawaewae – A place to stand* [Facilitator]. New Zealand Educational Administration and Leadership Society (NZEALS) Biennial conference, Hamilton, New Zealand.
- Davitt, G. (2022, September 16). *Championing Emotional Competence* [Presentation]. Early Childhood Council (ECC) Conference, Napier, New Zealand.
- Edwards, R. (2022, December 7). *The implications of taking indigenous knowledge seriously in curriculum development* [Paper presentation]. International Conference on Education (INCOED), Virtual.
- Edwards, R. (2022, December 7-10). *A bicultural approach to domain knowledge in technology* [Paper presentation]. Design and Technologies Teaching and Research Conference, Gold Coast, Australia.
- McPhillips, J. Clark., Melvin, N. E. (2022, December 7). *Design and structure of a field-based, online, bicultural teacher education programme* [Paper presentation]. International Conference on Education 2022 (INCOED), Virtual.
- Matsuo, C., Redder, B., Westbrook, F., & White, E. J. (2022, December 9). *Omphalos epiphales concerning chronotopes of our times: A feeling for the future (of education)* [Paper presentation]. Philosophy of Education Society of Australasia (PESA), Sydney, Australia.
- Merry, R. (2022, May 16). *What would I see, hear and feel - culture and curriculum*. [Paper presentation]. The World Forum on Early Care and Education Conference. (Virtual).
- Merry, R. (2022, December 7). *Steering education transformation through sustainable strategies for equity, inclusion and peaceful futures* [Plenary presentation]. International Conference on Education (INCOED), Virtual.
- Redder, B. (2022, October 26-27). *The far-reaching influence of research when video is prioritised: What does this look like in pedagogical spaces* [Paper presentation]. Association for Visual Pedagogies (AVP) Pedagogical Provocations Twitter Conference, Virtual.
- Redder, B. (2022, December 13). *The answerable 'I' in dialogic pedagogy* [Paper presentation]. Dialogic Pedagogy Journal Conference (DPJ), Virtual.
- Terreni, L. & Ryder, D. (2022, May 14). *The brave and the foolhardy: Encouraging excursions in early childhood contexts in Aotearoa New Zealand* [Symposium]. The Over Covid Research Festival: A Celebration of All Things Early Childhood. Te Herenga Waka Victoria University of Wellington, New Zealand.
- Tuhakaraina, S., Dayman, T., Robinson, L., & Warren, A. (2022, November 29). *What does research and literature about Māori leadership offer leadership in Early Childhood Education? Some critical reflections on a collaborative research experience* [Symposium]. Australian Association for Research in Education (AARE) Conference 2022, Adelaide, Australia.
- Warren, A. (2022, June 23-26). *What does place do in bicultural teaching and learning in an ECE setting in Aotearoa New Zealand? An exploration with posthumanist theories and Te Ao Māori* [Paper presentation]. Reconceptualizing Early Childhood Education 31st Annual Conference (Hybrid), Vancouver, Canada.
- Warren, A. (2022, April 28). *Felting care* [Webinar]. PhEmaterialisms: Feminist posthumanist pheely-doings in education. [https://youtu.be/7vj\\_SAUkiY0](https://youtu.be/7vj_SAUkiY0)
- Warren, A. (2022, August 1). *Shaping professional hats of ECE teaching: Thinking differently within curriculum in Aotearoa* [Paper presentation]. Early childhood seminar series. University of Auckland, New Zealand.



# Locations

## Ngā wāhi whakaako

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

### National Office

#### Physical address

Level 2  
The Thorndon Centre  
191 Thorndon Quay  
Wellington 6011

#### Postal address

PO Box 12725  
Thorndon  
Wellington 6144

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**Tel** 04 473 4672

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### Whangārei

2 Carlton Crescent  
Kamo  
Whangārei 0112

**Tel** 09 438 1960

### Rotorua

1157 Pukuatua Street  
Rotorua 3010

**Tel** 07 346 2408

### Palmerston North

23 Mihaere Drive  
Palmerston North 4414

**Tel** 06 355 0108

### Christchurch

Unit 2B  
Airport Business Park  
92 Russley Road  
Christchurch 8042

**Tel** 03 342 1362

### Manukau

Manukau Westfield  
Shopping Centre  
Level 1, Westfield Tower  
Leyton Way  
Auckland 2241

**Tel** 09 263 9755

### Gisborne

Unit 3, 152 Ormond Road  
Mangapapa  
Gisborne 4010

**Tel** 06 868 4775

### Wellington

Ground Floor  
191A Thorndon Quay  
Thorndon  
Wellington 6011

**Tel** 04 460 8921

### Dunedin

Level 2, Bracken Court  
480 Moray Place  
Dunedin 9016

**Tel** 03 477 8511

### Hamilton

Level 1  
410 Victoria Street  
Hamilton Central  
Hamilton 3204

**Tel** 07 850 4971

### Hastings

120 Market Street  
North Hastings 4122

**Tel** 06 878 2307

### Nelson

197 Bridge Street  
Nelson 7040

**Tel** 03 548 0511

### Study with us

Rated as a Category 1 provider by the New Zealand Qualifications Authority, Te Rito Maioha is one of the best providers of initial teacher education. To enrol with us, talk to our Student | taurua Services team.

**Call** 0800 244 532

**or email** [akomai@ecnz.ac.nz](mailto:akomai@ecnz.ac.nz)

**f** [ecnz.ac.nz](http://ecnz.ac.nz)