

Chapter 3

The ECE Funding Subsidy

Overview

Introduction The ECE Funding Subsidy is the primary form of government funding for licensed early childhood education (ECE) services.

Licensed ECE services receiving the ECE Funding Subsidy must meet certain eligibility and funding conditions.

Failure to meet these funding conditions may result in the funding being withheld either in full or in part.

Service type specific funding The ECE Funding Subsidy rates are determined by service type because the costs and requirements faced by different service types vary.

For the purposes of the ECE Funding Subsidy, licensed ECE services are grouped into two types:

- Teacher-led services (including home-based, education and care, and hospital services).
- Parent/whānau-led services.

Within each group there are separate rates for children aged under two, and children aged two and over.

Higher funding rates Each section of this chapter includes information on how specific service types can become eligible for higher funding rates.

GST inclusive The ECE Funding Subsidy is GST inclusive.

In this chapter This chapter contains the following topics:

Title	Section
Information for all services	3A
Teacher-led services	3B
Parent/whānau-led services	3C

Section 3A

Information for all services

Overview

Introduction This section contains ECE Funding Subsidy information for **all** services.

In this section This section contains the following topics:

Title	Section
Funding eligibility	3-A-1
Funding conditions	3-A-2

3-A-1 Funding eligibility

Introduction This page outlines the eligibility conditions for the ECE Funding Subsidy. Licensed services receiving the ECE Funding Subsidy **must** meet these conditions at **all** times.

Chapter 4 contains eligibility requirements for 20 Hours ECE.

Additional compliance In addition to the rules in this handbook, ECE services must also comply with relevant legislation, such as:

- the Education Act 1989
- the Education (Early Childhood Services) Regulations 2008
- Inland Revenue legislation, rules and regulations
- health and safety legislation.

Failure to comply may in some cases affect your funding payments.

Eligible services Early childhood education services are eligible for the ECE Funding Subsidy if they are:

- licensed **and**
- open for at least one continuous period (session) of 2.5 hours per week.

Sessional services operating a session of 2.5 to 3 hours will receive funding for 3 hours.

Eligible children Funding **can be claimed only** for children who fill a child-place and are less than 6 years of age.

Funding cannot be claimed for:

- children enrolled in school
 - children on a waiting list who do not attend
 - casual bookings made for children who do not attend.
-

Child-places Each service is licensed to provide early childhood education to a maximum number of children at any one time.

This is called the number of 'child-places' that the service may provide.

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3-A-1 Funding eligibility, Continued

Dual enrolments

Children may be enrolled at more than one early childhood education (ECE) service **but funding cannot be claimed by two services for the same hours of attendance**. Parents/guardians **must** attest that their child is not enrolled at another service for the same times (See **Section 6-1** for further details on enrolment records).

In a dual enrolment situation, funding may be claimed only by the service at which the child was present.

Dual enrolments – Correspondence School

Children enrolled at The Correspondence School may be funded at another ECE service for **up to eight hours per week**.

ECE services **must** note this arrangement on the child's enrolment agreement (see **Section 6-1** for further details on enrolment records).

3-A-2 Funding conditions

Introduction Funding for all services is calculated using ‘Funded Child Hours’ (FCHs).

Funded Child Hours (FCHs) FCHs are the hours for which a service may claim funding and are based on:

- the hours a child is **enrolled** to attend the service **or**
- the hours a casually enrolled child **attends** the service.

Maximum FCHs for the ECE Funding Subsidy Services are eligible to claim the ECE Funding Subsidy for **up to** six FCHs **per child-place** per day, to a maximum of 30 FCHs **per child-place** per week (i.e. seven days).

See **Section 4-2** for the maximum FCHs for 20 Hours ECE Funding.

Casually enrolled children FCHs for children enrolled on a casual basis **must** be calculated based on attendance only.

Example 1: Enrolled child The following table shows the number of FCHs that may be claimed for children with different enrolment agreements:

Name	Hours enrolled	Total hours enrolled per week	Hours claimed (FCHs)	Total FCHs per week
Kathy	8 hours per day	40	6 hours per day	30
David	4 hours per day	20	4 hours per day	20
Tama	❖ 8 hours on Monday and Tuesday ❖ 4.5 hours on Thursday and Friday	25	❖ 6 hours on Monday and Tuesday ❖ 4.5 hours on Thursday and Friday	21

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3-A-2 Funding conditions, Continued

**Example 2:
Casually
enrolled child**

The following table shows how funding can be claimed for children who attend a service on a casual basis:

Name	Booking	Hours attended	Total hours attended	Total claimable FCHs
Sione	8:00am – 11:00am	8:00am - 11:00am	3	3
Pania	8:00am – 4:30pm	8:00am - 4:30pm	8.5	6
Aaron	12:30pm – 3:30pm	Did not attend	0	0
Sarah	9:00am – 1:00pm	9:00am-4:00pm	7	6

**Example 3:
Shared child-
place**

Mae-Ling is enrolled to attend from 9:00am-4:00pm on Mondays. Six hours of funding can be claimed on Mondays for Mae-Ling’s child-place.

If Mae-Ling only attends from 9:00am-1:00pm one Monday, another child (Tom) may attend from 1:00pm-4:00pm.

Name	Hours attended	Total hours attended	Total claimable FCHs
Mae-Ling	9:00am -1:00pm	4	4
Tom	1:00pm - 4:00pm	3	2

**Funding
begins**

Funding for an enrolled child begins on the planned start date of their enrolment agreement.

When a child does not attend on their planned start-date, one week of absences will be funded if:

- the absence is due to illness or other reasons **beyond the parent/guardian’s control and**
- there is an enrolment agreement for the child, stating the planned start date for the child, that was signed and dated by their parent/guardian prior to the child’s absence **and**
- the reason for the absence has been documented with a medical certificate or letter from the child’s parent/guardian explaining the absence.

The Ministry will recover funding claimed for absences where there is no signed enrolment agreement for the child (see **Section 6-1** for further details on enrolment records).

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3-A-2 Funding conditions, Continued

- Funding ends** Funding on the basis of enrolment ends:
- the date that the child will no longer be enrolled and attending the service (the termination date of the enrolment agreement) as advised by the parent/guardian **or**
 - after three weeks of continuous absence (see **Section 6-5** for further details on the Three Week Rule).
-

Public holidays Funding **can only be claimed if the service is open** on the day the public holiday is observed.

If the service is open, funding may be claimed for children who **attend** the service on that day or who are enrolled to attend on that specific public holiday.

These are some examples:

- Children enrolled on Mondays are not automatically enrolled on Labour Day unless Labour Day is specifically cited in their enrolment agreement.
- Children enrolled on Fridays are not automatically enrolled on Good Friday unless Good Friday is specifically cited in their enrolment agreement.
- Children enrolled on Mondays are not automatically enrolled on your region’s Anniversary Day Holiday unless the Anniversary Day Holiday is specifically cited in their enrolment agreement. Please note some regional Anniversary Days occur on a Friday. If this is the case the same rule will apply.

Absences can be claimed only for children who were **enrolled** to attend on that specific holiday.

Public holidays must not be included in advance funding claims and will be paid by wash up.

Teacher Only Days Teacher Only Days are not funded.

On the RS7 form they are to be noted as TOD. Funded child hours and staff hour count are not to be entered for Teacher Only Days.



Section 3B

Teacher-led services

Overview

Introduction Teacher-led services mean services that require the person responsible to be a registered teacher.

Teacher-led services include:

- early childhood education and care centres, including kindergartens
- hospital-based education and care services
- home-based education and care services.

Teacher-led services exclude parent led services.

For definitions of these service types, please see the **Glossary** of this Handbook.

Education and care services

Education and care teacher-led services are required to meet teacher registration requirements.

Funding for each education and care service depends on:

- the service type (centre-based, hospital-based or home-based)
 - whether a service is all-day or sessional
 - the proportion of regulated (ratio) staff hours that are covered by registered teachers (see **Section 3-B-2** for further information)
 - the age of children attending the service
 - whether the service is offering 20 Hours ECE.
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In this section This section contains the following topics:

Title	Section
The link between teacher registration and funding	3-B-1
Teacher-led education and care services	3-B-2
Hospital-based services	3-B-3
Home-based ECE services	3-B-4

3-B-1 The link between teacher registration and funding

Introduction There are teacher registration requirements for teacher-led, education and care services.

Registered teachers For funding purposes, **‘registered teachers’ must be ECE qualified teachers or New Zealand qualified primary teachers.**

Note: New Zealand qualified and registered primary teachers can be included in your service’s funding claim from 1 November 2010.

Becoming registered Early childhood teachers who hold a New Zealand Teachers Council-approved ECE degree, graduate diploma, or Diploma of Teaching (ECE) may apply to the New Zealand Teachers Council to become a registered teacher.

Equivalent qualifications For a list of Teachers Council approved qualifications and providers, please contact TeachNZ:

0800 TeachNZ (0800 832 246)
www.TeachNZ.govt.nz

or seek advice from the New Zealand Teachers Council:
www.teacherscouncil.govt.nz

Funding and teacher registration lapses Where a registered teacher’s registration lapses, they may continue to be counted as registered on the Staff Hour Count from the date they submitted their application for registration renewal to the New Zealand Teachers Council. This period must not exceed three months. Services accessing this provision must keep a copy of the completed application, which must be signed and dated by the centre supervisor or manager. Any teacher applying for registration renewal must provide their employer service with a copy of the completed application.

If, after three months, registration renewal has not been approved the teacher must be counted as ‘other’ on the Staff Hour Count. Should registration renewal be declined, the Ministry will recover any associated funding.

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3-B-1 The link between teacher registration and funding, Continued

Primary and secondary teachers

Primary and secondary school teachers who would like to become ECE qualified teachers may enrol in a one year Graduate Diploma of Teaching (ECE). For further advice, contact TeachNZ.

0800 TeachNZ (0800 832 246)
www.TeachNZ.govt.nz

Overseas qualifications

Teachers who hold overseas qualifications must have their qualifications evaluated by the New Zealand Qualifications Authority (NZQA) if they wish to become a registered ECE teacher.

Contact the NZQA Qualification Evaluation Service on (04) 802 3000 or refer to www.nzqa.govt.nz for further details.

Recognition of Prior Learning (RPL)

Services may employ people who are not yet qualified early childhood teachers. These people may have previous qualifications and other learning that can be assessed for credit towards a programme of teacher education. This process is known as Recognition of Prior Learning (RPL).

Contact the NZQA Qualification Evaluation Service on (04) 802 3000 or refer to www.nzqa.govt.nz for further details.

3-B-2 Teacher-led education and care services

Introduction	<p>This section explains:</p> <ul style="list-style-type: none"> • how the ECE Funding Subsidy for teacher-led education and care services is calculated • the definitions of Registered Teacher Hours and regulated (ratio) staff • how to keep track of Registered Teacher Hours • how the proportion of Registered Teacher Hours is turned into a funding rate • record keeping requirements for teacher-led education and care services.
Teacher-led education and care services	<p>Teacher-led education and care services come in many different forms, including kindergartens, crèches, aoga, punanga reo, and childcare centres.</p>
Funding rates	<p>Funding rates for teacher-led education and care services depend on four variables:</p> <ul style="list-style-type: none"> • whether a service is all day or sessional • the number of 'Registered Teacher Hours' a service has as a proportion of the total number of regulated (ratio) staff hours (discussed later in this section) • the age of children attending the service • whether the service is offering 20 Hours ECE. <p>The funding rates for teacher-led services do not apply to home-based services.</p> <p>See Section 2-6 for further information on funding rates.</p>
Attestation of registered teachers' salaries	<p>By attesting that all registered teachers employed by their service are being paid at least at the Q1, Q2, Q3 and Q3+ entry levels in the current Early Childhood Collective Agreement, all education and care services, kindergartens and hospital-based services will be eligible to receive higher funding rates.</p> <p>This is to ensure that registered teachers are recognised and rewarded for their contribution to quality ECE through higher salaries.</p> <p>Note: this also applies to New Zealand qualified and registered primary teachers who may be employed at a teacher-led education and care service, kindergarten or hospital-based service.</p> <p>This information can also be found in the <i>Attestation: Registered Teachers' Salaries</i> circular at www.minedu.govt.nz/circulars.</p>

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3-B-2 Teacher-led education and care services,

Continued

Funding Rate Table

The *Funding Rate Table* shows the funding rates for each type of service. A copy of the table is included with this Handbook (Appendix 1).

The *Funding Rate Table* will be updated with any change in funding rates.

Regulated (ratio) staff

Regulated (ratio) staff are staff required to meet the minimum regulatory requirements for staff:child ratios.

To find out the regulated (ratio) staff requirements for your service, please refer to the Education (Early Childhood Services) Regulations 2008.

For more information on the Regulations see: www.legislation.govt.nz

Regulated (ratio) staff hours

Regulated (ratio) staff hours are the **total number** of hours worked by all regulated (ratio) staff in a service each day.

Example: regulated (ratio) staff

Hine and Jocelyn work at Rimu Rd Crèche from 7am to 3pm every day.

From 7am-8:30am, there are usually only two or three children present. This means only one person is required to meet the regulated (ratio) staff requirements.

The regulated (ratio) staff hours from 7am-8:30am = 1.5 hours. Only include those staff who are required to be present to meet regulated ratio requirements during that time period. For this example only include either Hine's or Jocelyn's hours.

Registered teachers

A 'registered teacher' is a holder of a current practising certificate that has been issued by the New Zealand Teachers Council, or a letter from the Teachers' Council advising that registration has been approved and that the practising certificate will be mailed within four to six weeks.

This includes provisionally registered teachers, teachers 'subject to confirmation', and fully registered teachers. For more information please refer to: www.teacherscouncil.govt.nz

Note: For ECE funding purposes, 'registered teachers' must be ECE qualified teachers, or New Zealand qualified primary teachers.

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3-B-2 Teacher-led education and care services,

Continued

Registered Teacher Hours

Registered Teacher Hours are the **total number** of hours worked by all registered teachers in a service at times when they were **counted towards regulated (ratio) staff**.

'Other Teachers' and Other Teacher Hours

For funding purposes, 'Other Teachers' are defined as any regulated (ratio) staff members who **do not** meet the above definition of a registered teacher.

'Other Teacher Hours' are regulated (ratio) staff hours worked by 'Other Teachers' as defined above.

Example: Registered and Other Teacher Hours

Hine, Jocelyn, and Alex work at Rimu Road Crèche from 7am to 3pm each day. Hine is a registered teacher. Jocelyn and Alex are not registered teachers.

From 9am - 11am there are 12 children present. Two people are required to meet the regulated (ratio) staff requirements. From 9am-11am Hine's hours are counted as Registered Teacher Hours. Jocelyn's hours are counted as Other Teacher Hours.

Alex's hours are not counted because only two people are required to meet the regulated (ratio) staff requirements.

Keeping track of teacher hours

Teacher-led education and care services are required to keep a Staff Hour Count that will keep track of the number of Registered Teacher Hours and Other Teacher Hours that make up the regulated (ratio) staff hours for their service.

Services **must** use the Staff Record to manage the Staff Hour Count.

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3-B-2 Teacher-led education and care services,

Continued

Staff Record requirements

Teacher-led education and care services (excluding sessional kindergartens) **must** keep a Staff Record to manage their Staff Hour Count. The Staff Record shows the actual hours worked by regulated (ratio) staff on a daily basis.

For the purposes of the Staff Hour Count the Staff Record **must** contain all of the following:

- the names of staff used for regulated (ratio) staff requirements at any time during the day
- a note against each staff member's name that identifies whether or not the person is a registered teacher
- the **actual** number of regulated (ratio) staff that were required during each hour of the day to meet regulated (ratio) staff requirements
- the **actual** hours worked each day by each regulated (ratio) staff member
- the **total actual** hours worked each day by registered teachers who were counted towards regulated (ratio) staff requirements (including hours worked by Other Teachers acting as relievers for up to 40 discretionary hours)
- the **total actual** hours worked each day by Other Teachers who were counted towards regulated (ratio) staff requirements.

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3-B-2 Teacher-led education and care services,

Continued

How to complete the Staff Record

You can complete your Staff Record either:

- at the end of the day, recording actual hours worked by regulated (ratio) staff (make sure you keep a copy of the roster or schedule to support this) **or**
- planning your roster or schedule before the start of the week, and making changes each day only if there was a change to the regulated (ratio) staff requirements for any of the hours in that day. By the end of the week, the planned staff record will have become a record of actual hours worked.

The table below shows one way you could complete your Staff Record and Staff Hour Count.

Step	Action
1	Choose a 'block of time' that you will use on your Staff Record. This could be either a half or whole hour block.
2	Work out your regulated (ratio) staff requirement for each block of time. This should be based on the maximum number of children who attended during each block of time.
3	Write down your regulated (ratio) staff requirement for each block of time.
4	Write down the actual blocks of time worked by each regulated (ratio) staff member. Make sure you write down the staff member's name and indicate whether they are a registered teacher.
5	If you have used half hour blocks, convert these blocks into whole hours.
6	Add up the total actual hours worked each day by registered teachers who were counted towards regulated (ratio) staff requirements. Write this number down.
7	Add up the total hours worked each day by Other Teachers who were counted towards regulated (ratio) staff requirements. Write this number down.
8	These totals are your Staff Hour Count.

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3-B-2 Teacher-led education and care services,

Continued

Recording breaks/ absences

Breaks/absences of 15 minutes or more must be recorded on the Staff Record to maintain transparency, and may be counted as one discretionary hour.

Breaks/absences under 15 minutes do not need to be recorded on the Staff Record.

Services **must** record the hours covered by Other Teachers as Other Teacher Hours on the Staff Record and Staff Hour Count for breaks/absences over 15 minutes.

Refer to the **Glossary** in this Handbook for definition of discretionary hours.

Registered teacher absences and discretionary hours

Services should maintain a list of registered relievers who are available when registered teachers are absent.

The Ministry will accept up to **40 discretionary hours per funding period** (to maintain current rates of funding) when registered relievers are not available, provided that the record keeping requirements described in this section are met.

Services may record the hours worked by relievers who are Other Teachers as Registered Teacher Hours for the purposes of the Staff Hour Count for 40 hours during the funding cycle. Services may choose which hours these apply to – they do not have to apply to the first 40 hours.

Refer to the **Glossary** in this Handbook for definition of discretionary hours.

Example of how to use discretionary hours

Full hours **must** be used. Each discretionary hour **must not** be broken down into part-hours. For example:

- If a registered teacher was away for 30 minutes, one discretionary hour would need to be used to cover this absence.
 - If a registered teacher was away for one hour and 30 minutes, two discretionary hours would be used.
 - If a teacher was away for one hour and 10 minutes, one discretionary hour would be used (because absences under 15 minutes do not have to be recorded).
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3-B-2 Teacher-led education and care services,

Continued

Discretionary hours: record keeping

Service providers **must**:

- keep evidence of the reason for the registered teacher’s absence **and**
- keep evidence of attempts to contact a registered teacher to cover the absence.

Instances where discretionary hours have been used do not need to be indicated on the RS7 form. Records should be kept at the service only.

Signing the Staff Record

The Staff Record **must** be signed (in full) at the end of each week by each regulated (ratio) staff member as a **true and correct record of their actual hours worked** for that week.

Staff Record Template

A sample Staff Record is provided in Appendix 2.

You may use this as a template for your service’s Staff Record or design your own provided the information required in the Staff Record (see section above) is included.

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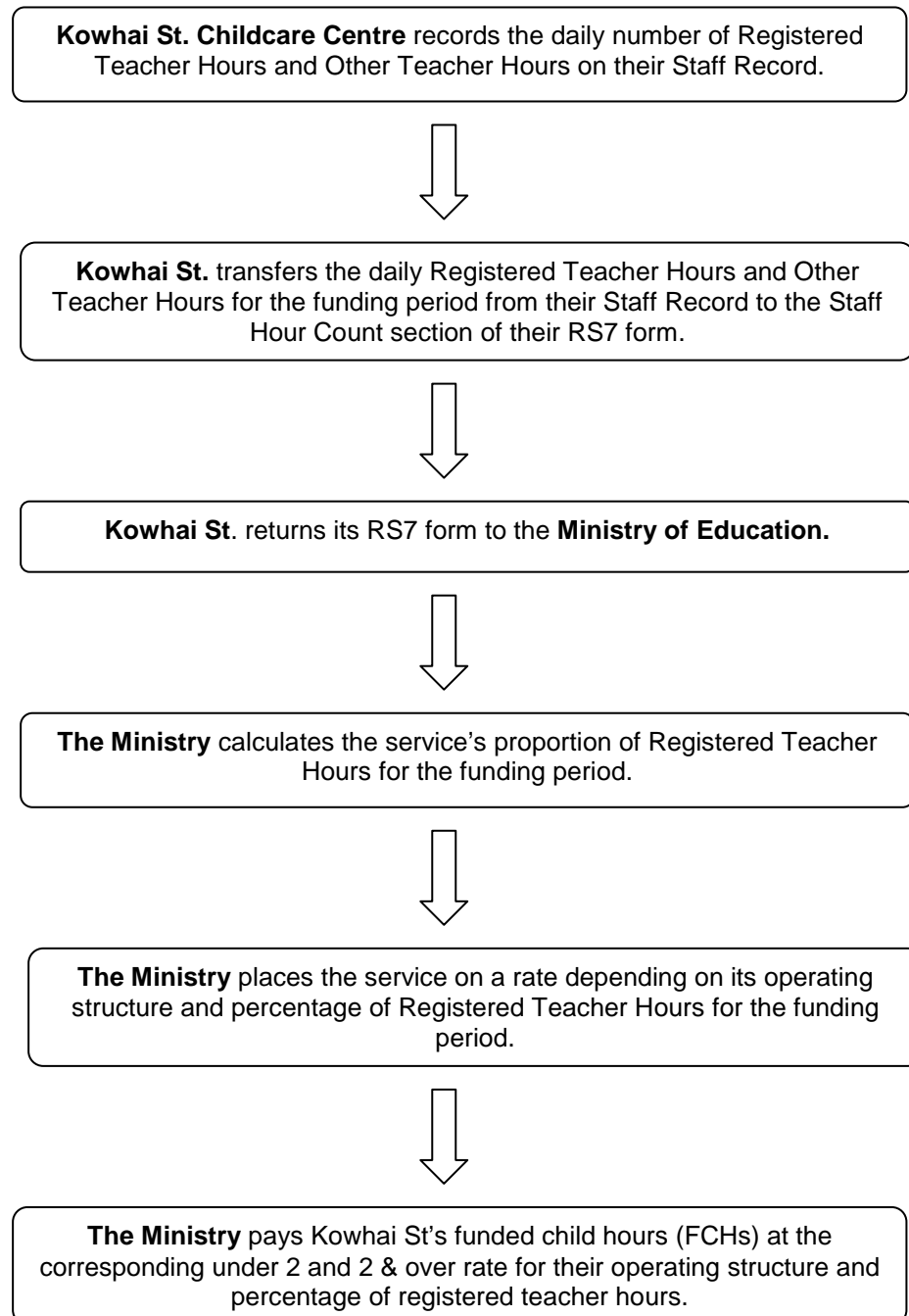


3-B-2 Teacher-led education and care services,

Continued

Link between Staff Hour Count and funding rate

Follow the diagram below to see an example of how a service's Staff Hour Count is used to determine their funding rate.



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3-B-2 Teacher-led education and care services,

Continued

Example: November funding period

1. Kowhai Street Childcare Centre completes their November *RS7 Form* with their Registered Teacher Hours and regulated (ratio) staff hours for June, July, August and September.
2. The Ministry calculates that the percentage of Registered Teacher Hours for June - September for Kowhai Street Childcare Centre was 67%.
3. Kowhai Street is placed on the 50-79% funding rate.
4. Kowhai Street's advance funding for November, December, January and February is paid at the 50-79% funding rate.
5. Kowhai Street's wash-up funding for June, July, August and September is paid at the 50-79% funding rate.

Example: March funding period

1. Kowhai Street Childcare Centre completes their March *RS7 Form* with their Registered Teacher Hours and regulated (ratio) staff hours for October, November, December and January.
2. The Ministry calculates that the proportion of Registered Teacher Hours for October – January was 82%.
3. Kowhai Street's wash-up funding for October, November, December and January is paid at the 50-79% funding rate.
4. Kowhai Street's advance funding for March, April, May and June is paid at the 80%+ funding rate.

Note: Funding rates in the March 2011 period cannot be higher than funding rates in the November 2010 funding period.

Process for change of funding rate

Services do not need to apply for a change of rate.

Each service's funding rate is calculated by the Ministry at the time of each funding round. Wash-up funding will be paid at the new funding rate.

Services that employ a registered teacher between funding rounds must budget funds to cover the period before the higher funding rate takes effect.

For more information on how to calculate the Staff Hour Count refer to **Section 9-4**.

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3-B-2 Teacher-led education and care services,

Continued

Record keeping

Services must keep the following documentation:

- a copy of the current practising certificate of each registered teacher
- copies of ECE qualifications for all staff members
- a Staff Record (that has recorded the **actual** hours worked by all regulated (ratio) staff) for every day the service is operating
- signature sheets where regulated (ratio) staff have signed (in full) at the end of each week that the Staff Record is a true and correct record of their actual hours worked for that week
- records that verify that each registered teacher counted towards Registered Teacher Hours was employed by the service at that time
- records that verify the pay rate at which each registered teacher is paid.

Documentation (including copies of practising certificates) **must be kept for seven years.**

Staff record template

A sample Staff Record is provided in Appendix 2.

You may use this as a template for your *Early Childhood Staff Form*, or design your own (as long as the information above is included).

More record keeping information

Use the following table to find further information about record keeping and financial reporting requirements:

If you are looking for...	See Section
Record keeping requirements for 20 Hours ECE	4-4
An overview of the record keeping requirements for all services	11-1
Information on funding claim audits and record keeping audits	11-2
Information or instructions for financial reporting	12

3-B-3 Hospital-based services

Introduction Hospital-based services are teacher-led education and care services that provide education and care to children under the age of six who are receiving health services within premises under the control of the Ministry of Health.

This section explains:

- participation in hospital-based services
 - notional rolls for hospital-based services
 - adult:child ratios
 - record keeping requirements for hospital-based services.
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Participation In hospital-based services, ‘participation’ is used instead of ‘attendance’ to reflect the different circumstances of the children that are accessing the service.

To be counted as participating in a hospital-based service a child must be admitted to the hospital, or be attending the hospital as an outpatient for visits following an admission **and**

- be interacting with an adult providing education and care **or**
- be taking part in an activity initiated by an adult providing education and care **or**
- be in an activity room.

Children may **not** be counted as participating when they are in emergency attendance, in an operating theatre, in a neonatal unit or are taking part in an activity initiated by a person other than an adult providing education and care.

Notional rolls Hospital-based services are entitled to a notional roll because of the fluctuations in roll that the service is likely to encounter.

See **Section 7-4 Notional Rolls** for further information.

Adult:child ratio The required adult:child ratios are based on the number of children participating **at any one time** in the playroom.

For more information on the adult:child ratios refer to the Education (Early Childhood Services) Regulations 2008.

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3-B-3 Hospital-based services, Continued

Record keeping requirements

Hospital-based services must keep the same staff records as other teacher-led education and care services.

The nature of hospital-based services means that many of the other teacher-led education and care record keeping requirements may not work for them. The list below explains the records required by hospital-based services:

- Daily ward lists with a record of the names and ages of children eligible to participate.
- Attendance records which include the **full name and age** of each child that participated at any time during the day and the **location** of attendance (ward or playroom).
- Where sign-in/sign-out sheets are **not** used by a service, a snapshot of actual attendance in the playroom and ward (where appropriate) is recorded for an average week in **March** and **July**. Attendance time is marked in half hour slots noting the names of children participating in the playroom and the ward. A sample form can be found in Appendix 2.
- Ministry auditors must be provided access to hospital records for verification purposes.

For more information see **Chapter 11**.



3-B-4 Home-based ECE services

Introduction Licensed home-based early childhood education (ECE) services provide education and care for up to four children under the age of six in either a caregiver/educator's home, the child's own home or a home nominated by the child's parent.

This section explains:

- funding rates for home-based ECE services
 - the difference between standard and quality funding rates
 - when to change the service's funding rate.
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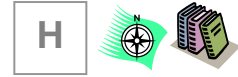
Funding rates There are two funding rates for home-based ECE services.

Standard rate – this is the funding rate applicable for licensed home-based ECE services. These services must meet the requirements of the Education (Early Childhood Services) Regulations 2008.

Quality rate – a higher funding rate is available to services that meet requirements additional to those specified in the Education (Early Childhood Services) Regulations 2008.

For more information on the Regulations see: www.legislation.govt.nz

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3-B-4 Home-based ECE services, Continued

Funding claim exceptions

Funding must not be claimed for:

- an educator's own children
- children who are present in the home but not enrolled in the home-based service **or**
- children enrolled at school.

If an enrolled child is absent from a home-based service and the educator, by contractual agreement, is not paid for absent children, the service provider cannot claim funding for that child for that day.

If, however, the caregiver/educator, by contractual agreement, is paid for absent children, the service provider can claim funding for an absent child and the absence rules will apply.

See **Section 6-4** for more information on the absence rules.

For funding purposes, an educator's 'own' children includes children living with the educator in the educator's home.

'Own' children does not include children who are placed with the educator as part of a Department of Child, Youth and Family (CYF) care arrangement, where the Chief Executive Officer of CYF is their legal guardian, and where CYF have referred the children and/or educator to a home-based service provider.¹

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¹ For audit purposes service providers must retain a copy of the referral letter from CYF to show that the care arrangement has been approved and that funding can be claimed.

3-B-4 Home-based ECE services, Continued

Family members as educators

A home-based education and care service can claim funding for a child where the educator is a member of that child's family and is living with the child in the child's home only if:

1. the educator is part of a licensed home-based service,
2. the home is available for use by children who are not part of the educator's family, and
3. at least one child who is not a member of the educator's family attends the home.

A home-based service can only claim funding for the hours when the child who is not a family member attends the home.

For example: If a child who is not a family member attends the home for education and care for 15 hours per week, then the home-based service may claim 15 hours per week for each child who is a part of the educator's family. Other children who are not part of the educator's family may attend at different times in order to claim up to a maximum of 30 hours per week per child providing that the maximum number of children in home is not exceeded.

Note: In exceptional circumstances, in isolated communities, (3) may be waived by the Ministry local office.

Home-based education and care declaration

Services are required to have a signed declaration for each child to indicate whether the educator who will be providing education and care for the child is a member of that child's family.

This declaration is part of the enrolment agreement example and can be found in Appendix 2.

Coordinator requirements: all services

Each home-based ECE service **must** have its own named coordinator or coordinators.

All coordinators **must** be ECE qualified registered teachers.

Continued on next page



3-B-4 Home-based ECE services, Continued

Quality rate requirements up to 1 July 2011

To be eligible for quality funding rates, home-based ECE services **must** meet the requirements of one of the following options:

	Option 1	Option 2
Service size	Maximum of 60 children	Maximum of 80 children
Coordinator requirements	Coordinators must meet the requirements below	Coordinators must meet the requirements below
Caregiver training	All caregivers/educators in the service have completed one of the following: <ul style="list-style-type: none">• Module One of the NZ Certificate in Family Day Care: Caregiver• an NZQA-approved higher qualification worth 30 or more licensing points• an NZQA-approved higher ECE qualification.	All caregivers/educators in the service have completed one of the following: <ul style="list-style-type: none">• Module One plus one other module of the NZ Certificate in Family Day Care: Caregiver• an NZQA-approved higher qualification worth 30 or more licensing points• an NZQA-approved higher ECE qualification.

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3-B-4 Home-based ECE services, Continued

Quality rate requirements from 1 July 2011

To be eligible for quality funding rates, home-based ECE services **must** meet the requirements of one of the following options:

	Option 1	Option 2
Service size	Maximum of 60 children	Maximum of 80 children
Coordinator requirements	Coordinators must meet the <i>Quality rate requirements: coordinators</i>	Coordinators must meet the <i>Quality rate requirements: coordinators</i>
Educator Requirements	<p>All educators in the service have completed one of the following:</p> <ul style="list-style-type: none"> • at least 5 credits at a minimum of a Level 4 ECE qualification listed on the New Zealand Qualifications Framework • a completed Level 3 or higher ECE qualification listed on the New Zealand Qualifications Framework. 	<p>All educators in the service have completed one of the following:</p> <ul style="list-style-type: none"> • at least 15 credits at a minimum of a Level 4 ECE qualification listed on the New Zealand Qualifications Framework • a completed Level 3 or higher ECE qualification listed on the New Zealand Qualifications Framework.
<p>Note: The Ministry will only accept qualifications (listed in the table above) for home-based ECE quality funding if these are listed on the New Zealand Qualifications Framework.</p> <p>A full or part ECE qualification gained prior to 1 July 2011 will continue to be recognised for quality funding purposes until the end of the educator’s contractual agreement with the home-based service.</p>		

Continued on next page



3-B-4 Home-based ECE services, Continued

Quality rate requirements: coordinators

- Coordinators of home-based ECE services receiving quality rate funding:
- must be locally based (i.e. available, in person, within normal commuter distances and times for that location) **and**
 - must be on duty for the times specified in the table below, including over the lunch period.

Coordinators **must** not provide cover for more than one service at a time.

Services operating for more than six hours per day must have a coordinator who is...	Services operating for six hours or less per day must have a coordinator who is...
<ul style="list-style-type: none"> • on duty between 8:30am-4:30pm Monday to Friday and • on-call to supervise home-based care before 8:30am, after 4:30pm and on weekends when education and care is provided by the service during these hours. 	<ul style="list-style-type: none"> • on duty for the hours that children attend the service.

For funding purposes, “on duty” means that coordinators are:

- mainly focused on, and involved in, supervising quality environments for educators and children in their service
- able to instantly respond to educators and parents in their service ‘person-to-person’ (i.e. in person or by phone).

‘On duty’ does not include times when the coordinator cannot respond instantly to educators and parents in person or by phone.

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3-B-4 Home-based ECE services, Continued

Relief coordinators

When a coordinator of a service funded at the quality rate is unable to be on duty, another coordinator must be on duty during the absence.

The relief coordinator must also meet the coordinator requirements.

Coordinator absences

The Ministry will fund up to five discretionary situations at the quality funding rate, per funding period, when a coordinator is not available if:

- the service size specified by the service’s quality rate option was not exceeded **and**
- the record keeping requirements described in this section are kept.

The standard funding rate will apply from the date of the sixth absence.

Services may apply to return to quality level funding at any time using the *EC11 Form*.

Educator absences

When an educator is not available (for example, due to illness), funding cannot be claimed if no care is provided. If there is a replacement educator, funding can be claimed only for the educator who provided alternative care. Funding cannot be claimed:

- for the educator who was not available
- if the parent/guardian chooses not to place their child in the care of the alternative caregiver/educator.

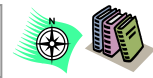
When to change funding rates

Use the following table to find out when and how to change a home-based ECE service’s funding rate:

If the service provider...	and...	then...	using...
is funded at the standard rate	the service can meet the requirements of one of the quality rate options	you may apply to change to the quality funding rate	the <i>EC11 Form</i> .
is funded at the quality rate	the service can no longer meet the quality rate requirements	you must apply to return to the standard funding rate	the <i>EC11 Form</i> .
is funded at the quality rate	there has been a change in coordinator, but the service continues to meet one of the quality rate options	you must inform the Ministry of Education Local Office of the change	the <i>EC11/A Form</i> .

Note: Funding rate changes are effective from the date the *EC11 Form*, with evidence of the educator’s qualification attached, is received by the Ministry.

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3-B-4 Home-based ECE services, Continued

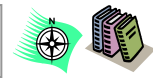
Christmas coverage: options for all services

There are three service delivery options for home-based ECE services during the Christmas period.

The options are identified in the table below.

Option	Description
1	Service closes over the Christmas period.
2	Service continues to operate as normally organised over the Christmas period.
3	<p>Local services can be 'reconstituted' to make up a single service for up to two weeks if:</p> <ul style="list-style-type: none">• all parents, educators, and coordinators associated with the affected services are given two weeks notice of the change taking place• the requirements of the Education (Early Childhood Services) Regulations 2008 are still met by the service• the total number of children in the reconstituted service does not exceed the maximum service size of 80• trained and named coordinators are on duty for all hours children are receiving education and care• all parents and educators that will be associated with the reconstituted service are provided with accurate contact information for the rostered coordinators at least two weeks before the service starts operating• clear records are kept that include:<ul style="list-style-type: none">❖ the names of rostered coordinators❖ the actual times and dates each coordinator worked❖ names of educators and the children for whom they provided education and care❖ the actual dates and times that each child was cared for over the period that the service was reconstituted.

Continued on next page



3-B-4 Home-based ECE services, Continued

Record keeping

All home-based ECE services **must** keep records for audit purposes and in a place where they can be easily accessed by the coordinator.

The relevant records **must** be provided at the site of the audit when an audit is taking place.

Services not able to supply records to the Ministry's Resourcing Auditors in support of funding at the quality rate will be returned to the standard funding rate.

For information regarding what records your service needs to keep see **Chapter 11** of this Handbook.

More record keeping information

Use the following table if you would like further information about record keeping and financial reporting requirements:

If you would like...	See Section
Information on 20 Hours ECE	4
Record keeping requirements for 20 Hours ECE	4-4
An overview of the record keeping requirements for all services	11-1
Information on funding claim audits and record keeping audits	11-2
Information or instructions for financial reporting	12

Section 3C

Parent/whānau-led services

Overview

Introduction Parent/whānau-led services include licensed playcentres and licensed kōhanga reo. They provide education and care for children under the age of six.

The information in the Funding Handbook does not apply to certificated playgroups or services operating as licence-exempt. These services should contact their Ministry local office for further information.

In this chapter This chapter contains sections that are relevant to all **licensed** parent/whānau-led services. In addition, there are sections that are specific to either licensed playcentres or licensed kōhanga reo.

You will need to read the sections for all parent/whānau-led services **and** the section that is specific to your service type.

In this section This section contains the following topics:

Title	Section
General information for all parent/whānau-led services	3-C-1
Quality funding rates for parent/whānau-led services	3-C-2
Playcentres	3-C-3
Te kōhanga reo	3-C-4

3-C-1 General information for all parent/whānau-led services

Introduction This section explains:

- funding rates for parent/whānau-led services
 - the difference between standard and quality funding rates
 - when and how to apply for a change in funding rate.
-

Funding rates There are two funding rates for parent/whānau-led ECE services.

Standard rate – this is the funding rate applicable for licensed parent/whānau-led ECE services. These services must meet the requirements of the Education (Early Childhood Services) Regulations 2008.

Quality rate – a higher funding rate is available to services that meet requirements additional to those specified in the Education (Early Childhood Services) Regulations 2008.

For more information on the Regulations see: www.legislation.govt.nz

For more information on the quality rate, services should refer to **Section 3-C-2**.

The Funding Rate Table The *Funding Rate Table* shows the funding rates for each type of service. A copy of the table is included with this Handbook (Appendix 1).

The *Funding Rate Table* will be updated with any change in funding rates.

Mixed Provision Services can be licensed to provide both teacher-led and parent-led education and care during any week, but only one kind of provision on each day.

The funding rules for parent-led days are explained in this chapter. The funding rules for teacher-led days are explained in **Section 3-B**.

For more information about mixed provision contact your Ministry local office.

Continued on next page

3-C-1 General information for all parent/whānau-led services, Continued

Record keeping

All parent/whānau-led services **must** meet the record keeping requirements set out in **Section 11-1**.

Parent/whānau-led services that receive quality level funding **must** meet the record keeping requirements described in **Section 3-C-2**.

More record keeping information

Use the following table if you would like further information about record keeping and financial reporting requirements:

If you would like...	See Section
An overview of the record keeping requirements for all services	11-1
Information on funding claim audits and record keeping audits	11-2
Information or instructions for financial reporting	12

3-C-2 Quality funding rates for parent/whānau-led services

Introduction

This section explains:

- options for quality funding rates that are available for **all** parent/whānau-led services
 - on duty requirements for parents/whānau at services receiving quality funding rates
 - what to do when trained parents/whānau are absent
 - what to do when trained parents/whānau leave the service
 - record keeping requirements for parent/whānau-led services receiving quality funding rates.
-

Options for quality rates

Parent/whānau-led services that wish to become eligible for funding at the quality rates **must** meet the requirements of **one** of the quality rate options.

Playcentres and kōhanga reo have several different sets of requirements they may choose to meet. Some of these options are unique to either playcentres or kōhanga reo. These options are outlined in the specific section for that service type.

On duty requirements for parents/whānau

All services receiving quality funding rates **must** have parents/whānau with the required training on duty at all times (see **Section 3-C-3** for licensed playcentre requirements or **Section 3-C-4** for kōhanga reo requirements).

On duty means working and involved with the children for all the hours that the service is open for children.

On duty does not mean just being on the premises or solely involved in administration.

Parent/whānau records

Services receiving quality level funding **must** maintain a record of trained parents/whānau for all periods the service is open.

The record **must** include trained parents/whānau:

- names **and**
- qualifications **and**
- arrival and departure times **and**
- breaks when the parent/whānau member was not on duty.

Records **must** be kept for seven years.

Continued on next page

3-C-2 Quality funding rates for parent/whānau-led services, Continued

Changes to qualified parents/whānau

Services receiving quality funding rates **must** notify their Ministry local office when trained parents/whānau change.

If changes to parents/whānau means...	service management must...	and...
eligibility for quality funding rates is maintained	complete an <i>EC11/A Form</i> and forward to your Ministry local office	funding will continue at the quality rate.
eligibility for quality funding rates is not maintained	complete an <i>EC11 Form</i> and return to your Ministry local office	funding will return to the standard rate.

Parent/whānau absences

Services are expected to maintain a list of trained relievers who are available when trained parents/whānau are absent.

The Ministry will fund up to five ‘discretionary situations’ at the quality funding rate, per funding period, when a trained reliever is not available if quality level adult:child ratios were still met **and** the record keeping requirements described in this section are kept.

Standard funding rates will apply from the date of the sixth absence.

Services may apply to return to quality level funding at any time using the *EC11 Form*.

Continued on next page

3-C-2 Quality funding rates for parent/whānau-led services, Continued

Discretionary situations

A discretionary situation may be either a session or a full-day of operation depending on the operating structure of the service.

If...	then...
trained relievers are available but your option cannot be maintained e.g. when the trained reliever holds a different qualification to the usual parent/whānau member	your service may meet the requirements for an alternative option for that day. Service management must document the reason why the option could not be met and keep evidence to show that the alternative option was met.
trained relievers are not available and this is the first, second, third, fourth or fifth day/session in the current funding period where trained relievers have not been available	service management must : <ul style="list-style-type: none"> • keep evidence of the reason for the qualified staff members absence and • keep evidence of attempts to contact qualified relievers e.g. email records and • keep evidence to show that quality level adult:child ratios were met.
trained relievers are not available and this is the sixth day/session in the current funding period where qualified relievers have not been available	service management must immediately apply to return to standard level funding (<i>EC11 Form</i>)
trained relievers are not available and there are not enough parents/whānau (trained or untrained) in attendance to meet the regulated adult:child ratio requirements	service management must close the service until regulated adult:child ratio requirements can be met.

Continued on next page

3-C-2 Quality funding rates for parent/whānau-led services, Continued

Record keeping requirements

Services receiving quality level funding **must** keep:

- staffing records as described in this section **and**
- copies of qualifications for trained parents/whānau **and**
- evidence of reasons for trained parents/whānau members' absences, attempts to contact relievers, and that quality level adult:child ratios were maintained **and**
- copies of completed *EC11*, *EC11/A* application forms or a letter from the Ministry confirming the funding rate change (where necessary) as evidence that the service has not claimed quality level funding for more than five days/sessions of trained parents/whānau members' absence.

Records **must** be available for inspection by authorised Education Review Office and Ministry of Education auditing staff.

Services that fail to provide the above records on request may be returned to standard funding rates.

Records **must** be kept for seven years.

More record keeping information

Use the following table if you would like further information about record keeping and financial reporting requirements:

If you would like...	See Section
An overview of the record keeping requirements for all services	11-1
Information on funding claim audits and record keeping audits	11-2
Information or instructions for financial reporting	12

3-C-3 Playcentres

Introduction Playcentres are services where families manage and implement early childhood education (ECE) programmes for children under six years of age, or for specific groups within this age range. All playcentres are affiliated to the New Zealand Playcentre Association.

This section explains:

- funding conditions for playcentres
 - requirements for quality funding rates
 - record keeping requirements for playcentres.
-

Applying for funding Instructions for completing the *RS7 Form* can be found in **Chapter 9** of this Handbook.

Supervision Playcentres are required to use a supervision plan approved by their playcentre association.

In order to receive funding at the standard rate, all licensed playcentres **must** meet **both** the following minimum supervision requirements and the minimum qualifications for group supervision.

Supervision requirements

- Each playcentre must belong to an association affiliated with the New Zealand Playcentre Federation Incorporated.
- Each playcentre must be organised, equipped, and managed on a cooperative basis.
- Programmes must be partly provided by parents of the children attending the session
- Each session must have no more than 30 children in attendance.
- The maximum adult:child ratio is 1:5.
- All children under the age of two and a half years must be accompanied by a parent or caregiver.

Minimum qualifications for group supervision The Playcentre Education Diploma Curriculum 2000 took effect on 1 January 2002.

Please direct any questions about the qualifications for playcentres to your playcentre association contact person or your Ministry local office.

Continued on next page



3-C-3 Playcentres, Continued

Options for quality funding rates

To be eligible for the quality funding rates, licensed playcentres must meet the requirements of the minimum supervision requirements and one of the options from the table below.

Where two or more different qualifications are required they must be held by **separate** people.

	Option 1	Option 2	Option 3
Qualifications requirements	<p>One parent/whānau member with:</p> <ul style="list-style-type: none"> ❖ a Diploma of Teaching (ECE) or ❖ New Zealand Teachers Council-approved ECE teaching qualification or ❖ a qualification held to be equivalent to the Diploma of Teaching (ECE) as a result of an application to NZQA prior to 1 January 1995 or ❖ an overseas ECE teaching qualification assessed by the NZQA as being equivalent to an Teachers Council approved ECE teaching qualification or ❖ a New Zealand Free Kindergarten Diploma. 	<p>One parent/whānau member present with:</p> <ul style="list-style-type: none"> ❖ a Playcentre in Context: Course 5 Certificate or ❖ the Playcentre Diploma in Early Childhood and Adult Education <p>Plus one parent/whānau member present with:</p> <ul style="list-style-type: none"> ❖ a Playcentre Practice: Course 4 Certificate or equivalent. 	<p>At least three parents/whānau members present with the NZ Playcentre Education Diploma Curriculum 2000 certificates at a minimum of these levels:</p> <ul style="list-style-type: none"> ❖ one parent/whānau member with The Playcentre Way: Course 2 Certificate ❖ one parent/whānau member with Playcentre Sessions: Course 3 Certificate ❖ one parent/whānau member with Playcentre Practice: Course 4 Certificate. <p>Plus one parent/whānau member in training for every three families enrolled.</p>

Continued on next page



3-C-3 Playcentres, Continued

Changing funding rates Use this table to find out when and how to change your licensed playcentre's funding rate:

If a playcentre...	and...	then...	using...
is funded at the standard rate	can meet the requirements of one of the quality options	you may apply to be funded at the quality rate	the <i>EC11 Form</i> .
is funded at the quality rate	can no longer meet the requirements of any of the quality options	you must apply to return to the standard funding rate	the <i>EC11 Form</i> .
is funded at the quality rate	has had a change in parents/whānau involved in leading the ECE programme, but still meets the requirements of one of the quality options	you must inform your Ministry of Education Local Office of the change	the <i>EC11/A Form</i> .

Funding rate changes for quality rate funding are effective from the date the *EC11 Form* is received by the Ministry.

Record keeping The table below shows the record keeping requirements for Playcentres:

If your playcentre...	you must...
is funded at the standard rate	<ul style="list-style-type: none"> ❖ have enrolment records for each child and ❖ keep attendance records to show the hours each child attended.
is funded at the quality rate	<ul style="list-style-type: none"> ❖ have enrolment records for each child and ❖ keep attendance records to show the hours each child attended <p>plus</p> <ul style="list-style-type: none"> ❖ meet the record keeping requirements for quality funding rates (see Section 3-C-2 for further details).



3-C-4 Te kōhanga reo

Introduction

Te kōhanga reo is a total immersion te reo Māori whānau programme for mokopuna under six years of age.

The operation and administration of individual kōhanga reo is the responsibility of kōhanga whānau, in accordance with Te Kōhanga Reo National Trust Kaupapa (Policies) under the stewardship of the Te Kōhanga Reo National Trust Board.

The Ministry of Education recognises the Trust Board as the guardians of kōhanga reo kaupapa and as the stewards of the kōhanga reo movement.

Te Korowai

Te Korowai is the cloak that warms the kaupapa of kōhanga reo. The four Pou of Te Korowai cloak the dreams and aspirations of the Māori people for their mokopuna and for future generations.

The four Pou of Te Korowai are:

- total immersion in te reo Māori in te kōhanga reo daily operations
- whānau decision-making, management and responsibilities
- accountability
- the health and well-being of the mokopuna and the whānau.

Te Kōhanga Reo National Trust Board and the Ministry of Education signed Te Korowai on behalf of all kōhanga reo on 2 October 1995.

Te Korowai acts as the understanding between Te Kōhanga Reo National Trust Board and the Ministry of Education.

Tūtohunga

Individual kōhanga reo whānau are required to prepare a tūtohunga following guidelines set down by the Trust Board. The tūtohunga is signed by te kōhanga reo whānau and the Trust Board.

Licensed kōhanga reo are eligible to receive the ECE Funding Subsidy (whānau may recognise this as 'Kaupapa Funding').

Licensed kōhanga reo are also eligible to receive Equity Funding and the Annual Top-up for Isolated Services (ATIS) from the Ministry of Education.

Continued on next page



3-C-4 Te kōhanga reo, Continued

Principles of attendance in te kōhanga reo

Te kōhanga reo has important elements to ensure total immersion in te reo Māori and full participation of mokopuna.

One of these elements is that mokopuna attend kōhanga reo on a **full-time** basis.

Accountability

The third pou of Te Korowai is accountability. This includes accountability to the Government.

Accountability to the Government means that whānau provide good administration and financial accountability in expenditure of public funds, such as funding from the Ministry of Education.

Accountability to the Ministry of Education is achieved primarily through the maramataka. The maramataka is produced and administered by the Trust.

Kōhanga reo whānau need to refer to the maramataka.

‘Kaupapa Funding’ (Funding Subsidy) rates

Licensed kōhanga reo are eligible for **licensed funding rates** (these are called ‘standard’ funding rates by the Ministry of Education).

Kōhanga reo that can also meet the quality funding requirements on the following page are eligible for **quality funding rates**.

Contact the Trust

Please contact the Trust for more information on how kōhanga whānau can meet the requirements of the quality funding rate.

Continued on next page



3-C-4 Te kōhanga reo, Continued

'Kaupapa Funding' (ECE Funding Subsidy) rates (continued)

	Option 1	Option 2
Ratio requirement – Under Twos	1:4	1:5
Ratio requirement – Two & Overs	1:6	1:6
Qualifications requirements	<ul style="list-style-type: none">❖ One person with Whakapakari Tohu or❖ One person in the final year of Whakapakari Tohu plus one other person with Attestation or❖ One person in the final year of the Whakapakari Tohu plus one in four families undertaking training in Te Ara Tuatahi or Te Ara Tuarua.	<ul style="list-style-type: none">❖ Two persons with Whakapakari Tohu or❖ Two persons in the final year of Whakapakari Tohu plus one other person with Attestation or❖ One person with Whakapakari Tohu plus one person in the final year of Whakapakari Tohu plus one person with Attestationⁱ.

Record keeping requirements

Evidence of Whakapakari Tohu qualifications and/or final year status Maramataka.

Relationship between Te Kōhanga Reo and Te Whāriki

The foundation for learning programmes for mokopuna in kōhanga reo is *Te Whāriki*, the Ministry of Education's curriculum for early childhood education.

Part B of *Te Whāriki* defines learning outcomes for mokopuna and sets out the ways in which the principles and strands of the curriculum can be put into practice in each kōhanga. It is the Maori section of *Te Whāriki* that is most relevant to kōhanga reo.ⁱⁱ

Continued on next page



3-C-4 Te kōhanga reo, Continued

Qualification information

Tino Rangatiratanga Whakapakari Tohu is the teaching qualification recognised by the Trust Board for whānau involved in kōhanga reo.

The Ministry of Education acknowledges the right of the Trust Board to set the Tino Rangatiratanga Whakapakari Tohu as the teaching qualification for te kōhanga reo kaiako.

Kōhanga whānau are also supported to undertake training in Te Ara Tuatahi and Te Ara Tuarua to support the acquisition and use of te reo Māori by whānau in the home and in the kōhanga reo.

Attestation

Kōhanga whānau can also be attested.

Attestation was originally introduced as an interim measure for whānau who were for example native speakers: this was in order to give the Trust time to establish its own qualification (i.e. Tino Rangatiratanga Whakapakari Tohu).

Attestation should be continued to acknowledge the skills of whānau who enrol their tamariki in kōhanga reo.

Continued on next page



3-C-4 Te kōhanga reo

He Whakaaturanga

Ngā kōhungahunga mai te kore ki raro mai o te ono tau e rumakihia ana i roto i te reo Māori me ōna tikanga. Ko te Kōhanga Reo tēnei. He Hōtaka Whānau Reo Māori tēnei.

Na wai ngā haepapa mō ngā whakahaere whānui o ia kōhanga whānau, mō ia ra, ia wiki, ia marama, ia tau? Nā ia Kōhanga whānau. Kei a wai te tino whakatutukitanga mō ngā (Kaupapa here) e hāngai ana ki ngā kōhanga whānau; kei Te Poari Matua o ngā Kōhanga Reo tērā; hei kaitiaki, hei tuari rātou mō te whakawhanaketanga o te paeroa mō ngā Kōhanga Reo whānau.

E tautoko ana te Tāhuhu o te Mātauranga i ēnei tikanga.

Te Korowai

He whakaruruhautanga te Korowai mō te Kōhanga Reo; He matakitetanga mō āneherā, mō te iwi me ngā whakatupuranga.

Ngā Totorohanga o Te Korowai

- Ia ra; he toromitanga i roto i te reo.
- Ngā haepapa whānui katoa; mā te whānau e hāpai.
- Ngā whakahoki; mā te whānau e karawhiu.
- Ngā wāhanga tokotoru ā tinana; a te whānau me ngā mokopuna.

I te tau 1995 i te rua o ngā rā o Whiringa-ā- nuku ka hainatahitia mō ngā Kōhanga Reo; Te Korowai, e Te Poari Matua mō ngā Kōhanga Reo me te Tāhuhu o te Mātauranga.

He whakaetanga aratohu Te Korowai mō te Poari Matua me te Tāhuhu o te Mātauranga.

Tūtohunga

Ka oti te Tūtohunga o ia Kōhanga Reo whānau; e ai ki ngā aratohu o te Poari Matua, ka haina ā tahitia e rātou.

Ka āhei te whānau te tona raihana; mai i te Tāhuhu, i muri mai i te hainatanga o te Tūtohunga. Ko te tikanga; kua whakatutukihia katoa, ngā hiahia i waenganui i Te Kōhanga Reo whānau me te Poari. Nō reira, nā te mea kua whiwhi te Kōhanga Reo whānau i tō rātou tūtohunga me tō rātou raihana, kua wātea rātou ki te tono pūtea i raro i ngā Kaupapa kua whakaritea mō ēnei tūmomo pūtea. Mai te Tāhuhu e āhei katoa ana ngā Kōhanga Reo kua raihanatia ki te whiwhi Pūtea whakaōrite me ngā Pūtea tāpiri ā tau mō ngā ratonga tūhāhā.

E haere tonu ki te Whārangī ā mua ake nei



3-C-4 Te kōhanga reo, roanga atu o ngā kōrero

**He mātāpono
mō te urunga
ki ngā
Kōhanga Reo**

E hūanga-nui anō tā Te Kōhanga Reo kia āhei tonu ai te whakarumaki i roto i te Reo Māori, ā, kia pūmau rawa te urunga o ngā mokopuna. Kotahi o ngā hūanga nei e mea ana me mātua ū te pumautanga o **te haere tonu o ngā mokopuna mō ia wā, mō ia rā.**

**Tona ake
whakataua**

Me hoatu anō ki te kāwanatanga tōna ake; e ai ki tētahi wāhanga o Te Korowai. Ko ngā haepapa mō ngā whakahaere me ngā pūtea i anga mai i te kāwanatanga ara i te Tāhuhu o te Mātauranga hoki.

Mā ngā aromatawaitanga hāngaitia ai ki te maramataka, e mōhio ai te Tāhuhu o te Mātauranga pēnā kō tika te Kaupapa ki wā rātou hiahia. Kō te Poari e hanga ana i te maramataka, ko rātou hoki kei te whakahaere. Me tiro tiro anō Te Kōhanga Reo i te maramataka.

**Pūtea Kaupapa
Tātai (Tāpiri
Pūtea)**

E toru ngā tairite pūtea mō ngā Kōhanga Reo.

E āhei ana ngā Kōhanga whiwhi tūtohunga ki te tono utunga itiiho kore.

(He whakatau pūtea paerewa) te ingoa te Tāhuhu o te Mātauranga mō ngā **whakatau pūtea raihana** e āhei ai ngā kōhanga kua raihanaita ki te whiwhi.

Ka āhei ngā Kōhanga Reo ki te whiwhi **whakatau pūtea kounga** ina ka taea e rātou ngā hiahia pūtea kounga kei te whārangi atu i tēnei; me tono ki te Poari mō ngā mōhiohio.

E haere tonu ki te Whārangi ā mua ake nei



3-C-4 Te kōhanga reo, roanga atu o ngā kōrero

Pūtea Kaupapa (Pūtea Tāpiri) whakatau (ka haere tonu)

	Ara Tuatahi	Ara Tuarua
Ngā ritenga e hangai ai – mō ngā tamariki i raro iho i te rua tau	Ko te 1:4	Ko te 1:5
Ngā ritenga e hangai ai - mō ngā tamariki rua tau me runga ake	Ko te 1:6	Ko te 1:6
Ko ngā ritenga tohu me eke	<ul style="list-style-type: none"> ❖ Kotahi tangata kua whiwhi i te Tohu Whakapakari, atu i tērā ❖ Kotahi tangata kua tae ki te tau mutunga o te Tohu Whakapakari me te tangata anō; kua whiwhi Tohu Whakamana, atu i tērā ❖ Kotahi tangata kua tae ki te tau mutunga o te Tohu Whakapakari, tāpiri atu ki tērā, kotahi whānau i ngā whānau e whā e whakangungu ana i Te Ara Tuatahi i Te Ara Tuarua rānei 	<ul style="list-style-type: none"> ❖ Kia tokorua ngā tangata kua whiwhi i te Tohu Whakapakari, atu i tērā ❖ Kia tokorua ngā tangata kua tae ki te tau mutunga o Te Tohu Whakapakari, tāpiri atu ki tērā, he tangata anō kua whiwhi Tohu Whakamana, atu i tērā ❖ Kotahi tangata kua whiwhi Tohu Whakapakari, tāpiri atu kotahi tangata kua tae ki te tau mutunga o te Tohu Whakapakari, tāpiri atu ki tērā he tangata whiwhi Tohu Whakamanaⁱⁱⁱ.

Ngā pīrangi pupuri mauhanga

He kitenga mō ngā whiwhingā Tohu Whakapakari me/te tūnga rānei mō te tau mutunga
He maramataka

E haere tonu ki te Whārangī ā mua ake nei



3-C-4 Te kōhanga reo, roanga atu o ngā kōrero

Te whanaungatanga i waenganui i te Kōhanga Reo me Te Whāriki

Kei te wāhanga B o Te Whāriki e whakaaturia ana ngā tohutohu mō ngā mokopuna e whakatakotohia ana ngā huarahi e whakatinanahia ai ngā mātāpono me ngā whenu o te marautanga ki roto i ngā Kōhanga. Ko te wāhanga Māori o Te Whāriki e hāngai nui ana ki ngā Kōhanga Reo^{iv}.

Mōhiohio Tohu

Ko te Tohu Whakapakari Tino Rangatiratanga te ritenga akoranga e whakaetia e te Poari Matua ngā whānau o ngā Kōhanga Reo. Ko te Poari Matua e whakarite ana i te Tohu Whakapakari Tino Rangatiratanga hei ritenga akoranga mō ngā Kaiako o Te Kōhanga Reo.

Kei te tautoko te Tāhuhu o te Mātauranga i tēnei tikanga. E tautokohia ana ngā whānau o Te Kōhanga Reo kia uru atu ki ngā kura whakangungu ā Te Ara Tuatahi me Te Ara Tuarua hei āwhina i te whakawhanaketanga mō te korero i te reo Māori o te whānau ki roto i ngā kainga me ngā Kōhanga Reo.

Tohu Whakamana

Ka tae te whānau Kōhanga te whiwhi Tohu Whakamana.

Ko ngā mea matatau i te Reo i whakawhiwhia ki te Tohu Whakamana hei timatanga noa iho kia whai wā te Poari ki te hanga i tō rātou ake tohu (aianeī, ko te Tohu Whakapakari Tino Rangatiratanga tērā).

Me haere tonu te Tohu Whakamana mō aianeī, hei whakāturanga i ngā pukenga mō ngā mea o te whānau e rehita ana ia rātou tamariki ki roto i ngā Kōhanga Reo.

ⁱ Kaiako with attestation have been attested by whānau as to their competency in te reo Māori and their suitability to work with kōhanga mokopuna.

ⁱⁱ Ministry of Education. *Quality in Action Te Mahi Whai Hua – Implementing the Revised Statement of Desirable Objectives and Practices in New Zealand Early Childhood Service*. Wellington: Learning Media, 1998, page 9.

ⁱⁱⁱ Kua aromatawaitia e te whānau ngā kaiako whiwhi Tohu Whakamana mō tā rātou tohungatanga i te reo Māori me tā rātou pai ki te mahi me ngā mokopuna o te Kōhanga Reo.

^{iv} Te Tāhuhu o te Mātauranga. *Te mahi whai hua – He whakatinanatanga o ngā kōrero whakapaihia anō mō ngā mahi me ngā whainga e hiahiatia ana me ngā Ratonga kōhungahunga o Aotearoa*. Whanganui-ā-tara: Te Pou Taki Kōrero, 1998, whārangi 9.