Briefing Note: Release of the 2018 Early Childhood Education (ECE) census report on staffing

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<th>To:</th>
<th>Hon. Chris Hipkins, Minister of Education</th>
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| Cc: | Hon. Kelvin Davis, Associate Minister of Education  
Hon. Jenny Salesa, Associate Minister of Education  
Hon. Tracey Martin, Associate Minister of Education |
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| Drafter: | Saila Cowles | DDI: | 9(2)(a) |
| Key Contact: | Rebecca Parish | DDI: | No |
| Messaging seen by Communications team: | No | Round Robin: | No |

Purpose of Briefing

The purpose of this briefing is for you to:

1. **Note** that the 2018 ECE census report on staffing 'Understanding staffing: results from the 2018 Early Childhood Education census is ready for release.

2. **Agree** that this Briefing will be proactively released.

Agree  Disagree

Summary

- This is the first themed report in a series of reports to be released from the 2018 ECE census. It presents findings related to the characteristics of ECE teachers including home-based coordinators and educators.
- Overall it shows that:
  - Since 2014 the number of ECE teachers in teacher-led licensed services has increased by 6,134 teachers with the increase in part-time teachers accounting for most of this growth. The rate of growth, however, appears to be slowing as evidenced by smaller percentage increases in the number of teachers year-on-year.
In 2018, around two-thirds (66%) of teachers were qualified.\(^1\) A very high proportion of kindergarten teachers were qualified (91%), while 64% of teachers at eduction and care services were qualified.

In 2018, 54% of ECE teachers are full-time and 40% are part-time, similar to what it has been in previous years. The Auckland region was more likely to have full-time teachers (62%) than any other region, while kindergartens (67%) were more likely to have part-time teachers than other service types.

On average there was one adult for every six children in education and care services and kindergartens in 2018. For these services, there were typically more children per adult in the highest socio-economic areas (5.6 children per adult) versus those in the lowest socio-economic areas (5.1 children per adult).\(^2\)

- We propose to release the report on Education Counts on 12 April 2019, and will work with your office on the exact timing. The full report is appended for your reference.

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1. Qualified teachers are those with an ECE or Primary teaching qualification that enables certification by the Teaching Council of Aotearoa.

2. As measured by the NZ Deprivation Index which is a measure of socio-economic deprivation produced by the Ministry of Health based on information from the 2013 Census. The more deprived an area, the higher the decile. The decile used here relates to the decile of the census area unit the service is located in, rather than where the children live.
Background

1. This report follows on from the 2018 ECE census results released in December 2018. It is the first in a series of themed reports from the 2018 ECE census to be released this year. This report focuses on teachers in teacher-led licenced services. These services are: education and care services, kindergartens, home-based services, casual education and care services, hospital-based services, and Te Aho o Te Kura Pounamu (Correspondence School). The latter three service types are reported under the category 'other'.

2. An important distinction between this report and the staffing fact sheet released in December last year is that the analysis for teachers in this report excludes home-based educators, although they are reported separately at the end of the report. In the fact sheet on staffing home-based educators were included in the analysis of teachers.

3. The annual ECE census is a data snapshot from New Zealand early learning services across one week per year, typically the last week in June, though some information is also drawn from other data sources the Ministry maintains. In 2018, the return week was 18-24 June.

4. The data enables the Ministry to analyse changes within the sector to inform policy advice and expenditure forecasts. The results are made available on Education Counts, to stakeholders, researchers and the general public.

5. A move to electronic collection via the Early Learning Information (ELI) system from 2014 means that in some instances data collected from 2014 onwards is not comparable with earlier years. For example ELI collects data on teachers who had contact with children during census week, including relieving and temporary staff; whereas the historical paper-based return (RS61) collected data on teachers who were scheduled to work during census week, which excludes relieving and temporary staff. Where data is not comparable, time series breaks are indicated in graphs.

Key findings

6. The key findings from this report relate to teachers in teacher-led licensed services, including home-based coordinators.

7. The key findings are:
   a. Since 2014, the number of teachers has been steadily increasing. The rate of growth appears to be slowing however, as evidenced by smaller percentage increases in the number of teachers' year-on-year.
   b. Between 2014 and 2018 the number of teachers increased by 6,134 teachers, with the increase in part-time teachers accounting for most of this growth. During this period there was a 47.3% increase in part-time teachers compared to a 9.7% increase in full-time teachers.
   c. There is a slight decline in the proportion of qualified teachers (excludes home-based educators). In 2018, 68.3% of teachers were qualified compared to 68.6% in 2017 and 69.5% in 2016. Kindergartens continue to have a very high rate of qualified teachers (91%) while around two-thirds of teachers at education and care services are qualified (64%).

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3 Note that these rates differ from those that were reported in the 2018 ECE census fact sheet on staffing released in December last year as home-based educators are not included as part of the analysis on teachers in this report.
d. In 2018, the number of home-based coordinators increased by 9.1% compared to a 2.3% increase in the number of teachers at education and care services and a 1.8% increase in kindergarten teachers.

e. Kindergartens were more likely to have part-time teachers. In 2018, the majority of teachers at kindergartens were part-time (67.4%), compared to around 40% for other service types.

f. Proportionally, there were more full-time teachers in Auckland than anywhere else in the country. Of the ECE teachers in Auckland, 61.6% were full-time and 38.4% were part-time. For all other regions, the proportion of full-time staff ranged from 39.8% to 53.0% while the proportion of part-time staff ranged from 47.0% to 60.2%.

g. There was on average one teacher for every six children for education and care services and kindergartens. In areas classified as lower deprivation, there were typically more children per teacher compared to areas of higher deprivation.

Communications Approach

8. The high level summary results of the 2018 ECE census were released in late 2018. This report provides further detail on aspects of staffing and the findings are consistent with summary results.

9. We can expect any media interest in the data to be limited.

10. A review of the home-based early childhood education was undertaken in 2018 and recommendations from that review were released earlier this year. This is noted in the report.

11. A brief Q&A is attached (see Annex one), should it be needed.

Next Steps

12. We propose to release the report on Education Counts on 12 April 2019, and will work with your office on exact timing.

13. This report will be shared with the Ministry’s Early Learning Data and Evidence Advisory Group, a subcommittee of the Early Childhood Education Advisory Committee.

Proactive Release

14. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

Annex 1: Communications: key questions and answers

Annex 2: Understanding staffing: results from the 2018 Early Childhood Education census