

Initial consultation report for the redesign of the early childhood degree at the University of Waikato

Prepared for the ECE Redesign Committee
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Version 1.1

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Executive Summary

Findings and recommendations

Key findings from the report are summarised here and accompanied by recommendations for the redesigned ECE degree.

1.Finding: Responses from both ECE and primary settings ideally wanted students to spend more time in schools/centres to integrate theory with practice and learn professional practice competences.

Recommendation: That the mode of delivery for the degree be reconsidered, and a theory-practice model (field-based practice, mentorship or apprenticeship model) be investigated.

2.Finding: The student teacher's own social competence, resilience, ability to engage and build relationships with other staff and whānau is considered key by the sector.

Recommendation: Address these significant competencies in meaningful ways in the redesigned degree

3.Finding: There is a need for graduate teachers to take a team approach to teaching, and to communicate effectively with families.

Recommendation: Address these significant competencies in meaningful ways in the redesigned degree

4.Finding: An older iteration of the Family and Community paper used to exist. There is no clear equivalent in other ECE programmes in the document review.

Recommendation: A 'community' based paper is proposed. Connections with whānau and building relationships in a multi-cultural community setting can help support students in developing their relational and culturally responsive skills and approaches.

Recommendation: The Settlement Centre has expressed interest in partnering with the University to provide multicultural experiences for student teachers, and building this into the proposed paper would provide necessary experience for teachers practicing in a diverse society.

5.Finding: The sector has expressed significant caution about student teachers undertaking traditional leadership training too early. Instead, the preference was for student teachers to learn to "lead their own practice", and to be supported as

emerging leaders. Interest was expressed in post-graduate leadership opportunities, for those who had experience.

Recommendation: An opportunity to develop a new postgraduate ECE leadership paper or course that is targeted to attract those who have been out in settings and want to advance in their career.

Recommendation: That the redesigned degree looks at student teachers can be developed as leaders of their own practice and emerging leaders.

6.Finding: There used to be a transition paper in the degree, which provided valuable context for third year education students. The document review has showed that there are no clear equivalents in other degrees.

Recommendation: Create a new transition paper, which would be a point of difference as looking across the degree providers, there is little evidence of transition being addressed.

7.Finding: ECE/Schools would look at the student's focus for practicums in their selection of new teachers. For example, if a student selected baby/toddler placements then applied for a Y3 Primary post their practicums would be a deciding factor.

Recommendation: That student teachers in a 0-7 or 0-8 degree have the opportunity to undertake a variety of practicums that will provide a good range of experience and support their employability.

8.Finding: Strengths of primary trained is their ability to plan and teach literacy/maths, ECE trained strengths child development and play-based learning.

Recommendation: That the redesigned degree combine the strengths of these sectors, as required for early primary years, into the programme

9.Finding: Social competence, neurodiversity and special needs, and child development were all highlighted as significant areas of need for the sector.

Recommendation: That the redesigned degree specifically trains graduate teachers in social competence, neurodiversity and special needs, including specific child development related to these areas, across all three years of the degree.

10.Finding: Sport Waikato and the Waikato Kindergarten Association have both expressed interest in working closely with the University. A preliminary meeting with Educare was also undertaken during this consultation process to explore a possible partnership. The report from that meeting is available [here](#).

Recommendation: That both these potential partnerships be further investigated to support the redesigned degree and student teachers in practice.

11.Finding: Certain key themes have emerged as sector significant from the consultation: social competence, bicultural practice, professional practice/teachers leading their own practice.

Recommendation: The significance of these areas suggests that these themes would benefit from being addressed across all three years of the degree, in some meaningful way, not just through one paper.

12.Finding: The University as a quality tertiary provider still carries weight in the ECE sector. The University has just 'dropped off people's radar'.

Recommendation: The the University ECE team plans and implements active measures to support leadership, advocacy, and robust practice among ECE teachers and leaders.

Table of contents

Initial consultation report for the redesign of the early childhood degree at the University of Waikato	1
Executive Summary	2
Findings and recommendations.....	2
Table of contents	5
Introduction	8
Methodology.....	9
Introduction.....	9
Methods used	9
1.The anonymous survey	9
2.The semi-structured interviews.....	10
3.Document review	11
Respondents	11
Respondent information for the anonymous survey	11
Respondent information for the semi-structured interviews	13
ECE providers.....	13
ECE general respondents.....	13
Primary schools	14
Consultation with stakeholder organisations and key professionals	15
Summary of all respondents.....	15
Ethics.....	16
Consent for the interview audio recordings.....	17
Limitations	17
Findings from the survey and interviews	18
1.Degree structure and delivery.....	19
1.1 Mode of delivery for the ECE degree.....	19

Survey data	19
Interview data.....	19
1.2 Increasing degree range to 0-8 years of age.....	23
Survey data	23
Interview data.....	23
1.3 Entry pathways to study ECE.....	26
Survey data	26
Interview data.....	27
2. Learning and behaviour	28
2.1 Social Competence	28
Survey data	28
Interview data.....	28
2.2 Neurodiversity and Special Needs.....	30
2.3 Child Development	30
3. Cultural competence	34
3.1 Bicultural training needs	34
Survey data	34
Interview data.....	34
3.2 Bicultural learning currently available in the Division of Education	36
3.3 Consultations with Tainui	37
3.4 Foundational relationships with Pasifika	37
3.4 Multicultural practice.....	38
4. Programme content.....	40
4.1 Leadership	40
Survey data	40
Interview data.....	42
4.2 Learning through play in new entrant settings	44
Survey data	44
Interview data.....	45

4.3 Assessment	45
Survey data	46
Interview data.....	46
4.4 School-based practices	47
4.5 Social justice and advocacy	49
Survey data	49
Interview data.....	49
4.6 Professional and practice competencies	50
Survey data	50
Interview data.....	51
4.7 General ideas for programme content	53
Sport Waikato collaboration.....	53
Teaching play fundamentals.....	54
More third year options	54
Inquiry-based learning	54
Specialised infant and toddler training	54
Study skills	54
More creative and practice-relevant assignments	54
First aid training	55
Good observational practice	55
Having industry professionals as guest speakers	55
5.Reputation of the University of Waikato	56
6.The ideal graduate profile	58
Document review	59
Recommendations	61
References.....	64
Appendices	66
Appendix A: ECE Degree Survey Questionnaire	66
Appendix B: Questions for ECE Providers	71
Appendix C: Questions for Teacher and Leaders	72
Appendix D: Questions for Year 2 and 3 Students.....	72
Appendix E: Questions for Primary Schools.....	74

Introduction

In mid-2023 a redesigned early childhood education (ECE) Bachelor of Teaching degree was proposed. An extensive consultation with the ECE sector, and related special interest groups, was undertaken to support the redesign proposal. The initial consultation period, undertaken with ECE settings, primary schools, and stakeholder organisations took place between June 2023 –October 2023.

This report sets out the findings from this consultation, and demonstrates the following:

- That meaningful consultation has taken place across the early childhood and primary sectors, with teachers and leaders from a variety of teacher led ECE services and primary schools
- That meaningful consultation has been sought with local Iwi and Pasifika group
- That meaningful consultation has been undertaken with special interest groups

This report is structured as follows:

- The methods section details the number of respondents, and the services/schools they represent. The methods section also outlines the consultation process and timeline, and the type of data gathered and relied on in this report.
- The report findings set out the broad themes identified from the consultation meetings, drawing on quotes from the respondents and data from the sector survey to support the findings.
- The document review section undertakes a comparison of different course offerings, as available, from other early childhood tertiary providers to identify potential points of difference for the redesigned degree
- The report concludes with recommendations based on the findings.
- Appendices are also included, containing the questions from the sector survey and the questions used in the consultation interviews.
- An executive summary is also included at the start of the report, containing a summary of the findings and recommendations, for ease of reference.

We hope this report is of use to the ECE Redesign Committee and informs their decision making regarding the training of the next generations of early childhood teachers.

Ngā mihi,
Raella Kahuroa
Hazel Woodhouse
October 2023

Methodology

Introduction

The primary consultation was undertaken from June 2023 – October 2023, the aim of consulting widely across the ECE sector in the Hamilton and Tauranga regions. Much of the consultation period with schools, centres and organisations was undertaken from June 2023 -October 2023. Some ongoing consultation extended beyond this time frame. Within the methodology of the consultation, the use of an interpretive, qualitative approach of a case study, utilising mixed methods to collect data.

This interpretive research conducts an analysis of socially meaningful action to interpret how people create and maintain their social worlds (Neuman, 1997). The advantages of using both qualitative and quantitative methods are combined in a mixed methods approach. For the research process to be 'fortified' in its design to achieve the research objectives and address the research question, Morgan (2014) notes the strengths that both quantitative and qualitative approaches can contribute. The use of this strength-based methodology planning approach can be seen in recent research used to find 'common ground' between qualitative and quantitative methodologies, through exploring the mixing of methodologies or how each methodology performs, side-by-side (Denscombe, 2008; Harrits, 2011; Norwich, 2020).

Methods used

The primary consultation employed two methods for gathering stakeholder data: an anonymous survey, and semi-structured interviews. All interviews were recorded and then transcribed,

1. The anonymous survey

The survey took place first. Nine survey questions were designed by the ECE Redesign Committee and can be found in Appendix A. These questions were then developed into a survey using the Qualtrics platform. Because the Committee were looking for candid responses from survey respondents, the survey was able to be completed anonymously, allowing people to speak freely. The anonymous survey sought to capture data that was representative of a larger group, ensuring a general picture of the views and experiences of a particular population (Robinson & Lai, 2006). The same questions were provided to all respondents, resulting in a standardised data set that the ECE Redesign Committee can use to inform its decision making.

As Mertens (2005) explains, surveys may be easily conducted through a variety of means including online, via mail, during interviews, or over the phone. This survey was conducted online.

Because the anonymous option was selected, Qualtrics generated both a URL and QR code that could be easily circulated via email, and on websites. The following methods were used to circulate the survey:

- The Early Years Research Centre mailing list: 407 email addresses
- In-person invitations to attendees at the Early Years Research Centre annual conference in July 2023
- Sending of the URL and QR code to key ECE organisations such as BestStart and the Kindergarten organisation for distribution among their own networks
- Inclusion on several closed Facebook groups: These groups were messaged and asked to share the link and a brief explanation to the survey. These groups were:
 - ● NZ teachers
 - ● NZ ECE Teachers discussion group
 - ● ECE leaders and managers
 - ● NZ Teachers-New Entrant-Year 2
 - ● Te Pae Here Kāhui ako

Tolich and Davidson (2011) highlight the following advantages regarding online surveys: swift turnaround, high engagement rates, typically low respondent error and flexibility in question structure. While we did get swift turnaround, and low respondent error, engagement proved to be a challenge, until the survey was made available on the closed Facebook groups (see below). The Facebook groups are collectively responsible for most of the responses (around 80% of the total responses received, 130 responses out of 164 responses).

Contacting the Facebook groups to share the survey to the group members resulted in one group member (ECE leaders and managers Facebook closed group) asking to be contacted to provide further feedback, and an invitation to present at the next Kāhui Ako meeting for ECE/NE teachers.

2.The semi-structured interviews

A semi-structured interview is defined as an exploratory tool (Adams, 2015), consisting of both prepared and spontaneous questions. Retaining a semi-structured interview ensured that comparisons between respondents could be made, but also allowed flexibility so that emergent themes could be addressed during the interview (Jamshed, 2014). The semi-structured interviews were originally intended to be focus groups. However, respondent availability and low response rates to the initial focus group request saw the semi-structured interview approach adopted instead. Most of the respondents were interviewed in their workplaces. This frequently led to discussions with not only the respondent, but their colleagues as well. Interviews were carried out by Raella Kahuroa and Hazel Woodhouse, with assistance from Janette Kelly who interviewed the Inspired Kindergartens organisation.

Most of the semi-structured interviews in this study were recorded and transcribed, with an inductive analysis was used to draw out key themes. Some of the interviews required notes to be taken, rather than recordings. Where this happens, this is indicated in the text. While the data has been organised into themes, no analysis is provided. The interpretation of the data is left to the ECE Redesign Committee, to assist in its decision making for the new degree.

3.Document review

The third data set was a document review. This review collated the ECE programme offerings of all the available ECE providers in the country into a series of tables. Comparison and contrast revealed insights into current teaching content elsewhere in the sector, and generated suggestions for possible content the University of Waikato could consider, including current gaps in content delivery

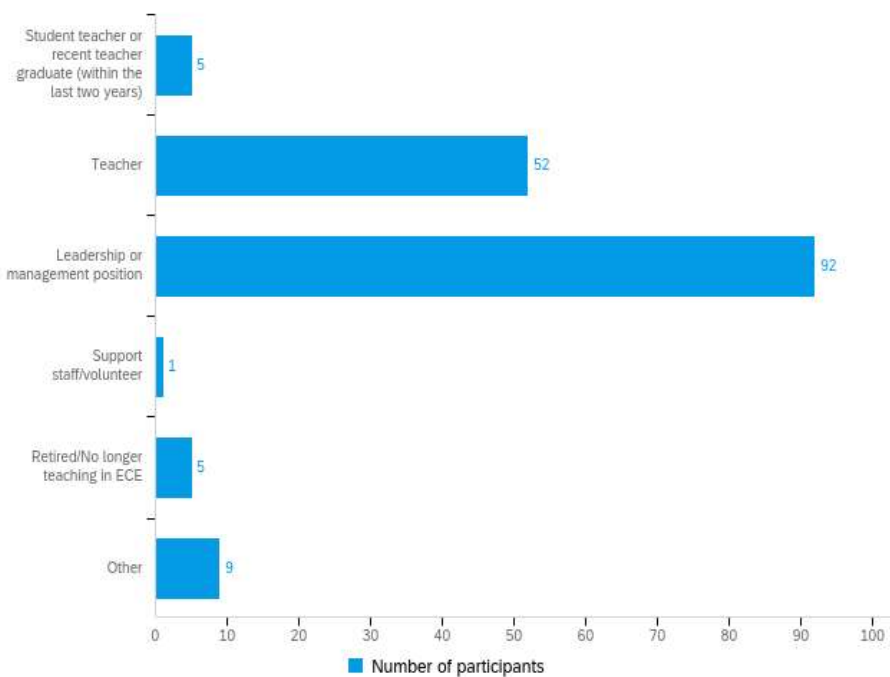
Respondents

The purpose this section is to validate the data set by setting out the number of respondents involved in the two phases of consultation.

Respondent information for the anonymous survey

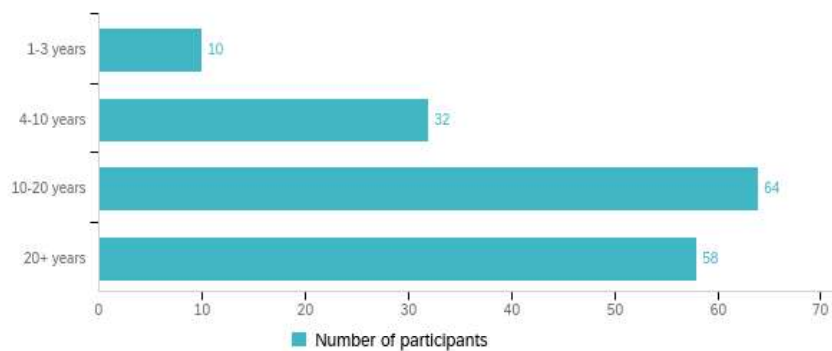
This graph shows, by number of respondents, the role in ECE that survey respondents had at the time they took the survey. The 9 people who gave their response as “other” included a lecturer, relievers (2), a cook, an early intervention teacher, a mentor, and hybrid leadership roles (3).

Roles held by survey participants (n=164)



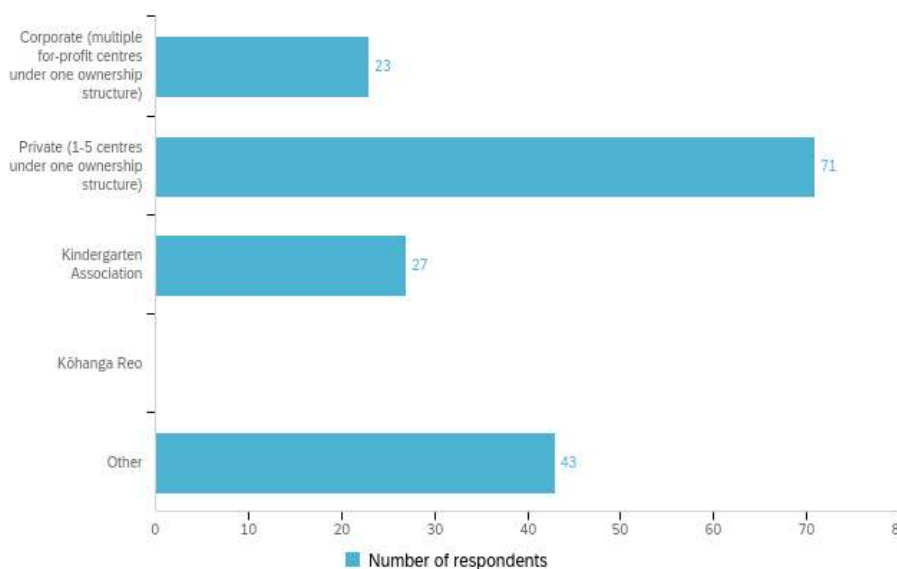
There are a high proportion of survey respondents (56%) from leadership or management positions in this survey. The proportion of teachers responding to the survey was 32%, around a third of the survey's total respondents.

Range of years that ECE survey participants have worked in ECE (n=164)



The information about the range of years that the ECE survey respondents have worked in ECE showed that 74% worked 10 years or more in the sector and indicates that the respondents have considerable experience and perspective.

Type of ECE service the respondent works for (n=164)



This graph shows the variety of services the survey respondents come from. While Kōhanga Reo does not have any respondents, this was the wrong question to ask: we should have asked about Puna Reo rather than Kōhanga, as Kōhanga have their own qualification. The survey responses show a spread across the different kinds of teacher-led organisations, with most of the respondents coming from privately owned centres.

“Other” was a large category with 43 responses. Of those who chose to quantify what they meant by other (28) most responses were from organisations identifying as community based or not-for-profit (16). Other responses included BestStart (2) with one respondent stating that it was a registered charitable trust, university (1), primary school (2), government department (1), homebased care (1), Rudolph Steiner (1), playcentre (1), early intervention (1) and puna reo (1).

While not every kind of service is represented – for example, cultural services are not visible in this particular survey, and charitable or not-for-profit services should have been a category, the overall data picture does suggest that a variety of perspectives from across the mainstream portions of the sector were evident in the survey.

Respondent information for the semi-structured interviews

ECE providers

Respondent organisations are those where the people being consulted with were able to speak on behalf of their organisation. Large organisations are named; small organisations are referred to by suburb. See Appendix B for the questions used in the semi-structured interviews with this group.

Organisation name	# of people consulted	Role(s)	Quoted in findings as:
BestStart Educare	2	Regional Management	<ul style="list-style-type: none"> BestStart Org
Waikato Kindergarten Association	2	Educational Support Managers (ESMs)	<ul style="list-style-type: none"> Waikato Kindergartens Org
Educare	3	Owner and managers	<ul style="list-style-type: none"> Educare notes
Evolve Education	1	Professional Development Project Advisor	Not quoted in report
Hamilton Central Early Childhood Centre	2	Manager and head teacher	<ul style="list-style-type: none"> Hamilton Central ECE
Claudelands Hamilton Early Childhood Centre	3 (only 2 quoted)	Manager and two teachers	<ul style="list-style-type: none"> Claudelands Hamilton ECE
Inspired Kindergartens Tauranga	2	Two senior teachers	<ul style="list-style-type: none"> Inspired Kindergartens Org
Total organisation respondents	15		

ECE general respondents

These respondents speak on behalf of themselves, rather than the organisations they belong to. Not every respondent chose to speak about their role or organisation. Respondents are identified by the first initial of their name to obscure their identity. This was done to allow respondents to be candid in their feedback. See Appendix C for the questions used in the semi-structured interviews for this group.

The Year 2 and Year 3 students were also interviewed to get their feedback on the programme. See Appendix D for the questions used in the semi-structured interviews for this group. The student feedback attended mainly to the content and mode of delivery of the course but provides a valuable perspective from those participating in the current degree programme.

Respondents	Role	Quoted in findings as:
S	Teacher	<ul style="list-style-type: none"> S ECE Hamilton Head Teacher
J M	Teacher	<ul style="list-style-type: none"> J ECE Hamilton Teacher M ECE Hamilton Teacher
C	Teacher	<ul style="list-style-type: none"> C Teacher
M	Teacher	<ul style="list-style-type: none"> M Teacher notes
J	Teacher	<ul style="list-style-type: none"> J Teacher
*Year 2 class (10 students) at University of Waikato	Student teachers	<ul style="list-style-type: none"> Waikato Students
*Year 3 class (5 students) at University of Waikato	Student teachers	<ul style="list-style-type: none"> Waikato Students
C	Head Teacher	<ul style="list-style-type: none"> C ECE Tauranga Head Teacher
Total individual respondents: 22		

*The students are identified together in the data as the groups are small and known to the university. Placing the cohorts together decreases the chance of any group being identified.

Primary schools

Consultation was also sought from three primary schools, to speak specifically to the idea of extending the age range of the new ECE degree from 0-6 years of age to 0-8 years of age. This consultation was sought after the anonymous survey showed significant interest in having this age range in the new degree. Five local primary schools who used play-based learning were invited to participate. Three responded and were interviewed. See Appendix E for the questions used in the semi-structured interviews for this group.

Primary school name	# of people consulted	Role(s)	Quoted in findings as:
Hamilton primary school 1	1	Deputy principal	<ul style="list-style-type: none"> Hamilton primary school 1
Hamilton primary school 2	1	Deputy principal	<ul style="list-style-type: none"> Hamilton primary school 2
Hamilton primary school 1	3	NE teaching team	<ul style="list-style-type: none"> Hamilton Primary school 1
Hamilton primary school 3	1	Principal	<ul style="list-style-type: none"> Hamilton primary school 3

Total primary respondents:	6		
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Consultation with stakeholder organisations and key professionals

While most of our respondents are anonymous, some of the contributors in this group are from the University of Waikato. These individuals are named.

Organisation	Number of respondents	Role (where known)	Cited as
Te Pae Here Kāhui Ako	10	Teachers and leaders in ECE and primary	<ul style="list-style-type: none"> Kāhui Ako
Sport Waikato	2	Early childhood sector lead & organisation representative	<ul style="list-style-type: none"> Sport Waikato
Longworth Consulting (MoE provider of PD)	1	Organisation representative	<ul style="list-style-type: none"> Longworth MoE provider
Leadership Central	1	Organisation representative	<ul style="list-style-type: none"> Leadership Central
Settlement Centre Hamilton	1	Organisation representative and board member	<ul style="list-style-type: none"> Settlement Centre
University of Waikato	1 (Karaitiana Tamatea)	Associate Dean of Māori Education PVC, University of Waikato	<ul style="list-style-type: none"> Karaitiana Tamatea
University of Waikato	1 (Keaka Hemi)	Assistant Vice Chancellor Pacific, University of Waikato	<ul style="list-style-type: none"> Keaka Hemi
University of Waikato	1 (Shirley Tuteao)	Māori Student Support, University of Waikato	<ul style="list-style-type: none"> Shirley Tuteao Notes: Link to notes: Facilitation of introductions with Tainui by Shirley Tuteao email evidence.docx (sharepoint.com)
University of Waikato	1 (Casey Rudkin)	Teaching fellow, University of Waikato	<ul style="list-style-type: none"> Casey Rudkin
Total number of respondents	19		

The consultation undertaken with stakeholder organisations and key professionals did not use any of the questions from the semi-structured interviews. On occasion, unique questions were designed to suit the particular purpose of the organisation being interviewed, or the consultation was undertaken as a conversation with the organisation or professional, with notes made to record key points.

Summary of all respondents

Respondents	Number
Survey respondents	164
Semi-structured interview and consultation respondents	62
Total number of respondents in consultation to date	226

The methods record the type and number of respondents in the primary consultation to date. Analysis of the consultation to date will be undertaken in the findings, to identify potential gaps in the data, including groups that have been missed or underrepresented in the primary data collection.

Ethics

Sanjari et al. (2014) notes that “researcher[s] [face] ethical challenges in all stages of the study from the designing to reporting” (p.2). To ensure the research is justly conducted, Busher and James (2012) suggest the development of an “ethical framework practice” to develop a “collaborative culture” (p.1), where the relationship between the researcher and respondents is characterised by respect and based on the duty of care the researcher is bound by (Stake, 1995).

There were 226 respondents who contributed to our research of this degree redesign. We have sought to conduct ourselves in an ethically informed way with this group by ensuring that their participation was voluntary, anonymous, or, where a personal interview meant we knew a person’s identity, that assurance of confidentiality was provided. Anonymity, or the “protections of a research respondent’s or site identity” (Wallace, 2010, p. 23), is provided to respondents in this research. The qualitative nature of this research does risk a possible loss of anonymity through the provision of more detailed insights into respondents’ everyday worlds in situated contexts (Wallace, 2010). To mitigate this risk, all respondents in this study were addressed by a pseudonym using their first initial and organisation, and where appropriate, job title. This titles each respondent or group are referred to in the findings are listed in the respondent tables.

Confidentiality is understood as the “safeguarding of information obtained in confidence during the course of the research” (Wallace, 2010, p. 23). Information gathered during this research was protected by the researcher’s assurance of confidentiality to respondents. For example, respondents’ survey responses were provided anonymously via a google form that did not require identifying details such as the name of the respondent.

In group settings, nobody was required to participate; people had the option to leave group settings or remain silent. A general count was undertaken in these instances to support the methodology, but not other than that, no names were taken in group meetings. This was to avoid making people feel they were accountable to us in some way, and to encourage candid feedback.

Some respondents asked for their comments to be “off the record”. These requests, while infrequent, have been respected by pausing the recording of the interview. Occasionally comments were also made which respondents stated they preferred to be kept between the interviewer and respondent. These comments have not been included in the report.

Consent for the interview audio recordings

Where a recording of an interview was made with a respondent, the respondent was always asked if they were okay with the recording being made before the recording device/system was turned on. The recording device/system was only activated once this approval was given. Respondents were not recorded without their knowledge. In face-to-face interviews the recording device was placed on the table where the respondents could see it. In zoom sessions, the recording light would activate, and the audible recording notification would be spoken by the system.

Limitations

This report is a representative sample of opinions and perspectives from the sector. The data is not reflective of the opinions or perspectives of the report’s authors. The authors do not claim that the data definitively represents every aspect of the ECE sector, however, they do state that the data collected accurately represents all those who have contributed. Respondents could choose to do the survey, including putting their name forward for a consultation interview. This means that the data sample does contain aspects of self-selection. The authors have sought to provide balance to the data by inviting groups identified as “missing” from the data to contribute. This applied to Iwi groups, Pasifika groups, and refugee and immigrant groups.

Findings from the survey and interviews

The findings of this report come under six broad categories, which will be discussed in turn:

1. Degree structure and delivery
2. Learning and behaviour
3. Cultural competence
4. Programme content
5. Reputation of the university, and
6. The ideal graduate profile

The findings in each section show the collation of the data from both the survey and the interview transcripts. Where data is available to support a finding, graphs or tables are used. Quotes from interview data are further used to elaborate each point. No analysis is included, as analysis and interpretation are the role of the ECE Redesign Committee and other Division of Education and University of Waikato staff.

1. Degree structure and delivery

Both the anonymous survey and the semi structured interviews asked for the sector's feedback regarding the mode of delivery for the ECE degree, and whether the age range covered by the degree should extend to include early primary as well, thus covering 0-8 years of age. The same questions were also asked in the semi structured interviews.

1.1 Mode of delivery for the ECE degree

Survey data

The survey asked respondents to rate various programme five generic modes of delivery for the redesigned ECE degree. Respondents were able to rate each option from 1 – 5, with 1 being the lowest.

Table showing options for modes of delivery by ratings from 1-5

Option	1	2	3	4	5	Total Responses
<i>Online</i>	18	17	29	45	51	160
<i>In-person courses 2 days a week</i>	9	8	31	50	61	159
<i>Weeknights</i>	31	32	49	24	20	156
<i>Noho marae</i>	38	36	49	24	20	156
<i>Current model</i>	38	37	33	26	21	155

Interview data

ECE settings and primary schools wanted student teachers to spend more time working alongside them, to learn practical skills, and integrate theory with practice

“More time in classroom as opposed to just practicum” (Kahui Ako).

“Yeah, I would say that's the probably the biggest thing about university as well is it's majority theory based. Whereas if you're, if you're comparing it to the likes of, let's say, Wintec, for example, where they, you know, they have to do their 16 hours or whatever it is out on site. Yeah. So they get a lot more time on the floor, engaged in the actual day to day runnings of centers as well, and kindergartens” (M Te Kowhai Kindergarten).

“But I think one of the things that I valued the most in some of the programs that I have taught in is exactly that link between the theory and the practice, you know, I had worked in some faculties of early childhood, who, just because of the manner of

what it was, people had gone right through, you know, their own academic pathway, and had not necessarily spent a lot of time in centres or on the floor or in classrooms. And so, the ability to draw upon some of that practical knowledge, you know, the conversations were quite slim” (Leadership Central).

Regarding the mode of delivery, Educare need acknowledged the need of students to work. Their priorities included a need for flexibility in the mode of delivery and for students, a relationship with the education provider, and responsive and innovative content (Educare Notes)

Suggestions for the mode of delivery included identifying specific days for student-teachers to attend university (around 2-3 days a week was indicated in some interviews) balanced with specific days on placement (2-3 days were indicated) so that student-teachers had a clear understanding of their commitments over each week.

“[Attending class] maybe twice a week, I know it has to align with courses and things and university schedules that you have to fit in, but even if that could be done on three days so that there was that time on the other two days where they could be in centres” (J ECE Hamilton Teacher).

“But we often find when they're [prospective students] looking at providers, they do choose people that have got a balance of like, all the classes kind of on either the same weeknights, or the same day. So, they can schedule themselves because they're trying to work” (BestStart Org).

“And I know for the association, they are only taking students from certain providers that can work in our environment. So, they're actually working in our environment, and they're going to get our jobs ... The model needs to be that they are working in our centres a couple of days a week, and they are training to be kindergarten teachers, or ECE teachers or whatever, but they are training in that facility” (S ECE Hamilton Head Teacher).

“I like that one day a week (in school) then they go back to work and they can think about what they're learning. Easier to have someone away for one day a week rather than four” (C ECE Tauranga Head Teacher).

I suppose more of a structural thing is around having the classes together in a group, you know, like over a couple of days, so that you're not coming in for just a two-hour class on one day, and then that's all you've got ...I think that can be a bit frustrating. And I think for some of the other class members, they just wouldn't come to some classes because that was a day that they could work (Waikato Students)

“And we need to have a degree that's got a little bit more flexibility in it, I guess” (Waikato students).

The data indicated challenges with student teachers visiting the same day each week. Students needed more time to develop and build relationships in schools and centres.

“One day a week, it’s almost as if they are still visiting” (Hamilton primary school 1 NE teaching team)

“I think one day a week would be a longer practicum being more days or just time in class one day a week gives them a taster of what to experience in school and what to expect but they're not seeing the difference across the week. We have different days that focus on different things. Not the same day on repeat and I think that would help build those things like about flexibility and seeing the interaction building relationships all the things that are key for the role for their future” (Hamilton primary school 2 DP).

“[Talking about those on field based programmes] You know, like, I look at some of the ones that work here, who are students, they're part of our family, they're part of our team so they integrated into everything that's happening and they get an understanding of planning, individual planning, and all that stuff” (Hamilton Central ECE).

“Looking at that currently with some of the other providers that we've got, and having that consistency, and being able to really get to know those students and maybe even look at it as a bit of a recruitment pathway and things like that, as well. But yeah, we find it like, it's the extra pair of hands as well, they're getting to see that, that hands on experience, all that stuff they're learning that's theory based, they're actually able to see it in practice (J Te Kowhai Kindergarten).

To think about the hours that a student-teacher works in ECE centres. Starting at 8am and finishing at 4pm means that student-teachers are missing valuable opportunities to engage with most families as they visit the centre each day.

“But surely the third year is bound to be the most important year for them to be out in centres because they are almost out on their own, I would say in first year they need to get a proper feel for how the day's work and actually doing a full day. So, I know that a lot of the students that I have had before do 6 hours, 9-3, but that’s actually missing the almost the most important part of the day, seeing those drop-offs in the morning and taking in the information that parents are giving, having those connections with the family they miss all that. So, when the centres open at 7:30am and students aren’t coming in until 9, it’s an hour and a half later when all the children are settled and already in” (J ECE Hamilton Teacher)

Careful consideration as to how student teachers can experience practicum across the sectors-suggestion of pre-school (4-year-olds) then NE, then Y2-3)

“I think if they are doing that degree with the idea of coming into primary, I would probably get them to in terms of an ECE placement that it would be with the 4 year olds probably, like if you were thinking about where they needed to have their practicum so probably not babies but probably the 4 year olds because you do learn

so much at that age and that's that transition phase too so I think that would be really valuable so I'd be selective about they have to do a placement with 4 year olds, they probably have to do a placement with 5 year olds and then up so you have got that transition" (Hamilton primary school 3 Principal).

Careful consideration as to which schools might be a 'good fit' for students to move from ECE to allow the students to transfer and further develop their skills and knowledge. A collaborative learning space/ learning through play environment was signalled as being a 'good transition' for the student teachers.

"They would need a decent amount of time in both [settings]. They are quite different settings and especially across the different primary schools, like for us we are learning through play here I mean it is a nice transition for them here, so I do think students need to see that what they learn is transferable across the contexts, and it would suit that degree that you are talking about that some settings might be more suited to the movement than others". (Hamilton primary school 1 NE Team).

A few people also raised the possibility of an "apprenticeship" or "internship" model (3 teachers) where students are paid while they work and study

"It's almost like, I mean, this is thinking big picture, but it's kind of like an internship almost or like, you know, it's kind of like the employer saying, hey, we're willing to also support them, plus the provider, I doesn't work like that. But you know, would be nice. Like an apprentice. That's what I'm thinking. Because it's like, we can see the potential when you know, one of your team is a teacher in training and you know, and it's a big kind of challenge sometimes for them. Yeah, there is a lot of support there. And so, it would be just probably nice to have that liaison between the university. And the mentor that's working with them in centre as well, where we could just wrap more support around that" (BestStart Org).

"Even like that last year, half of it is like an internship, where it's another option, you know, where the whole thing is done, they're out. The other thing too, like how Wintec do it, those students can then get paid, they're go on the relievers list. And so the time can be paid, which is quite nice" (J Te Kowhai Kindergarten).

"Would they ever consider, this is quite far, but an apprenticeship, you know how they would get paid from the get-go, and they'd go to tech and do a week of tech and then go back. Like if I was a uni [teaching] student, but if I was here for the whole year I'd be paid for my work because that is also quite hard being on placement" (Teacher 3 Hamilton primary school 1 NE teaching team).

1.2 Increasing degree range to 0-8 years of age

Survey data

The survey asked one question about increasing the age range of the degree from the current range (age 0-6) to the possible range of 0-8 years of age. Survey respondents were asked to rate from 1-5 how relevant they considered a variety of “competencies”, that included the question about the age range.

Table showing survey respondent feedback on increasing the degree range to 0-9 years of age

Question	1 & 2 (not relevant or very irrelevant)	3 (Neutral)	4 & 5 (relevant or highly relevant)	Total number of respondents
<i>How relevant would the increase of the age range to include ages 0-8 be for the redesigned degree?</i>	14.11% (23 respondents)	30.06% (49 respondents)	55.83% (91 respondents)	163 respondents

Interview data

In the interviews, the years 0-8 degree was a popular approach. ECE and primary both responded positively and saw value in focusing on the two settings. Teachers said that it would be an advantage to know where the children have come from in supporting their learning as they start school. This would also be a point of difference for University of Waikato as no other provider has this option (see Document Review). Working between 0-8 could also provide student teachers with the opportunity to work on developing children’s dispositional skills with the clear alignment between the two settings.

“I think it would be great to go to Year 3 wouldn’t it? I think it would fit perfectly; I was excited when I saw it. I thought that’s a great thing! (Hamilton primary school 3 Principal).

“I think that would be really beneficial actually, especially with helping the new entrants, understanding that transition to school would be vitally important. And I think beyond new entrants, definitely, trying to get more of that play-based learning really into the primary school would be great! (J ECE Hamilton Teacher).

“At our school, we’ve got probably half trained early childhood, which is quite a lot. But it seems to have be becoming more common practice. So a degree that encompasses both rounds of Te Whāriki and NZC, and indeed see and how it moves together and how it progresses, it just makes sense. Like, yeah, of course, it’s a no brainer. And even for some of our kaiako, if they wanted to go back ... into early learning as well, then it fits, like they know the journey both ways. Yeah, that’s super logical” (Hamilton primary school 1 DP)

“And that would be quite inviting for people to actually probably do the course as well like to get into doing it, that there are kind of more options available. And we have a lot of teachers that have left early childhood to go into the primary sector” (C ECE Hamilton Org)

Years 0-8 age range fits well with the refreshed NZC and with child development learning milestones

“And the child development across 0-8, you can actually see when they might be ready for learning or you can notice the schemas that they’re using and understand across and all those other things that are coming through” (Teacher 1, Hamilton primary school 1 NE teaching team).

“Then I think anything weighted to aligning with the developmental theories about how children learn and milestones and all that kind of thing, I think would be great! And definitely those years 0-8 definitely line up, it is an important chunk of human development isn’t it” (Longworth MoE provider).

Learning through play is increasing across primary school, beyond the junior classroom spaces. The consultation highlighted that knowledge of child development to be a strength in ECE trained teachers. This was found to be valuable in primary classrooms. Since lockdown primary school consultation discussed an increase of children in schools with developmental learning difficulties. For example, a child who may be 7 years old with learning needs more aligned to a 4-year-old.

“I think that having a degree that addresses years 0-8 is a good idea. We have a couple of staff members here who are ECE trained and teach in the junior part of our school. I guess I also look at it because I've taught the papers for ECE and primary and the difference between the two so I think alignment between both would be really helpful because that would help of course in the sectors and of course in the children's transitions into primary school. In the end it's ultimately what's best for the kids so anything that eases that transition and that helps to provide similarities for the child would support that” (Hamilton primary school 2 DP)

“It [0-8 degree] would be really practical for us as a school, we really value the skills that early learning graduates bring. And that's why we've employed so many. They know so much about learning through play, human development, all of those pre foundation skills that are required for later on to really get into literacy, numeracy, etc. And it would save us a lot of time ... having to teach them like how we do our phonics and how we do the structured literacy and how we teach them maths. They rock the collaboration, as they're already used to being in those environments ... But it would just speed up that process. Yeah. And would that range support or hinder a potential applicant? Absolutely help an applicant, because we would save so much time that they would just come in and hit the ground running (Hamilton primary school 1 DP).

“I think one of the biggest things that we are battling with in our in-service teacher provision is addressing teacher’s perspectives on the children that they teach from a chronological age versus a developmental age. So, if we can have teachers that are more versed and understanding children developmentally, rather than going into a

school situation where they think “I teach Year 3, you know so I have to teach 7-year-olds this way.” Then I think anything weighted to aligning with the developmental theories about how children learn and milestones and all that kind of thing, I think would be great! And definitely those years 0-8 definitely line up, it is an important chunk of human development isn’t it”. (Longworth MoE provider).

A sound knowledge of the curriculum was identified as being a key factor which schools look for in their teachers.

“And the other thing is that the people who have come here from ECE, we have got four people who are ECE trained at the moment who have come through, is probably just their gap in curriculum knowledge and with like say (Teacher 3 Hamilton primary school: 1: NE team) has here being two years mentored in school , so if they missed that and started in ECE for registration and then decided to come through they would be missing some primary stuff as well and it’s years of intensive working alongside someone” (Teacher 1 Hamilton primary school 1 NE team).

“That would be a useful skill to know too-to be able to integrate and think across the curriculum at junior level” (Teacher 2 Hamilton primary school 1 NE team).

“I suppose as you go further up the curriculum changes quite significantly so that’s a lot more knowledge to know and to learn about as you go, but in primary you can adapt if you have that curriculum knowledge behind you” (Teacher 3 Hamilton primary school 1 NE team).

However, the curriculum refresh approach prompted further consideration for the degree programme:

“So, I think the model that is coming through in the school curriculum refresh *Te matai ako*, the notice, recognise and respond that is something that we are really hammering with teachers now because it is so different certainly from a school-teacher perspective. It goes back to how do we plan for something that is child-led? Well, this is how you plan, you notice, recognise and plan to respond. That’s something that is blowing the minds of teachers at the moment”. (Longworth MoE Provider).

Graduates of a 0-8 degree can apply in both ECE and Primary, something that can both help the teacher shortage, as well as provide flexibility for teachers themselves.

“So, they can go between early childhood and early primary. Yeah lovely, I think it is a fantastic idea, particularly with the teacher shortage, we are finding it really tricky to find qualified NZ teachers, so I’m all about that and I think having an understanding of child development coming into early primary is critical and having an understanding of play-based learning is critical is we are looking at those early primary years” (Hamilton primary school 3 Principal).

“It probably depends on which area [ECE/primary] you are looking at working in at the end, so if you were doing this degree and you really want to be in ECE, or for a lot of people they think strategically and think I want to start in ECE whilst my kids are

young and then when they are older and start school and then you end up moving into primary so I guess it depends on where you are going to start and where you want to end up as well” (Teacher 1, Hamilton primary school 1 NE Teaching Team)

It is also noted that a 0–8-degree graduate can hold management responsibilities in ECE whereas a primary trained teacher cannot. For example, being responsible for opening and closing the centre.

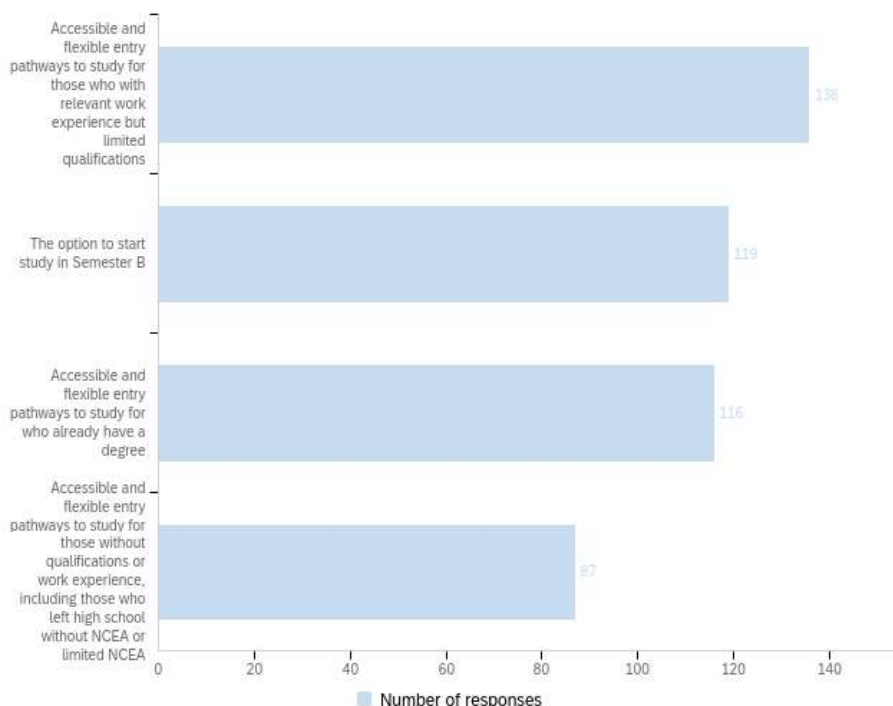
“It would probably benefit because I’m trained in primary and have done a post grad in ECE, so I’ve gone back and forward, and when I was in ECE I did my post grad because you can’t be in a leadership role with a primary qualification, I couldn’t be in a leadership role without an ECE specific qualification and I didn’t get paid as much. So, they were treating me like a manager of the centre, but they weren’t paying me as much, because they couldn’t and so I went back and did a year post grad and then they did recognise it. So obviously with this degree that would be recognised so they could be in leadership roles, and they would be paid” (Teacher 1 Hamilton primary school NE teaching team).

1.3 Entry pathways to study ECE

Survey data

Survey respondents were asked what kind of entry pathways they would like to see into the redesigned ECE degree. Respondents were able to select any or all of the available answers. No short answer section was provided in this section.

Potential entry pathways to ECE study at University of Waikato (n=164)



Interview data

ECE providers discussed the diverse pathways that people come to ECE from. This included international students, and people wanting to enter ECE after working in non-teaching or teaching assistant role and developing an interest.

"A lot of our- the people that we've employed have come from internationally, they have teaching qualifications overseas, but they need to get a ECE when they get here. Quite often, it's the problem is that they need English before they can be able to enrol. So that's a massive barrier" (Claudelands Hamilton ECE).

"Often people will come in as a caregiver. And then find a passion for it. And then that will really encourage them to start their study. And you know, they can be at all different stages of their life. And so, they have got lots, but they know they like it, you know, they know they're in the industry already ... And there's not many industries where you can work almost your whole way through and support yourself quite well financially, while studying, you know, a lot of other students that's just in jobs or weekend jobs" (BestStart Org)

Like we've had the cooks, the drivers, they've been through the study and they're qualified ECE teachers now (BestStart Org)

Even for us? You know, we'll see people think you haven't had the academic pathway, you know, they've been out of school for quite a while ... Yeah, a little bit of that ECE experience, as well as maybe a good reference from the manager, you know, saying that so-and-so would be a good fit to pursue further studies around something ECE (BestStart Org)

2. Learning and behaviour

Learning behaviour includes responses from a variety of respondents across both the survey and the interviews, requesting more training for social competence, neurodiversity and special needs, and in child development.

2.1 Social Competence

Survey data

Survey respondents rate relevance of social competence learning in the redesigned degree, where 1 is the lowest.

Relevance of social competence to teacher training

Question asked	1	2	3	4	5	Total respondents
How relevant is an understanding of young children's social competence, and how to support this/	0	1	1	11	150	163

Interview data

Teachers elaborated on what they thought social competence should include. Resilience, relational skills, de-escalation, managing trauma, and anxiety. Recommendations were also made to consider He Mapuna Tamaiti and Incredible Years as potential resources in training.

“Social emotional and resilience. We are doing a lot of coaching, and a lot of time is going into that” (Teacher 2, Hamilton Primary school 1 NE Teaching Team)

“Managing challenging behaviours” “Redirecting” “Safety” “Professional relationships” (Kāhui Ako)

Social emotional competence is huge. Yeah. Throwing trauma into that mix as well. That's becoming really evident problem. Lots of stuff going on for lots of our little people. So real awareness around those kinds of issues, definitely social emotional competence, I think the behaviours we're seeing, changing from what they were, I'd say, even five years ago” (Waikato Kindergartens Org)

“I think social competency is important ...I think, yeah, training to support special needs, because we have we are noticing growing need in this area. And this is an area that a lot of our teachers need the most support in (BestStart Org).

"Anxiety is a huge issue for lots of our little people as well. They live in a very fast paced world, who are put in front of a screen a lot of the time, not taught resilience and deal with things, dragged around, you know, it's just a different world" (M Waikato Kindergartens Org)

"I think, particularly now, having a paper on Emotional Social Competence and using He Mapuna Tamaiti, you know, as the resource to kind of unpack that ... Things like, you know, perhaps starting to take some of the Incredible Years material and embedding those and some of our practical elements of teaching papers would be really useful" (C Teacher)

"Are you using He Mapuna? He Mapuna te tamaiti is *the* social competence Bible that we are using. I don't know about everybody else ... So that we are able to address that individual need. And then we've got the tools of you know, the strategies from He Mapuna Te Tamaiti, the strategies in Te Whāriki, and we should be identifying those" (S ECE Hamilton Head Teacher)

Social competence was considered important for the teacher as well as for the child.

"I think social competence is a big thing. How teachers support social competence in their role as a teacher. What are the teachers supposed to be doing every day to support learning, support children to be socially competent, to have that growth mindset. How to encourage leadership in children. Never mind about their own [teacher] leadership so much. That's something else that happens because you're doing a great job with children" (C Manganui Kindergarten).

"I feel like we should have quite a big component to deal with social emotional competence. I think we've had little bits here and there. But I feel like there actually could be a whole paper" (Waikato Students).

"I think [a big issue] today is teachers and experienced teachers striving to work well with children with diverse needs. A growing number of children require additional support. The numbers have grown exponentially over the 30 years that I've been teaching. And what that support looks like from the Ministry of Education and psychologists and from Speech Language Therapists - all of those support services are stretched really, really thin. So, I think that's the stuff gets teachers down and it gets overwhelming for new teachers. So, some real strengthening in the areas of social competence and what it looks like in your teaching ... And so, I think that more emphasis in that area would never go amiss, because it's stuff students can grapple with really, really hard" (Inspired Kindergartens Org).

To respectfully manage 'care moments' when supporting children to learn how to self-manage daily routines, e.g., washing hands for kai, managing transitions.

“A lot more focus on the care moments, a lot of students I have had personally in the past have not really understood about the respectful practices with helping children. Giving them the support and care for children to be able to do things on their own, but with your guidance. I know it’s hard when students are on practicum and they are not allowed to change nappies and things, but it’s still the transition time from the play time to washing hands to kai time and understanding how to support children through those transitions, learning about those care moments would be really beneficial I think to learn those skills whilst they are at university to try to put into practice when they have finished” (J ECE Hamilton Teacher).

Social competence discussions also included some mention of support for teachers.

[In a discussion about social competence] “And for our teachers coming out that so they often are quite overwhelmed with this. Like, they’re so excited and you know, willing and wanting to put all their skills to the test, and then they feel really overwhelmed because they’re coming across challenges that they don’t feel equipped to deal with ... But yeah, I think if you did have a, you know, like, whether it’s a minor in one of these, or however it would work, yeah, that could be a real point of difference for university for people choosing to study” (BestStart Org).

“And also, a big thing for your own wellbeing and your own welfare. Because it’s, it is tough times at the moment out there” (Hamilton primary school 1 DP).

2.2 Neurodiversity and Special Needs

“But I just think if we had more teachers that could understand neurodiversity ... they came out with just a little bit of understanding and knowledge of just autism spectrum disorder, or just neurodiverse children” (BestStart Org).

“The strategies are more important because we’re having to deal with- even if you diagnose that child and say they’ve got ADHD and autism, you need to deal with it. Because you’re not getting any help from anyone. The help’s not there, so you have to deal with it, don’t you?” (Hamilton Central ECE).

“That neurodiversity, which is just growing by the day, and then how to wrap-around support for families as a whole. Because it’s not just the children that we’re supporting” (Hamilton primary school 1 DP).

2.3 Child Development

The analysis of responses identified that teachers are interested in learning more about children’s brain development.

“I think there needs to be more on the human development stuff. Like, for me looking, if I just walked into my preschool room right now, I can tell you, there's probably four or five children in there that have things that are going on that they need support on. And the more information you have on how to support them, the easier it is for you to support them. Like I know each child is individual, and you're going to have to get to know all of that stuff” (Hamilton Central ECE).

“The brain development, the way the neurons connect what needs to happen, also language development that's a strong need for our children who are definitely coming in a lot lower. For example, they have been coming at stages 0-1 for maths, social emotional and resilience. We are doing a lot of coaching, and a lot of time is going into that”. (Hamilton primary school 1 DP).

The consultation identified a growing need for teachers to across both ECE and primary to be more versed in understanding children developmentally to foster teaching and learning that is responsive to a child's developmental age rather than the actual chronological age or 'year level'.

“Yeah, what doing a reversal back, so primary teachers going into early learning ... They would definitely need to know where the journey begins, with like the, you know, all that human development over time from infant right through to seven years. I mean, it just, it's just such a win-win both ways. And also because it- just because you're in a primary school doesn't mean that you aren't having children coming to you now, as we do, that are more like dealing with a toddler. I feel. So, we need to know about those kinds of fundamentals. You know, how a person progresses over time. And normally, which is an awful word to use, but then, yeah, how to accommodate the learning needs of someone who was, maturity wise, more like a three-year-old. And that's becoming more and more common. How to toilet train, giving lots of that. Speech, things as we haven't a lot of kids that are coming in that are requiring speech therapy, and they aren't eligible. They don't fit into the 1%. That will Yeah. And then I've heard that the books have closed for now as well [for special education], which is just horrific” (Hamilton primary school 1 DP)

Primary teachers and ECE teachers are curious to explore recent research into child development focusing on brain development and growth mind-set

“I am doing a lot of work with primary teachers around understanding the connection between play and the brain at the moment and being able to help teachers see that play grows executive function skills which are the things we need to be able to read and write and to be able to do well in school. But we kind of jump all that bit because we can teach reading and get a response and then we wonder why we don't if we have got children who don't have well developed executive functioning skills or even just a want to learn to read. We are jumping over that bit so any emphasis around engagement and neuroscience and 21st century skill development I think that would be quite revolutionary in the pre-service space because it is certainly something that is lagging” (Longworth MoE provider).

This includes engaging and interacting with child development theory to inform and develop a context for understanding how learners typically progress. Responses indicated that a vital development of knowledge about child development, enabled student teachers to teach ‘from where the child is at’ rather than their age or ‘year level’.

“I am really concerned about perspectives that teachers have in the sense that when I talk about them to it like you know when I say to them would you expect a three-year-old to be able to do this? And they say “Well, no” well then that’s effectively what you have got in front of you.” (Longworth MoE provider).

“I just think it’s understanding what child-centred means as a pedagogy as a belief from where the child is at”. (Hamilton primary school 3 Principal).

“So, you know, like that, that influences a lot of what we do so. So, bringing that whole human development through right to year three of the degree to me would be a bit of a no brainer, really” (J Te Kowhai Kindergarten).

“We haven’t really, we only have read on one paper, which was to do with human development, which was the lifespan. And we did a little bit within when we did the infant course. But I feel like I would have wanted to do a lot more around that: five development and what happens kind of when, you know, like, there’s different ideas about, like boys when they’re four years old, and what happens and so like just different things like that, and like ... times of children’s life and the importance of like gross motor development and how that leads into literacy and that sort of thing” (Waikato Students).

Time in the educational setting was necessary for a student-teacher to experience and learn the centre/school’s different practices specific to their placement.

“I was talking to a parent the other day about their child at ECE and how they have this eating at any time -rolling kai-little things like that don’t happen in schools and we have like you know structure in terms of that type of thing so the student teacher would need to move between two very different spaces and I suppose it would be a better support for the child in their transition to school? (Teacher 1 Hamilton primary school 1 NE Team).

“And just the general busyness of school, it’s quite a different sort of busyness, like you finish at 3-like the whole day is very different” (Teacher 3 Hamilton primary school 1 NE Team).

“...And the structure, the busyness both and the explicit teaching and there is culture too, I mean they quite like their lunch break and it is quite different, often they are very time framed, because they are paid often by the hour so it’s quite a different way of working. So, the expectations of you as a teacher in a primary school might be a bit different in an ECE”. (Teacher 2 Hamilton primary school 1 NE Team).

3. Cultural competence

Cultural competence reflects the need for appropriate cultural training for early childhood teachers. This is recognised as necessary in three key areas: bicultural practice, Pasifika practice, and multicultural practice.

Consultation with iwi/hapu/whānau and other Māori groups is part of the recognised principles of participation and partnership under the *Treaty of Waitangi*. Within this consultation process, it was important that iwi/hapu/whānau see how their views have been analysed and reflected in any final decision-making. Our ongoing consultation reflects the special connections with Tainui as mana whenua, and our commitment to the iwi forum of *Te Rōpū Manukura* as a partner of the (University of Waikato, n.d).

Our ongoing consultation with Pasifika community groups has involved working with Pasifika community groups to build relationships in a culturally responsive and respectful way. This is in accordance with Pasifika values through the “nurture[ing] [of] the *vā*” (n.p) in the development of respectful and balanced relationships (Education Gazette, 2020).

Ongoing consultation with the *Settlement Centre Waikato* reflects the importance of the cultural diversity principle and the inclusion principle of the New Zealand Curriculum, (2007, Ministry of Education) and the Identity, language and culture strand of *Te Whāriki* (2017, Ministry of Education). Both documents call for ECE providers, schools and teachers to value children as individuals and celebrate the diversity that they bring.

3.1 Bicultural training needs

Survey data

There were no specific questions pertaining to bicultural learning needs, as the survey only addressed potential new material. It was always intended that bicultural training would remain in the redesigned degree. However, there was a short answer section in the survey where teachers and leaders could contribute ideas, as noted in the chart below. The wording of the survey respondents has been retained.

ECE teacher/leader suggestions for bicultural teaching and learning

Suggestion	Number of respondents
Te tiriti	2
Kaupapa Māori options	1
Te ao Māori	3
Te reo Māori	3
Matauranga Māori	1
Cultural sustainability	1
Tikanga	1

Interview data

The following findings begin to unpack areas of importance in the bicultural training space.

Teachers and leaders highlighted connections to land, whakapapa, values and decolonising practices as important

“My priority there would be understanding the mana whenua first and a connection to our land, our people, and our place. I guess that is all part of understanding the environment, because you start there. We are all about place-based learning so we have our own gulley so that forms part of our local curriculum. So, for me, I think it is embedded in our local curriculum and in our bicultural context you’ll always start back at the land and then move forward there” (Hamilton primary school 3 Principal)

“Yeah, like the whakapapa is really important, it’s not just where we are from it’s when you go into a kura they do have their own story and their own narrative and that comes into your curriculum, yeah, you weave that in” (Hamilton primary school 3 Principal)

“I think people get very confused around by cultural practice, like, they will just go straight to te reo and tikanga. it’s like, well, it’s actually a lot more than this. Like that’s they just there’s a lot of surface stuff and not really understanding the Māori values and all that kind of more depth and complexity with that” (M Waikato Kindergartens Org).

“I think that students must come out with a basic level of competence around being on the Marae ... it’s just a different perspective. You know, being in another... not another world, but another cultural experience” (Inspired Kindergartens Org).

“Decolonising – the continuing impact, I think this is what a lot of New Zealanders get mixed up with, not understanding the intergenerational trauma that has occurred and continued. Inspired [Kindergartens] does decolonising training ... Even imagine – what would Tauranga moana look like if land confiscation happen? Who would be sitting in those beach houses now?” (C ECE Tauranga Head Teacher).

“So a lot of the people that will be doing this, this course, will be people from other countries ... it’s like how to culturally prepare them for the practicality of teaching in New Zealand, you know, like, you know, not sort of touching the head and that kind of thing. Like, it’s, it’s quite a different feeling, I think, to be in New Zealand ... But there are different cultures that have different ways of working with children. And how to try and give them the Kiwi-ness” (Claudelands Hamilton ECE).

There was some acknowledgment that sound bicultural practice could also be a good basis for respectful multicultural practice

“Looking at like respectful practice ... I think everything touches on it, but I don’t think it’s really as in depth as it needs to be as well for people coming out and, you know, there’s a very big- when we say to people, you know, talk to us about the bicultural

practice and things and, and it goes straight to multicultural. Understanding the difference between bicultural and multicultural” (Waikato Kindergartens Org).

"If it's right for Māori, it's right for everyone ... can their language, culture and identity be seen. So, if this is happening for Māori, and we're ensuring that, then actually, we should be ensuring that for the Chinese, you know, like, that will come through when they run as well. But if we put a real bicultural lens on it, it actually supports everyone else as well. (Waikato Kindergartens Org).

Student teachers need to be able to consult and draw upon Tāpasa and Ka-Hikitia, and Tātaiako as part of their planning and teaching.

“cultural capability”. “Unpack documents, Tāpasa and Ka hikitia” “Bi-cultural commitment/understanding of Te Tiriti” (Kāhui Ako)

Te reo training was identified as necessary

"Learning of vocabulary and phrases in te reo Maori that support teachers then going out into centers and the more comfortable they are ... Having a range of things that they can say, because I often find there's a real stumbling block for beginning teachers where they feel embarrassed. Yeah, and they don't want to offend” (C Teacher).

Loved the emphasis her degree had on te reo Māori – the work she did in year 1 encouraged her to start learning te reo formally herself (M Teacher notes)

"More, like, you know, te reo. Again, it does weave through the first year, I remember the first year we had yet one paper where we learnt phrases and were tested on them. I still use those phrases today. But I feel like any papers after that were more on just not the practical side of it, I suppose. And then you come out to teach and it's such a big part of your teaching practice (J ECE Hamilton Teacher)

3.2 Bicultural learning currently available in the Division of Education

Two of the Waikato staff contributed their thoughts about bicultural teaching and learning currently available

There was also some discussion about the “pathway” a student might follow if they were following the thread of biculturalism through their degree. In the first-year students have TEACH101 (Karaitiana’s paper). In the second year they have a paper on cultural competency, with Hoana and Casey teach. However, there were limited options in the third year. Perhaps some kind of option could exist here? (Casey Rudkin, notes)

Karaitiana shared the TEACH programme he has designed for the Year 1 Primary students, which focuses on unpacking identity, taking action, planning to use to ao Māori and te reo Māori in the classroom, and one other thing. This is a yearlong paper. Would need further discussion but might be possible for the ECE students to

join this course, with adaptations only needed for the planning unit (Karaitiana Tamatea, notes).

3.3 Consultations with Tainui

Connections and relationships between the University of Waikato and Tainui are still in their initial stages, but seem promising

“I am just as excited to hear how we can create meaningful ECE programmes for our 69 marae whānau here in Waikato Tainui. I look forward to witnessing the participation of our marae with this Kaupapa. Great to hear that the ECE education sector are leading the way in terms of collaborating with mana whenua to cater for ECE education.” (Shirley Tuteao: email from Tainui education representative).

3.4 Foundational relationships with Pasifika

Learning to understand how a Pacific approach to teaching and learning is unique

“Trying to put a lens of Pacific over it, that there is as acute sensitivity from a Pacific nation's person, to be attuned to how the rhythms and flow of the place goes. Hav[ing] a little sense of representation in the space by putting their bio up, [sharing] who are they, so, on the first day some of that groundwork has already happened. And, they have some clear understanding about who we are and who we see them to be potentially within our space. So, empowering them with the license to be themselves” (Inspired Kindergartens Org).

[Pacific] approach to learning and teaching. That would mean that if someone who was Pacific came in that they would feel. Oh, I feel I feel comfortable in this space” (C Teacher).

Recognising and supporting the cultural expertise of Pasifika students and teachers

“Tapasa talks about the stages that we go through, but we have to recognise that for me, for our Pacific people, they're the expert already, because of who they are and what they bring with them - their cultural capital, the knowledge, the expertise, their ways of being, they're already there. And so, you know, for me as a Head Teacher, I then have to recognize that and respond appropriately, to allow them the space ... to be who they are and bring all that into the space to support positive outcomes for children” (Inspired Kindergartens Org).

“I suppose a student is only empowered as much as the mentors or the associate teachers and their spaces allow them to be, or the structures within those spaces. And I think that's more about what the university can do to empower our Pacific students to be, respectively proactive, and warmly demand, who they are within a space” (Inspired Kindergartens Org).

“But yes, coming into Tai o Fenua [Pasifika ECE setting], you know, and feeling it, smelling it, tasting it, being able to have themselves tangibly visible, is a fabulous experience, because they can see what it looks like to be a Pacific educator, teacher. But they have to know how to do that in their mainstream too. And that's the

university's challenge, I think, to think about how we bring that to be" (Inspired Kindergartens Org).

"If there was a vision was that there were more obvious equity levers for Pacific centres, for diverse centres to be able to support particularly Pacific and Māori centres, here in New Zealand. To be able to reflect what it is to be a Pacific kindergarten, not a mainstream kindergarten underneath a mainstream umbrella. A Pacific kindergarten...My vision for ECE is that an organisation like Inspired Kindergartens has got different levers it can pull to ensure that we get the right people in the right space, that is affordable, accessible, and reliable" (Inspired Kindergartens Org).

Relationships with our Pasifika community have just begun to develop

Email correspondence with Keaka Hemi (Assistant Vice-Chancellor Pacific at the University of Waikato) has outlined a variety of possibilities for developing relationships within the local Pasifika community attending the University. This will take some time. Raella started by attending the Pacific Staff Forum, but more time and work will be needed to build meaningful relationships here.

Creating pathways into Early Childhood Education the university has developed its first strategic plan that recognizes the aspirations of families and communities and the need to grow pathways into study and beyond: (Pacific Strategic Plan: University of Waikato).

3.4 Multicultural practice

The consultation process has affirmed the diverse multicultural society that centres and schools are working within. Both ECE, school and agencies such as the *Settlement Centre Waikato* expressed how important it is for teacher graduates to be able to build positive connections within their community, and who are culturally responsive to diverse families, respectful of their cultural values, beliefs and aspirations for their child.

Multicultural practice, including working with and supporting cultural diversity, remains important in Aotearoa New Zealand's diverse society

"Huge multicultural diverse community, so what is their idea of school compared to what school is like here" (Teacher 2 Hamilton primary school 1 NE Team)

"In Hamilton, seeing huge numbers of migrants coming through, [students need to] be aware of what's happening in our society. A visit to the settlement centre [for students] would be good" (Settlement Centre).

"In terms of the demographics over 160 ethnicities represented, globally and in Hamilton as well this would be really useful context for the students to understand" (Settlement Centre).

The Settlement Centre has suggested working closely with the University to help students develop experience with the considerable diversity in Aotearoa New Zealand, through practical experience.

“Coming to the migrant centre where we support 800 different clients in different ways, getting exposure to different cultures would be really good – practical application in addition to the more theoretical stuff would be really good” (Settlement Centre).

4. Programme content

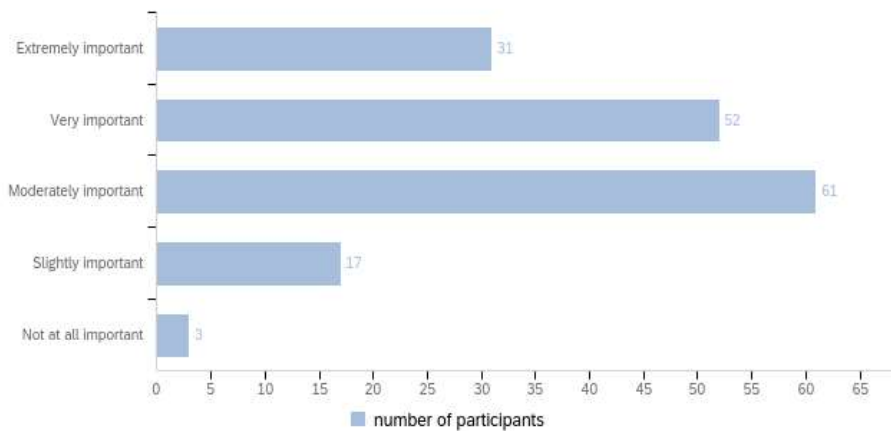
Survey and interview respondents had a variety of ideas for learning that the new degree should include. Programme content covers the potential ideas for degree content raised by respondents.

4.1 Leadership

The response in interviews to the leadership question invited a variety of responses. The details of these responses are indicated by the data below.

Survey data

Value of leadership skills for ECE graduates (n=164)



A second question asked teachers to rate specific aspects of leadership in terms of importance. The table below lists teacher responses. Teachers were asked to rate the importance of each aspect from 1-5, with 1 being the lowest.

Table showing ratings of various leadership aspects

Leadership aspect	1	2	3	4	5	Total respondents
Financial management and planning						
Regulatory knowledge						
Leadership models						
Staff management and development, inc. HR						
Professional development design						
Marketing						
Conflict resolution						

There was also a short answer response titled “other”. Teachers and leaders had strong reactions in this short answer question to the teaching of leadership in an undergraduate degree. There responses are recorded below.

Leadership is a construct emerging with neoliberalism and seeing centres as competing firms operating in an educational marketplace. Branding, marketing and change leadership have roots in such discourse.

I don't feel leadership is something new graduates can expect to finish university and expect to have the knowledge and understanding to be out there and lead in the ECE world. This requires hands on experience over a long period of time.

Management is further training IF interested in it. It should not be part of base training when more immediate needs are required.

I think they do need this but I'm unsure it's wise to go straight to management after you study. You need to do your time on the floor so that you understand how that works. I am currently upgrading my study you could provide an extra year of management leadership studies after your degree.

All leadership should be in a post graduate qualification it's odd to be putting this in a base degree.

There's a need for both LEADERSHIP skills in ECE and MANAGEMENT skills. They are different but essential. The ability to manage the operational, strategic, arms of a centre are essential and should be taught prior to picking up a leadership role (via professional mentorship or leadership practicums), but not at the expense of learning the skills of being a leader- being able to create, develop and lead a team in an intentional leadership culture within an ECE context also needs to be taught. In short, it's all important to support a successful transition from great classroom teacher to great leader!

I feel like this is not needed as a compulsory section of the degree, as not everyone wants to be in a leadership role. I understand that all teachers are leaders in their own positions, but the particular training mentioned above should be selective for those aspiring to leadership.

I firmly believe to be an effective ECE leader you need to have worked with and under others. Therefore, if inexperienced (in life & ECE) students studied ECE leadership it would not give them the life skills and understanding necessary.

A lot of the financial and regulatory stuff can be learned on the job, but looking at transformational leadership and managing staff is essential if they are interested in leadership in the future. However, this is offered in the Post graduate diploma of teaching.

Interview data

The negative reaction to the managerial concept of leadership saw the interviewers seek out more discussion around this concept in practice.

Leadership begins with leading your own practice

"We're keen for them to be leaders of their own learning, just not thinking they're leaders or centre managers from day one" (Waikato Kindergarten Org).

"I think every teacher is a leader, in that sense great, and where I would go with that is how do I lead myself first? Because you turn up in situations with how you are as a person so they need to understand themselves deeply because you are going to be put in situations that will challenge your core every single day as a human. So, I would say, they need to learn how to lead themselves when they are under pressure and when they are overwhelmed" (Hamilton primary school 3 Principal).

"Then as a teacher how to lead their own professional learning, so that they are being 'that learner'. And it never ever stops, so if they can lead themselves personally and professionally, my job is done! ... I think the university is a great place to be able to grow that. You have them for three years; they've come into that space to learn" (Hamilton primary school 3 Principal).

"I think introducing them to the educational leadership capability framework would probably be good because it aligns into teaching. So that would help them to understand how their role fits within the lines for teaching standards and those types of things as well. And I mean, it's around collaboration and shared leadership. And because we work together ... it might be more around kind of an awareness of themselves and how they work and how to kind of communicate well with others and work in those teams ... if they can't have that understanding for themselves, they're gonna struggle when they do come in" (BestStart Org).

"And lead your own registration. So, this is that's that leadership in action. That's where you start. You come out of university, and you lead your own registration" (S ECE Hamilton Head Teacher).

Developing leadership as a behaviour or part of teaching practice, rather than as part of a specific leadership role

"We want the best teachers out here. You know, if early childhood is to survive, if the sector is to survive, then, you know, we need to be able to provide leaders of the future. And that's what graduates should be coming out as, is leaders of the future, looking to take on leadership roles, and even if it's not *The* leadership role, they're looking at taking on leadership roles in running a review" (S ECE Hamilton Head Teacher).

"So, the educational leadership framework. That's brilliant. It really really is brilliant, because I think what it does, and it helps to demystify for teachers is that there's

leadership at all levels of an organization. And then, as a teacher, you can be a leader” (C Teacher).

“And then also, I think, would give them more confidence to take control of stuff, because that's like, for me, my next. And my next internal evaluation in my room, I'm actually offering it up to one of the other girls and say, instead of because I'm the team leader, I'm here leading, how about what do you think we need to improve on? Okay, well, now you can lead- that kind of thing- and give that autonomy over to them to have that for themselves. Because I think the more confident, they are as teachers, the more they're going to give to the room, and then that thing, it comes back to being in the best interest of the children, because the more confident you are, the more you're going to give to the children, I guess” (Hamilton Central ECE).

Graduate teachers as emerging leaders

“And, you know, we, because I think some of those things, whilst it's good to be talking about, like, sort of that coaching that, you know, being able to, you know, there's opportunities for leadership, that's not positional leadership as such. But we don't necessarily want new grads to come out thinking they're going to be a leader. We want them to have that understanding that actually, it's a learning process, till the day you stop teaching, you know, like, it never stops. So, you know, we have found sometimes with, like, some students can feel like, “I know everything. And we have other organizations that put them through leadership programs very, very quickly. And what we've found is, if we've had those come to us, they've just never had the experience. So, it's a little bit like a theory base, like, yes, I know what to do. I've passed all these leadership courses. But actually, when that parent comes up to them, and has a meltdown, or having to deal with these situations, they don't know how to do that, because they haven't had that experience. So, whilst it's good to kind of have an understanding, that wouldn't be somewhere I'd put all your time into” (Waikato Kindergartens Org).

“So, I think nurturing that from the very beginning is something right across teaching and learning that we need to get right. Not waiting until sometimes that that post grad level where we offer something like leadership and management, I think there's value in that for certain people. But I think there's, you know, I often find that the teachers who are good at their jobs, ended up in leadership and management positions, and find themselves very under prepared for that. So, you know, I think that's certainly an area. And I think I noted that that was something that you were interested to discuss anyway, that's something that we could do better in the sector to prepare our teachers really” (Leadership Central).

“Educare were also actively developing emerging leaders, as well as the new criteria around the “person responsible” role. The were keen to help teachers become leaders, take on responsibilities, and grow” (Educare Notes).

Leadership training could unrealistically raise graduate expectations regarding leadership roles

"I've had students come in and tell me that I'm just getting a degree so I can be centre manager straightaway, whatever. Yeah. Well done you" (Waikato Kindergartens Org).

"... unless you take the leadership title out and use another. I think you need another name. Because I think leadership can be a little misleading, and it's authoritarian ... So yeah, I think you do need to find another word for that. Because you're looking more at growth than leadership" (S ECE Hamilton Head Teacher).

"Leadership, you have to walk before you run. Perhaps this could be more of a graduate focus because you have to be in the classroom first as a teacher and get those experiences to be able to step back and see a wider picture. We've got teachers working in our school who've got to still build that capacity" (Hamilton primary school 2 DP).

Graduate teachers could still be supported as emerging leaders

"I had gone from a really empowering environment where I really felt I could spread my wings and grow, and I had a leader who recognised my desire to put my stamp on things into a space where I was just squashed ... I think leadership training would be useful for student teachers, but also if there is any way it can align with providing support for schools to recognise emerging leaders" (Longworth MoE provider).

"We've got a big focus on leadership and any role, you know, that's part of what will grow and develop. And that's one of the reasons people, I believe chose and come into BestStart, because we've got a great kind of pathway for what role your own, we've got a lot of leadership training for you" (BestStart Org).

Providing postgraduate opportunities to train in ECE leadership

"I think that could be something really beneficial to have more leadership training. I actually looked into the university to do my next step of leadership, but there wasn't anything offered I don't think for ECE leadership at the time which was quite sad about it. I would really like to do more training on that and I think that it would be really beneficial to have more programmes for people who want to be moving up into leadership" (J ECE Hamilton Teacher).

4.2 Learning through play in new entrant settings

Survey data

Relevance of play based learning in new entrant and primary settings on a scale of 1-5, with 1 being the lowest

Question	1	2	3	4	5	Total respondents
How relevant is play based learning in new entrant and junior primary settings	11	18	38	32	61	160

Interview data

Learning through play has become more significant in primary schools, showing compatibility with ECE training and lending relevance to play-based training

“You’ve got that environment as a third teacher and setting up play invitations around the interests of their schemas all those things that is something that you know hopefully schools will get on board within their learning through play and hopefully that would be something that would be covered over that 0-8 degree” (Teacher 2 Hamilton primary school 1 NE Team)

“I am doing a lot of work with teachers around understanding the connection between play and the brain at the moment and being able to help teachers see that play grows executive function skills which are the things we need to be able to read and write and to be able to do well in school” (Longworth MoE provider).

Learning through play is the chosen pedagogical approach that NE are using to underpin their transition to school practices.

“Definitely [developing teacher’s pedagogies to facilitate learning through play] it is a transition and I wouldn’t say that we have got it right yet, you know there’s the always work to be done in that space because I am working with primary trained teachers, so that takes time to grow and understand” (Hamilton primary school 3 Principal)

“I’ve seen from our ECE trained teachers anything play-based or learning provocations that’s a strength and can help support the transition into school for the children” (Hamilton 2 primary school DP).

“I think that would be really beneficial actually, especially with helping the new entrants, understanding that transition to school would be vitally important. And I think beyond new entrants, definitely, trying to get more of that play-based learning really into the primary school would be great!” (J ECE Hamilton Teacher).

“Oh my gosh it just explodes, because this is the kids’ superpowers -their play is their superpower! That’s what they come to school with! Why wouldn’t we tap into that? And it just explodes so we have it in our NE and Y1 as a philosophy, and we want it in our Y2’s. Maybe Y3? Then we would go into passion projects” (Hamilton primary school 3 Principal).

4.3 Assessment

Assessment looked at assessment from both ECE and lower primary perspectives.

Survey data

The only question the survey data asked related to assessment, was regarding planning.

Table showing how teachers ranked planning in importance from 1-5 (1 being lowest)

Question asked	1	2	3	4	5	Total respondents
Importance of understanding different approaches to planning in ECE	1	5	28	36	94	164

Interview data

ECE services have been exploring assessment in addition to learning stories, such as learning notes, suggesting that student teachers need to experience a range of assessment practices.

“So, what I would, I would bring up as the whole, up to date with where the sector is with learning stories or learning notes. Because often students, not necessarily Waikato uni students, but will come in and they won't know how to write a learning story. Well, they've done maybe two or three on a practicum, but don't realize that you're going to be writing for 10 children. And you're going to have three hours noncontact a week, you know, and the practicality of that you don't have like, six weeks to write a learning story on one child, which is what they might have on their practicum” (Hamilton Central ECE).

“You know, there has always been this big push around learning stories as one, I think people have a lot less time ... we're wanting to look at different ways that children's assessment can be documented without necessarily having to be just one way” (Waikato Kindergartens Org).

Student-teachers needs to develop a deeper understanding of child development and to be able to transfer this knowledge to support their observations and planning for children's specific needs. Notice-recognise-respond in an informed way.

“So, I think the model that is coming through in the school curriculum refresh Te matai ako, the notice, recognise and respond that is something that we are really hammering with teachers now because it is so different certainly from a school-teacher perspective. It goes back to how do we plan for something that is child-led? Well, this is how you plan, you notice, recognise and plan to respond” (Longworth MoE provider).

Schools and ECE providers draw on a range of ways to report to whānau. Student teachers would benefit from learning about how families are consulted about their child's learning across the settings that they are placed. Consultation with teachers involved conversations some recent teacher graduates from UoW. Assessment was an area of teacher knowledge that these recent graduates felt lacking in confidence

and understanding. One recent graduate described, “So assessment... is a key area for development on the degree”.

“And really unpacking assessment. So, what is assessment? How do we assist children? What is summative assessment? What is formative assessment? Things like, you know the role of the intentional teacher. How does that come into assessment and planning for learning. I think. Looking at the role of learning stories. As a way of documenting, learning, really breaking down what a learning story is perhaps some of the history behind learning stories ... Yeah, I think that exposure, I think is really important, because often they do come out not quite knowing what they're supposed to be” (C Teacher).

4.4 School-based practices

Consultation with ECE and NE teachers raised some key differences in ECE and school practices and routines. A 0-8 graduate would need to spend time in both sectors to experience different processes, routines and systems, reflecting on and seeing transferable concepts. This knowledge was viewed as being particularly useful in supporting transitioning children.

“I mean it is a nice transition for them, so I do think students need to see that what they learn is transferable across the contexts” (Teacher 2 Hamilton primary school 1 NE team).

“I was talking to a parent the other day about their child at ECE and how they have this eating at any time -rolling kai-little things like that don't happen in schools and we have like you know structure in terms of that type of thing so the student teacher would need to move between two very different spaces and I suppose it would be a better support for the child in their transition to school?” (Teacher 3 Hamilton primary school 1 NE team).

A strong base of curriculum knowledge in both sectors and developing the student's experiences of working across documents to plan and teach to learners' needs was felt to be an advantage by those teachers consulted who were ECE trained and who had moved into primary. However, an area where ECE teachers who have moved into primary found challenging was having a sound knowledge of the NZC and how this informs their teaching.

“And the other thing is that the people who have come here from ECE, we have got four people who are ECE trained at the moment who have come through, is probably just their gap in curriculum knowledge” (Teacher 1 Hamilton primary school 1 NE teaching team).

“I suppose as you go further up the curriculum changes quite significantly so that's a lot more knowledge to know and to learn about as you go” (Teacher 3 Hamilton primary school 1 NE teaching team).

“So for me I would be thinking what can we do if we needed to transition you as a member of staff here, where is your knowledge at because that's what we have

found, that curriculum knowledge has been missing, in terms of taking those explicit teaching groups that sort of thing-there is a bit of a difference” (Teacher 2 Hamilton primary school 1 NE teaching team).

“[I moved from ECE to primary and it] was very heavy in curriculum and that was fine coz i had a lovely strong base in early childhood and childhood development and all of that, but yeah, it was the curriculum focus, and so when I saw this degree, I thought how amazing combining the two!” (Hamilton primary school 3 principal).

Teaching structured literacy and maths was indicated to be a key part of the school curriculum which school leaders wanted student-teachers to have some experience of teaching.

“I think you have to address what I find when I interview beginning teachers is they can’t really talk about what a writing programme looks like, or what a reading programme looks like, or what a maths programme looks like. They really struggle to articulate that, so I would address structured literacy particularly, for our five- and six-year-olds like they have to. You know we ARE structured literacy here” (Hamilton primary school 3 Principal).

Experience of teaching by topic and integrating aspects of the curriculum into the children’s learning experiences is how most of the primary school respondents described their teaching. The school morning was found to focus mostly on literacy and maths, the remainder of the day involves teaching across the curriculum mostly through an inquiry approach.

“So how we work with the curriculum here is that we are semester based, we do an overview such as something like ‘change’ or ‘sustainability’ and there is quite a lot of curriculum integration. We are doing structured literacy as a big part of our literacy, so we are also making sure that our stories/reading texts relate to that-we have worked with somebody about that and working across curricula stuff. (Teacher 2 Hamilton primary school 1 NE team).

“...that would be a useful skill to know too-to be able to integrate and think across the curriculum at junior level (Teacher 1 Hamilton primary school 1 NE team).

“So definitely some integration of the curriculum and to be able to look across subjects through topics” (Teacher 2 Hamilton primary school 1 NE team).

Teacher shortage, and the increased amount of CRT are putting additional pressure on schools to find relievers to meet this demand. By June 2024, all teachers (primary) have the equivalent of one day every two weeks on release. More relievers will be needed to support this programme in schools. All school leaders, and some NE teachers, mentioned how having a student teacher who could be part of their environment on a more regular basis could be a positive way for student teachers to feel more part of the school community.

“It’s going to be a day a fortnight once it is all through, so that’s two a term now and it will increase to three days at the start of next year, and then it will increase again at

mid-year and by 2025 it will be fortnightly” (Teacher 2 Hamilton primary school 1 NE Team).

4.5 Social justice and advocacy

Data on social justice and advocacy have been collated together due to their common goal of seeking change.

Survey data

Respondents were asked about the importance of social justice on a scale of 1-5, with 1 being the lowest.

Respondents rate importance of social justice on a scale of 1-5 with 1 being the lowest

Question asked	1	2	3	4	5	Total respondents
Importance of Social justice and transformational learning approaches with children, including environmental awareness in the new degree	0	4	28	60	69	161

Interview data

The importance of training graduate teachers to be advocates for themselves and for children

“How in their training are they learning to advocate for good practice? It is good for young people. They’re brave enough and naïve enough to bring it up” (C ECE Tauranga Head Teacher).

“The other thing that the university did for me in those early years was certainly gave me a political view for the context of ECE in Aotearoa New Zealand. And I think it's extremely important. From my perspective, I find it relatively frustrating when students come out and have a limited worldview about where ECE childhood sits in the context of education, and why we need to be strong advocates for it, which essentially is in advocating for the child is, so this idea of advocacy is a big thing that I learned during my university years, and certainly have carried me ... as having a broader worldview of early childhood education. (Inspired Kindergartens Org).

"If teachers understood the history of how we've come here, they will understand better why kindergartens are on this pathway. And why the rest of ECE is here. I think, to understand the history, then that enables you to understand the politics, and you can't advocate for your situation for the children to improve unless you understand the politics, and you understand the history” (Inspired Kindergartens Org).

“And advocacy is so important. And it's also important as a teacher, you might find yourself in a space that is unhealthy for you. You need the skills to be able to advocate for yourself, you know, as much as for the children. Yeah, there's, there's a bit of negativity, out there sometimes. How do we counter that? How can we give the students the resilience, the skills to advocate and also the hope. And then actually, this is an exciting sector to be in, you know you can really make a difference. If you get into that space, you will make a difference. So how can we, despite some of the negativities, still remain hopeful?” (Inspired Kindergartens Org).

"I think we've already talked about advocacy. Yeah, I think we need to be really skilled, and strong and advocating, whether it's to our local MP, whether it's with our families. I think we can create shifts in terms of his is why we need more funding and learning support, for example. This is why we need to change the funding system, because it's not working” (Inspired Kindergartens Org).

Suggestion to bring back a past paper on History of Early Childhood in Aotearoa New Zealand

"Can I just say that goes fundamentally against a Pacific and a Te Ao Maori worldview. So how do we go there and say, we've pushing it out [dropping the history paper], because we can't look at the past. Because the past absolutely informs our present that actually will lead our future. And students need to understand that. It's not all that heavy duty past, but it's it is stuff about why we have why we value early the early years so intimately, and it must inform us in history is important. People like Helen May have provided excellent resources about what the history has looked like. So it's not difficult to teach it either” (Inspired Kindergartens Org).

"Yeah, the saying is, that from Pacific and Maori worldviews is - We walk backwards into the future looking at our history because we don't know what is in the future. So we're walking backwards into it, but we do know what's in the past. So that's, we look to the history to inform our pathway going forwards” (Inspired Kindergartens Org).

4.6 Professional and practice competencies

Responses from teaching professionals emphasised the importance of students having professional and practice competencies in addition to theoretical knowledge. The discussion of their comments follows.

Survey data

Respondents were asked to rate how they viewed the importance of practical skills in caring for children, where 1 was the lowest rating.

Table showing the importance of practical skills in caring for children

Question asked	1	2	3	4	5	Total respondents
Practical skills in caring for children	0	2	6	25	131	164

Interview data

Practice competencies included knowledge needed to work effectively in an ECE setting, such as understanding ratios and the skill of supervision, the early childhood regulations, the fundamentals of health and safety practice with children, and child protection awareness.

“Also with that, like the ratios and how they will work, like, I didn't really get any of that stuff. Like we didn't really get told it. And so, then you come into a job. And if you are coming into it like me, where you haven't worked in the industry, other than I was doing a bit of relieving for the Kindy Association, but I didn't know any of that stuff. So, then people are like, oh, no, we're not in ratio, or you need to do this to get us in ratio. And I'm going woah, what does this mean? What does it mean? Okay, let me go home and Google it and find out” (Hamilton Central ECE).

“Health and safety is huge. Health and safety, liability issues, so health and safety is massive. So, they need to know about that process. They need to know what to do they need to know how to support that process. They need to be able to look around and go, “Oh, that's a hazard. I need to do something about that” (S ECE Hamilton Head Teacher).

“I don't know how to say nicely, but it's sometimes to do with common sense and things like that ... cause it's good to know, that theory you know, child's development and all sorts of things. But sometimes it comes down to okay, you know, supervision within the room, or it could be working within a team and things like that” (Claudelands Hamilton ECE).

“We need to make sure that we do see and that we are scanning, and how do we scan a classroom?” (Claudelands Hamilton ECE).

“But I think one of the things that I valued the most in some of the programs that I have taught in is exactly that link between the theory and the practice, you know, I had worked in some faculties of early childhood, who, just because of the manner of what it was, people had gone right through, you know, their own academic pathway, and had not necessarily spent a lot of time in centres or on the floor or in classrooms. And so, the ability to draw upon some of that practical knowledge, you know, the conversations were quite slim” (Leadership Central).

“Touching on child protection. I think that there's a real need for that as a sector, and I think it would be really empowering, if we had, year after year after year of graduates with a collective understanding on the need for child protection” (C Teacher).

Professional competencies included the ability to collaborate, to communicate effectively, being able to work through conflict, and being able to take (and give) constructive criticism.

“It definitely would come back to that psychological stuff of knowing basic, basic human psychology of how people work, and why and how not to take that [other people’s challenges] on board” (Hamilton primary school 1 DP).

“How to build effective teams, and then and how to maintain that. And then people aren't very good at talking about what's not working so well in a respectful way. Or they just don't say anything at all. So, if you have no, no process in there for how you do that, then how do you address anything?” (Hamilton primary school 1 DP).

Look, I think, I think if I was to boil down what makes a great educator, one of the key things that I think we don't explicitly teach is communication skills ... We don't explicitly break down the skills of communication enough, you know ... we've got communication with not just little people or teenage people, but can you communicate with another adults? You know, can you deal with conflict with another adults, you know, which is a huge part of teaching, particularly when you're dealing with passionate parents, you know, and I think, again, if we look at new graduates, they're not much older than the kids, some of them that they're teaching. And that's a real challenge” (BestStart Org).

“I'm thinking about what these competencies might look like in both ECE and primary school settings. Well 98% of the job in either of these settings is relational skills so anything that can build and develop these is essential. Also, it comes with a bit of maturity and time doesn't it. In terms of interactions with families and how to deal with conflict with your work peers but also with the parents. De-escalation is a huge skill, those types of things just off the top of my head” (Hamilton primary school 2 DP).

“Effective communication, because you work in a team. Communication is huge. Resilience. That's the trouble we have mostly with teachers, the ability to communicate effectively. And then understanding te tiriti” (C ECE Tauranga Head Teacher).

“So having a teacher ... who can work with others, and who can work with a variety of people who are not just in their room, you've got a room of four their, and a room of five to six down there. You've got to work and get on with all those people. So it's able to work in a big team as well” (Hamilton Central ECE).

“And having a growth mindset means that you can take constructive criticism, you can look at a challenge and go, how do I improve on that part of my practice? Has it got something to do with my practice? So, the reflection needs to be a growth mindset reflective process, not just a reflective process, but a growth mindset reflective process, that is vital for being in early childhood” (S EC Hamilton Head Teacher).

The importance of teachers caring for themselves and their wellbeing was also raised as significant.

Survey data also had space for short answers in the leadership questions. Survey respondents also identified these suggestions as important for teachers:

- Mental health awareness

- Mindfulness and self-care
- Personal stress levels and wellbeing

Wellbeing for teachers included time management and acting to avoid burnout.

“Yeah. Yeah, yeah. And we talked about that, that wonderful, magic moment of time to you know, it's the thing that we're all poor in, in particular in education. And so, how do we prepare our teachers for that reality? Yeah, time you don't get you just don't get it? So how do you? How do you manage that? Emotionally? How do you manage that? You know, physically? How do you manage that psychologically? And then the practical sides of it, too? How do you manage your time? Well, you know, I work a lot with principals in that space of productivity. And, you know, it's one of the things that even seasoned professionals say, I've just never, I've never got it, you know, I've just never been able to put these key pieces in place. And, again, what a wonderful thing for a new graduate to come out with, you know” (Leadership Central).

“We miss some of the things that end up being career breakers, because people burn out, because they're not able to, you know, maybe set boundaries for themselves or have a growth mindset when they when they hit, you know, difficult seasons in their careers. So I think, yeah, some of those things would be key” (Leadership Central).

Professional growth competencies were also highlighted as important. These included understanding the philosophical position of their organisation, and understanding the professional growth cycle, teacher registration, and Our Code Our Standards.

“... about teachers understanding that there was a sense of philosophy and regardless of what your personal philosophy is, you need to represent the values of the service that you're in” (Claudelands Hamilton ECE).

"Maybe touching on things in that third year around things like your professional growth cycle. Yes, those things that you have to do because again, I remember a couple of the girls I was with in there being like, you have to do what when you finish (Hamilton Central ECE).

“I think there's also a role for our [tertiary training] to expose our teachers a little bit more to our code, our standards. And unpacking those with our teachers. And you know the code of ethical responsibility” (C Teacher).

4.7 General ideas for programme content

This section contains general suggestions from across the survey and interview data for programme content in the new degree. These ideas only have minimal data to support them but were considered potentially relevant for the new degree.

Sport Waikato had expressed interest in contributing to the degree by supporting lectures and providing assistance around infant and toddler, and young child movement. They have already contributed to the infant and toddler paper this year, which was very successful.

Teaching play fundamentals

“Recently, Penny Brownlee passed away, and Dorothea (a former UoW student/graduate) was relieving here at the time. Dorothea and I went through Playcentre together - that was our absolute foundation for things like play. And I don't know if any of you are familiar, but we had to do all these basic play workshops and all the different area areas, there was clay, carpentry, water, and you would go and learn about the value of each area. And then you would learn about what is the adult's role? ... Would that be helpful for preparing students in terms of the value of play? (Inspired Kindergartens Org).

More third year options

“When I looked at the program, I was I guess, a little surprised at the lack of options in the third year that perhaps, we need to open that up a bit more, provide more avenues for study?” (Waikato Students)

Inquiry-based learning

“And understanding what inquiry learning is about possessing big at the moment, and we find that people are really finding it difficult to not have a goal or, you know, already knowing what the outcome is, before even starting it. So having, like a lot of that inquiry-based learning, which is probably what a lot of things are based around now” (Waikato Kindergartens Org).

Specialised infant and toddler training

This data came from comments in the survey:

- Infant and toddler degree
- Specialised training for under 2s
- Infant and toddler pedagogy and brain development

Study skills

“A paper to help people get skills they need to succeed. And the studies even if it was something like instead of having a first-year elective, having something a bit more informative, and like relevant to the skills you need for university” (Waikato Students)

More creative and practice-relevant assignments

“Just things that went well, I really liked all the all the more creative assignments that weren't just written essays. I think that those are really good, those would be fantastic for future students, I think. Yeah. (Waikato Students)

“And I have to say, based on essays, there are sometimes that I'll write an essay, get a very, very good grade and good feedback and all that. But at the same time ... was

that because what I've learned is valuable and I'm going to use it, or is it just because I've learned how to write an essay. So, I feel like sometimes it's just like, I've just been able to find the template to write a good essay. That's what I'm doing. That's what I've learned, how to write a good essay, that doesn't necessarily translate to practice" (Waikato Students).

First aid training

"I don't really know if this counts, but this would be an added bonus. Like if we did a first aid course. Oh, I thought that randomly, just thought of that. I was like if we just ended and like we paid for it" (Waikato Students).

Good observational practice

"Maybe it's the art of observation, what does that really look like, you know, adding the stuff of observation, reflection, you know, all of that stuff? I think we did, we started doing a little bit on that at Uni, but we didn't really get into the real stuff that you're going to actually see on the floor" (Hamilton Central ECE).

"Yeah, focused observation, particularly with how to do it without influencing what you are seeing. Again, I'm talking to teachers and it's just little things like when you are observing play, and you want to listen to what they are saying don't stand over them with a clipboard, stand with your back to them and pretend you are looking somewhere else so that you actually hear the real stuff going on behind you and not what they have now adjusted because they know that they are being watched. Or the camera comes out and they suddenly want to perform for the camera" (Longworth MoE provider).

Having industry professionals as guest speakers

"I would also be looking at building into your program a real emphasis on guest speakers. So, bringing in sort of people from centres or centre managers, or, you know, bringing in you know the Teaching Council (C Teacher)

"And I think, you know, if you're reworking that being able to have people who can come in to either, you know, sessional lecturer into, to guest speak, or, you know, host a zoom Q&A, for students, you know, might be a way to sort of set that up, so that you've got students with, you know, real time access to people who are working in the sectors. That's very valuable" (Leadership Central).

5.Reputation of the University of Waikato

In the interviews, feedback about the reputation of the University, including people's personal experiences at this University, were sought. They are reported below.

Perceptions from students of the university, particularly our most recent students, did indicate some negative experiences and challenges with their university experience.

"Yeah, like where we are currently in our degree, I would not be recommending it to anybody. But like at the end of year one I definitely would have but they started kind of falling off the wagon after that when, as Yeah, it's kind of like, not your spot in one's boat, like the lectures or anything. It's just how the university saw early childhood and just the way that things went year one I really enjoyed and like felt like we were valued and we are important and then kind of just falling away after that" (Waikato Students).

"Yeah, like where we are currently in our degree, I would not be recommending it to anybody. But like at the end of year one I definitely would have, but they started kind of falling off the wagon after that when ... It's just how the university saw early childhood and just the way that things went year one. I really enjoyed that [year 1] and like felt like we were valued, and we are important, and then kind of just falling away after that. And that's an awful way to ... feel through the last two years of your education" (Waikato Students)

"As much as I respected all my lecturers, there were some that it's been a long time since they've actually worked out in the sector. And they're very academic. And I don't know if that was always that helpful. That's quite a hard one. I know that it is a degree, and it is at the university. But I felt like some maybe they were out of touch" (J ECE Hamilton Teacher) [Note: this teacher was a past graduate of the University of Waikato from 2012].

Past graduates also indicated why they had selected the University of Waikato as their place of study.

"I did actually want somewhere at that time that I knew had a good reputation as a educational institution as well. So it almost felt like it carried a bit more weight to me that it came from a University rather than a different provider" (BestStart Org) [Note: this teacher was a past graduate of the University of Waikato]

A positive association and reputation does attach to university students in the sector.

"The caliber of students was always really good from the university. The three-year degree. Yeah, and even the grad dip ... And I think there's always been a reputation that, especially at Waikato University, that teaching has been like, very held a very high reputation. Very good program. So, you know, I've had teachers that would only ever take students that came from the university" (Waikato Kindergartens Org).

“So what was the reputation? So? Yeah, excellent. For the for the students doing the overall degree, but not so much the diploma. When I've mentored students, I think actually, over the years, I've only had one from the university, but they were excellent” (J ECE Hamilton Teacher).

“Look, I think there's a certain caliber that comes with any, any tertiary graduate. I think there's a rigor there. And I think there's also a level of professionalism that I have noted, in that. I think there's a little bit of career focus that comes with those graduates as well. And I think that that's an important part of the exposure that they get in those bigger environments, which I truly value. I think that there's a well roundedness that comes from that for the graduates that I've come across and worked with for sure” (Leadership Central).

The presence of the University of Waikato as perceived by those in the sector

“I don't I don't think we have been getting many Waikato [University] ECE teachers. It's, I think, mainly from other tertiary providers ...don't think it's people's first thought or go to, to be honest, there's some other providers that do a bit more kind of aggressive marketing, because I don't think they have such a broad range of courses. And so that possibly is some of their main things that they are promoting. And so I think there may be out there a little bit more, so students are going to them because of them because they hear more things about it. And they hear from it other than to talk to the other students. And you know, that's where they're going. So I think it's just not people's first kind of go-to anymore, as there's become more and more providers around there. I think other ones are kind of a bit more visible” (BestStart Org).

“And there's, there's a great benefit in it, too. I think, if we look at, like, we were talking before about just from a commercial entity, you know, you've got a competition of, of so many different providers, right. And even some of them are doing, you know, postgraduate degree offerings as well, right. Yeah. Right. If there is a really strong relationship that starts to build between those who are in day to day practice, and the university, and even that, you know, for someone who didn't come through the university pathway, it doesn't become a scary place, you know, it doesn't become even a scary conversation or way to relate that, again, we start to build relationships. And we might see, you know, that there's a bit of a turn of people going, Oh, actually, if I'm going to do a post grad, I'm going to do it, there's no other place. I'd rather do it then through uni, you know” (Leadership Central).

Both [Educare managers interviewed] were Waikato graduates so the reputation of the university remained significant with them, and would likely to be considered an advantage in a partnership. There was recognition of the mutual benefits of a relationship: the practice knowledge and skills that Educare have, and the theory and innovative research that the University has (Educare notes).

6.The ideal graduate profile

While this question was not explicitly asked of respondents, the survey and interview data saw respondents contribute values or ideals that they wanted a graduate teacher to have. These have been collated below, to contribute to the redesign proposal.

These points come mostly from the data previously presented (particularly 4.6 Professional and practice capabilities) and are collated here for reference. Where a point has come from data not previously mentioned, this is referenced.

An ideal graduate is a person who-

- is a clear communicator with colleagues, families and children
- builds positive and professional relationships with others
- can address conflict constructively
- can work collaboratively
- has a growth mindset
- can take and receive constructive criticism
- takes initiative in a teaching setting (M Teacher)
- leads their own teaching practice
- is resilient
- is proactive about managing their own wellbeing
- is socially competent
- has a disposition for serving others (Inspired Kindergartens Org)
- can articulate theory with reference to in-centre practice

Document review

Document analysis is a form of qualitative research in which documents are interpreted by the researchers to provide evidence and answer research questions (Bowen, 2009). According to O'Leary (2021), documents can be categorised into three main types; public records, personal documents and physical evidence. The documents that were analysed in this study were mostly public records meaning that the documents were available through an open website or information source. These documents were:

Programme (paper outlines) from:

- Te Rito Maioha
- Wintec
- Open Polytechnic
- Universities (Massey, Victoria, Otago, Canterbury)
 - University of Massey: No Bachelor of Early childhood only graduate and diploma programmes
 - AUT: Early childhood degree programme

Summary of findings across degree providers:

All degree providers offer part- and full-time options

Some degree providers offer a 'field-specific' degree with clear allocated days required for study and 12 hours in centres for placement each week

Only one degree provider offered a specific Post Grad in ECE leadership

Three providers offer a 'community-based' or 'real-world' opportunity placement paper which involves student teachers working with community-based groups and organisations

Two, degree providers offer Pasifika-based papers, with one provider offering a 'Pasifika' specialism route through their placement and option paper

One degree provider offers a 'who am I' professional identity paper which is built on through the degree

All papers offered a noho marae experience

Most providers (where information was provided in course material) offered online versions of their degree

All providers offered a break-down of time spent in Centres over the degree for practicums and field-based providers all indicated that students would be expected to spend 12 hours each week on placement in the centre

Field-based providers require students to seek out their own placement and practicum placement.

Recommendations

Key findings from the report are summarised here and accompanied by recommendations for the redesigned ECE degree.

1.Finding: Responses from both ECE and primary settings ideally wanted students to spend more time in schools/centres to integrate theory with practice and learn professional practice competences.

Recommendation: That the mode of delivery for the degree be reconsidered, and a theory-practice model (field-based practice, mentorship or apprenticeship model) be investigated.

2.Finding: The student teacher's own social competence, resilience, ability to engage and build relationships with other staff and whānau is considered key by the sector.

Recommendation: Address these significant competencies in meaningful ways in the redesigned degree

3.Finding: Graduate teachers need to take a team approach to teaching, communicate effectively with families were all areas felt lacking in some graduate teachers which schools and centres have needed to support.

Recommendation: Address these significant competencies in meaningful ways in the redesigned degree

4.Finding: An older iteration of the Family and Community paper used to exist. There is no clear equivalent in other ECE programmes in the document review.

Recommendation: A 'community'-based paper is proposed. Connections with whānau and building relationships in a multi-cultural community setting can help support students in developing their relational and culturally responsive skills and approaches.

Recommendation: The Settlement Centre has expressed interest in partnering with the University to provide multicultural experiences for student teachers, and building this into the proposed paper would provide necessary experience for teachers practicing in a diverse society.

5.Finding: The sector has expressed significant caution about student teachers undertaking traditional leadership training too early. Instead, the preference was for student teachers to learn to "lead their own practice", and to be supported as emerging leaders. Interest was expressed in post-graduate leadership opportunities, for those who had experience.

Recommendation: An opportunity to develop a new postgraduate ECE leadership paper or course that is targeted to attract those who have been out in settings and want to advance in their career.

Recommendation: That the redesigned degree looks at student teachers can be developed as leaders of their own practice and emerging leaders.

6.Finding: There used to be a transition paper in the degree, which provided valuable context for third year education students. The document review has showed that there are no clear equivalents in other degrees.

Recommendation: Create a new transition paper, which would be a point of difference as looking across the degree providers, there is little evidence of transition being addressed.

7.Finding: ECE/Schools would look at the student's focus for practicums in their selection of new teachers. For example, if a student selected baby/toddler placements then applied for a Y3 Primary post their practicums would be a deciding factor.

Recommendation: That student teachers in a 0-7 or 0-8 degree have the opportunity to undertake a variety of practicums that will provide a good range of experience and support their employability.

8.Finding: Strengths of primary trained is their ability to plan and teach literacy/maths, ECE trained strengths child development and play-based learning.

Recommendation: That the redesigned degree combine the strengths of these sectors, as required for early primary years, into the programme

9.Finding: Social competence, neurodiversity and special needs, and child development were all highlighted as significant areas of need for the sector.

Recommendation: That the redesigned degree specifically trains graduate teachers in social competence, neurodiversity and special needs, including specific child development related to these areas, across all three years of the degree.

10.Finding: Sport Waikato and the Waikato Kindergarten Association have both expressed interest in working closely with the University.

Recommendation: That both these potential partnerships be further investigated to support the redesigned degree and student teachers in practice.

11.Finding: Certain key themes have emerged as sector significant from the consultation: social competence, bicultural practice, professional practice/teachers leading their own practice.

Recommendation: The significance of these areas suggests that these themes would benefit from being addressed across all three years of the degree, in some meaningful way, not just through one paper.

12.Finding: The University as a quality tertiary provider still carries weight in the ECE sector. The University has just 'dropped off people's radar'.

Recommendation: The the University ECE team plans and implements active measures to support leadership, advocacy, and robust practice among ECE teachers and leaders.

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Appendices

Appendix A: ECE Degree Survey Questionnaire

University of Waikato: Re-design of the Bachelor of Teaching (ECE)

The Division of Education at the University of Waikato is re-designing its Bachelor of Teaching (ECE) for 2025. We would love some feedback from the early childhood community regarding our initial thoughts for this new programme. The survey should take about 5 minutes to complete.

This survey is anonymous, unless you wish to provide your name and email address below, for participation in a future focus group. Thank you for your time!

Q1 1. What is your current job/position in the ECE sector? (select one)

- Student teacher or recent teacher graduate (within the last two years) (1)
- Teacher (2)
- Leadership or management position (3)
- Support staff/volunteer (4)
- Retired/No longer teaching in ECE (5)
- Other (6) _____

Q2 2. How many years have you worked in the ECE sector? (select one)

- 1-3 years (1)
- 4-10 years (2)
- 10-20 years (3)
- 20+ years (4)

Q3 3. What kind of ECE service do you currently work for? (select one)

- Corporate (multiple for-profit centres under one ownership structure) (1)
- Private (1-5 centres under one ownership structure) (2)
- Kindergarten Association (3)
- Kōhanga Reo (4)
- Other (5) _____

Q4 4. In an ideal early childhood education degree, how relevant are each of these competencies?

(please rate each option, with 1 being the lowest and 5 being the highest)

Practical skills
in caring for
children (1)

Understanding
of different
approaches to
planning in
ECE (2)

An
understanding
of young
children's
developing
social
competence
and how to
support this
(3)

Social justice
and
transformation
al learning
approaches
with children,
including
environmental
awareness (4)

A degree that
covers
learning for
ages 0 - 8, the
"Bachelor of
Teaching
Early Years"
(5)

Play-based
learning in
new entrant
and junior
primary
settings (6)

The option to
train in
specialist
approaches
(eg: Reggio
Emilia,
Montessori,
Rudolf
Steiner) (7)
Other (8)

**Q5 5. How valuable do you think leadership skills are for UoW ECE graduates?
(select one)**

- Extremely important (1)
- Very important (2)
- Moderately important (3)
- Slightly important (4)
- Not at all important (5)

Q6 6. If leadership was to be a specialisation in our new early childhood degree, how important do you think each of these aspects are? (please rate each aspect, with 1 being the lowest and 5 being the highest)

Financial
management
and planning,
including
funding and
facilities
management
(1)

Regulatory
knowledge
(eg: childcare
regulations,
health and
safety
knowledge) (2)

Transformatio
nal and
change
leadership,

and leadership
models (3)

Staff
management
and
development,
human
resources
training (4)

Professional
development
design (5)

Marketing (6)

Conflict
resolution (7)

Other (8)

Q7 7. How effective to you think the following delivery options would be for prospective students?

(please rate each option from 1 to 5, with 5 being the most effective)

Online, with
some block
courses
throughout the
year (1)

In-person
courses,
delivered in a
block of 1-2
days each
week (2)

In-person
courses,
delivered on
weeknights
only (3)

In-person
courses,
delivered in a
marae noho
style (eg: 1

weekend a
month) (4)

Our current
model, where
classes are
scheduled
according to
the University
timetable (5)

Q8 8. What kind of entry pathways would you like to see available in the University of Waikato ECE degree? (please select all that apply)

1. The option to start study in Semester B (1)
2. Accessible and flexible entry pathways to study for who already have a degree (2)
3. Accessible and flexible entry pathways to study for those who with relevant work experience but limited qualifications (3)
4. Accessible and flexible entry pathways to study for those without qualifications or work experience, including those who left high school without NCEA or limited NCEA (4)

Q9 9. Would you like to participate in a focus group regarding teacher education at the University of Waikato? Please include your name and email address below if you have not already done so at the start.

End of Block: Default Question Block

Appendix B: Questions for ECE Providers

We are restructuring the ECE degree at the University of Waikato. We would love your feedback on some of our proposed changes. The questions below are indicative of what we are hoping to get some feedback from your organisation about, but if there are other aspects that you would also like considered, feel free to let us know!

1. What are your thoughts on having a degree that covers years 0-8?
2. We are looking at the way we deliver our programme. What is your feedback to us on these models?
 - a. Online
 - b. Online with 2-4 block courses during the year
 - c. A wananga approach (1 weekend a month) coupled with online content
 - d. Having two set days a week for in-person course delivery
 - e. Delivery on weeknights
 - f. Our current model
3. What kind of ECE training do you think would be useful for a person working in your organisation? (these are some of the new options we are considering)
 - a. Leadership training (as an specialisation)
 - b. Environmental approaches
 - c. Criticality, advocacy and empowerment
 - d. Specialty ECE training approaches (for example, Reggio Emilia, Montessori)
 - e. Social competence
 - f. Specific training to support special needs (neurodiversity; different kinds of disability)
 - g. Anything else?
4. If leadership was to be one of the specialisations in our new early childhood degree what aspects of leadership do you think would be the most important to study?
5. What kind of entry pathways would you like to see into undertaking a Waikato ECE degree? For example-
 - a. Option to start study in semester B
 - b. Flexible entry pathways for those with experience but without qualifications such as NCEA
 - c. Flexible entry pathways for those without experience or qualifications
6. What is your current feedback on the ECE programme at Waikato University?
7. Overall, where could we improve? What would you contribute to our strategic focus?

Appendix C: Questions for Teacher and Leaders

1. What kind of reputation to Waikato University graduates have from your perspective?
2. If you have mentored Waikato University students, how prepared have you found them?
3. What could we do to best prepare student teachers for meaningful work in the sector?
4. What were the most useful aspects of your training?
5. Were there any aspects of the survey that you wanted to expand on further? For example, course content, course delivery
6. What is your vision for the future for ECE? What aspects of training would best support this?

Appendix D: Questions for Year 2 and 3 Students

1. Course delivery: what kind of delivery options would you like to see the university provide?
 - Online

- Block courses (in person and online)
 - Delivered Noho marae style
 - Delivered on weeknights
 - Delivered 1-2 days a week but as a block
2. What kinds of entry pathways do you think would be useful for getting into early childhood?
 - Option to start study in semester b
 - Accessible and flexible pathway entry for those who already have a degree
 - Accessible and flexible pathways for those who have experience but limited qualifications
 3. What did you like about your degree experience?
 4. What would you like to have been done differently?
 5. What from your education do you feel has prepared you for your career?
 6. Was there anything that wasn't covered in your degree that you would have liked to see covered?
 7. Would you recommend the Waikato ECE programme to someone wishing to study? Why or why not?
 8. New proposals for the ECE degree include a leadership strand, specialised training for Reggio or Montessori, social competence, advocacy and criticality in ECE. Which of these would have interested you? Why or why not?

Appendix E: Questions for Primary Schools

1. What are thoughts on having a degree that addresses years 0-8?
2. How useful would this age range in a degree be practically for your organisation?
3. Would the proposed degree age range support/hinder a potential applicant to your organisation?
4. What would you like addressed in a programme like this?
5. What kind of ECE training do you think would be useful for a person working in your organisation? Some options:
 - a) Leadership training
 - b) Environmental approaches
 - c) Criticality, advocacy and empowerment
 - d) Speciality ECE training approaches (Reggio Emilia, Montessori)?