



Ministry of Education  
Te Tāhuhu o te Mātauranga

# EARLY CHILDHOOD EDUCATION FUNDING REVIEW

Staff Survey 2025

February 2026



# Key summary

## **Two thirds (65%) of decision-makers at ECE services have had to make operational trade-offs in the past year to maintain financial sustainability.**

While there were a variety of actions taken, the most frequently mentioned were delaying capital expenditure (73%), management spending more time in the classroom (67%), reduced spending on learning resources (60%) and increasing fees (60%).

Four in ten (42%) decision-makers indicated as part of the operational trade-offs, they had made changes to the staffing mix to reduce the wage bill. The most common change was to have management spending more time in the classroom (77%), followed by not replacing a role when someone leaves (60%) and replacing an experienced teacher with a less experienced one (59%). Approximately two thirds reported that staffing mix changes impacted child learning & engagement (68%) and staff job satisfaction (66%).

## **More than half (57%) of ECE decision-makers indicated that it has been difficult to recruit teachers or educators over the past 2 years. Four in ten (44%) indicated it has been difficult to get relievers.**

Among those who said it was difficult to recruit / retain teachers, two thirds (66%) selected *a lack of candidates that meet our quality needs* as the main reason why it had been difficult, followed by *a lack of candidates with the relevant qualifications / experience* (52%).

The same two reasons were given for why decision-makers found it difficult to get relievers - *a lack of candidates that meet our quality needs* (54%) and *a lack of candidates with the relevant qualifications / experience* (51%).

## **Almost all (97%) of staff (excluding support staff) have participated in professional learning and development (PLD) opportunities in the last year, with 4 out of 5 (83%) saying they had participated in online or in-person workshops.**

Nearly two-thirds (69%) of ECE staff (excluding support staff) perceive there are enough / more than enough opportunities for learning and development, and a strong majority (87%) indicated that PLD opportunities align with their professional needs and aspirations.

Over half (59%) of qualified teachers and a third (32%) head teachers/ team leaders reported getting less than 5 non-contact hours per week. Centre managers, as expected, reported greater amounts of non-contact time, but nearly a third (31%) get less than 5 hours per week.

## **The vast majority (98%) of ECE services have opted into the pay parity scheme, with close to two-thirds (64%) opting into the full scheme.**

Perceptions of the pay parity scheme are mixed. More than half (60%) of ECE staff (excluding support staff) agree it makes them want to stay with their current service while just under half (46%) say they feel more positive about long-term career prospects. However, around half say that it has made them want to move to an employer who has opted into a higher pay parity level (55%) and that their step has made it difficult to secure a teaching role (54%). Additionally, more than half (57%) do not believe the scheme is fair for all employees. Almost an equal proportion also agree (37%) and disagree (35%) that it has increased the quality of their ECE service.

Generally speaking, teachers and non-decision makers hold a more positive view on the pay parity scheme compared to centre managers and non-registered teachers.

When respondents were asked if there was anything else they would like to share about the pay parity scheme, most of the comments expressed concerns, including the view that it does not reflect performance or competency (21%) and the negative impact on recruitment / retention (20%). A similar proportion (18%) commented on funding issues / underfunding.

## **Three-quarters (75%) of decision-makers identified frequent absences as the primary driver of administrative burden in the funding system.**

Almost 9 in 10 (89%) ECE decision-makers perceive ECE subsidies and funding rules as complicated, with 41% finding them either "very" or "extremely" complicated.

## **More than half (58%) of ECE staff prioritise better adult-to-child ratios for government funding, with just under half (49%) also prioritising pay parity & fair remuneration.**

Three quarters believe the current funding system does not provide for neurodiverse learners, or learners with disabilities / additional learning needs. Yet ECE staff believe it is *important* for the funding system to provide for learners with disabilities (88%) and neurodiverse learners (87%).

If ECE staff had to pick one priority of the government funding review, the most frequently mentioned were more funding (28%) and improved adult-to-child ratios (26%).

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# BACKGROUND & OBJECTIVES

# Background

A ministerial advisory group (MAG) was set up by the NZ Government to undertake a comprehensive review of early childhood education (ECE) funding. This review aims to ensure the ECE funding system is simple, fair and delivers value for money.

MAG, alongside the Ministry of Education, commissioned research to collect input from key ECE stakeholders, specifically:

- Parents / whānau
- **ECE staff (including teachers and support staff)**
- Businesses (employers)

# Objectives

The purpose of this research is to provide stakeholders' views and information on a range of topics, such as affordability, impact on the NZ workforce, access, funding complexity, and the impact of funding / regulation on the ECE workforce.

This report captures the views of the current ECE workforce – ECE teachers, centre managers, as well as support staff. The research gathers information on their experience working in ECE and the impact of the current funding system; including any operational challenges they may have faced, professional learning and development opportunities, and their views on the pay parity scheme. In addition, data relating to the type of ECE service they work in, their role, length of time working in the ECE sector and other personal demographics were also collected.



# Methodology

**Survey method:** Online survey

**Length of interview:** 6–11 minutes

**Fieldwork period:** 4 Dec '25–20 Jan '26

**Target:** Those who currently work in ECE providers – both teachers and support staff

**Sample size:** n=622

**Notes:** Significant differences are reported at 95% confidence. **Green** indicates that the percentage is significantly higher than the total, whilst **red** indicates it is significantly lower.

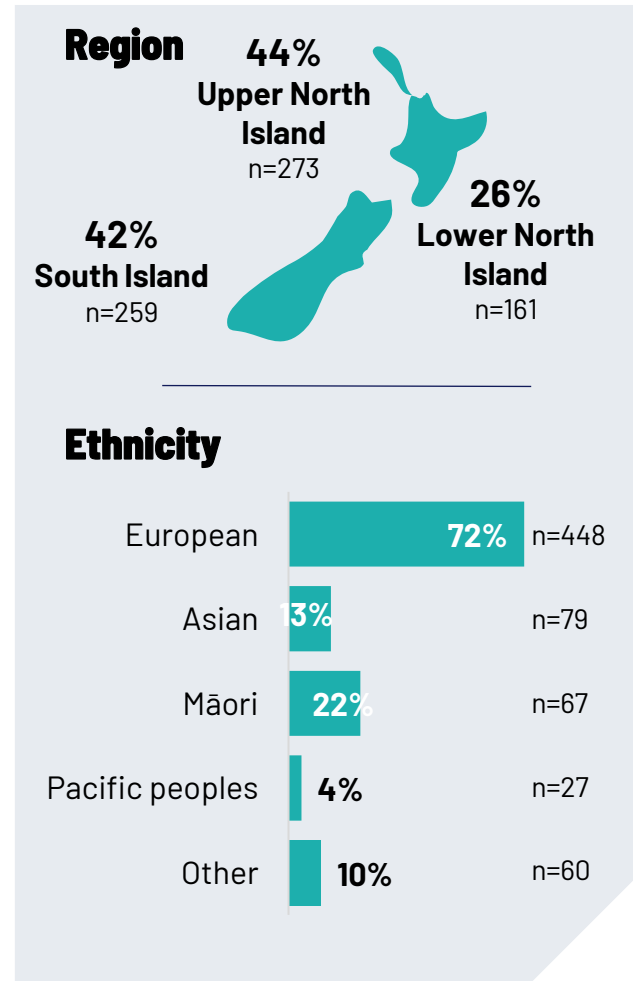
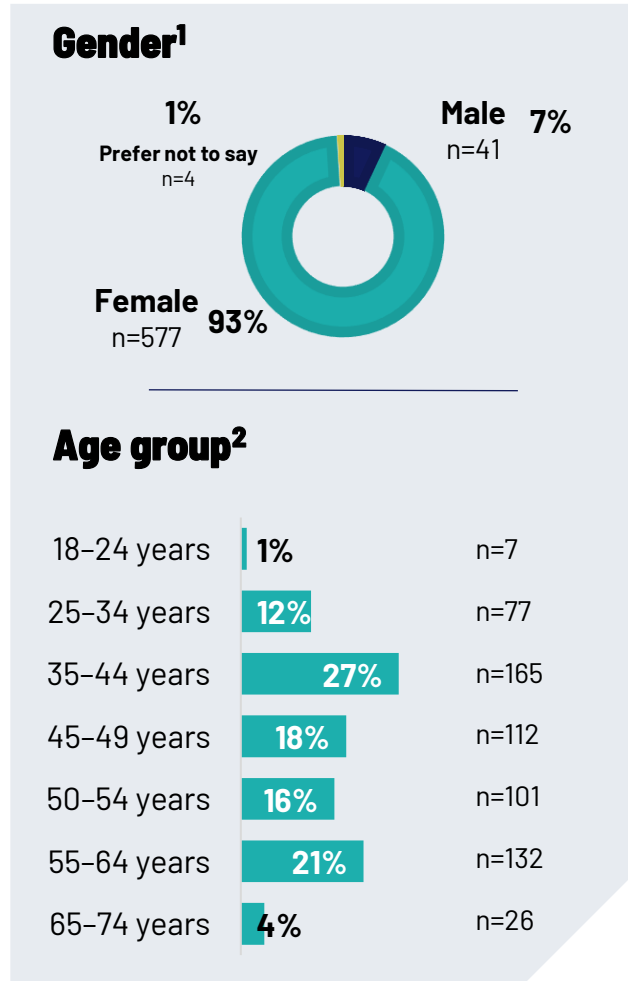

Where results do not sum to 100 or the 'difference' appears to be + / -1 more / less than the actual, this may be due to rounding, multiple responses or the exclusion of 'don't know' or 'no response' responses.

The maximum margin of error, at the 95% confidence level, is  $\pm 3.5\%$ .

Some questions of the staff survey were only asked of staff who identified themselves as key day-to-day decision-makers about the running of their ECE service.

"NETT" (Net Total) represents a combined percentage of related response categories, used to simplify and highlight overall sentiment or direction in survey data.

# Sample profile

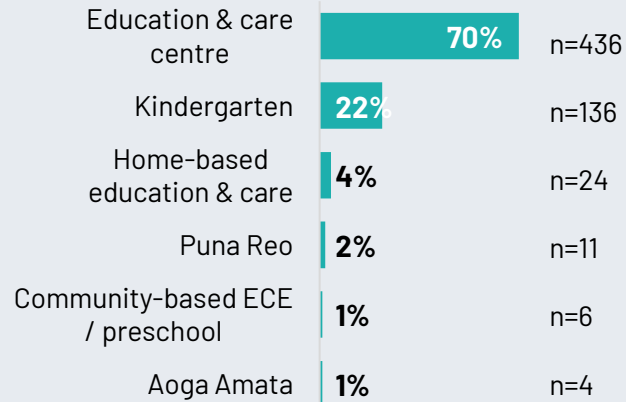
Northland	2%	n=11
Auckland	30%	n=187
Waikato	5%	n=28
Bay of Plenty	8%	n=47
Gisborne	1%	n=7
Hawke's Bay	6%	n=39
Taranaki	3%	n=17
Manawatū-Whanganui	4%	n=27
Wellington	11%	n=71
Tasman	1%	n=7
Nelson	2%	n=15
Marlborough	1%	n=7
West Coast	0%	n=2
Canterbury	16%	n=102
Otago	6%	n=37
Southland	3%	n=18

**Base:** All ECE staff (n=622)

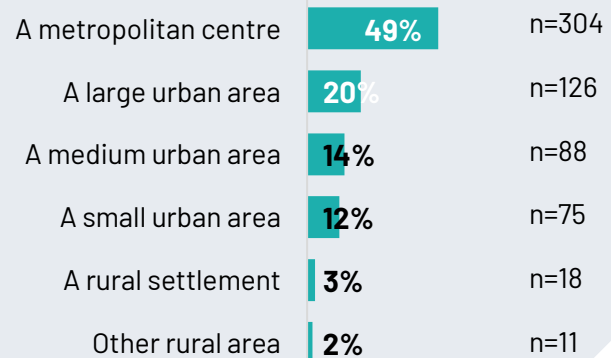
**Notes:** 1. No respondents selected 'Another gender' 2. There were n=2 respondents aged 75 years+ 3. **Ethnicity data:** Participants were able to select all ethnic groups they identify with (multiple response). Therefore, percentages will sum to more than 100%.

# Sample profile

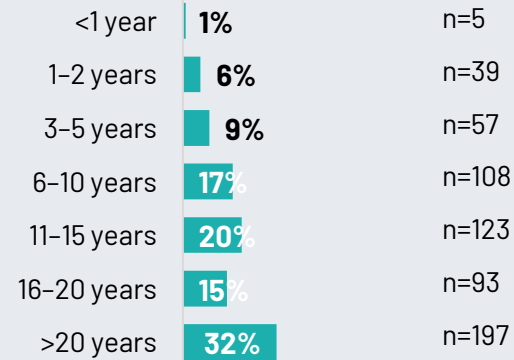
## ECE service primarily worked in<sup>1</sup>



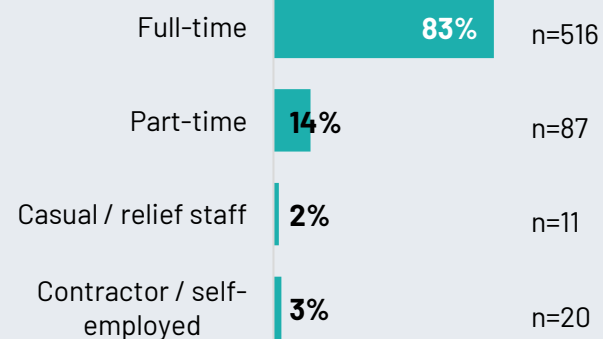
## Location of ECE service



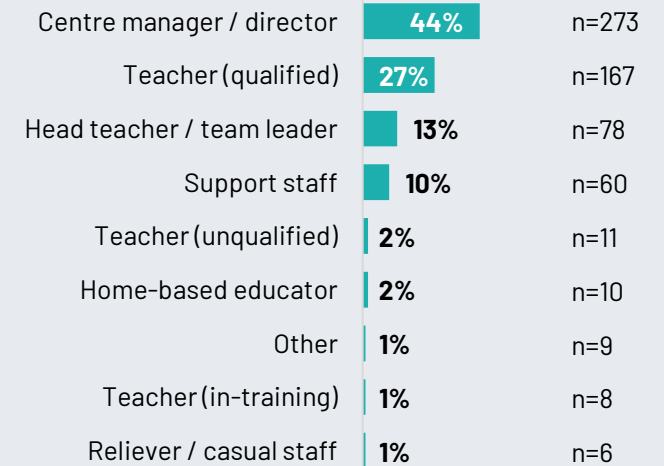
## Years worked in the sector



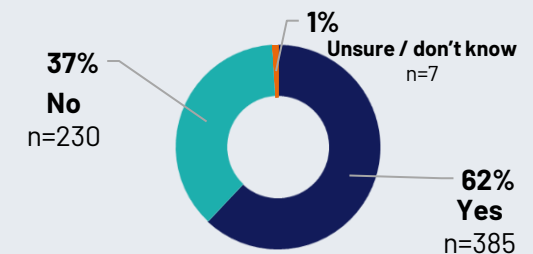
## Employment status



## Current primary role in ECE



## Key decision-maker

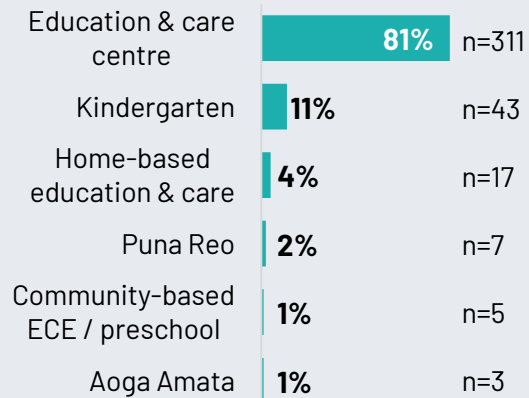


**Base:** All ECE staff (n=622)

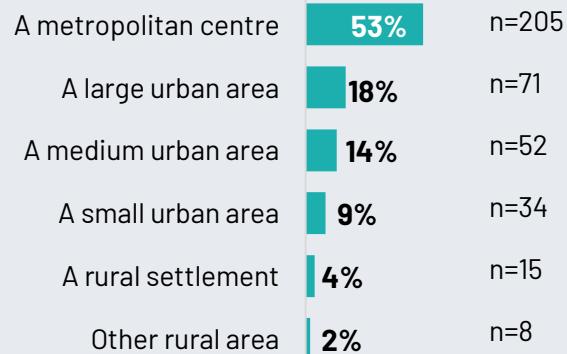
**Notes:** 1. Less than 1% of respondents worked in a Hospital-based Service (n=3), Playgroup (n=1), Kohanga Reo (n=1) and Other (n=2). There were no respondents from Playcentres.

# Sample profile – key decision makers

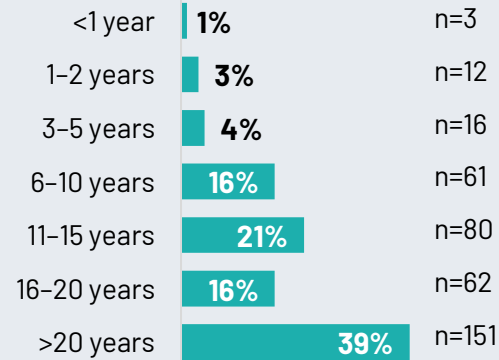
## ECE service primarily worked in<sup>1</sup>



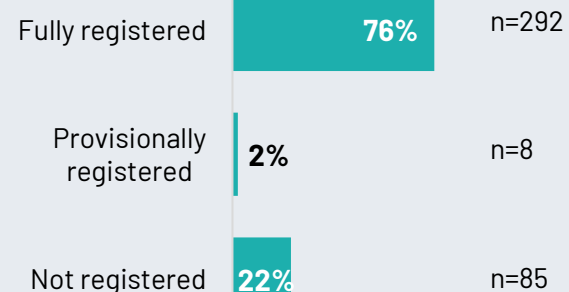
## Location of ECE service



## Years worked in the sector

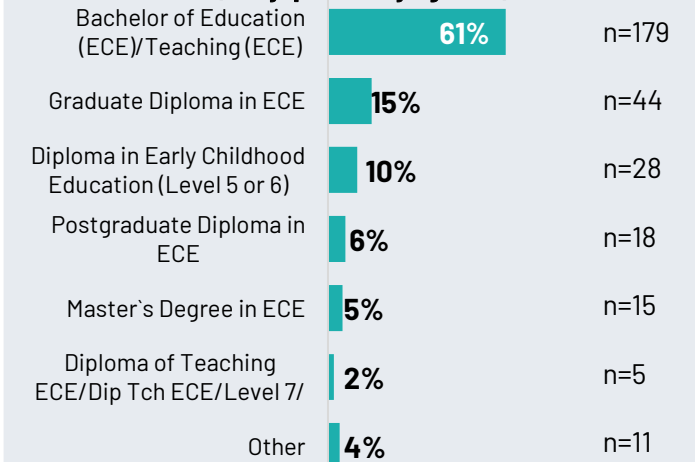


## Registration status



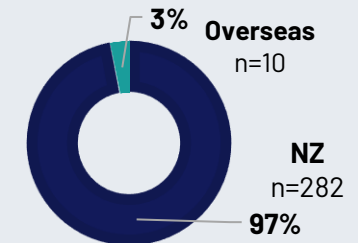
## Highest ECE-related qualification

(If fully / provisionally registered)



## Where ECE qualification was gained

(If Level 4 Certificate in ECE and above qualification)

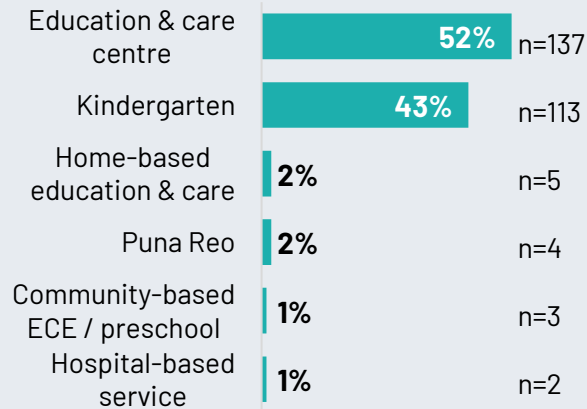


**Base:** ECE service decision-makers within the ECE service (n=385)

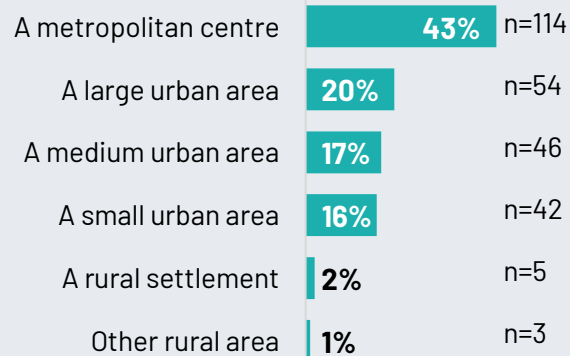
**Notes:** 1. Less than 1% of decision-makers worked in Kohanga Reo (n=1) and Other (n=1). There were no decision-makers from Playcentres, Hospital-based Services and Playgroups.

# Sample profile – teachers

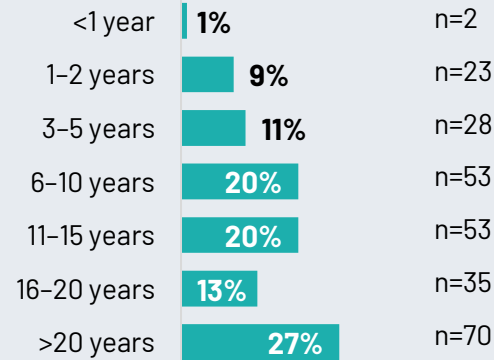
## ECE service primarily worked in<sup>1</sup>



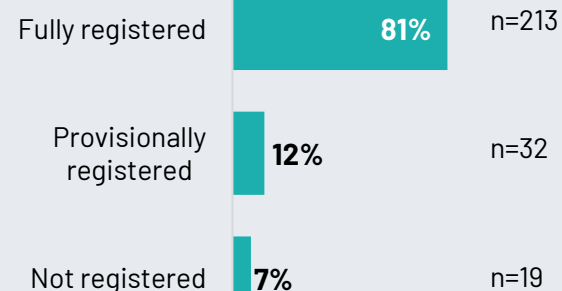
## Location of ECE service



## Years worked in the sector

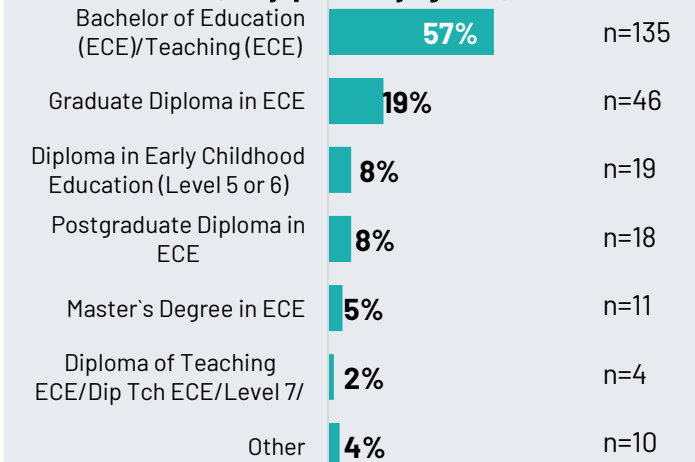


## Registration status



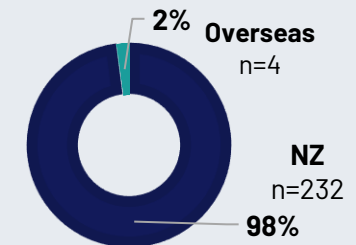
## Highest ECE-related qualification

(If fully / provisionally registered)



## Where ECE qualification was gained

(If Level 4 Certificate in ECE and above qualification)



**Base:** ECE Teachers, comprise the following roles: Teacher (qualified), Teacher (in training – not yet qualified), Teacher (unqualified), and Head teacher/team leader (n=264)

**Notes:** 1. Less than 1% of teachers worked in Playgroups (n=1) and Other (n=2). There were no teachers from Playcentres, Aoga Amata and Kohanga Reo.

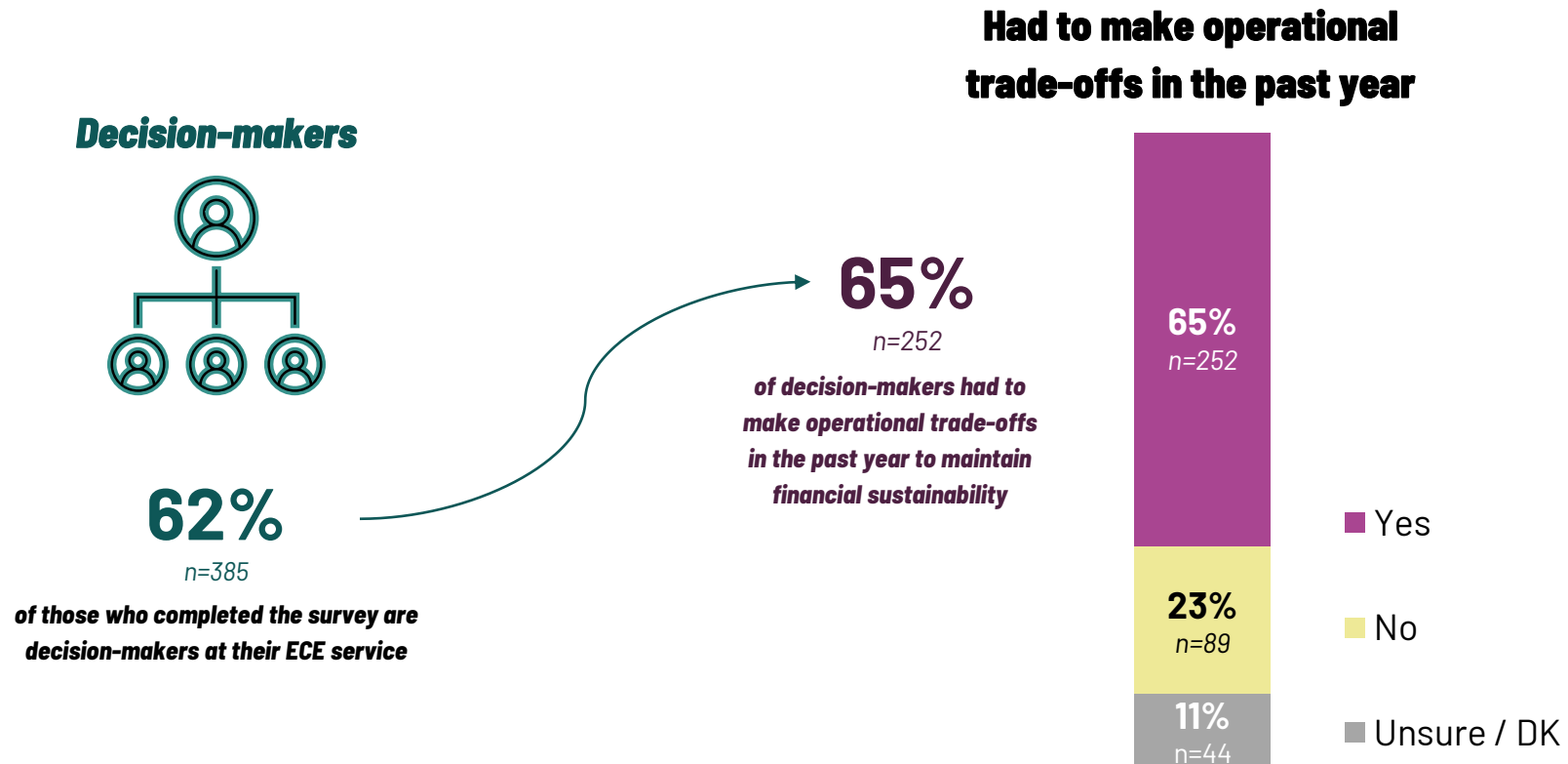


02

# ECE WORKFORCE

# Decision-making & operational trade-offs

Nearly two thirds (65%) of ECE decision-makers reported having to make operational trade-offs in the past year to maintain financial sustainability.



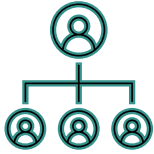
**Q8:** Do you make the key day-to-day decisions about the running of your ECE service? (e.g. rostering, recruitment decisions) / **Q9:** Have you had to make any operational trade-offs to maintain financial sustainability of your service in the last year?

**Base:** ECE service decision-makers within the ECE service (n=385); ECE service decision-makers who have made operational trade-offs in the past year (n=252)

# Operational trade-off types

The most frequent operational trade-offs made by decision-makers include *delaying capital expenditure (73%)* & *increasing management's time in the classroom (67%)*.

## Decision-makers



## Operational trade-off types

Delay capital expenditure	<b>73%</b>	n=184
Increase time spent by management in the classroom	<b>67%</b>	n=169
Reduce spending on learning resources	<b>60%</b>	n=152
Increase fees	<b>60%</b>	n=152
Delay / reduce non-contact time	<b>53%</b>	n=133
Reduce property maintenance	<b>52%</b>	n=130
Delay / reduce professional learning & development time	<b>47%</b>	n=119
Change staffing mix to reduce wage costs	<b>42%</b>	n=107
Reduce support staff	<b>41%</b>	n=104
Reduce number of adults to children	<b>35%</b>	n=89
Reduce number of qualified teachers	<b>28%</b>	n=71
Change funding band / pay parity scheme opt-in level	<b>17%</b>	n=43
Restructure	<b>13%</b>	n=34
Reduce under-2 provision	<b>6%</b>	n=16
No possibilities / considering closure	<b>4%</b>	n=10
Extend hours / open school holidays	<b>2%</b>	n=10
Other	<b>4%</b>	n=4

“

*We have had to delay some of our strategic plans that were designed to benefit all children, but especially those with learning needs.*

*The kindergarten association I work for is fully committed to retaining 100% qualified teachers, as this ensures best quality for tamariki. Lack of funding means there is not enough money to upgrade grounds and buildings as much as needed/desired.*

*Not paying myself as Service Owner.*

”

**QW10:** And which of the following decisions, if any, have you had to make to keep your service financially viable?

**Base:** ECE service decision-makers who have made operational trade-offs in the past year (n=252).

# Operational trade-offs by service type

Type of operational trade-off	Total	Education & care centre	Home-based education & care service	Kindergarten	Kohanga Reo	Puna Reo	Aoga Amata	Other
	<b>252</b>	<b>215</b>	<b>6**</b>	<b>20**</b>	<b>1**</b>	<b>6**</b>	<b>3**</b>	<b>2**</b>
Delayed capital expenditure (e.g., new shelving, playground refurbishment, IT investment)	73%	74%	50%	55%	100%	83%	100%	100%
More time spent by management in the classroom	67%	74%	17%	10%	100%	67%	33%	100%
Reduce spending on learning resources	60%	60%	67%	55%	100%	83%	67%	50%
Increase fees	60%	65%	33%	25%	100%	50%	33%	100%
Delay or reduce non-contact time	53%	53%	17%	45%	0%	100%	33%	100%
Reduce property maintenance	52%	52%	33%	45%	0%	50%	67%	100%
Delay or reduce professional learning and development time/opportunities	47%	47%	33%	45%	100%	50%	67%	100%
Change your staffing mix to reduce wage costs	42%	47%	33%	0%	0%	67%	0%	50%
Reduce support staff e.g. administration staff or lunch cover	41%	41%	17%	45%	0%	50%	33%	50%
Reduce number of adults to children	35%	39%	0%	5%	0%	50%	33%	50%
Reduce the number of qualified teachers	28%	31%	0%	5%	0%	33%	0%	50%
Change in funding band or pay parity scheme opt-in level	17%	20%	0%	0%	0%	0%	33%	0%
Restructure	13%	12%	17%	30%	0%	0%	33%	0%
Reduce Under-2 provision	6%	7%	0%	0%	100%	17%	0%	0%
No possibilities - considering closure	4%	4%	17%	0%	0%	17%	0%	0%
Extended hours/open school holidays	2%	0%	17%	10%	0%	0%	0%	0%
Other	4%	3%	17%	15%	0%	0%	0%	0%

**QW10:** And which of the following decisions, if any, have you had to make to keep your service financially viable?

**Base:** ECE service decision-makers who have made operational trade-offs in the past year (n=252). **Caution:** Low base size (n<50\*\*).

# Operational trade-offs by service type

Type of operational trade-off	Total	Education & care centre	Other
	<b>252</b>	<b>215</b>	<b>39**</b>
Delayed capital expenditure (e.g., new shelving, playground refurbishment, IT investment)	73%	74%	66%
More time spent by management in the classroom	67%	74%	29%
Reduce spending on learning resources	60%	60%	63%
Increase fees	60%	65%	37%
Delay or reduce non-contact time	53%	53%	50%
Reduce property maintenance	52%	52%	47%
Delay or reduce professional learning and development time/opportunities	47%	47%	50%
Change your staffing mix to reduce wage costs	42%	47%	18%
Reduce support staff e.g. administration staff or lunch cover	41%	41%	39%
Reduce number of adults to children	35%	39%	16%
Reduce the number of qualified teachers	28%	31%	11%
Change in funding band or pay parity scheme opt-in level	17%	20%	3%
Restructure	13%	12%	21%
Reduce Under-2 provision	6%	7%	5%
No possibilities - considering closure	4%	4%	5%
Extended hours/open school holidays	2%	0%	8%
Other	4%	3%	11%

**QW10:** And which of the following decisions, if any, have you had to make to keep your service financially viable?

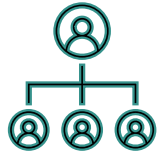
**Base:** ECE service decision-makers who have made operational trade-offs in the past year (n=252). **Caution:** Low base size (n<50\*\*).

# Impact of operational trade-offs on quality of service

Operational trade-offs most commonly led to *compromised resources & equipment* (25%), *financial issues / reduced spending* (24%) & *negative impacts on staff numbers & quality of care* (17% and 16% respectively).

## Impact on quality of service - coded

### Decision-makers



Resources / equipment / maintenance of facilities compromised	25%	n=64
Funding / financial issues / reduced spending	24%	n=60
Staff numbers / ratios / absences / turnover	17%	n=44
Impacted children in general	17%	n=42
Quality of care compromised	16%	n=41
Maintained quality of service regardless	15%	n=39
Quality of education compromised	14%	n=36
Challenging / difficult / big impact	13%	n=32
Burnt-out / exhausted / tired	12%	n=30
Non-contact time issues	12%	n=29
Increased workload / work out of hours	11%	n=27
Higher stress levels	10%	n=26
Overall wellbeing / morale / mental health	10%	n=26
Administration / paperwork / planning issues	8%	n=20
Less qualified / experienced staff	8%	n=20
Issue with pay parity in general	8%	n=19
Lack of time	7%	n=17
Impacted the families / parents	6%	n=14
More pressure / stretched	5%	n=13
Impact on PLD / training	5%	n=13
In survival mode / trying to remain viable	5%	n=13
Impacts occupancy / remaining competitive	5%	n=13
It is a balancing act / prioritising	5%	n=12



*The maintenance of the building and surroundings has suffered and the range of services offered to the children has decreased.*

*Everything you remove or cheap out on reduces the quality for children, teachers, families. Higher fees make it difficult for families to attend, something has to give.*

*Less intentional teaching. Quality of planning and implementation reduced. Teachers more stressed, negative and less motivated. Increased staff absences.*

*Quality of education and care is lacking due to funding not covering these costs. Management being in ratio and then operational decisions being delayed or ignored. Parents not receiving communications when wanting it due to management in ratio.*



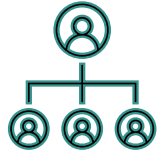
**QW11:** What impact do you think these operational trade-offs have had on the quality of the service you deliver?

**Base:** ECE service decision-makers who have made operational trade-offs in the past year (n=252). **Note:** Only coded answers 5% and higher shown. **Note:** As this was a free-text question, individual responses may have been coded into multiple themes, meaning percentages may sum to more than 100%.

# Impact of operational trade-offs on staff job satisfaction

A notable proportion of decision-makers reported that operational trade-offs resulted in *higher stress levels, burnout & increased workload for staff* (all at 19%).

## Decision-makers



## Impact on staff job satisfaction - coded

Higher stress levels	19%	n=48
Burnt-out / exhausted / tired	19%	n=47
Increased workload / longer hours / busy	19%	n=47
Overall wellbeing / morale / mental health	17%	n=42
Reduced / no job satisfaction in general	14%	n=36
Funding / financial issues / reduced spending	12%	n=30
Challenging / difficult / big impact	11%	n=28
Staff numbers / ratios / turnover	10%	n=26
Resources / equipment / facility maintenance compromised	10%	n=25
Lack of time	10%	n=24
General frustration	10%	n=24
Issues with administration / paperwork	9%	n=23
Non-contact time issues	9%	n=23
Lower pay / no pay increases / unpaid	8%	n=20
Leaving industry / considering leaving	8%	n=19
More pressure / stretched	6%	n=16
Quality of education compromised	6%	n=14



*Stress levels of teachers are rising. Teachers taking stress/ mental health days and the centre suffering due to lack of staffing. Inconsistency for parents and children.*

*ECE has become very tough, it is a demanding job which is not rewarded by the funding system. Many teachers are leaving the sector, I don't blame them.*

*Huge, they are close to burn out, as they love the children and the families so they work so hard, and they want to learn more and have high quality care and education for the children, however the resources, time and non-contact available is limited. The ratios are tight, so they are putting out fires each day, instead of providing high quality education and care like they are trained to do.*

*Feeling tired all the time. Secondly staff have left because we have had a few occasions where we haven't been able to grant them leave due to no relievers. One staff member had to work instead of attending a funeral which was heart breaking and she eventually left because of the lack of freedom that we couldn't provide. I've advertised several times but had little interest or 0 candidates apply.*

**QW12:** And what impact have these operational trade-offs have had on your teachers'/ your own job satisfaction?

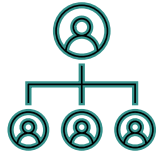
**Base:** ECE service decision-makers who have made operational trade-offs in the past year (n=252). **Note:** Only coded answers 6% and higher shown. **Note:** As this was a free-text question, individual responses may have been coded into multiple themes, meaning percentages may sum to more than 100%.



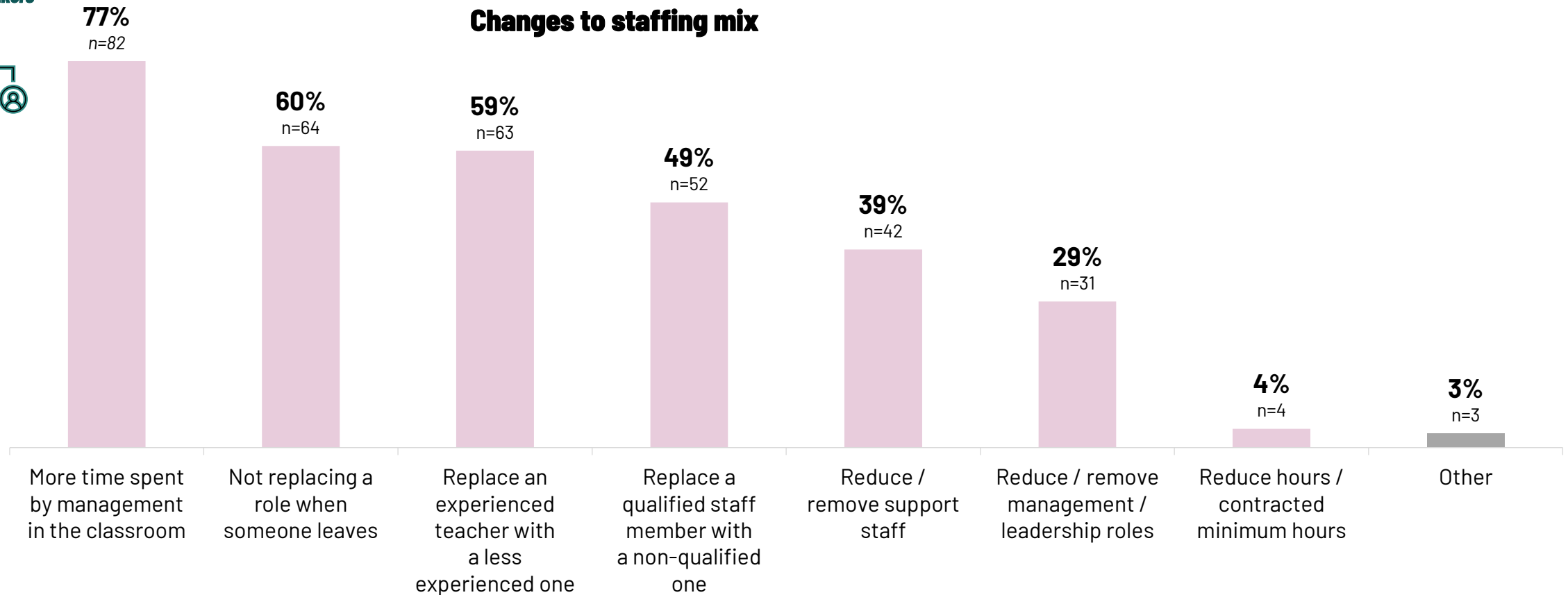
# Changes to staffing mix

The most common staff change made to address financial viability was *management spending more time in the classroom* (77%).

**Decision-makers**



## Changes to staffing mix



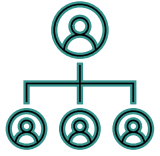
**QW13:** You indicated that you have made changes to your staffing mix. Which of the following changes have you made?

**Base:** ECE service decision-makers who have made changes to their staffing mix (n=107)

# Impact of changes to the staffing mix

Approximately two thirds reported that staff changes impacted *child learning & engagement* (68%) & *staff job satisfaction* (66%).

## Decision-makers



## Impact of changes to the staffing mix

Child learning & engagement	68%	n=73
Staff job satisfaction	66%	n=71
Professional development & mentoring	51%	n=55
Parent engagement & communication	45%	n=48
Ability to employ & retain the necessary number of staff	34%	n=36
Reduction in enrolment	32%	n=34
Safety (for both children & staff)	28%	n=30
Meeting compliance requirements	13%	n=14
Other	7%	n=7
None	4%	n=4



*We hired a beginning teacher for financial reasons. We then received several emails and feedback from parents saying that the new beginning teacher wasn't as good as they were used to and they were concerned for their child's safety (and learning progress).*

*These factors and their impacts have been completely swallowed by owners/managers; not passed on to teachers or parents; this results in increased emotional toll on operators; anxiety, insecurity, worry about financial stability of the service.*



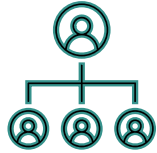
**QW14:** And which, if any, of the following factors has been impacted by this?

**Base:** ECE service decision-makers who have made changes to their staffing mix (n=107)

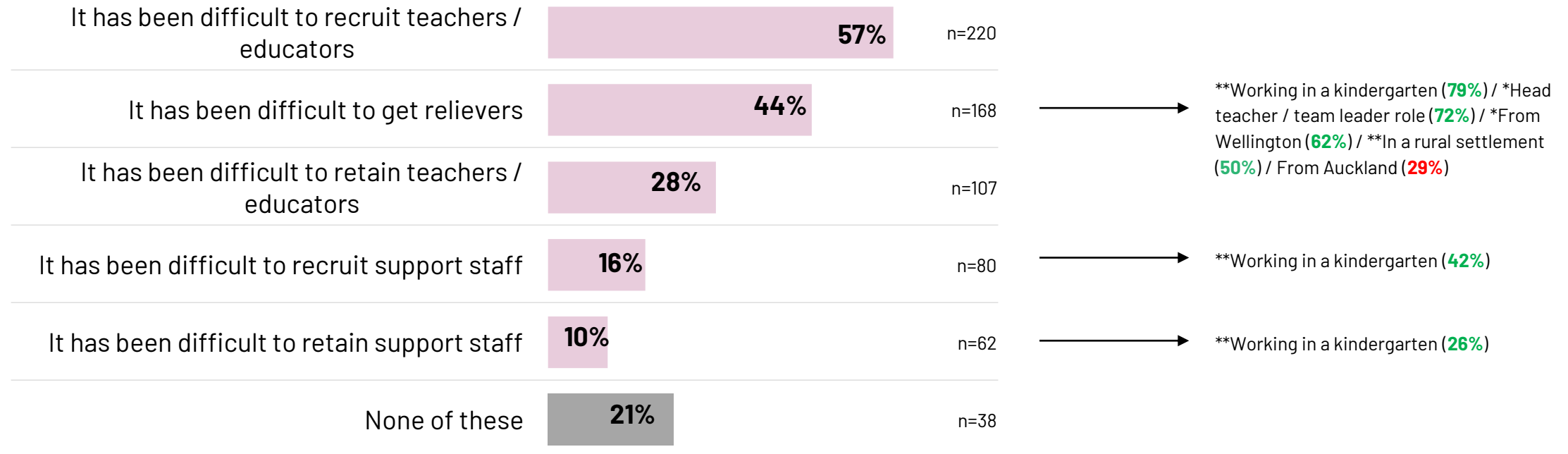
# Recruiting & retaining of ECE staff over the past 2 years

More than half of ECE decision-makers indicated that it has been difficult to recruit teachers or educators over the past 2 years & more than 4 in 10 said it has been difficult to get relievers.

## Decision-makers



## Difficulty recruiting and retaining ECE staff



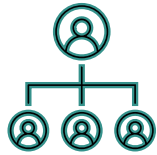
**QW1:** Which of the following, if any, have been difficult for your ECE workforce over the past two years?

**Base:** ECE service decision-makers (n=385). **Caution:** Low base size (n<100\*), (n<50\*\*).

# Barriers to recruiting / retaining teachers & educators

Candidates' not meeting the relevant ECE service's quality & qualification needs were the main reasons for decision-makers' difficulty to recruit / retain ECE teachers & educators.

## Decision-makers



## Barriers to recruiting and retaining teachers and educators

Lack of candidates that meet our quality needs	66%	n=160
Lack of candidates with relevant qualifications / experience	52%	n=127
Pay offered at other services are higher than we can afford	41%	n=99
Too many job options, competing with other centres	22%	n=54
Mismatch between employer / employee desired work hours	20%	n=49
High workload / too long hours	18%	n=43
Our location (small town / far away)	18%	n=43
Our non-pay related terms & conditions not competitive	12%	n=30
Unable to support teacher development / non-contact time	10%	n=25
Lack / limited career progression / development / pathways	9%	n=22
Visa / immigration issues	2%	n=4
Other	5%	n=12

- \*Aged 55-64 (82%)
- \*\*ECE service in a large urban area (78%)
- \*\*ECE service in a rural area (71%)
- \*From Auckland (4%) / \*Not registered ECE teacher (4%)

Workload and stress too high for the pay we can offer, unqualified teachers are often better than qualified but can't be paid to same levels because of the funding rules.

We can not afford to pay high step teachers, as we already have an experienced team - and lower step teachers are not applying.

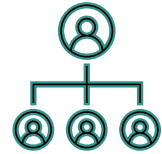
**QW2:** You indicated that it has been difficult to [ "recruit" / "retain" / "recruit and retain" ] teachers / educators. Which of the following factors do you think have contributed to that difficulty?

**Base:** ECE service decision-makers who have indicated difficulty to recruit and / or retain teachers or educators (n=243). **Caution:** Low base size (n<100\*), (n<50\*\*).

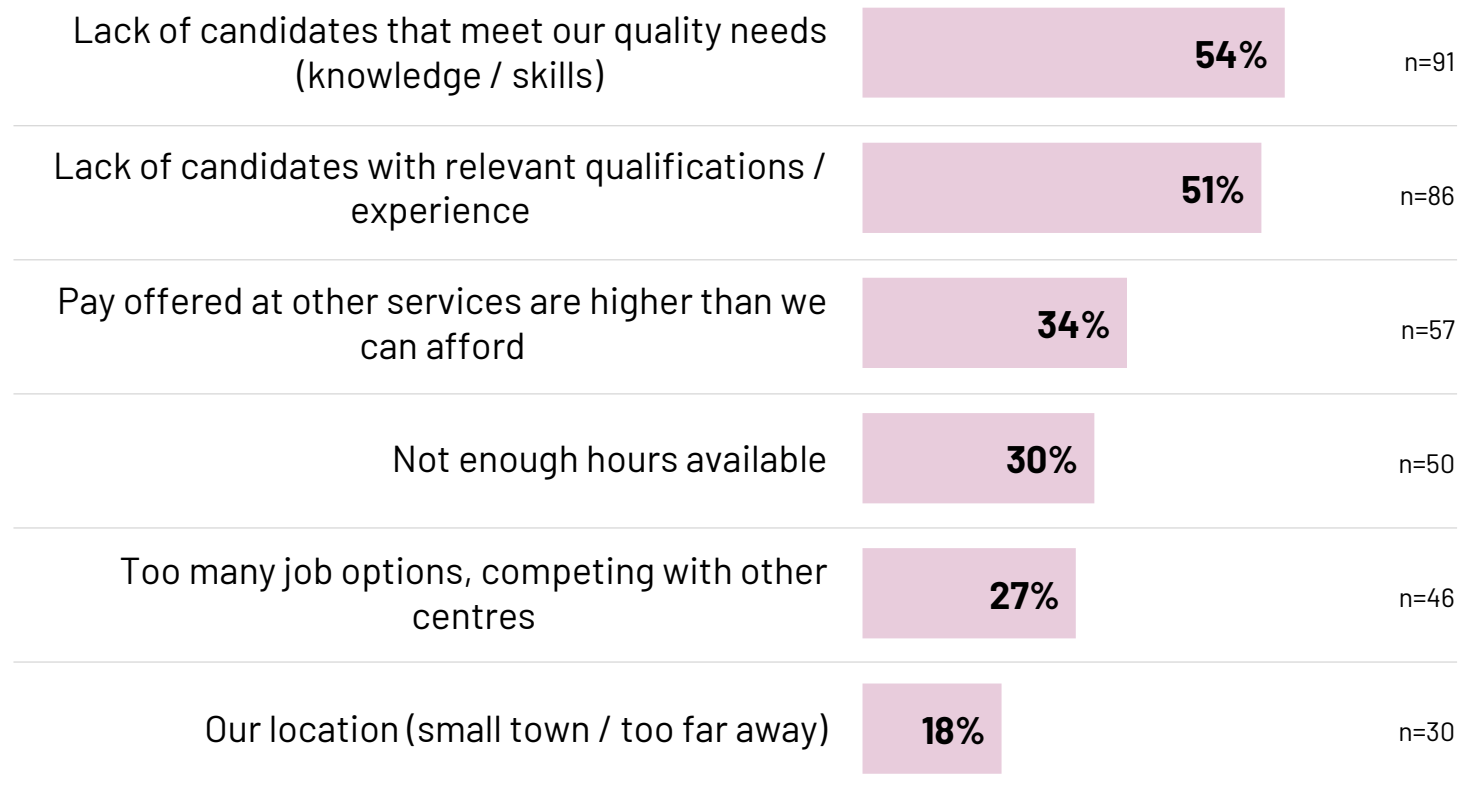
# Barriers to getting relievers

Again, candidates' lack of required qualities & qualifications was the main factor for decision-makers' difficulty to get ECE relievers.

## Decision-makers



## Barriers to getting relievers



“ Relievers are not well enough paid, even at the top of the reliever scale and in an organisation that pays well. The reliever pay cap should be removed.

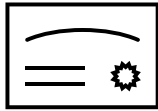
Relievers leave us for permanent hours at other centres.

**QW3:** You indicated that it has been difficult to get relievers. Which of the following factors do you think have contributed to that difficulty?

**Base:** ECE service decision-makers who have indicated difficulty to get relievers (n=168). **Note:** Only coded answers higher than 2% are shown **Note:** As this was a free-text question, individual responses may have been coded into multiple themes, meaning percentages may sum to more than 100%.

# Professional learning & development (PLD)

Almost all ECE staff (excluding support staff)(97%) had undertaken some PLD in the last year, with 4 in 5 (83%) stating they had participated in *online / in-person PLD workshops*.



## PLD opportunities undertaken in the last year

Participated in online / in-person workshops	<b>83%</b>	n=437	→	Centre managers / directors ( <b>88%</b> ) / *Non-registered teacher ( <b>70%</b> ) / *From Canterbury ( <b>71%</b> )
Had mentoring conversations	<b>75%</b>	n=395	→	*Non-registered teacher ( <b>61%</b> )
Enrolled in / attended a course	<b>72%</b>	n=380	→	*Non-registered teacher ( <b>56%</b> )
Leadership training	<b>37%</b>	n=194	→	**3-5 years working in ECE (20%) / Teacher (qualified)(11%) / Centre managers/directors ( <b>54%</b> ) / *Head teacher/team leader ( <b>52%</b> ) / Decision-maker (50%)
Teacher-only days / in-house wananga	<b>36%</b>	n=189	→	Working in a kindergarten ( <b>82%</b> ) / *Head teacher/team leader ( <b>55%</b> ) / *From Wellington ( <b>53%</b> ) / **ECE service in a small urban area ( <b>52%</b> ) / *ECE service in a small urban area ( <b>52%</b> ) / **From Hawke's Bay ( <b>51%</b> ) / Teacher (qualified)( <b>48%</b> ) / Aged 55-64 ( <b>47%</b> ) / ECE service in a large urban area ( <b>47%</b> )
Attended a conference	<b>31%</b>	n=162	↘	Centre manager/director ( <b>26%</b> ) / *Working in education & care centres ( <b>23%</b> ) / ECE service in a metropolitan centre ( <b>23%</b> ) / **3-5 years working in ECE ( <b>20%</b> ) / *Non-registered teacher ( <b>20%</b> ) / From Auckland ( <b>18%</b> )
Other PLD	<b>3%</b>	n=13		
None, I have not had any PLD opportunities	<b>3%</b>	n=14		**From Bay of Plenty (69%) / Working in kindergarten (46%) /

**QW4:** In the last year, have you undertaken any of the following professional learning and development (PLD) opportunities?

**Base:** ECE staff excluding 'support staff' (e.g. administrator, cook, cleaner, teacher aide)(n=528). **Caution:** Low base size (n<100\*), (n<50\*\*).

# Professional learning & development (PLD) by role type

Head teachers / team leaders were more likely to have undertaken leadership training. Centre managers were more likely to have participated in workshops & leadership training. Head teachers & qualified teachers were more likely to have participated in teacher-only days/ in-house wananga.

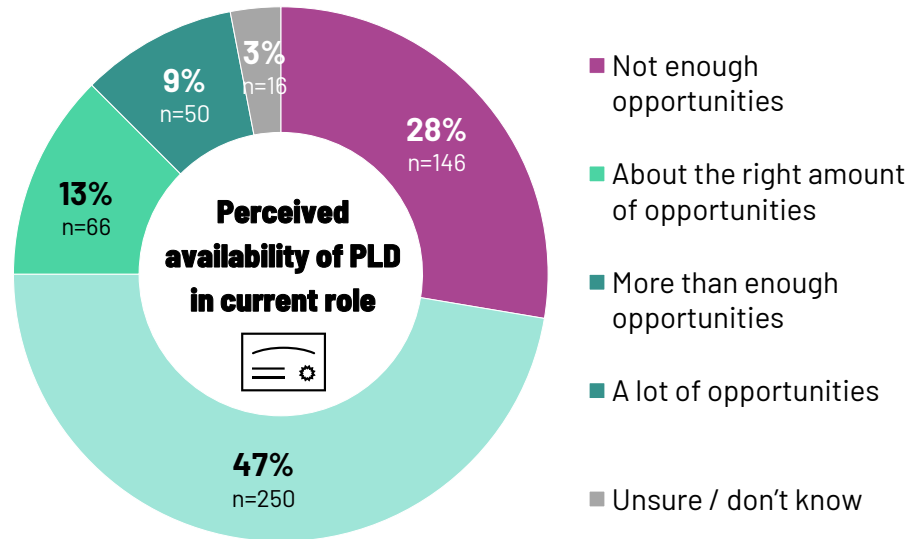
PLD undertaken in last year	Total	Teacher (qualified)	Teacher (in-training - not yet qualified)	Teacher (unqualified)	Head teacher/ team leader	Centre manager /director	Home-based educator	Reliever/ casual staff	Decision-maker	Not decision-maker
<b>Total</b>	<b>528</b>	<b>167</b>	<b>8**</b>	<b>11**</b>	<b>75*</b>	<b>252</b>	<b>9**</b>	<b>6**</b>	<b>343</b>	<b>181</b>
Participated in online / in-person workshops	<b>83%</b>	78%	75%	55%	80%	<b>88%</b>	67%	83%	87%	76%
Had mentoring conversations	<b>75%</b>	73%	50%	18%	79%	81%	22%	33%	78%	70%
Enrolled in / attended a course	<b>72%</b>	68%	62%	55%	75%	77%	22%	50%	76%	65%
Leadership training	<b>37%</b>	<b>11%</b>	0%	9%	<b>52%</b>	<b>54%</b>	0%	0%	<b>50%</b>	<b>12%</b>
Teacher-only days / in-house wananga	<b>36%</b>	<b>48%</b>	0%	9%	<b>55%</b>	<b>26%</b>	0%	33%	31%	<b>45%</b>
Attended a conference	<b>31%</b>	31%	0%	18%	27%	35%	0%	0%	34%	24%
Other	<b>3%</b>	5%	0%	9%	1%	1%	0%	0%	2%	2%
None, I have not had any PLD opportunities	<b>3%</b>	3%	12%	27%	0%	2%	11%	0%	1%	4%

**QW4:** In the last year, have you undertaken any of the following professional learning and development (PLD) opportunities? / **QS7:** Which of the following best describes your current primary role at the ECE service provider you work at? / **QS8:** Do you make the key day-to-day decisions about the running of your ECE service?(e.g. rostering, recruitment decisions)

**Base:** ECE staff excluding 'support staff' (e.g. administrator, cook, cleaner, teacher aide)(n=528). **Caution:** Low base size (n<100\*), (n<50\*\*).

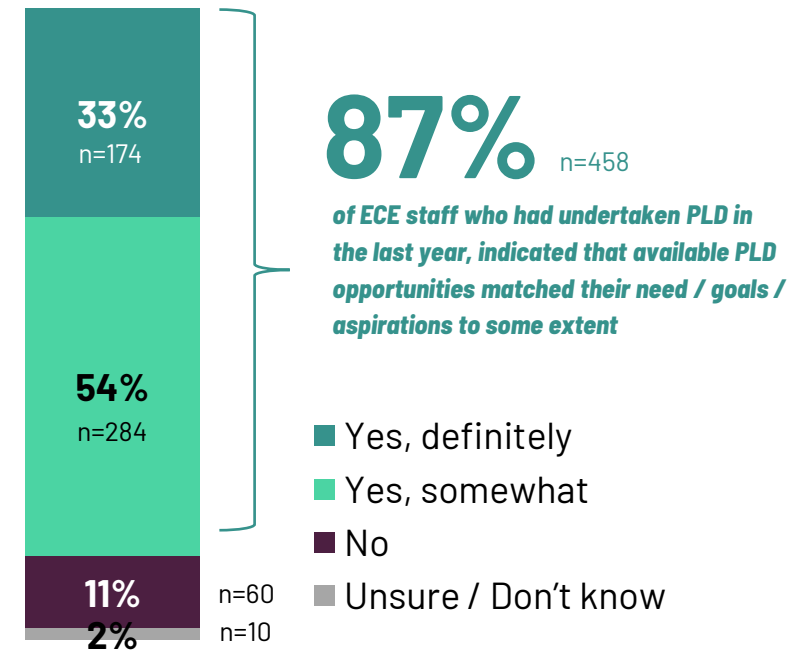
# Professional learning & development

Two thirds (69%) of ECE staff (excluding support staff) perceive there are enough / more than enough opportunities for learning & development & a strong majority (87%) indicated that PLD opportunities align with their professional needs & aspirations.



- **NETT A lot / more than enough / the right amount of opportunities (69%):** \*\*Aged 25-34 (55%)
- **Not enough opportunities (28%):** \*\*Worked 11-15 years in the ECE sector (39%)
- **Right amount of opportunities (47%):** \*\* Graduate diploma in ECE as highest ECE-related qualification (62%)

## PLD match to needs / goals / aspirations



**QW5:** To what extent do you feel there are enough professional learning and development (PLD) opportunities available to you in your current role? / **QW6:** Do PLD opportunities in your current role match your professional needs, goals, and aspirations?

**Base:** ECE staff excluding 'support staff' (e.g. administrator, cook, cleaner, teacher aide)(n=528). **Caution:** Low base size (n<100\*), (n<50\*\*).

**Note:** "NETT" (Net Total) represents a combined percentage of related response categories, used to simplify and highlight overall sentiment or direction in survey data.

# Perceived availability and match of PLD by role type

There are no statistical differences in perceived *availability of PLD opportunities* and whether *the PLD opportunities match your professional needs, goals & aspirations*, by role type.

PLD undertaken in last year	Total	Teacher (qualified)	Teacher (in-training – not yet qualified)	Teacher (unqualified)	Head teacher/ team leader	Centre manager /director	Home-based educator	Reliever/ casual staff	Decision-maker	Not decision-maker
<b>Total</b>	<b>528</b>	<b>167</b>	<b>8**</b>	<b>11**</b>	<b>75*</b>	<b>252</b>	<b>9**</b>	<b>6**</b>	<b>343</b>	<b>181</b>
Not enough opportunities	28%	30%	25%	36%	29%	27%	11%	0%	27%	30%
About the right amount of opportunities	47%	47%	62%	27%	49%	47%	56%	50%	48%	47%
More than enough opportunities	12%	8%	0%	18%	13%	14%	11%	50%	14%	10%
A lot of opportunities	9%	11%	12%	0%	8%	10%	11%	0%	10%	9%
Unsure/ don't know	3%	4%	0%	18%	0%	2%	11%	0%	10%	9%
Yes, definitely match needs/ goals	33%	32%	25%	36	23%	37	33%	33%	35%	30%
Yes, somewhat match needs/ goals	54%	56%	62%	36%	63%	50%	44%	67%	53%	55%
No	11%	11%	12%	9%	13%	11%	11%	0%	10%	13%
Unsure/ Don't know	2%	0%	0%	18%	1%	2%	11%	0%	2%	1%

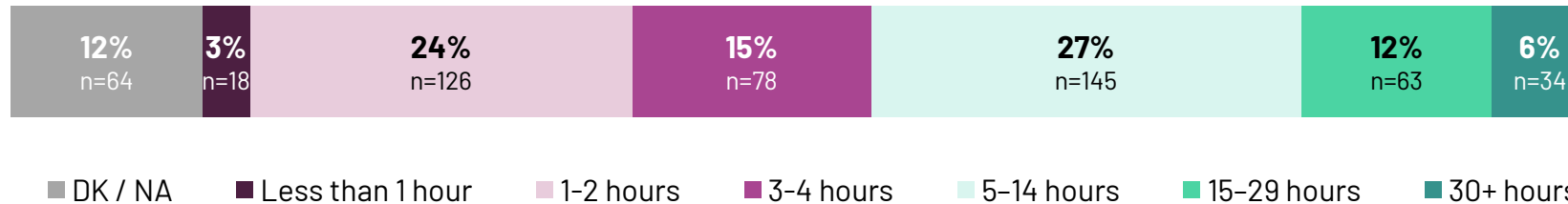
**QW5:** To what extent do you feel there are enough professional learning and development (PLD) opportunities available to you in your current role? / **QW6:** Do PLD opportunities in your current role match your professional needs, goals, and aspirations? / **QW7:** Which of the following best describes your current primary role at the ECE service provider you work at? / **QW8:** Do you make the key day-to-day decisions about the running of your ECE service? (e.g. rostering, recruitment decisions)

**Base:** ECE staff excluding 'support staff' (e.g. administrator, cook, cleaner, teacher aide)(n=528).

# Non-contact time

Over half (59%) of qualified teachers & 3 in 10 (32%) head teachers/ team leaders reported getting less than 5 hours per week. Centre managers, as expected, reported greater amounts of non-contact time, but nearly a third (31%) get less than 5 hours per week.

## Non-contact time per week



Non-contact time per week	Total	Staff Role						
		Teacher (qualified)	Teacher (in-training - not yet qualified)	Teacher (unqualified)	Head teacher/ team leader	Centre manager/director	Home-based educator	Reliever/ casual staff
<b>Total</b>	<b>528</b>	<b>167</b>	8**	11**	<b>75*</b>	<b>252</b>	9**	6**
Less than 1 hour	3%	1%	12%	18%	3%	3%	44%	17%
1-2 hours	24%	40%	38%	73%	16%	14%	0%	17%
3-4 hours	15%	18%	0%	0%	13%	14%	0%	33%
5-14 hours	27%	35%	0%	0%	59%	16%	22%	0%
15-29 hours	12%	2%	0%	0%	5%	22%	0%	0%
30+ hours	6%	0%	0%	0%	0%	13%	0%	0%
Don't know / not applicable	12%	4%	50%	9%	4%	18%	33%	33%

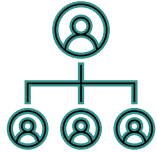
**QW7:** How much non-contact time do you typically get per week?

**Base:** ECE staff excluding 'support staff' (e.g. administrator, cook, cleaner, teacher aide)(n=528). **Caution:** Low base size (n<100\*), (n<50\*\*).

# Faced barriers to giving non-contact time

Two thirds of decision-makers stated they had faced barriers to providing non-contact time.

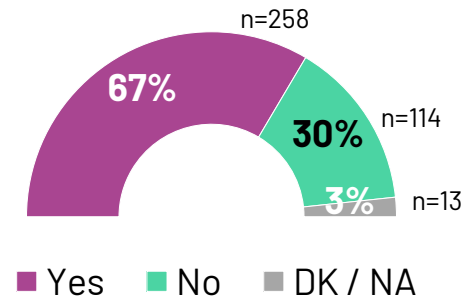
## Decision-makers



## Decision-makers facing barriers to providing non-contact time

67%

of ECE decision-makers indicated they had faced barriers providing non-contact time for teachers or themselves



**QW8:** In the last year, have you faced any barriers to providing non-contact time for teachers or for yourself?

**Base:** ECE service decision-makers (n=385)

Plan  
8.30

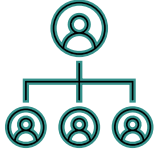
03

# PAY PARITY SCHEME

# Opted into pay parity scheme

The vast majority (98%) of ECE services have opted into the pay parity scheme.

## Decision-makers



## Opted into pay parity scheme

# 98%

n=319

of decision-makers indicated that their ECE service had opted into the pay parity scheme

Opted into pay parity scheme	Total	Education & care centre	Kohanga Reo	Puna Reo	Aoga Amata	Other
<b>Total</b>	<b>326</b>	<b>311</b>	<b>1**</b>	<b>7**</b>	<b>3**</b>	<b>4**</b>
Yes	<b>98%</b>	98%	100%	100%	67%	100%
No	<b>2%</b>	2%	0%	0%	0%	0%
Not applicable	<b>0%</b>	0%	0%	0%	0%	0%
Unsure / don't know	<b>1%</b>	0%	0%	0%	33%	0%

**QW15:** Has your ECE service / the ECE service you work at opted into the pay parity scheme? / **QW16:** Which pay parity scheme is it?

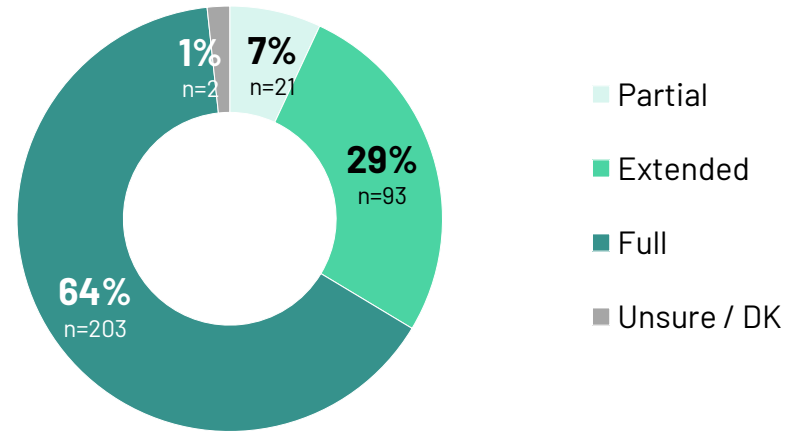
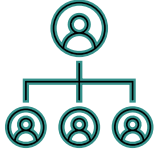
**Base:** Relevant ECE service decision-makers, excluding kindergarten staff and home-based staff (n=326). **Caution:** Low base size (n<100\*), (n<50\*\*).

# Type of pay parity scheme

Among those who have opted into the pay parity scheme, close to two thirds (64%) have opted into the full scheme.

Type of pay parity scheme

Decision-makers



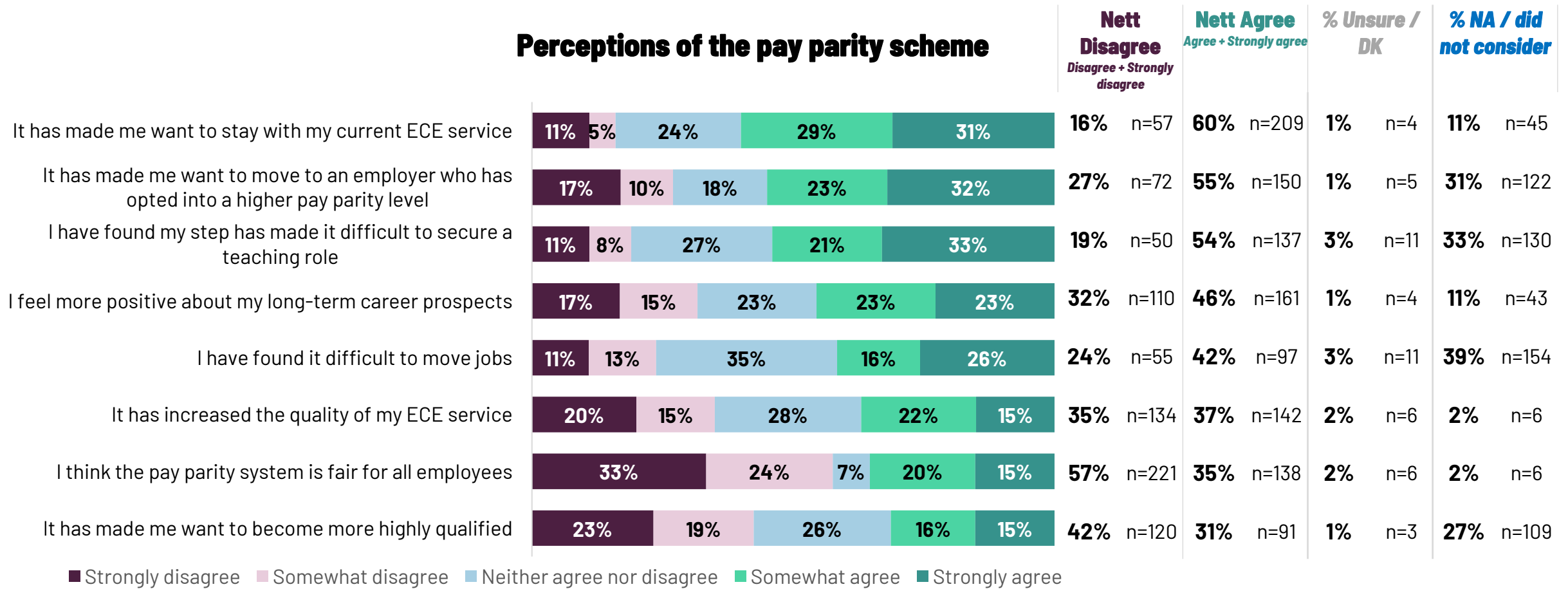
Opted into pay parity scheme	Total	Education & care centre	Kohanga Reo	Puna Reo	Aoga Amata	Other
<b>Total</b>	<b>319</b>	<b>305</b>	<b>1**</b>	<b>7**</b>	<b>2**</b>	<b>4**</b>
Partial	7%	6%	0%	43%	50%	0%
Extended	29%	30%	0%	14%	50%	50%
Full	64%	64%	100%	43%	0%	50%
Unsure / don't know	1%	1%	0%	0%	33%	0%

**QW15:** Has your ECE service / the ECE service you work at opted into the pay parity scheme? / **QW16:** Which pay parity scheme is it?

**Base:** Decision-makers of ECE services who have opted into the pay parity scheme (Yes)(n=319), excluding kindergarten staff and home-based staff. **Caution:** Low base size (n<100\*), (n<50\*\*).

# Pay parity scheme perceptions

Perceptions of the pay parity scheme are mixed. 60% agree it makes them want to stay with their current service while 55% say it has made them want to move to an employer who has opted into a higher pay parity level 54% say their step has made it difficult to secure a teaching role. Additionally, over half (57%) disagree that the scheme is fair for all employees.



**QW17:** How much do you agree or disagree with the following statements about the pay parity scheme?

**Base:** ECE staff excluding 'support staff' (e.g. administrator, cook, cleaner, teacher aide), kindergarten staff and home-based staff (n=398). **Note:** The main chart has been re-based to exclude "Unsure/don't know" and "Not Applicable/did not consider" responses.

# Pay parity scheme perceptions – significant differences 1/2

Generally, teachers / non decision-makers hold a more positive view on the pay parity scheme compared to centre managers.

	<b>Nett Disagree</b> <i>Disagree + Strongly disagree</i>		<b>Significant Differences</b>	<b>Nett Agree</b> <i>Agree + Strongly agree</i>		<b>Significant Differences</b>
It has made me want to stay with my current ECE service	<b>16%</b>	57	*Not registered ( <b>31%</b> ) / Centre manager/director ( <b>22%</b> ) Teacher (qualified)( <b>8%</b> ) / Not key decision maker ( <b>7%</b> ) / *Head teacher/team leader ( <b>4%</b> )	<b>60%</b>	209	*Head teacher/team leader ( <b>84%</b> ) / Teacher (qualified)( <b>81%</b> ) / Not key decision maker ( <b>77%</b> ) Centre manager/director ( <b>51%</b> ) / *Not registered ( <b>27%</b> )
It has made me want to move to an employer who has opted into a higher pay parity level	<b>27%</b>	72	Diploma in ECE (level 5 or 6)( <b>42%</b> ) / Working for more than 20 years in ECE ( <b>35%</b> ) / Centre manager/director ( <b>34%</b> ) Teacher (qualified)( <b>12%</b> ) / *Working for 6-10 years in ECE ( <b>10%</b> ) / *Graduate Diploma in ECE ( <b>9%</b> ) / Provisionally registered ECE or primary ( <b>6%</b> )	<b>55%</b>	150	*Graduate Diploma in ECE ( <b>75%</b> ) *Not registered ( <b>40%</b> )
I have found my step has made it difficult to secure a teaching role	<b>19%</b>	50	Provisionally registered ECE or primary ( <b>52%</b> ) / Teacher (qualified)( <b>43%</b> ) / Not key decision maker ( <b>37%</b> ) Centre manager/director ( <b>14%</b> ) / *Not registered ( <b>11%</b> )	<b>54%</b>	137	Teacher (qualified)( <b>26%</b> ) / **Working for 1-2 years in ECE ( <b>23%</b> ) / Provisionally registered ECE or primary ( <b>19%</b> ) Centre manager/director ( <b>65%</b> ) / Key decision maker ( <b>59%</b> )
I feel more positive about my long-term career prospects	<b>32%</b>	110	Centre manager/director ( <b>39%</b> ) Not key decision maker ( <b>15%</b> ) / Teacher (qualified)( <b>13%</b> )	<b>46%</b>	161	Teacher (qualified)( <b>71%</b> ) / Not key decision maker ( <b>65%</b> ) Centre manager/director ( <b>38%</b> ) / *Not registered ( <b>33%</b> )

**QW17:** How much do you agree or disagree with the following statements about the pay parity scheme?

**Base:** ECE staff excluding 'support staff' (e.g. administrator, cook, cleaner, teacher aide), kindergarten staff and home-based staff (n=398). **Note:** Each statement has been re-based to exclude "Unsure/don't know" and "Not Applicable/did not consider" responses. **Caution:** Low base size (n<100\*), (n<50\*\*).

# Pay parity scheme perceptions – significant differences 2/2

	<b>Nett Disagree</b> <i>Disagree + Strongly disagree</i>		<b>Significant Differences</b>	<b>Nett Agree</b> <i>Agree + Strongly agree</i>		<b>Significant Differences</b>
I have found it difficult to move jobs	<b>24%</b>	55	No significant differences	<b>42%</b>	97	No significant differences
It has increased the quality of my ECE service	<b>35%</b>	134	**Teacher unqualified ( <b>78%</b> ) / *Not registered ( <b>56%</b> ) / Centre manager/director ( <b>44%</b> ) / Key decision maker ( <b>38%</b> ) *Head teacher/team leader ( <b>13%</b> ) / Teacher (qualified)( <b>11%</b> ) / **Working for 1-2 years in ECE ( <b>4%</b> ) / Provisionally registered ECE or primary ( <b>3%</b> ) /	<b>37%</b>	142	**Working for 1-2 years in ECE ( <b>71%</b> ) / *Head teacher/team leader ( <b>68%</b> ) / Teacher (qualified)( <b>67%</b> ) / Not key decision maker ( <b>60%</b> ) Centre manager/director ( <b>28%</b> ) / *Not registered ( <b>8%</b> )
I think the pay parity system is fair for all employees	<b>57%</b>	221	**Teacher (unqualified)( <b>90%</b> ) / *Not registered ( <b>74%</b> ) / Centre manager/director ( <b>69%</b> ) Not key decision maker ( <b>34%</b> ) / **NETT up to 2 years in ECE ( <b>30%</b> ) / *Head teacher/team leader ( <b>30%</b> ) / Provisionally registered ECE or primary ( <b>29%</b> ) / Teacher (qualified)( <b>26%</b> )	<b>35%</b>	138	*Head teacher/team leader ( <b>66%</b> ) / Provisionally registered ECE or primary ( <b>65%</b> ) / Teacher (qualified)( <b>65%</b> ) / Not key decision maker ( <b>56%</b> ) Centre manager/director ( <b>24%</b> ) / *Not registered ( <b>18%</b> )
It has made me want to become more highly qualified	<b>42%</b>	120	**Diploma in ECE (level 5 or 6)( <b>61%</b> ) / Centre manager/director ( <b>52%</b> ) / Key decision maker ( <b>46%</b> ) Teacher (qualified)( <b>21%</b> ) / *NETT up to 5 years in ECE ( <b>15%</b> ) / **Postgraduate diploma in ECE ( <b>13%</b> ) / Provisionally registered ECE or primary ( <b>3%</b> )	<b>31%</b>	91	*Provisionally registered ECE or primary ( <b>66%</b> ) / NETT up to 5 years in ECE ( <b>64%</b> ) / *Graduate Diploma in ECE ( <b>58%</b> ) / Teacher (qualified)( <b>51%</b> ) Key decision maker ( <b>28%</b> ) / Centre manager/director ( <b>21%</b> )











**QW17:** How much do you agree or disagree with the following statements about the pay parity scheme?

**Base:** ECE staff excluding 'support staff' (e.g. administrator, cook, cleaner, teacher aide), kindergarten staff and home-based staff (n=398). **Note:** Each statement has been re-based to exclude "Unsure/don't know" and "Not Applicable/did not consider" responses. **Caution:** Low base size (n<100\*), (n<50\*\*).

# Pay parity scheme – additional comments

When asked if there was anything else they'd like to share about the pay parity scheme, most participants expressed concerns, including the sentiment that it *does not reflecting performance or competency* (21%) and *negative impacts on recruitment/retention* (20%).

## Pay parity scheme other thoughts - coded

Does not reflect performance / competency		21%	n=82	→	Auckland (24%) / *NETT Asian (30%) / *Non-registered ECE teacher (29%) / Teacher (qualified) (4%) / *Head teacher/team leader (7%) / Centre manager/director (27%)
Negative impacts on recruitment / retention / top steps cost more		20%	n=79	→	Teacher (qualified) (10%) / Centre manager / director (27%)
Issues regarding funding / underfunded in general		18%	n=73	→	NETT Provisionally registered - ECE or primary (3%) / Teacher (qualified) (9%) / Centre manager/director (21%)
Negatively impacts on progression / rate between steps		14%	n=56	→	35-44 years old (19%) / From Auckland (18%) / Centre manager/director (17%)
Does not reflect experience / amount of training		8%	n=33	→	*50-54 years old (13%) / 55-64 years old (1%)
Essential to pay all teachers what they are worth		7%	n=29		
Lowers / does not reflect the quality of ECE / teaching		7%	n=26		
Should have same pay system across all ECE/equal with kindergarten / schools		6%	n=25		
Does not reflect ECE-specific qualification		6%	n=24		
None		12%	n=49		

**QW20:** Is there anything you would like to share about the pay parity scheme?

**Base:** ECE staff excluding 'support staff' (e.g. administrator, cook, cleaner, teacher aide), kindergarten staff and home-based staff (n=398). **Note:** Only coded answers 5% and higher shown. **Note:** As this was a free-text question, individual responses may have been coded into multiple themes, meaning percentages may sum to more than 100%. **Caution:** Low base size (n<100\*), (n<50\*\*).

# Pay parity scheme – in their own words

## Negative



*Full pay parity does make it hard to find employment at the higher steps. Although we have the most experience we are unaffordable to most centres.*

*There should not be any need for a pay parity scheme. All teachers regardless of where they teach or the age of the children they teach should be valued the same and have the same pay.*

*The centre manager/director's role isn't really considered in the pay parity steps. Management and leadership roles should come with minimum rates to supplement on top of qualifications.*

*It annoys me professionally that a three year Bachelor of Teaching degree in ECE starts on the lowest step. Higher qualifications mean that international students often start on a much higher entry step and yet have very little practical experience, knowledge of ECE (both generally and NZ specific) or real passion (visa pathway). Pay parity has made it very challenging for centres to maintain as teachers progress steps. I morally value pay parity and champion paying our teachers well. The funding mechanism to make this happen is what makes it difficult.*

*Under the pay parity scheme, every full-time employee moves to the next pay step after completing one year of service, regardless of performance. This approach has reduced motivation for many teachers and is unfair to those who consistently work hard and go above and beyond.*

*I have worked as an Early Childhood Teacher non-qualified for 8 years and I'm on minimum wage because of the pay parity scheme but have the same role as the qualified.*

*The pay parity scheme works great for teachers in their early years as it ensures a fair wage for their qualifications. It becomes unfair when teachers with approx. 3-5 years experience are excelling more than teachers with 10 years experience. I think it should move to an assessment model after step 5 - e.g. if your standard of teaching allows more than a step 5 then you move up a step, and this standard would need to be maintained.*

*Funding needs to increase to meet the increase in pay, we have 3 full-time qualified at the 10 step, it's hard to ever see going to full parity even though these Kaiako deserve it, fees would need to be increased to meet the shortfall. I have loyal staff who don't want to look elsewhere for higher pay or full parity but we just cannot sustain it with a centre of 20 children.*

**QW20:** Is there anything you would like to share about the pay parity scheme?

**Base:** ECE staff excluding 'support staff' (e.g. administrator, cook, cleaner, teacher aide), kindergarten staff and home-based staff (n=398)



# Pay parity scheme – in their own words

## Positive



*I believe that all teachers from ECE - Secondary should be paid the same! We have the same degrees and all are engaged in teaching children. Pay parity is a good first step in the right direction.*

*I think the pay parity scheme is necessary to ensure that teachers get paid fairly and have opportunity for growth.*

*I love that there is a scheme to empower teachers to grow and be rewarded/paid for the amazing work, love and commitment they have for the care of the Tamariki around them. The pay steps need to be more than just hours worked, needs to reflect responsibilities and roles taken on within a centre as well.*

*As a qualified teacher, I feel secure and valued under the pay parity scheme. It has positively supported my wellbeing and allowed me to focus more on delivering high-quality teaching and learning.*

*It is good but needs to keep going above Step 11.*

*I find it better supports Kaiako - ensures we are valued and keeps Kaiako in this line of work.*



**QW20:** *Is there anything you would like to share about the pay parity scheme?*

**Base:** *ECE staff excluding 'support staff' (e.g. administrator, cook, cleaner, teacher aide), kindergarten staff and home-based staff (n=398)*

# Pay parity scheme perceptions by service type

Pay parity scheme opinion - coded	Total	Education & care centre	Puna Reo	Aoga Amata	Playgroup	Hospital-based service	Other
<b>Total</b>	<b>398</b>	<b>376</b>	<b>9**</b>	<b>2**</b>	<b>1**</b>	<b>2**</b>	<b>8**</b>
Does not reflect performance / competency	21%	21%	11%	0%	0%	0%	12%
Negative impacts on recruitment / retention / top steps cost more	20%	21%	0%	0%	0%	0%	0%
Issues regarding funding / underfunded in general	18%	19%	11%	50%	0%	0%	0%
Negatively impacts on progression / rate between steps	14%	15%	0%	0%	0%	0%	0%
Current funding is insufficient to support pay parity scheme	12%	12%	11%	0%	0%	0%	0%
Does not reflect experience / amount of training	8%	9%	0%	0%	0%	0%	0%
Essential to pay all teachers what they are worth	7%	7%	0%	0%	0%	0%	25%
Lowers / does not reflect the quality of ECE / teaching	7%	7%	0%	0%	0%	0%	11%
Should have same pay system across all ECE / equal with kindergarten / schools	6%	6%	11%	0%	0%	50%	12%
Does not reflect ECE-specific qualification	6%	6%	0%	0%	0%	0%	0%
None	12%	11%	44%	0%	0%	0%	12%

**QW20:** Is there anything you would like to share about the pay parity scheme? / **QS2:** What type of Early Childhood Education (ECE) service do you primarily work for?

**Base:** ECE staff excluding 'support staff' (e.g. administrator, cook, cleaner, teacher aide), kindergarten staff and home-based staff (n=398). **Note:** Only coded answers 5% and higher shown. **Caution:** Low base size (n<100\*), (n<50\*\*).

# COMPLEXITY & IMPACT OF FUNDING

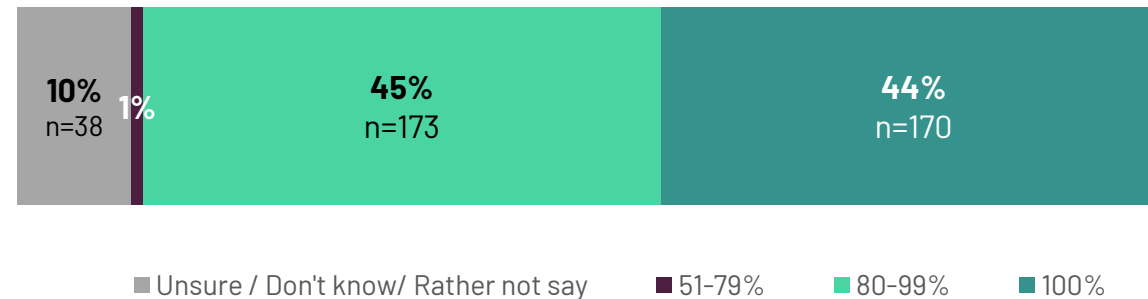


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# Funding bands

Nearly 9 in 10 decision-makers were from an ECE service that is either in the 80-99% or 100% funding bands.

**Funding band by service type**



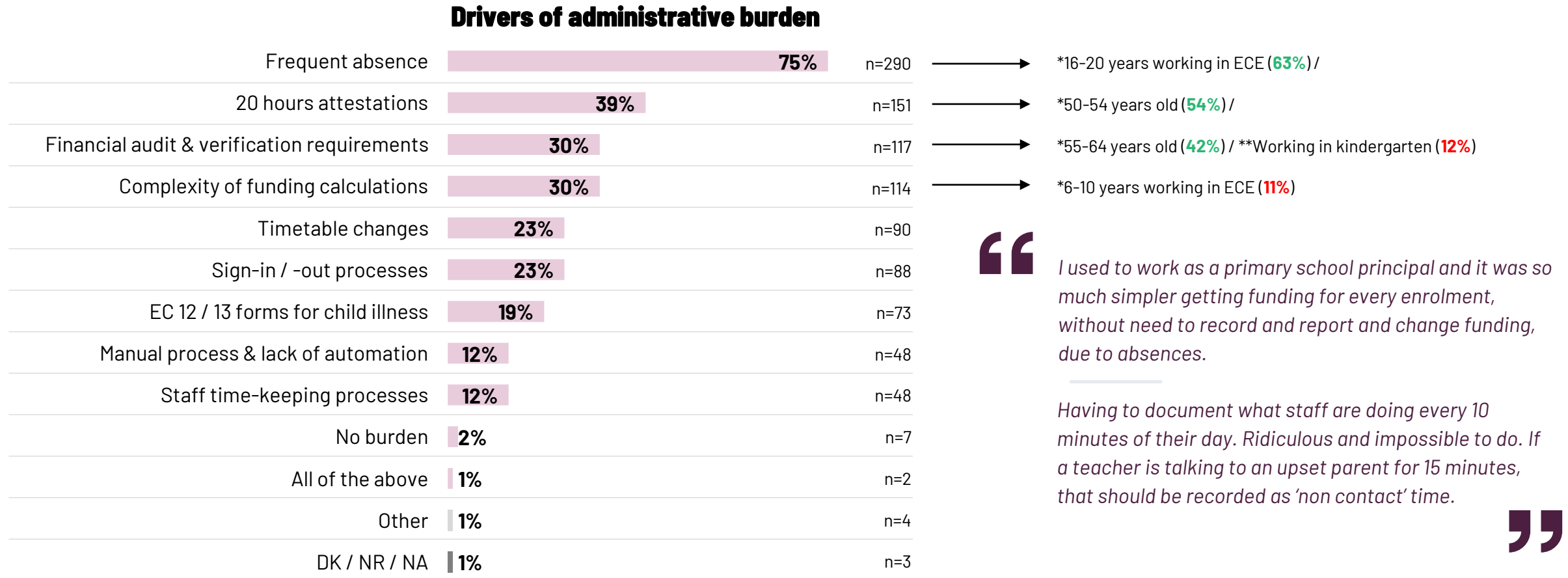
Opted into pay parity scheme	Total	Education & care centre	Kindergarten	Other
<b>Total</b>	<b>385</b>	<b>311</b>	<b>43**</b>	<b>34**</b>
51-79%	1%	1%	0%	0%
80-99%	45%	52%	12%	24%
100%	44%	43%	67%	26%
Unsure / don't know / rather not say	10%	4%	21%	50%

**QFC1:** Which funding band is your ECE service on? / **QS2:** What type of Early Childhood Education (ECE) service do you primarily work for?

**Base:** ECE service decision-makers (n=385). **Caution:** Low base size (n<100\*), (n<50\*\*).

# Drivers of the administrative burden of the funding system & processes

Three quarters (75%) of decision-makers identified *frequent absences* as the primary driver of administrative burden in the funding system.



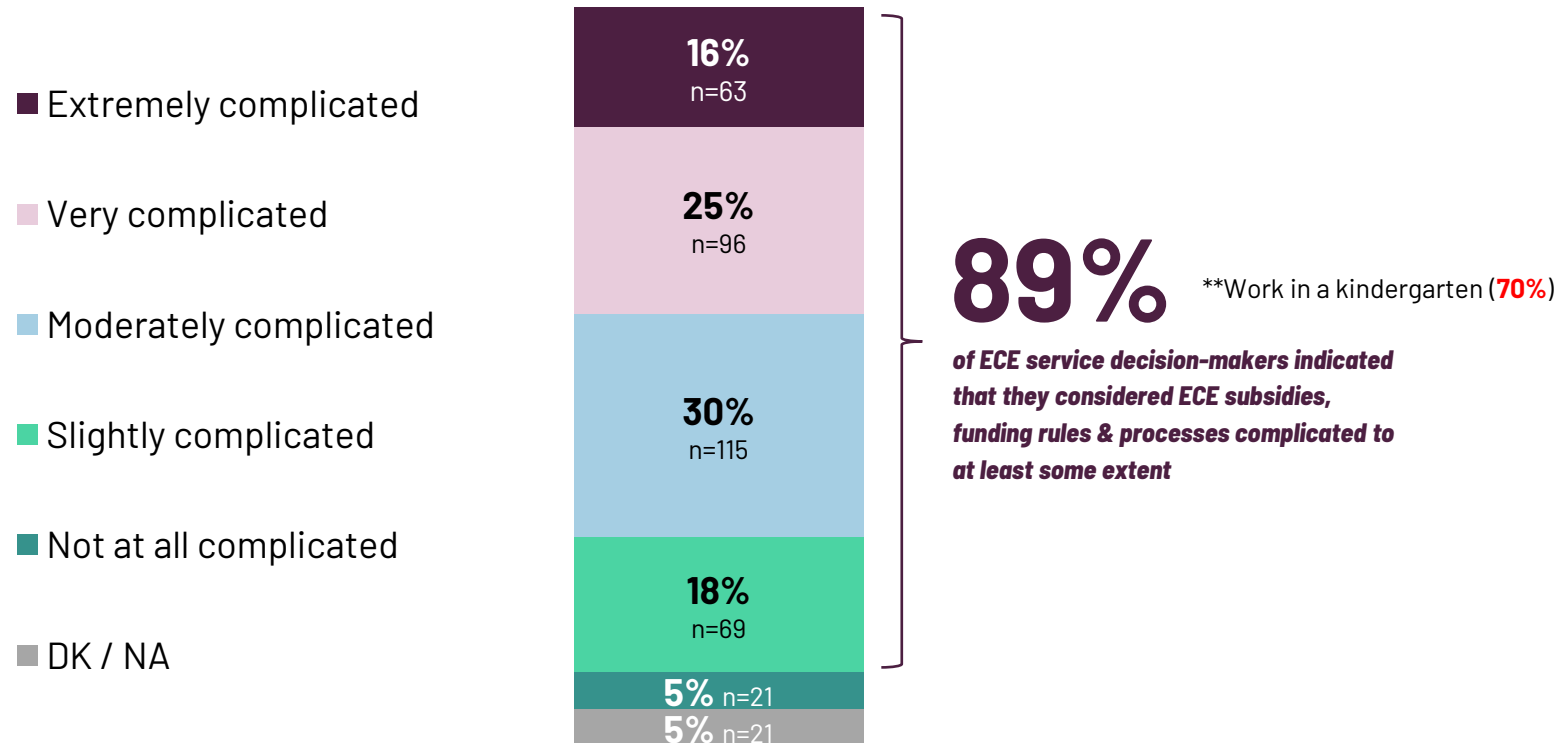
**QFC2:** Feedback indicates there is administrative burden in the funding system and processes. What do you think are the key drivers of this burden?

**Base:** ECE service decision-makers (n=385). **Caution:** Low base size (n<100\*), (n<50\*\*).

# Complexity of ECE subsidies & funding rules

Almost 9 in 10 ECE decision-makers perceive ECE subsidies & funding rules as complicated, with 41% finding them either 'very' or 'extremely' complicated.

## Extent of funding process application complication



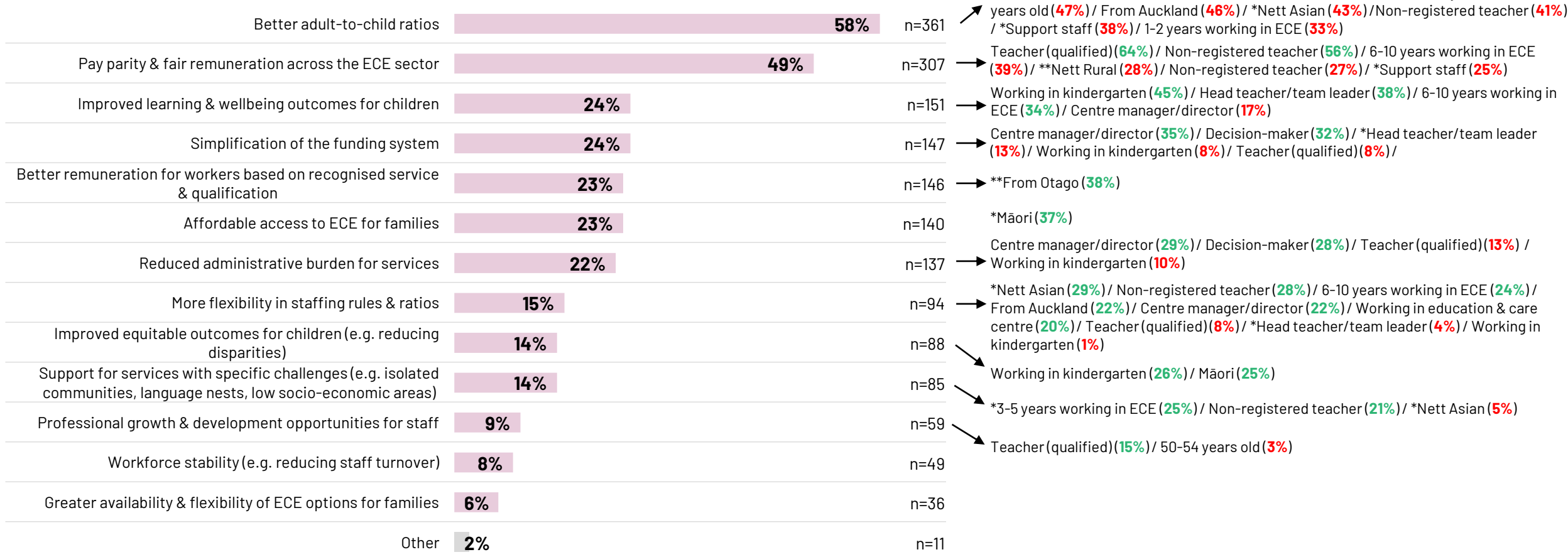
**QFC3:** To what extent do you find ECE subsidies and funding rules and processes to be complicated?

**Base:** ECE service decision-makers (n=385). **Caution:** Low base size (n<100\*), (n<50\*\*).

# Government funding for ECE

More than half (58%) of ECE staff prioritise *better adult-to-child ratios* for government funding, with just under half (49%) also prioritising *pay parity & fair remuneration*.

## What should the government prioritise?



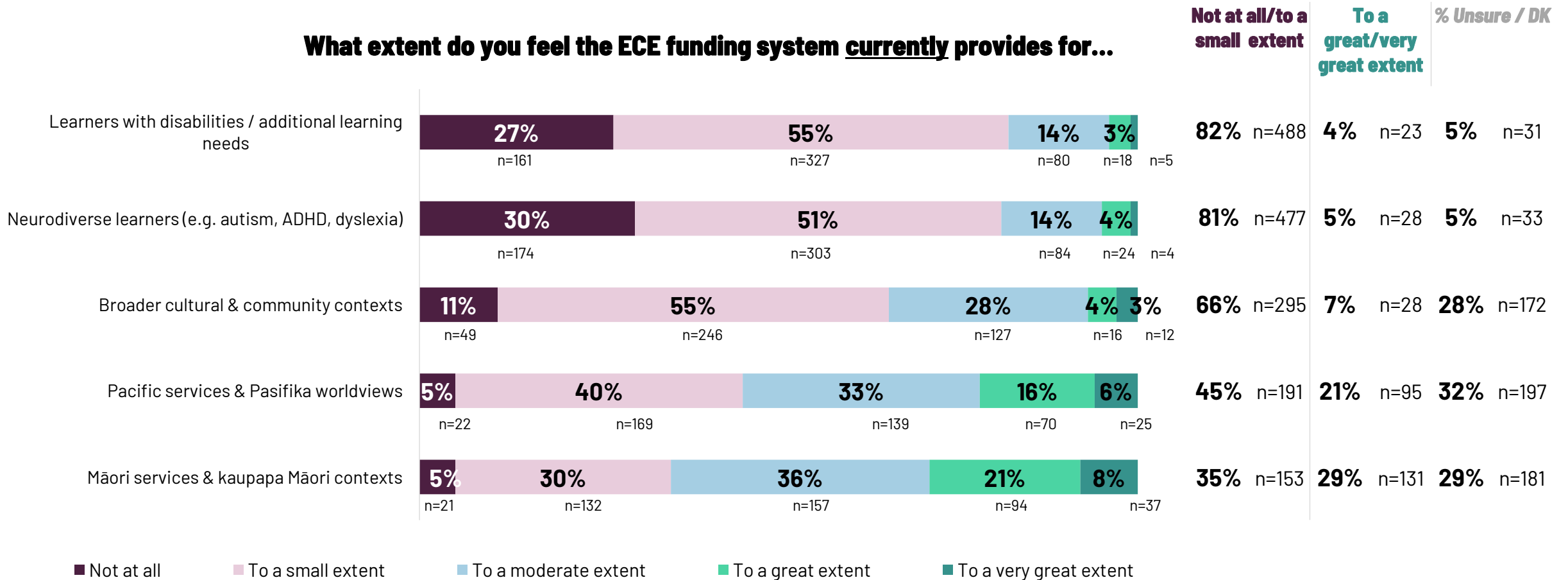
**QFC4:** In your view, which of the following should government funding for ECE should prioritise?

**Base:** Total sample (n=622). **Note:** Only coded answers 5% and higher shown. **Note:** As this was a free-text question, individual responses may have been coded into multiple themes, meaning percentages may sum to more than 100%. **Caution:** Low base size (n<100\*), (n<50\*\*).

# Perceptions of current ECE funding system

Over three quarters believe the current funding system does not provide, or only to a small extent, for *neurodiverse learners* or *learners with disabilities / additional learning needs*.

## What extent do you feel the ECE funding system currently provides for...



**QFC5:** To what extent do you feel the ECE funding system currently provides for...

**Base:** Total sample (n=622) **Note:** The main chart has been re-based to exclude "Unsure / don't know" responses.

# Extent to which the current ECE funding system provides for... - significant differences

	Not at all/to a small extent		Significant Differences	To a great/very great extent		Significant Differences
Learners with disabilities or additional learning needs	<b>82%</b>	488	Centre manager/director ( <b>88%</b> ) *NETT up to 5 years working in ECE ( <b>66%</b> ) / **NETT Pacific people ( <b>65%</b> ) / **Provisionally registered ECE or primary ( <b>52%</b> )	<b>4%</b>	23	**NETT Pacific people ( <b>19%</b> ) / *NETT up to 5 years working in ECE ( <b>13%</b> ) / Non-registered ECE teachers ( <b>9%</b> )
Neurodiverse learners (e.g., autism, ADHD, dyslexia)	<b>81%</b>	477	*16-20 years working in ECE ( <b>91%</b> ) / Centre manager/director ( <b>88%</b> ) *NETT up to 5 years working in ECE ( <b>66%</b> ) / **NETT Pacific people ( <b>65%</b> ) / **Provisionally registered ECE or primary ( <b>52%</b> )	<b>5%</b>	28	**NETT Pacific people ( <b>19%</b> ) / *NETT up to 5 years working in ECE ( <b>13%</b> ) / Non-registered ECE teachers ( <b>9%</b> )
Broader cultural and community contexts (e.g., language nests, rural or isolated settings)	<b>66%</b>	295	Auckland ( <b>53%</b> ) / **1-2 years working in ECE ( <b>46%</b> )	<b>7%</b>	28	**NETT Pacific people ( <b>23%</b> ) / **NETT up to 2 years working in ECE ( <b>18%</b> )
Pacific services and Pasifika worldviews	<b>45%</b>	191	*Māori ( <b>62%</b> ) / Teacher (qualified) ( <b>59%</b> ) / Not a key decision maker ( <b>55%</b> )	<b>21%</b>	95	*Māori ( <b>10%</b> )
Māori services and Kaupapa Māori contexts	<b>35%</b>	153	**Manawatu-Whanganui ( <b>60%</b> ) / *Māori ( <b>57%</b> ) / **NETT Pacific people ( <b>57%</b> ) /	<b>29%</b>	131	*Māori ( <b>11%</b> )

**QFC5:** To what extent do you feel the ECE funding system currently provides for...

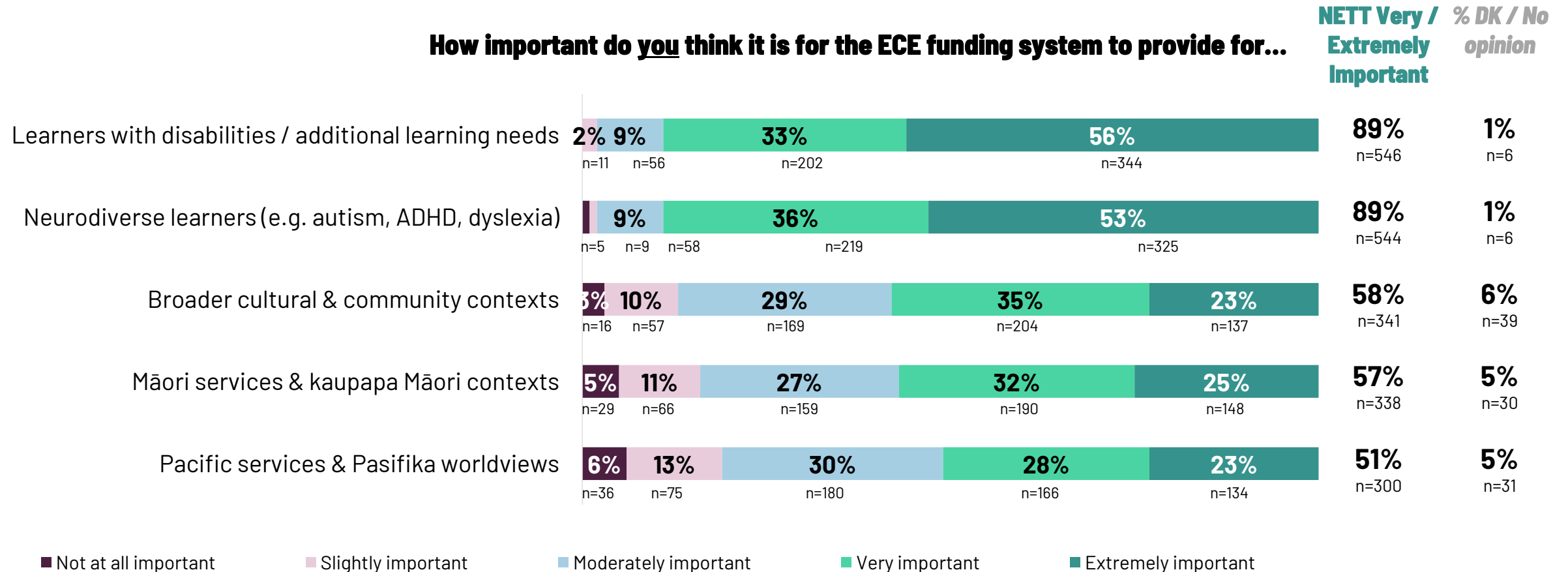
**Base:** Total sample (n=622) **Caution:** Low base size (n<100\*), (n<50\*\*).

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# Perceptions of current ECE funding system

Teachers & support staff believe it is important for the funding system to provide for *learners with disabilities* (89%) & *neurodiverse learners* (89%).

## How important do you think it is for the ECE funding system to provide for...



**QFC6:** How important do you think it is for the ECE funding system to provide for...

**Base:** Total sample (n=622) **Note:** The main chart has been re-based to exclude "Unsure / don't know" responses.

# Importance of ECE funding system to provide for... - significant differences

	Very/extremely important		Significant Differences
Learners with disabilities or additional learning needs	<b>89%</b>	546	*From Wellington ( <b>97%</b> ) / Working in kindergarten ( <b>96%</b> ) *NETT Asian ( <b>77%</b> )
Neurodiverse learners (e.g., autism, ADHD, dyslexia)	<b>89%</b>	544	Working in kindergarten ( <b>96%</b> ) / *ECE service in small urban area ( <b>96%</b> ) *NETT Asian ( <b>77%</b> )
Broader cultural and community contexts (e.g., language nests, rural or isolated settings)	<b>58%</b>	341	*Māori ( <b>77%</b> ) / Teacher (qualified)( <b>68%</b> ) Centre manager/director ( <b>48%</b> )
Māori services and Kaupapa Māori contexts	<b>57%</b>	338	**NETT Pacific people ( <b>85%</b> ) / *Māori ( <b>82%</b> ) / *From Wellington ( <b>72%</b> ) / Teacher (qualified)( <b>67%</b> ) / Teacher (qualified)( <b>65%</b> ) / Non-decision makers ( <b>62%</b> ) Centre manager/director ( <b>49%</b> ) / Non-registered teacher ( <b>45%</b> ) / *NETT Asian ( <b>42%</b> )
Pacific services and Pasifika worldviews	<b>51%</b>	300	**NETT Pacific people ( <b>85%</b> ) / *Māori ( <b>75%</b> ) / *From Wellington ( <b>69%</b> ) / Teacher (qualified)( <b>60%</b> ) Centre manager/director ( <b>42%</b> ) / Non-registered teacher ( <b>39%</b> ) / *NETT Asian ( <b>38%</b> )

**QFC6:** How important do **you** think it is for the ECE funding system to provide for...

**Base:** Total sample (n=622) **Caution:** Low base size (n<100\*), (n<50\*\*). **Note:** Each statement has been re-based to exclude "Don't know / no opinion" responses.

# Main priority of ECE funding review – in their own words

ECE staff think the top priorities for the ECE funding review should be *more funding* (28%) & *improved adult-to-child ratios* (26%).

## What the government's ECE funding review should prioritise – coded

More funding needed / be fully funded	28%	n=175	→	*Over 20 years working ECE (36%) / Teacher (qualified) (20%)
Better / lower ratios	26%	n=164	→	**Up to 2 years in ECE sector (11%) / Not registered (14%)
Support for children with special needs / disabilities / behaviour issues	17%	n=104	→	Teacher (qualified) (24%) / Work in kindergarten (26%) / Not decision-maker (23%)
Importance of qualified / experienced / quality teachers & staff	14%	n=88		
Pay parity / pay parity issues / PP steps	14%	n=81		
The children / quality care for children / children are our future	13%	n=83	→	*25-34 years old (22%), **From Otago (30%)
Providing quality education / learning	13%	n=76	→	*Highest ECE qual Graduate Diploma in ECE (26%), Post Graduate Diploma (27%), Teacher (qualified) (20%)
The funding rules / system in general needs simplicity / flexibility / updating	12%	n=76	→	Centre manager/director (18%) / Working in kindergarten (5%) / Teacher (qualified) (4%)
Equality / equity for all	12%	n=63	→	**From Otago (24%) / 6-10 years working in ECE (6%)
ECE is accessible / affordable for all / help / support families	10%	n=53		
Better pay rates for teachers / staff	9%	n=52		
Value / support teachers & staff	8%	n=49		
Financial costs / viability / operational costs of running a centre	8%	n=52	→	Working in kindergarten (2%) / 11-15 years working in ECE (2%) / Teacher (qualified) (2%)
Fairness	8%	n=35	→	Teacher (qualified) (3%)

**QFC7:** And finally, what do you think should be the one priority of the government's ECE funding review?

**Base:** Total sample (n=622). **Note:** Only coded answers 5% and higher shown. **Note:** As this was a free-text question, individual responses may have been coded into multiple themes, meaning percentages may sum to more than 100%. **Caution:** Low base size (n<100\*), (n<50\*\*).

# THANK YOU

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