



# Board Induction Manual



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## Section 1

# TREATY OF WAITANGI

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Recognition of Maori and the special relationship inherent in the Treaty of Waitangi is valued and aspects of te reo and tikanga Maori are included in the Kindergarten programme.

All Kindergarten Associations and their Boards are required to honour the partnership undertakings inherent in the Treaty of Waitangi.

The Treaty of Waitangi is not a document arising out of war and requiring surrender. It was signed in a spirit of goodwill and under conditions of peace.

Representative Maori Chiefs signed the Treaty believing it set out natural Maori rights of land and resource ownership, self determination of the Maori way of life.

The Treaty guaranteed Maori the same protection and rights as British citizens. It permitted the Crown to act as the sole agent in land dealings, but it also required the Crown to establish an equitable system of shared governance, in line with Treaty conditions.

### **VISION**

To provide a diverse range of options, to continuously improve access for children, their parents and whānau, and to build communities of mutual respect.

### **MISSION**

We provide quality, inclusive and accessible ECE delivered in environments that are warm and welcoming and where learning is fun.

## OUR CORE VALUES AND GUIDING PRINCIPLES

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- Child centred – at the heart
- Promoting quality
- In partnership with parents, whānau and community
- Accessible
- Inclusive
- Ethical

### What This Means to Us

Our core values and guiding principles are underpinned by our definition of high-quality ECE. The term is used by almost every early childhood service and can mean different things to different people. Therefore it is important to explain what high-quality ECE means to this Association – what it looks like to us.

Indicators of quality ECE can be grouped as structural, and process or pedagogical indicators<sup>1</sup>.

Research, both within New Zealand and internationally, indicates several elements that form structural indicators of high-quality ECE. These are:

- staff qualifications, education and experience;
- adult-to-child ratios;
- group size;
- staff wages and working conditions;
- staff stability; and
- parent/ whānau involvement.

Researchers argue that structural elements facilitate quality processes that take place in an early childhood setting.

High-quality processes are based on pedagogy. Indications that high-quality pedagogical practice is taking place within an early childhood setting include adults engaging in interactions with children and providing environments for them that extend children's learning and development through the child's interests. Opportunities are provided that challenge and engage children in their ongoing learning and development, as well as celebrating their current strengths.

*Children learn through responsive and reciprocal relationships with people, places and things.*<sup>2</sup>

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<sup>1</sup> Phillipsen, L. C., Burchinal, M. R., Howes, C., & Cryer, D. (1997). The prediction of process quality from structural features of child care. *Early Childhood Research Quarterly*, 12(3), 281-303. [EJ 561 596](#).

High-quality pedagogical practice within our kindergartens consists of relationships and interactions that ensure children and their whānau feel a sense of belonging and respect.

In summary, pedagogical indicators of quality include:

- interactions with children that celebrate their learning and development and provide opportunities for extension through following the child's interest;
- opportunities for ongoing discovery and learning; and
- a warm and welcoming environment where children and whānau feel a sense of belonging and respect.

This approach to pedagogical quality is consistent with the national early childhood education curriculum *Te Whāriki*. When both structural and pedagogical elements are in operation together, the aspirational outcome is that children will:

*grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society*<sup>3</sup>.

Pedagogical and structural determinants are interdependent indicators of high-quality ECE. Although different by nature, one's existence is dependent on the other, and so must be addressed with similar emphasis. This is a major focus of the Wellington Association.

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<sup>2</sup> Crown (1996), *Te Whāriki*, p. 14.

<sup>3</sup> *Ibid*, p. 14.

### The Key Precepts

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- i. Qualified teaching staff
- ii. Affordable early childhood education
- iii. Accessible early childhood education
- iv. Community-based operational mode
- v. Community involvement
- vi. Professional development and support

#### What This Means to Us

- i. We believe that highly trained and competent teachers are essential in guaranteeing the best outcomes for all children within a safe environment.  
To this end, all staff employed in regulated teaching positions in a kindergarten managed by this Association will be qualified, registered early childhood teachers.
- ii. The Government announced up to 20 hours' free entitlement to children attending teacher-led ECE services from 1 July 2007. This will extend free provision to services other than kindergartens.  
While this has necessitated the introduction of fees in kindergartens, the Association will continue to develop policies and procedures that enable every infant, toddler or child attending a Wellington Kindergarten to have access to up to 20 hours' free ECE at an early childhood service – whether it be a kindergarten or another service.
- iii. We do not discriminate on gender, race, culture, religion or any other factor. Parent and whānau involvement is actively encouraged – however, no child is refused a place on the basis of the parents' inability to participate.
- iv. Effective financial management is essential to the ongoing viability of the organisation. To this end, the Association is focused on using all available funds to meet its vision. It is an Incorporated Society and, as such, must abide by the requirements of the Incorporated Societies Act 1908.
- v. The involvement and contribution of parents, whānau and the wider community is essential to the provision of high-quality ECE in our kindergartens. Involvement and contribution can take a variety of forms – from providing feedback to teachers via email, to saving up containers and boxes for the art corner, to sharing skills with children during session time.  
*Ma tou rourou, ma toku rourou ka ora te iwi: with your contribution and my contribution we will make progress.*
- vi. The Association ensures professional competence through the provision of pastoral and professional support for its staff. This is implemented through a comprehensive system of professional development and guidance developed by the Senior Teacher and Association Office Teams.

## Section 5 COMPLIANCE AND LEGAL REQUIREMENTS

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### INCORPORATED SOCIETY

The Kindergarten Association is an incorporated society and therefore adheres to the Incorporated Societies Act. An incorporated society is a group or organisation that has been registered under the Incorporated Societies Act and is authorised by law to run its affairs as though it were an individual person.

### CHARITABLE TRUST

The Association is registered with the Charities Commission which increases our opportunities to obtain community grants.

### THE EDUCATION ACT

The Act of Parliament which directly governs a kindergarten is the Education Act 1989 and its subsequent amendments.

The 1964 Act defined a kindergarten as meaning “a school or institution providing pre-school education and recognized as a kindergarten in accordance with regulations made under this Act”. A kindergarten teacher was defined as “any person engaged in teaching in a kindergarten.” The 1989 legislation in effect carried over this definition. It also included and interpreted the term “Early childhood centre” to mean “premises used (exclusively, mainly or regularly) for the education or care of 3 or more children (not being children of the persons providing the education or care) under 6-

- (a) By the day or part of the day; but
- (b) Not for any continuous period of more than 7 days.”

“Management” in relation to an early childhood centre is to be interpreted as meaning “the person or people who have control of the centre”.

An early childhood centre may be operated within the premises of a registered school; and its status as an early childhood centre is not affected by the fact that it is operated within those premises.

The Education Amendment Act 1996, in amending the principal act in matters concerning teacher registration, inserted the following definition: “ ‘Free kindergarten’ means an early childhood centre controlled by a free kindergarten association founded for the purposes of establishing and maintaining a kindergarten or kindergartens...”

### LEGAL REQUIREMENTS AND CONTRACTUAL UNDERTAKINGS OF KINDERGARTEN ASSOCIATIONS

To receive government funding, associations have entered into legally binding arrangements with the Crown on behalf of the individual associations for which they are responsible. It is the associations which are responsible for ensuring that their constituent kindergartens meet their legal requirements and undertakings, including ensuring that their kindergartens provide high quality ECE for children, their families, and their communities.

Associations are responsible for:

- all necessary interactions with the Crown and its agencies. This involves the receipt and administration of government funds and discretionary grants, the co-ordination of compliance matters with regulatory authorities responsible for chartering and licencing, and liaison with the Ministry of Education and the Education Review Office
- personnel management including the employment, payment and professional development of staff
- the management of kindergarten properties
- the operation of mobile kindergarten services provided in some rural areas.

Some associations allocate direct to kindergartens a part of the money they receive from the Government. Some associations also receive and distribute grants from businesses and charity organisations. The amount of money allocated to kindergartens and the allocation criteria vary among associations.

Kindergartens are subject to a myriad of legislation, and regulations and a host of formal undertakings/agreements both with the Crown and with agencies such as unions and contractors. Certain of these requirements, and importantly the legislative ones, govern all kindergartens, while others are specific to a kindergarten or a group of kindergartens. Certain of the legislation is education sector specific, for example the Education Act 1964, while much has wider applicability, for example, the Fencing of Swimming Pools Act 1987.

In the Interpretation section of a piece of legislation is often found the information that clarifies whether or not kindergartens are included in its coverage. For example kindergartens are included within the requirements of the Privacy Act 1993 by the interpretation under Section 2 of "Agency" that states it means "any person or body of persons, whether corporate or unincorporated, and whether in the public or the private sector.."

The two most significant Acts covering kindergartens are the Education Act 1989, (derived from its predecessor, the Education Act 1964), as subsequently amended, and the State Sector Act 1988, also the subject of amendments

## **REGULATIONS**

The Early Childhood Regulations 2008 established the legal requirements for the licensing and management of all early childhood centres including kindergartens.

## **STATE SECTOR ACT**

Unlike other ECE providers, kindergartens and kindergarten teachers are covered by the State Sector Act 1988. (Kindergartens were taken out of the State Sector in 1997 and subsequently reinstated in 2000). A subsequent amendment to the State Sector Act applies the Employment Relations Act 2000 to kindergartens.

The expression "Education Service" is defined to cover employment in kindergartens and other educational institutions (S.2).

The main legislative provisions governing employment in the kindergarten service can be summarised as:

- negotiations for collective agreements with kindergarten teachers are undertaken by the State Services Commissioner (S.74). The Commissioner has delegated that responsibility to the Ministry of Education. The Ministry must consult with the Commissioner in exercising its delegation.
- the management of kindergartens has the powers to hire, fire and suspend their employees and the responsibility to operate a personnel policy that complies with the principle of being a good employer. Restrictions on the appointment and employment of teaching staff in kindergartens are governed by the Education Amendment Act 1996 (C.15)
- teachers and employers have right of access to the Employment Relations Authority in respect of any employment relations problem.

In essence these provisions represent an overlap of three enactments: teachers' terms of employment are set out in a collective agreement negotiated under the State Sector Act. Their professional requirements and disciplinary procedures are set out in the Education Act and their right to invoke personal grievance provisions is conferred by the Employment Relations Act.

### **EDUCATION REVIEW OFFICE**

The Education Review Office which reviews kindergartens and associations regularly, measures us against the Early Childhood Regulations and DOPS for compliance and will make recommendations where necessary.

**BACKGROUND**

Kindergartens emerged from the belief of the German philosopher and educator, Federich Froebel, that the emotional and intellectual environment of the nursery was too limiting for four to six year olds but that they were not ready for school. The kindergarten (or "child garden") became the new educational institution that developed mid way between infancy and childhood.

The late 19<sup>th</sup> century saw the rapid introduction and growth of kindergartens throughout the western world including New Zealand, where the first one was established in Dunedin in 1889. They had three key characteristics:

- a pleasant physical environment such as an outside garden space
  - a programme, the aim of which was to cultivate each child's mental, physical and social faculties, in part through play on child-sized equipment in the garden
  - the employment of trained staff.
- 
- Kindergartens were being formed in New Zealand throughout 1870's. However the first kindergarten to keep substantial records was established in Dunedin in 1889.
  - The country is geographically divided into 32 regional associations. The largest is Auckland with 109 kindergartens and the smallest has only one kindergarten to the association e.g. Te Aroha.
  - In the past these associations were represented by a national body, the NZFKA (now known as NZ Kindergartens Inc, with offices on The Terrace in Central Wellington). In 1991 four associations (Wellington, Waikato, Central North Island and Auckland) withdrew from the NZFKA and formed a new organisation, the New Zealand Federation of Free Kindergartens.
  - Wellington Kindergarten Assn rejoined NZ Kindergartens Inc in 2004. NZ Kindergartens provide a lobbying voice for its associations throughout New Zealand.
  - The Wellington Region Free Kindergarten Association was formed in 1984 following the amalgamation of the Wellington, Mana, Kapiti and Horowhenua Kindergarten Associations.
  - The Association manages 64 kindergartens from Levin to Wellington, excluding Lower and Upper Hutt, but including Petone and Eastbourne.
  - The Association has an office at 211 Main Road, Tawa and is governed by the Board, an elected Board of parents (including two staff representatives).
  - Kindergartens are managed by a committee elected from the parent group. The primary role of the committee is fundraising, supporting teachers, some day to day maintenance and managing some projects.

## Section 7

# FUNDING

The Education Act provides for the bulk funding of licensed services through the annual payment to the management of general grants from public money appropriated by Parliament.

In the overall area of funding, considerable Ministerial discretion exists.

The Minister is empowered to determine both the amount of the grants and the means by which they may be calculated or ascertained. The Minister may loan money.

Associated with the provision of funds, a number of administrative requirements are placed on the management of centers and detailed in the Act. These include maintaining a register of attendees, and a record of all fees and other charges paid in respect of children's attendance.

Generally, Kindergarten associations have discretion over how they allocate their government funding to meet their licensing.

Most of the Kindergarten Association funding comes from the Ministry of Education in the form of Bulk Funding which is attendance based. Funding also comes in the form of fundraising by kindergarten committees and community grants.

With the introduction of 20 hours free ECE on 1 July 2007, the Association replaced the donations-based system of funding with a fees-based system.

A substantial amount of this funding is spent on teachers' salaries. Salary costs are high because the Kindergarten Association is committed to employing only trained teachers in permanent positions.

The Association centrally funds expenses of every kindergarten for landline rental and broadband base fee, kindergarten cleaning, 8 hours per week for support staff, rates, power and insurance.

Each kindergarten is given an operating allocation paid monthly into their kindergarten's operating account. From the operating allocation kindergartens are responsible for the payment of: children's activities, portfolios etc, administration costs (photocopier, paper), repairs and maintenance and resources.

The Kindergarten Association also pays for professional support, administration, kindergarten infrastructure (e.g. power, telephone etc) and some kindergarten maintenance.

As of the 1 July 2007, the Wellington Kindergarten Association provides 20 hours free entitlement for three and four year olds in line with the government free ECE policy. Additionally Wellington Kindergarten Association offers free entitlement to under three year olds for the first 20 hours.

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**TEACHERS AND HEAD TEACHERS**

Teachers and Head Teachers are responsible for providing a high-quality educational programme for children. They work closely with parents/whānau. All teachers are trained and registered.

**GENERAL MANAGER**

The General Manager is the licensee of all 60 Kindergartens, and is responsible for management and leadership of the Association and its staff within the policies and delegations approved by the Board.

**CHIEF FINANCIAL OFFICER**

The Chief Financial Officer is responsible for reporting on financial performance and planning.

**FACILITIES MANAGER**

The Facilities Manager is responsible for managing property issues for the kindergartens.

**OPERATIONS MANAGER**

The Operations Manager oversees the human resources processes and the implementation of Association projects, fulfilling the requirements of the Association while working alongside others and also others. Types of projects include expansion of service, building capacity of services and building capacity within the Association.

**OFFICE MANAGER**

The Office Manager is responsible for the day to day running of the Association office.

**ADMINISTRATION OFFICER**

The Office Assistant supports the office staff and Senior Teachers with a range of administrative tasks. She is also responsible for the accounts receivable processes.

**SENIOR TEACHER TEAM LEADER**

The Senior Teacher Team Leader oversees all aspects of the Association's operations relating to teaching and learning programmes.

**SENIOR TEACHER TEAM**

Senior Teachers visit kindergartens regularly and ensure that the programmes are of the highest possible quality for children and parents, offer professional support to teachers, and provide professional information to the Association as required.

**HUMAN RESOURCES OFFICER**

The Human Resources Officer administers the Appointments process.

**ACCOUNTS / ADMINISTRATION OFFICER**

The Accounts/Administration Officer undertakes a range of administrative tasks, that support the office staff, teachers and treasurers. Payment of both Association and Kindergarten accounts is undertaken by the Accounts/Administration Officer.

**OFFICE ASSISTANT**

Assists office staff and Senior Teachers with a range of administrative tasks.

**PAYROLL OFFICER**

The Payroll Officer manages the payroll and assists with other administrative tasks.

**ACCOUNTANT**

Manages the Association finances and oversees the local kindergarten finances. Works closely with the Kindergarten Treasurers.

**FINANCE OFFICER**

Works closely with the Accountant and assists with finances.

The diagram on next page shows the structure of the Association.

# STRUCTURE

## Association Structure

### WRFKA Board

**General Manager**  
Amanda Coulston

**Facilities Manager**  
Rob Dunn

**Team Leader, Sen' Teacher**  
Jenny Varney

**Chief Financial Officer**  
Brendon Fyfe-Gits

**Office Manager**  
Lindy McKeown

**Operations Manager**  
Karen Skett

**Pacific Coordinator**  
Caroline Mareko

**Sen' Teacher**  
Lynette Wray

**Sen' Teacher**  
Claire Jongepier

**Accounts/Admin Officer**  
Christine Scott

**Accountant**  
Susan Handisides

**Sen' Teacher**  
Paula Hunt

**Sen' Teacher**  
Andy Subritzky

**Admin Officer**  
Hannah Cranston

**Finance Officer**  
Sandra Beddow

**Sen' Teacher**  
Anne Masterton

**Sen' Teacher**  
Helen Smithies

**Payroll Officer**  
Ellen Talbot

**HR Officer**  
Andrea Godfree

**Office Assistant**  
Alysha Nichol

### Kindergartens

## Section 9

## ROLE OF BOARD

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### Role of the Board

- 1. The overall governance of the Association is the responsibility of the Board.**  
This includes certain legal obligations covering responsibility for property, personnel, finances, Association community, and the Constitution undertaking.
- 2. The Board is primarily responsible, through the Constitution, for the establishment of goals and policies for the Association.**
- 3. The Board employs and monitors the performance of the General Manager. The General Manager is delegated this responsibility for all other employees.**  
The Chairperson of Board, assisted by members of the Executive, negotiates an annual performance and accountability agreement with the General Manager
- 4. The Board delegates day to day management of the Association to the General Manager.**  
The responsibility of the Board to make policy does not involve direct participation in the management of the Association. Board members should ensure that the dual roles of governance and management are kept distinct.
- 5. The Board is required to act as a good employer.**  
The requirement to be a good employer is a legal obligation.
- 6. The Board is accountable to the WRFKA Kindergarten community.**
- 7. All Board Members should adhere to the 'Code of Conduct'.**
- 8. The Board should communicate effectively with kindergarten committees and communities**

**Under Review**

**Under Review**

The tasks of a Board member are outlined in the job description. These notes are intended to help you with ideas about how to go about your tasks:

**GENERAL**

- Be familiar with the duties/areas of responsibility of management, support and teaching staff.
- Take an interest in kindergartens in your geographical area and attend occasional Committee meetings.
- The main requirement for most tasks is that you read all information sent to you, ask whenever you are not sure and become familiar with the Policies, and Constitution.
- The Association needs active Board members - a non attender puts extra strain on the remaining members. Please be realistic about your ability to continue if your circumstances change during your term.
- You are the elected representative of the committees. It is important to be aware of their feelings on issues - remembering that you are responsible for making the best decisions.

**CONFIDENTIALITY**

- As a member of the Association Board you will participate in confidential conversations and receive information that must remain confidential.
- Please respect this confidentiality at all times.
- If you are in any doubt about passing information on, please check with the Chairperson of Board in the first instance.

**BOARD MEETINGS****Before the Meeting**

- Board meetings are held once a month, and the day is agreed upon by board members at their first meeting after the AGM.
- They commence at 7.00 pm and end no later than 9.00 pm, unless otherwise decided by Board.
- The agenda, minutes of the previous meeting and other papers are sent to Board members one week prior to the meeting.
- You should read these and familiarise yourself with the matters to be discussed.

- You can ring or email the General Manager for clarification of any point or correspondence prior to the meeting or you can ring or email the Chairperson, or other Board members to discuss a matter. Please make sure that when emailing a request to any office staff to copy in the GM. If urgent, please phone.

#### **At the Meeting**

- There is no formal seating arrangement.
- Coffee, tea and water are available.
- Board members should feel able to ask questions at any time during the meeting.

#### **After the Meeting**

- Minutes of the meeting are typed up and circulated to Board members via e-mail within 7 days after the board meeting and then again prior to the next board meeting. Meeting reports will usually be sent out the week prior to meeting.

#### **HONORARIUM**

- Membership of Board entitles you to an honorarium. The honoraria for 2009/2010 year will be as follows:
  - Board members receive an honorarium of \$1500 per annum;
  - Board Chair to receive an honorarium of \$4,000 per annum;
  - The Deputy Chair of the Board to receive an honorarium of \$2,000 per annum;
  - Chair of Finance to receive an honorarium of \$2,000 per annum;
  - The Finance Committee members receive an honorarium of \$500 per annum.
- Please ensure that you fill in an IR330 and hand it to the Office Manager together with your bank details so the honorarium can be paid quarterly into your account.

#### **BOARD'S LIABILITY**

- The Association has a Trustees Liability Insurance (cover of up to \$250,000 for any one claim).
- The Association has a Trustees Personal Liability Insurance (cover of up to \$250,000 for any one claim with an excess of \$1,000). The Policy provides indemnity which includes legal costs for claims arising from any "wrongful act" committed or allegedly committed by a Board member. Wrongful act means "any actual or alleged breach of trust, breach of duty, neglect, error, misstatement, misleading statement, omission or other wrongfully committed or attempted by a Board member which arises solely by reason of the performance of duties as a board member".

#### **TRAVEL**

- Board members may claim travel reimbursement at a rate of 58c per kilometre for any Association meeting which does not attract the honorarium.
- Travel claim forms are available from the Office Manager.

#### **WHERE TO GO FOR INFORMATION AND ADVICE**

- The Chairperson and the General Manager are able to help you in the first instance.
- Please do not hesitate to ask questions at any time. We are happy to help you.
- We hope you enjoy being on the Wellington Region Free Kindergarten Association Board.

#### **BOARD POLICIES**

- A comprehensive set of Board policies are currently being developed.
- These will be discussed in depth by the Board and final policies will be included in Board induction packs.

## KEY OUTSIDE AGENCIES

Ministry of Education	The Ministry of Education formulates education policy and regulations. The Ministry may issue instructions to Early Childhood Centres, which WRFKA must obey.
Education Review Office (ERO)	The ERO is an independent body which monitors the Education compliance to the appropriate regulations.
Early Childhood Development	ECD, on contract to the Ministry, support Early Childhood initiatives within communities.
New Zealand Federation of Free Kindergarten (NZFFK)	Central North Island, Waikato, & Franklin Associations have formed a federation.
New Zealand Kindergartens Inc (NZK)	Most other Kindergarten Associations are affiliated to NZ Kindergartens Inc. Wellington Association belongs to NZK.
New Zealand Educational Institute (NZEI : Te Riu Roa)	The Union which represents early childhood and primary teachers.
Group Special Education (GSE)	Provides specialist education advice and services to children with special needs.
New Zealand Qualifications Authority (NZQA)	Deals with issues relating to professional qualifications and approval of courses related to training.

## GLOSSARY OF ACRONYMS RELATING TO EARLY CHILDHOOD EDUCATION

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Aotearoa Teachers' Council	A professional group which will take the place of the Teacher Registration Board, and will be responsible for Teacher registration, setting professional standards for teachers, including a Code of Ethics etc (full name is NZ Teachers' Board).
CEA	Collective Employment Agreement
ECC	Early Childhood Council – a national organisation for Private and community based providers.
ECE	Early Childhood Education
ECE Regs	The Early Childhood Regulations 2008.
ECAC	Early Childhood Advisory Committee ( a representative group of national early childhood organisations that meets with Ministry of Education personnel every two months).
EEO	Equal Employment Opportunities
EI	Early Intervention – a term relating to assistance given to children with special needs through Group Special Education.
ESOL	English for speakers of other languages
ERA	Employment Relations Act – replaced the Employment Contracts Act during 2000.
ERO	The Education Review Office
GSE	Group Special Education (replaced SES (Special Education Services) in 2002, when it was brought under MoE wing)
IEA	Individual Employment Agreement
KTCA/KTCEA	Kindergarten Teachers' Collective Employment Agreement
MoE	Ministry of Education

NZCA	New Zealand Childcare Association (a national body that represents community based childcare services, teacher training and professional development opportunities. Also known as Te Tari Puna Ora O Aotearoa
NZEI Te Riu Roa	New Zealand Educational Institute (the union for teachers, covering early childhood and primary teachers)
NZK	New Zealand Kindergartens , national body.
NZCER	NZ Board for Educational Research
NZQA	NZ Qualifications Authority – the board responsible for approving training providers and assessing the qualifications of overseas teachers.
OMEF	An international early childhood organisation.
PIECA	Pacific Island Early Childhood Association
SSC	State Services Commission(er)
Te Whaariki	The Early Childhood Curriculum
TRCC	Teacher Refresher Course Committee (a national committee which provides professional development courses for teachers around the country.
TTPOA	Te Tari Puna O Aotearoa – NZ Childcare Association
WINZ	Work & Income New Zealand – responsible for childcare subsidy payments