Terms of Reference
Early Childhood Education (ECE) Qualifications Review Governance Group

E tipu, e rea
Mō ngā rā o tou ao:
Ko tō ringa ki ngā rākau a te Pākehā
hei ara mō tō Tinana,
Ko tō ngākau ki ngā taonga ā ō tīpuna Māori
hei tikitiki mō tō mahunga,
Ko tō wairua ki to Atua,
Nāna nei ngā mea katoa[1].

(Tā Apirana Ngata, 1949)

Grow, oh tender shoot, in the days of your world
Take hold of the ways of the new world, to give sustenance to your body
Cherish the treasures passed down from your ancestors so that they may be a crowning jewel upon your head
Give your spiritual wellbeing to God, the creator of all things[2].

Vision

The Early Childhood Education Governance Group will provide guidance and support in the development of a suite of early childhood qualifications that will reflect the principles and strands of Te Whāriki.

He purapura i ruia mai i Rangiātea.
E kore e ngaro[3].

A seed cast from Rangiātea will never be lost.

Background

The NZ Qualifications Authority (NZQA) is currently overseeing the *Mandatory Review of Qualifications*, a review of all qualifications at levels 1-6 on the New Zealand Qualifications Framework (NZQF), excluding qualifications offered by the University sector.

Qualifications are grouped into separate reviews, and the review aims to reduce the duplication and proliferation of qualifications; to ensure the qualifications meet the overall needs of the particular sector; are useful, relevant and fit for purpose; and meet the new requirements for listing qualifications on the NZQF.

Review leads are appointed, and the reviews are then planned and undertaken in conjunction with industry, education providers and existing qualification owners. The Governance Group provides the strategic leadership and direction for the review and development of cohesive New Zealand qualifications.

A broad cross-section of stakeholder organisations from industry and education providers will be invited to nominate the members of the Governance Group to ensure broad sector engagement.

This document outlines how the Governance Group will operate and work with the review co-leads and sector. Information on the membership and selection criteria, along with the membership selection process for the Early Childhood Education Qualifications Review Governance Group (ECEGG), is covered on page 3.

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[1] This whakatauākī has been adopted from *Te Whāriki*.
[2] Ibid.
[3] Ibid.

Purpose

The Early Childhood Education Qualifications Review Governance Group (ECEGG) will provide leadership and direction for the development of cohesive New Zealand ECE-related qualifications which are strategically relevant to New Zealand's ECE sector, people and communities, and their aspirations.

The work of the Governance Group will be in accordance with *Requirements for listing and maintaining qualifications on the New Zealand Qualifications Framework*.

The ECE Governance Group will be expected to:
- provide high-level strategic governance, advice and expertise during the review of the qualifications,
- provide direction to the expert panel working groups
- communicate progress to key stakeholders and other interested parties, and
- provide final endorsement of the qualifications for Stage One of the review: *Application for Approval to Develop a Qualification* and Stage Two of the review, *Application for Approval of a Qualification.*

The output of the review will be a proposal for a suite of ECE qualifications formally submitted to NZQA's Quality Assurance Division for approval to develop and list on the NZQF. The suite of qualifications will have two streams:
- i. the Matauranga Maori stream of qualifications, which are to be submitted for approval under the Mātauranga Māori Evaluative Quality Assurance (MMeQA) process,
- ii. the general stream of qualifications are to be submitted for approval under the Evaluative Quality Assurance (EQA) approval process.

Key roles

In the case of Early Childhood Education (ECE), the review is being co-led by NZQA's National Qualifications Service (NQS) in partnership with the New Zealand Career College (NZCC) and Waiariki Institute of Technology (Waiariki).

The co-leads have met to discuss their respective contributions to the co-lead role. It was agreed that NQS will lead and operate the project team to provide administration for the ECE review, including maintaining communication tools (website page, consultation list) and overseeing arrangements for the Governance, consultation and development process; Waiariki will lead and compile the needs analysis; and NZ Career College will provide venues where possible for meetings and technical input to the review process.

The ECE Qualifications Review will be structured as follows:
- The **ECE Governance Group** will provide governance and will be selected by an appointment panel based on published criteria.
- The **Project Team** will manage the project, and will be led and operated by NZQA's National Qualifications Service (NQS), in collaboration with the co-leads.
- The **Stakeholder Group** will be made up of all stakeholders including ECE qualification owners, education providers, employers, industry representatives and peak bodies, Government agencies, community groups, and other interested parties.
- **Working Groups** will be selected from nominations from the Stakeholder Group for a specific review area – to undertake the detailed qualification development role under guidance from the ECEGG

With regard to the purpose, the ECE Governance Group will:

- Set "rules of engagement" for the review.
- Determine and establish a decision-making process to enable outcomes to be achieved.
- Establish and implement the strategic direction with an underlying project plan.
- In conjunction with the project team, scope and develop an initial map for qualifications with a model for communication and consultation.
- In conjunction with the project team, establish and provide direction to workgroups, and critically analyse developments.
- Govern the ECE review, including overseeing the *process* of the review and ensuring that it is in keeping with the rules of engagement and outcomes set at the start of the review.
- Endorse submissions (including qualifications) to Quality Assurance Division, NZQA, following recommendation from the project team.

External working relationships

The ECE Governance Group members will ensure the Review engages with:

- Current owners of ECE qualifications
- ECE qualification providers, including those with programmes of special character (e.g. Montessori, Playcentre, Nanny)
- Employers and other end-users
- National associations, other advisory networks and peak bodies
- Government agencies
- Te Kohanga Reo National Trust, Wananga and other key Māori stakeholders
- Key Pasifika stakeholders, and those with multicultural perspectives
- NZQA Quality Assurance team

Scope

The primary scope of the ECE Governance Group is restricted to governing the process and outcomes of:

- The review of qualifications that fall within the criteria for this review.
- Oversight and governance of the review plan and process, to ensure qualifications are developed collaboratively.
- Oversight and governance of the development of a new suite of relevant qualifications for ECE.
- Ensuring appropriate consultation mechanisms are in place and that all stakeholders have the opportunity to input into the review and outcomes and that this input is appropriately considered.
- Ensuring a good process is in place to enable successful completion of the project with a broadly acceptable, good quality and defensible outcome.

The ECE Governance Group may consider matters outside this primary scope, but only for the purpose of achieving the purpose of the review within the primary scope.

For example:

- Impact of in-scope qualifications on educational entry pathways to the qualifications, for instance from secondary education.

- Educational exit pathways from the qualifications under review, for instance the impact on qualifications above Level 6 on the NZQF (such as Bachelor Degrees) and other sector qualifications.
- Other matters that the ECEGG reasonably believes are absolutely necessary to be considered when reviewing the qualifications within the criteria of this review.
- Consideration of developments from other mandatory reviews that have synergies with this ECE review, including Teacher Education, Foundation and Bridging, Te Reo Māori and Tikanga Māori qualification reviews.

Membership and Selection Criteria - Governance Group members

The ECE Governance Group will reflect a balance of the ECE sector including industry and education, and is expected to comprise 10-12 people. The composition is expected to be half industry/employer nominees and peak bodies, plus qualification owner and provider nominees (ITP, PTE, Secondary, Pasifika providers, University) or others with experience of teacher education, programmes of special character (e.g. Montessori, Playcentre, Nanny etc); government agencies, etc.

Those appointed are expected to act as independent professionals in a Governance capacity, and **not** act as representatives of the organisation that has appointed or elected them to the ECEGG, their employer or any other body.

They must also be able to travel to any face-to-face ECE Governance Group meetings and maintain regular attendance at meetings as scheduled (face to face and teleconference meetings). Travel is expected to be covered by their sponsoring organisation, however there may be room within the budget to contribute to some travel costs in some circumstances.

Each ECEGG member will have:
- depth of sector knowledge and breadth of recent and direct experience, as relevant to the scope of the ECE review;
- understanding of the purpose of qualifications in ECE and of the needs of people in the sector;
- credibility with NZQA and national stakeholder groups;
- willingness to be an effective voice and to achieve consensus; and be committed to successful implementation of the Review.

The ECEGG will collectively have understanding, knowledge and experience of:
- The NZQF, qualification reviews, and ECE education and training programmes, and experience of teacher education;
- ECE sector developments, future focus needs, and ECE profession labour market trends (both within the ECE industry and in relation to ECE skills requirements in the community);
- Mātauranga Māori, Pasifika education, international education, distance education, workplace learning, community needs; centre-based, parent-led, home based, and programmes of special character (e.g. Montessori, Playcentre, Nanny).

Additional members may be co-opted by the ECEGG to supply key skills, knowledge or representation where gaps are identified.

Other co-lead staff (such as the NQS Project Coordinator) or contractors (such as the QAD appointed Professional Advisor) may attend ECE Governance Group meetings in a non-voting capacity; and other people may attend when invited by the Group.

Selection process

Nominations/Expressions of interest will be called for through stakeholder group networks. Selection will be through an appointment panel coordinated by NQS and the co-leads, and based on the published selection criteria.

Specific consideration will be given to the individual and overall requirements of members as per the previous section; and the Chair position will be agreed by those appointed to the ECEGG.

Tenure

Appointments are for the period of the ECE Review. Any additional on-going Board or Group for the formal 'qualification developer' role will be agreed and constituted separately.

Disestablishment and resignation

Disestablishment of the Governance Group
NZQA Quality Assurance Division may disestablish the ECE Governance Group if it has become inactive or ineffective in meeting its terms of reference in accordance with the criteria listed in the *Guidelines for the review of qualifications at levels 1 to 6 on the New Zealand Qualifications Framework.*

On completion of the Mandatory Review of Early Childhood Education Qualifications (registration of the last qualification on the NZQF), the ECEGG will be formally disestablished.

Resignation/Release of members
The Chair of the Governance Group may agree to release an individual from membership as a result of resignation or failure to meet the stated responsibilities, and may take whatever steps are necessary to ensure an appropriate replacement in approximate keeping with the establishment process.

Responsibilities of ECEGG members

Members:

- Commit to the ECE review for the benefit of the sector as a whole
- Contribute constructively and openly to the work of the group
- Commit to a 6-18 month 2 stage process, and maintain regular attendance at meetings (*involvement in stage 2 may be reconsidered at the end of the first stage*)
- Be prepared and informed, and respond to communications promptly
- Confirm minutes, and endorse consultation, submission and other documentation related to the review
- Provide a channel of communication for other relevant groups/organisations, as appropriate
- Participate in the ECEGG on a contributory basis

Appointing organisations (or other stakeholders such as education providers or employers) will be expected to cover the cost of travel for their ECE Governance Group appointee (a total of approximately four face-to-face meetings is expected in the pre-approval development phase). Some funds may be available to assist with travel costs in some circumstances when no other option is available.

The first face-to-face meeting will likely be in Wellington late January. At this stage it is intended to hold most meetings in Wellington, however if a sufficient proportion of ECE Governance Group members come from other parts of New Zealand some subsequent meetings may be rotated around the main centres. The balance of meetings is intended to be via teleconference.

Meeting protocols and behaviour

Meetings are:

- Semi-formal
- Interactive
- Outcome focused
- Consensus driven
- Constructive
- Open and honest

Discussion will be under the Chatham House rule. This means that while discussion may be reported and minuted, these will not be attributed to any one individual except where explicitly requested. Discussions held at ECEGG meetings remain confidential, unless agreed otherwise. Published records of meetings and progress of the review will be available from the review webpage.

All members of the ECEGG accept that all participants are professionals and will actively work to ensure a safe environment for all.

Quorum and voting

Attendance of at least half of the ECE Governance Group members is required to constitute a quorum. Attendance by proxy is not acceptable; however, attendance by telephone or Skype is acceptable.

Where consensus cannot be reached, the ECEGG may be required to vote. In this case, each Governance Group member shall be afforded one vote. In the event of a tie of votes, the Chair may exercise an additional casting vote. Voting by email, telephone or Skype is acceptable, as deemed by the Chair.

Conflicts of Interest

All ECE Governance Group members agree to declare actual or perceived Conflicts of Interest. Conflict of Interest declarations will be shared with all ECE Governance Group members and are made on the basis that they will be disclosed in meeting minutes where appropriate.

Confidentiality

Whilst operating openly and transparently, the Governance Group will ensure that information confidential to the review or any participant or stakeholder is kept confidential to members of the Governance Group.

All Governance Group meetings or other consultative meetings shall operate under the Chatham House Rule unless explicitly stated otherwise.

Media Comment

Being a member of the ECE Governance Group does not provide an implicit or explicit right to speak on behalf of the Review, Governance Group, or NZQA, and no Governance Group member other than the Chair may make comment as a representative of the Governance Group.

All media enquiries related to the ECE Governance Group work must be redirected to the Chair as per established and normal Board practice. All ECE Governance Group members agree to refrain from public comment regarding the work of this Group unless comment is made in conjunction with the above.

This is not intended as an instrument to "gag" Governance Group members, but rather to ensure that the message being presented by the ECE Review and Governance Group is consistent. This shall not bind any organisation from commenting independently from the ECE Governance Group, however it must be made clear that this isn't on behalf of the Governance Group.

Specialist Panels and Working Groups

The ECE Governance Group may establish a specialist short-term specialist panels or sub-groups to carry out specific qualification review tasks as required, or to conduct research for the Governance Group, at their discretion.

All Working Groups related to the review process will be formally constituted by the ECE Governance Group on the recommendation of the Project Team. When constituting a Working Group, the ECE Governance Group will give consideration to ensuring appropriate engagement and consultation in relation to the purpose of the Working Group, an appropriate scope and terms of reference will be defined with clear outcome expectations, and an appropriate process will be in place to appoint Working Group members with the requisite skills, knowledge and engagement needed. Working group members will be expected to contribute to the cost of attending work groups. (e.g. their time and travel costs)

Specialist consultants, contractors or employees may be contracted to conduct parts of the review, consultation or qualifications construction process. It is for each of the co-leads to manage their resources and, other than to the extent of ensuring good governance of and that the credibility of the Review process is not threatened, how staffing resources are allocated or managed is outside the scope of the Governance Group.

Administration and reporting requirements

ECEGG decisions are reported as required to current qualifications owners and organisations expressing an interest in the proceedings. A communication strategy will be prepared as part of the review plan, along with mandatory deliverables for the Review.

Meeting Documentation

Meetings of the ECEGG will be documented appropriately and minutes kept. All Minutes (other than where declared confidential by the ECEGG) will be made available and dispersed following meetings of the Governance Group.

Minutes and other documentation will be published on the NZQA website and kept on record by NQS during the review, and following termination of the Governance Group.

Co-leads involvement

NQS is responsible for project management and administration, and ensuring meetings are organised and facilitated effectively. This may include preparing and disseminating: agenda and related papers, schedule of meetings and meeting records; documents required for approval to develop and approval to list qualifications; consultation documents and collated feedback from consultation; maintaining webpages and communication with stakeholders in accordance with ECEGG intent as the review progresses. Co-leads may share the provision of some of these services for the Governance Group.

Waiariki Institute of Technology (Waiariki) is responsible for the compilation of the needs analysis, which will inform the decisions of the ECEGG when designing the future range of ECE qualifications.

NZ Career College will provide venues where possible for meetings, and technical input to the review process and qualification development.

Appendix A: ECE Governance Group

An ECE Governance Group (ECEGG) has been appointed to provide the strategic leadership and the Governance of the Review.

The co-leads and professional advisor also attend Governance Group meetings. Ken Simpson has been appointed by the Quality Assurance Division of NZQA as the professional advisor for the review. Additional members may be co-opted by the ECEGG to supply key skills, knowledge or representation where gaps are identified.

Governance Group – Mandatory Review of ECE Qualifications	
Name	**Organisation and Associations**
Ana Pickering	Early Childhood Council nominee, Montessori Aotearoa NZ (MANZ)
Andy Walker (Chair)	NZ College of Early Childhood Education, ITENZ, NZEALS
Arapera Royal Tangaere	Te Kōhanga Reo National Trust nominee
Calmar Ulberg	Barnardos New Zealand, Pasifika Plunket Team, Ohomairangi Trust
Cate Mawby	NZ Playcentre Federation
Celeste Harrington	Kidicorp, OMEP, NZARE
Deborah Wansbrough	NZ Teachers Council nominee
Derek Martin	NZ Career College (Co-lead)
Fereni Pepe Ete	Pacific Training Institute, SAASIA
Jane Ewens	Te Tari Puna Ora O Aotearoa - NZ Childcare Association
Jenny Walker	Nanny Education Organisation of NZ (NEONZ); Rangi Ruru Early Childhood College
Jenny Yule	Home Early Learning Organisation (HELO) nominee; PORSE
Jonine Nager	Pouhere, Open Polytechnic, Atiawa nui te kohanga reo. Iwi affiliations: Ngati Porou and Te Aitanga-a-Hauiti
Karin Dalgleish	Ministry of Education – ECE Operational Policy Design
Liz Everiss	Open Polytechnic; Early Education Federation
Peggy Luke-Ngaheke	Waiwhetu Marae;Te Runanganui o Taranaki whanui ki te Upoko o Te Ika; Kohanga Reo
Rachelle Hautapu	Te Whānau Tupu Ngātahi o Aotearoa (NZ Playcentre Association) Iwi affiliations: Te Aitanga a Hauiti and Ngāti Porou
Ruth Barnes	Waiariki Institute of Technology (Co-lead)
Attendees	
Bev Mitchell	NZQA Quality Development – Sector Relationship Manager (QAD)
Diana Garrett	NZQA – National Qualification Services (NQS) - (Co-lead)
Josie Pulman	NZQA Māori Qualification Services (MQS)
Ken Simpson	Professional Advisor
Keri-Anne Stephens	NZQA Māori Qualification Services (MQS)

Appendix B: Principles for proposed general and Mātauranga Māori ECE qualifications design

In developing this proposal, the Governance Group suggests qualifications and a structure that as far as possible meet the needs of a wide range of learners, whānau, hapū, iwi, employers and other stakeholders.

In early childhood education settings, all children should be given the opportunity to develop knowledge and an understanding of the cultural heritages of both partners to Te Tiriti o Waitangi.

The approach is intended to be flexible for learner pathways and responds to:

- Issues identified in the analysis of current qualifications and their use

- Needs identified in the needs analysis

- The needs of specific groups of learners:

  - students wanting to gain a full ECE qualification prior to entering the workforce (domestic, international, secondary/tertiary, full time/part time, Māori, Pasifika);

  - employees wanting to gain a full ECE qualification i.e. those already in the workforce, who may be employer sponsored or part time self-funded learners;

  - people seeking employment who might need specific ECE skills and/or to improve their competency in a specific context;

  - second chance learners, up-skilling or re-training adults;

  - Communities, whānau, hapū, or iwi wanting to improve their skills and knowledge in ECE as a key aspect of life skills; and to support the development of young children.

- Alignment with ongoing professional education and development in the ECE sector

- Consideration of developing ECE qualifications to prepare for the requirements for teacher registration

The proposal suggests qualifications that recognise generalist skills and knowledge relevant to many philosophies and contexts, and also includes a suite of Mātauranga Māori qualifications to be developed alongside the general suite of ECE qualifications. The qualifications are designed to allow a range of exit levels to meet the diverse needs of the sector, and to enable people to gain skills to equip them for the more technical aspects required of the ECE teaching qualifications at degree level.

A.1 Te Whāriki – Ngā Kaupapa Whakahaere me Ngā Whenu (The Principles and Strands)
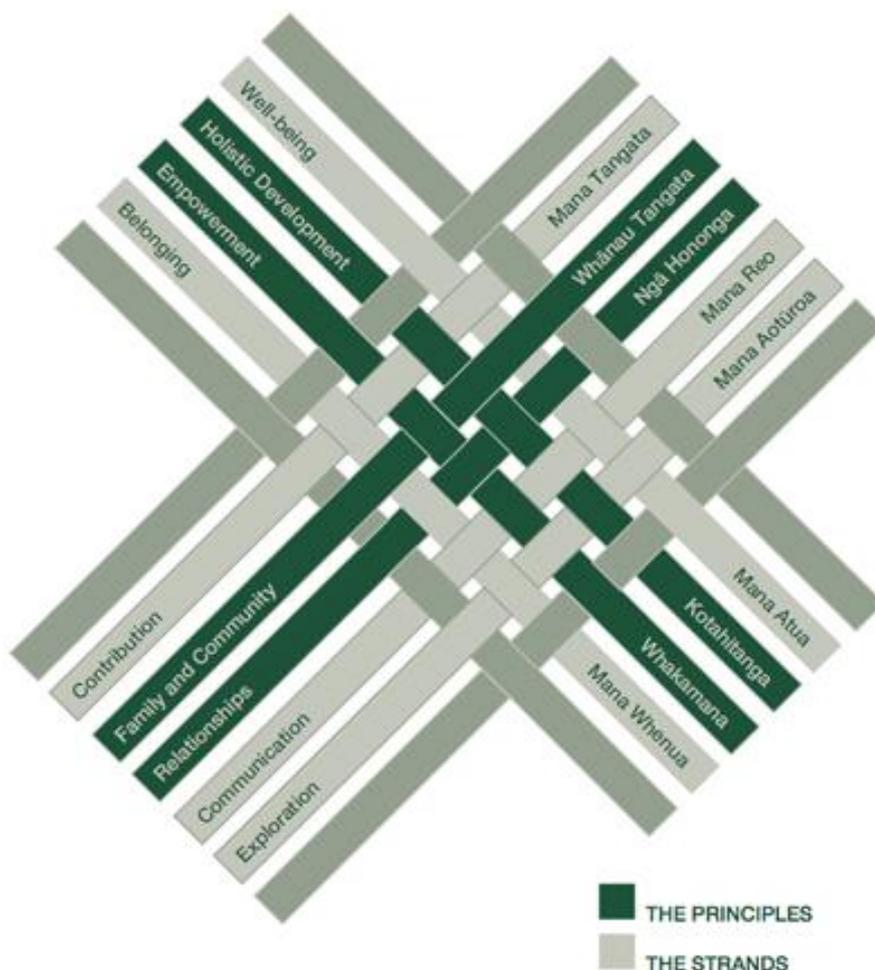
There are four broad foundation principles at the centre of Te Whāriki, the early childhood curriculum. The strands and goals arise from the principles and are woven around these principles in patterns that reflect the diversity of each early childhood education service. Together, the principles, strands, goals, and learning outcomes set the framework for the curriculum whāriki.

In early childhood education settings, all children should be given the opportunity to develop knowledge and an understanding of the cultural heritages of both partners to Te Tiriti o Waitangi.

Source: Te Whariki

The Whāriki Principles and Strands will be reflected in the full suite of Early Childhood Education qualifications i.e those in both the General and Mātauranga Māori streams.

Source: Te Whariki

Te Whāriki	Te Whāriki meanings	Equivalent MM EQA principles
Whakamana (*Empowerment*)	Mā te whāriki o te kōhanga reo e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu. *The early childhood curriculum empowers the child to learn and grow.*	Rangatiratanga Manaakitanga
Kotahitanga (*Holistic development*)	Mā te whāriki o te kōhanga reo e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna. *The early childhood curriculum reflects the holistic way children learn and grow.*	Whanaungatanga Manaakitanga
Whānau Tangata (*Family and community)*	Me whiri mai te whānau, te hapū, te iwi, me tauiwi, me ō rātou wāhi nohonga, ki roto i te whàriki o te kōhanga reo, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna. *The wider world of family and community is an integral part of the early childhood curriculum.*	Whanaungatanga Manaakitanga Tūrangawaewae
Ngā Hononga (*Relationships*)	Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako. *Children learn through responsive and reciprocal relationships with people, places, and things.*	Whanaungatanga Manaakitanga Tūrangawaewae
Mana Atua (*Well-being*)	*The health and well-being of the child are protected and nurtured.*	Manaakitanga Whanaungatanga
Mana Whenua (*Belonging*)	*Children and their families feel a sense of belonging.*	Tūrangawaewae
Mana Tangata (*Contribution*)	*Opportunities for learning are equitable, and each child's contribution is valid.*	Tūrangawaewae Whanaungatanga
Mana Reo (*Communication*)	*The languages and symbols of their own and other cultures are promoted and protected.*	Kaitiakitanga Tūrangawaewae Whanaungatanga Manaakitanga Rangatiratanga Pūkengatanga Tikanga Māori
Mana Aotūroa (*Exploration*)	*The child learns through active exploration of the environment.*	Kaitiakitanga Tūrangawaewae Whanaungatanga

Source: Te Whariki

A.2 Ngā Kaupapa (MM EQA kaupapa principles – philosophical base)

The Early Childhood Education Governance Group has agreed that the ECE Mātauranga Māori qualifications will be developed under the framework of the following kaupapa Māori principles that have been adapted from the Mātauranga Māori Evaluative Quality Assurance (MM EQA), and which reinforce the importance of meaningful engagement and the lens throuhg which the review will be conducted.

Te Hono o te Kahurangi

Whanaungatanga	The care of ākonga, whānau, hapū, iwi and mātauranga Māori relationships will be a fundamental outcome of the review.
Manaakitanga	The duty of care and expression of mana-enhancing behaviours and practices will be evident between all review participants.
Pūkengatanga	The skills and knowledge of those directly involved in the review will ensure the values, beliefs, needs and aspirations of all participants are respected.
Kaitiakitanga	All review participants will ensure that the authenticity, integrity and use of mātauranga Māori is protected, maintained and transmitted appropriately.
Rangatiratanga	The review will reflect a unique and distinctively Māori approach to ensure the needs of ākonga, the wider community and other key stakeholders are met.
Tūrangawaewae	The review process will ensure all stakeholders are engaged, able to contribute and their contributions are acknowledged.
Te reo Māori	Te reo Māori, as the co-leading means for expressing and transmitting Māori knowledge, values and culture, will be practiced, promoted and celebrated.
Tikanga Māori	Tikanga Māori, as the co-leading means for preserving, protecting and transmitting ngā tuku ihotanga, will be practiced, promoted and celebrated.

The mātāpono for the ECE Māori qualifications have been developed under the framework of the Mātauranga Māori Evaluative Quality Assurance (MM EQA) and the Kaupapa Māori principles within that framework. Close links to the reo and Tikanga Māori qualification reviews has been identified, and are seen as important facets of the early childhood education review.

A.3   Ngā Taumata o Te Reo in early childhood education

Ngā Taumata o te reo in early childhood education reflect the different levels of learning te reo and are to be applied specifically to the mātauranga Māori suite of qualifications.

They are modelled on the Poutama Concept of progressive learning, and link to the NZQF level descriptors. They also meet with the wider aspirations for ECE to have links to Tikanga and Te Reo Māori .

Ngā Taumata o te reo (Levels of Te Reo Māori acquisition)	Ngā Kaupae o te NZQF (NZQF Levels of learning)	Ngā Āheinga o te Reo (Te Reo Māori Competencies)
Ngā tikanga me te reo kia Māori	Level 5-6	Increased use and application of Te Reo and Tikanga in a range of ECE contexts
Ngā tikanga me te reo kia rere	Level 4	Application and use of Te Reo and Tikanga in a limited range of ECE contexts.
Ngā tikanga me te reo kia tika	Level 2-3	Focus on language and customs acquisition for use in an early learning context

This model shows the acquisition levels of te reo Māori in an ECE context where fluency and competency in te reo Māori enable the kaiako to impart knowledge more effectively and with confidence.