



**National Council of  
Women of New Zealand**  
Te Kaunihera  
Wahine O Aotearoa

**Oral Submission to the Education and Science Committee on the  
NCWNZ submission on the Education Legislation Bill, 100-1**

by Patricia Byrne and Bernice Williams on 16 March 2016

***Education and Science Select Committee***

Chairperson: **Dr Jian Yang**, National List; **Catherine Delahunty**, Green List; **Melissa Lee**, National List; **Chris Hipkins**, Labour Rimutaka; **Jenny Salesa**, Labour Manukau East; **Maurice Williamson**, National Pakuranga; **Todd Muller**, National Bay of Plenty; **Stuart Smith**, National Kaikōura; **Sarah Dowie**, National Invercargill; **Richard Prosser**, NZ First List.

Good Morning

I am Patricia Byrne and my Colleague is Bernice Williams from the National Council of Women of New Zealand.

Thank you for allowing us to speak to you this morning. Firstly may I explain that we are an organisation which requires time to consult with our members. Our office sends information to our Branches which in turn send it on to delegates who then consult with their affiliations. Then the same chain of communication is used to reply. In the case of this Bill, this was not possible because of the timing of its release and the closing date for submissions. (Fortunately we had several earlier submissions on file and used these to make our submission;) most organisations close down over the Christmas period for several weeks, as do Parliament and schools. The teachers are busy in early December writing reports and organising children's presentations to parents so it is of particular concern since this Bill deals with education.

Generally speaking, we support the Bill and are pleased with the intention to use gender neutral language in future communications.

**Subpart 2, Clauses 6 and 7: Definition of half-day.**

This appears to provide for multiple time-tabling. This is a possibility about which we have raised concerns in the past. In a small country like New Zealand, multiple time-tabling will present problems for parents and make for a greater need for out of school care. The community would also suffer as many social activities make use of school property to function. In fact, in many communities, the school forms a focal point for community activities and therefore adds to the cohesion of society.

### **Subpart 7 Clauses 21 and 22: Kura hourua partnership schools:**

Instead of adding Tertiary Education sponsorship to the Kura hourua partnership schools which are not under the same Acts as the state education providers, it would be preferable to bring all schools back under this legislation, i.e. The Ombudsmen Act 1975 and the Official Information Act 1982.

### **Subpart 11, Clause 30 and 31: Early childhood education and care – home based services:**

It is very unclear whether adult to child ratios are being revised here because the children of the caregiver will now be included in ratios. The wording is confusing to us. Further, following from the Ministry of Education's Update of the Education Act consultation last year, we thought the government's intention was to write legislation that dealt with general principles and governance issues. Details such as ratios belong in the regulations. Other early childhood education ratios are already included in the Education (Early Childhood Services) Regulations 2008 and not in the Education Act.

In conclusion, we support the intention of the Bill, but ask that all education providers be subject to the same parliamentary Acts or Bills.

### **Questions**

**Catherine Delahunty:** What is the intent of the Bill? Rhetorical, not expecting us to answer, but wonders herself what is intent of Bill. Asks re home-based care and/or education ECE, if we realise it is the least robust of ECE services and has provided ongoing concerns in terms of level of care and/or education provided. Paddy replied that she, personally was not aware, but expected that submission writer, Suzanne Manning, would be aware.

**Dr Jian Yang** confirmed that we agreed in principle with Bill and approved of flexibility it allowed. Paddy agreed.

**Todd Muller** asked how would our members deal with the matter of consultation especially regarding timetabling. How could schools or communities best undertake effective consultation? Paddy replied it would have to begin with parents, teachers and children, and take into account the many activities children were involved in outside school hours, and the users of school grounds and facilities outside school hours.

**Catherine Delahunty** asked a supplementary question regarding difficulties for parents with children at three or four different schools. Paddy replied and agreed that varied timetabling would increase the scope for potential difficulties and complexities for parents with children at more than one school.