Enquiring teachers and democratic politics: transformations in New Zealand’s early childhood education landscape

Linda Mitchell

Faculty of Education, The University of Waikato, Hamilton, New Zealand

Available online: 14 Sep 2011

To cite this article: Linda Mitchell (2011): Enquiring teachers and democratic politics: transformations in New Zealand’s early childhood education landscape, Early Years, DOI:10.1080/09575146.2011.588787

To link to this article: http://dx.doi.org/10.1080/09575146.2011.588787

PLEASE SCROLL DOWN FOR ARTICLE

Full terms and conditions of use: http://www.tandfonline.com/page/terms-and-conditions

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden.

The publisher does not give any warranty express or implied or make any representation that the contents will be complete or accurate or up to date. The accuracy of any instructions, formulae, and drug doses should be independently verified with primary sources. The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of this material.
Enquiring teachers and democratic politics: transformations in New Zealand’s early childhood education landscape

Linda Mitchell*

Faculty of Education, The University of Waikato, Hamilton, New Zealand

(Received 3 April 2011; final version received 12 May 2011)

Considerable interest has emerged in policy frameworks to sustain and encourage democratic participation and responsive pedagogy in early childhood education. Using findings from an evaluation of New Zealand’s strategic plan for early childhood education, this article highlights ways in which policy initiatives interacted to support such processes. Universal funding for free early childhood education made access to early childhood education possible for many children who might not otherwise have attended. A further range of initiatives aimed at improving teacher qualifications and professional capabilities supported the development of communities of learners and contributed to enhanced quality and democratic practice. A key argument is that benefits came from policies that were universally available and coherently organised around an understanding of children, families and communities as participants.

Keywords: early childhood education; children’s participation; free early childhood education; responsive pedagogy; policy

Introduction

Much research has highlighted the positive outcomes for children, families and society from participation in good quality early childhood education (ECE) (Mitchell, Wylie and Carr 2008). In parallel, considerable interest in policy frameworks to sustain and encourage responsive pedagogy has emerged. The Organisation for Economic Co-operation and Development (OECD 2001, 2006) has emphasised the roles of curriculum, pedagogies, teacher education and access of staff to professional support and resources.

New Zealand’s policy context is of international interest because of the advancements it has made to integrate education and care within policy and curriculum. In the last decade, Pathways to the Future: Ngā Huarahi Arataki, the 10-year strategic plan for ECE, developed a number of further policy initiatives aimed at enhancing quality, increasing participation and developing collaborative relationships. This article draws on a recent longitudinal evaluation of the strategic plan to examine the impact of these policy initiatives. It argues that the policies opened up greater access to ECE and reduced some inequities among families associated with income levels. They provided conditions for teachers’ engagement with theory and pedagogic discussion with others – including parents, teachers and external academics.

*Email: lindamit@waikato.ac.nz
These were key to shifts that started to occur in New Zealand’s ECE landscape towards more open and democratic ECE provision.

Early childhood education in New Zealand

Early childhood education in New Zealand has been called a ‘paradigm of diversity’ (Smith and May 2006, 96) because of its various and distinctive types of ECE services. Most of these developed from grass-roots initiatives within a particular historical and political context. The earliest services, kindergartens and childcare centres, were established in the late nineteenth century. Other types of service ‘emerged to meet a new need, usually through “do-it-yourself” activism’ (Smith and May 2006, 96). Kōhanga reo and Pacific Early Childhood Groups have a language and cultural base. The kōhanga reo philosophy centres on fostering Māori language and cultural identity, and self-determination. A central aim is ‘passing on the Māori way of life to future generations’ (Government Review Team 1988, 19). Pacific Early Childhood Groups are total immersion or bilingual in their home Pacific language. ‘The impetus for setting up these services arose mainly from a desire by Pacific women to ensure that their Pacific languages and traditions were passed on to succeeding New Zealand-born generations’ (Mitchell, Royal Tangaere and Whitford 2006, 43). Other parent-led services include playcentres in which parents train to be educators of their children and collectively undertake education, management and administration roles (Hill, Reid and Stover 2000).

According to the OECD (2001, 2006), those countries with strong early childhood education and care systems have developed a systematic and integrated approach to policy centring predominantly on children as a social group with rights. Such integration and focus offer a condition for democracy because they enable decisions to be made in the interests of children from a united rather than fragmented perspective.

The principle of integrated action refers to both structural integration of policy and conceptual integration within policy and pedagogy (Cohen, Moss, Petrie and Wallace 2004). Durie (2001), speaking about Māori educational advancement in New Zealand, explained why integrated action across the ‘multiple players in education’ needs to be a guiding principle. He stated:

The principle of integrated action recognises the multiple players in education. Success or failure is the result of many forces acting together – school and community; teachers and parents; students and their peers; Māori and the State. Lives in New Zealand are too closely intertwined to pretend that action in one sphere does not have repercussions in another. Unless there is some platform for integrated action, then development will be piecemeal and progress will be uneven. (7)

New Zealand has taken significant steps in strengthening integration across these multiple players. In 1986 it became the second country in the world, after Iceland, to integrate its ECE services under an education administration. Prior to this, childcare services were administered by the Department of Social Welfare, and kindergartens and playcentres were administered by the Department of Education. Integration was debated for over 10 years and was achieved largely through advocacy from within the women’s movement (McDonald 1981). In 1988, three-year integrated early childhood training in colleges of education was
introduced, replacing two-year training for kindergarten teachers and one-year training for childcare workers. In the previous divided approach there was an implicit view that childcare was a welfare service offering care for the needy, while kindergartens and playcentres were educational (Dalli 1992; May 1992; May Cook 1985).

Since then further integration has occurred, particularly with respect to New Zealand’s early childhood curriculum and teacher qualifications and remuneration. The development of a national bicultural curriculum from birth to school starting age in 1996 (Ministry of Education 1996) provides a framework for all New Zealand children:

To 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. (Ministry of Education 1996, 9)

Further far-reaching moves to strengthen integration, support children’s access and participation in ECE, and enhance ECE service quality have occurred through the implementation of Pathways to the Future: Ngā Huarahi Arataki. A 10-year strategic plan for early childhood education (Ministry of Education 2002). This was the first strategic plan for any education sector in New Zealand. It was developed over a period of 18 months, initially through the participation of a working group of 31 members, chaired by Dr Anne Meade, and open consultation with the wider ECE sector. The working group had strong disagreements as well as agreements yet managed through democratic processes and some common values to shape a final report (Working Group for the Development of the Strategic Plan for Early Childhood Education 2001).

The final strategic plan did not include all the working group’s recommendations, but nevertheless was aspirational for the government and the sector. The government’s vision was ‘for all children to have the opportunity to participate in quality early childhood education, no matter their circumstances’ (Ministry of Education 2002, 1). The plan was framed by goals of increasing children’s participation in quality ECE, improving quality, and promoting collaborative relationships between ECE services and parents, whānau, health and social services, and between ECE services and schools. Specific actions to support implementation of the strategic plan were decided in 2002 and developed in subsequent years. Details of all the strategic plan actions and an evaluation over the years 2004, 2006 and 2009 are discussed in a locality-based evaluation of the strategic plan (Mitchell and Hodgen 2008; Mitchell et al. 2011). In essence, the government had shifted from a minimal role, providing only low-regulated staffing standards, limited funding and a competitive market framework in teacher education and advisory support services during the early 1990s to a much more supportive role in these aspects especially during the years 2000 to 2009 (the three terms of a Labour-led government) (Mitchell 2005).

The focus in this article is on findings from this locality-based evaluation. It examines some of the strategic plan’s major policy initiatives and ways in which they enabled democratic provision. First, it shows how the provision of ‘20 hours free ECE’ for three- and four-year-olds and an enhanced funding system made access to ECE possible for many children who might not otherwise have attended. Inequities in affordability associated with income levels were largely dispelled.
Second, it discusses a range of initiatives aimed at improving teacher qualifications and professional capabilities and developing communities of learners and how these contributed to enhanced quality and democratic practice.

The policy evaluation

The longitudinal evaluation of the strategic plan measured changes for ECE services and parents on indicators of the intended outcomes of the strategic plan. In three phases of the evaluation, full data were gathered from a sample of 32 ECE services in eight localities. The localities had median incomes that were below the average for New Zealand. They varied in respect of geographical location, ethnic composition, demographic change and the picture of ECE service provision. The first phase in 2004, when strategic plan initiatives were just beginning, provided a baseline picture. The second phase in 2006 tracked changes for services and for parents between 2004 and 2006 as strategic plan initiatives got underway. The third phase in 2009 measured changes after strategic plan initiatives had been in place for some time. The services were 12 education and care (childcare) centres, eight kindergartens, eight playcentres, two Pacific Early Childhood Groups and two home-based services. Data were gathered from observations carried out on two half-days using a process quality rating scale developed and validated for New Zealand services, parent questionnaires, teacher interviews, a management survey and a service profile (Mitchell and Hodgen 2008; Mitchell et al. 2011).

A set of rubrics was developed to enable evaluative judgements to be made about levels of overall achievement for each intended outcome of the strategic plan. The rubric descriptions were based on prior research and developed in discussion with key academic experts in the field. For each outcome, levels of ratings and patterns of change were described across the three evaluation years. These patterns of change were analysed in relation to data from participants regarding supports and barriers to improvement, and in relation to strategic plan initiatives and service uptake of opportunities afforded by these. In this way, the impact of government policy initiatives could be gauged.

Universal funding and participation in ECE

Through the ECE strategic plan, the government aimed to increase the participation of children in ECE. Some of its initiatives concerned the provision of ECE. Other initiatives were targeted at encouraging families who were not participating in ECE to enrol their children. But the government initiatives that had the greatest impact on children’s participation in the services in the evaluation study were universal funding initiatives.

ECE was given new financial priority during the implementation of the strategic plan and government expenditure on ECE increased almost fourfold (Ministry of Education 2011). A new funding system was established in 2005 that supported and differentiated between service types on the basis of their main costs. The phasing in of requirements for teacher-led services to employ registered teachers was linked to additional funding roughly linked to teachers’ pay rates. In 2007, ‘20 hours free ECE’ (later renamed ‘20 hours ECE’) was funded for three- and four-year-olds in teacher-led services. A main policy aim was to increase participation through making ECE affordable. Compulsory fees were not able to be charged,
although parents could be asked to agree to optional charges. ECE services had to ‘opt in’ to the scheme.

These changes to the funding system and increased funding levels were associated with changes to ECE service hours of operation and enhanced access of three- and four-year-olds. One of the key needs expressed by parents in New Zealand over the period 1999 to 2007 had been to access more hours of ECE than were available (Department of Labour & National Advisory Council on the Employment of Women 1999; Mitchell 2008, Mitchell and Hodgen 2008). Often the need was for just a few hours per week. The evaluation study showed that by 2009 the funding incentives offered by ‘20 hours ECE’ and the new funding system had enabled sessional services to increase or adapt their hours to better accommodate the needs of parents. Over half the sessional services changed from sessional to school-day or full-day provision or started to offer flexibility in hours. By 2009, parental need for more hours had reduced somewhat and there was a decrease in the number of children on the waiting lists.

Of all the policy initiatives, ‘20 hours ECE’ had the greatest impact on increasing the number of three- and four-year-old children attending. The number of hours per week that three- to four-year-old children attended also increased in line with new operating times. ‘20 hours ECE’ appeared to have contributed to decisions by parents to use ECE. Some 17% of all parents and 30% of low-income parents reported that they decided to participate in ECE because of the ‘20 hours ECE’ policy (Mitchell et al. 2011).

From parents’ perspectives ECE services were much more affordable in 2009. Difficulties in affording the cost of the ECE service were inequitably experienced by low-income families in 2004 and 2006. These were largely dispelled by 2009. Many parents made reference to the difficulties they would have in managing financially without the ‘20 hours ECE’. The following quote is typical:

It is great to know that my child is able to get the education that she needs without having to find the money to pay for it. If I had to pay I would probably not have taken her to kindy. Living is way too expensive these days. (Mitchell et al. 2011, 54)

A child’s right to access an ECE service is incompletely realised in New Zealand because there is no entitlement to a place (Dalli 2008). Analysis of Ministry of Education statistics shows that children from low-income communities are more likely to miss out on attending ECE (Mitchell and Davison 2010). Nevertheless, by removing financial barriers, the ‘20 hours ECE’ policy has made participation for three- and four-year-old children from all income groups more possible. In this way, the universal investment in ECE has helped to diminish inequalities in access and enabled more children irrespective of their family circumstances to participate in ECE. This upholds a United Nations Convention on the Rights of the Child (UNCROC) principle that ‘all children without discrimination’ should be able to participate in education and enjoy high-quality provision.

The proposal for ‘20 hours free ECE’ was intended to ‘send a strong signal of the importance of ECE and the public benefits that accrue from ECE participation’ (Cabinet Policy Committee, 31 March 2004, 9). It may be that provision of free ECE is also enhancing public valuing of ECE and of the children, parents, whānau, staff and community members who contribute to it. Through shifting values, free ECE may act as a means to recruit families to participate in an ECE community.
Enquiring teachers and democratic politics

However, the idea of participation goes beyond access and enrolment. Bae (2010) emphasises the importance of a holistic and relational understanding of participation. Her analysis is consistent with the sociocultural framing of New Zealand’s early childhood curriculum, Te Whāriki, and the four principles that lie at its heart. These are:

- Empowerment – Whakamana. The early childhood curriculum empowers the child to learn and grow.
- Holistic development – Kotahitanga. The early childhood curriculum reflects the holistic way children learn and grow.
- Family and community – Whānau tangata. The wider world of family and community is an integral part of the early childhood curriculum.

A number of strategic plan initiatives went to the heart of supporting these curriculum principles. The initiatives were interconnected and supported each other. In combination they contributed powerfully to positive gains on four intermediate outcomes of the strategic plan:

1. more registered teachers in ECE;
2. quality teaching and learning practices;
3. Te Whāriki effectively implemented; and
4. collaborative relationships between ECE and families and whānau.

More registered teachers in early childhood education

Many studies internationally have highlighted the significant associations between teacher qualifications and education, and child outcomes (Mitchell 2008c). A key strategic plan policy initiative was aimed at improving teacher qualifications in teacher-led services. The government set targets and provided incentives to increase the percentage of registered teachers staffing teacher-led services. In 2005, the ‘person responsible’ was required to be a registered teacher. This target shifted to 50% of regulated staff in 2007, 80% in 2010 and 100% in 2012. Differential funding bands provided higher levels of funding to services with higher proportions of registered teachers. The bands were calculated roughly according to the cost of employing teachers. The incentives included grants to enable existing staff to study, scholarships for teacher education courses, relocation grants, allowances for teachers to return to teaching and a resource kit to support teacher registration.

In parallel, a move was made towards an integrated and equitable pay scale across the early childhood and schools sectors. A historic pay parity settlement with school teachers was achieved for kindergarten teachers in 2002 through the negotiation of a collective employment agreement to which the Ministry of Education became a party. However, teachers employed in education and care centres and as coordinators for home-based networks were not party to the settlement and their
pathway to pay parity has been slow. It is occurring mainly through a voluntary employment agreement (the Early Childhood Collective Agreement) that covers less than an eighth of the 17,000 teachers in these services.

The government staffing targets, funding arrangements and incentives led to a significant lift in qualification levels of staff in teacher-led services. Nationally, 64% of teachers held teacher registration in 2009, compared with 56% in 2006 and 37% in 2004. Teacher-led services in the evaluation study showed similar shifts in levels. The shifts were associated with widespread use of government incentives (64% of teacher-led services had used government incentives by 2006, and 67% had used them by 2009). These shifts seen in the evaluation would not have occurred without the government’s firm resolve to establish a qualified teaching profession. May (2009) comments on the staunch opposition from various players in the sector ‘including private operators, areas that had difficulty meeting the demand for qualified teachers, those experiencing the political and industrial effects of increased costs, and from parent-led services such as playcentre and Kōhanga Reo’ (269).

**Strengthening curriculum and assessment**

A second raft of strategic plan initiatives offered considerable further support to enhance practising teachers’ professional capabilities and to generate a culture of enquiry within communities of learners.

The Ministry of Education published a series of assessment resources (Ministry of Education 2005b, 2007, 2009), an ICT strategy (Ministry of Education 2005a) and a self-review resource (Ministry of Education 2006) congruent with the sociocultural framing of Te Whāriki. The resources featured exemplars of practice from the range of ECE settings. The government funded professional development related to the assessment exemplars.

Over the period 2003 to 2009, the Ministry of Education designated 20 ECE services that had innovative approaches to teaching and learning as Centres of Innovation (COIs). They were funded for a period of three years to work with research associates to build their use of innovative approaches, facilitate action research and share their knowledge and models of excellent practice with others in the ECE sector. Anne Meade, who led the COI programme, argued that ‘ideas that come from teachers doing research have a different impact from the ideas of academics. The audience sees the COI findings as more authentic and directly applicable to practice’ (Meade 2006, 6).

In essence, through the professional development, professional resources and COI programme, opportunities were being created for teachers to learn from and with each other. Teachers were encouraged to engage in critical, reflective investigation of their own practice, and to act to enhance their practice and share their understanding publicly.

Impressive findings from the evaluation were the large positive shifts for some centres on every indicator of teaching and learning practices (assessment, planning, evaluation and self-review), teachers’ understanding of Te Whāriki and ECE service relationships with parents. These were directly associated with high and continuing take-up and usage of Ministry of Education funded and published assessment and self-review resources, professional development, COI dissemination and employment of registered teachers. These were strategic plan initiatives.
Assessment processes: a case study of change

The evaluation findings with respect to assessment are used here to convey the clear-cut evidence of the impact of government policy initiatives. The rubrics for assessment practices were intended to gauge key principles regarding sociocultural assessment consistent with the national curriculum and the Ministry of Education’s assessment exemplars Kei Tua o te Pae. Assessment for learning: Early childhood exemplars (Ministry of Education 2005b). The emphasis was on assessment for learning, i.e. formative assessment. Assessment for learning is described as:

... noticing, recognising and responding.... These three practices are progressive filters. Teachers notice a great deal as they work with children, and they recognise some of what they notice as learning. They will respond to a selection of what they notice. (Ministry of Education 2005b, Book 1, 6)

Mary Jane Drummond’s (1993) definition was used to further describe assessment for learning as ‘[the] ways in which, in our everyday practice we [children, families, teachers and others] observe children’s learning [notice], strive to understand it [recognise], and then put understanding to good use [respond]’ (Ministry of Education 2005b, Book 1, 6).

The rubric set out below was developed for the evaluation study to gauge ‘very good’ levels of assessment practices.

**Very good**: Assessments are made on every child (as individuals and members of a group) and over time. There is evidence that assessments illustrate learning that is multidimensional (e.g. linked to a range of Te Whāriki principles and strands, and including the concept of learning dispositions). Assessments include the context: how the learning has occurred across people, places, and things. Teacher/educators analyse assessments in order to understand diverse learning, e.g. analyse learning progression, and interactions and environment contributing to learning. They use their analysis to decide on next steps to enrich learning that is valued. Documented assessments are accessible to children and whānau in style (e.g. through use of narrative styles and photographs that can be ‘read’ by a range of audiences), and through their location (e.g. on a shelf where children can access them). There is evidence that children, parents, and whānau contribute to and use assessment, e.g. through inclusion of parent and child contributions, through children revisiting their own/group portfolios, children deciding what should be included in portfolios, through parents taking documented assessments home to share with whānau and add to. (Mitchell et al. 2011, 155)

A trajectory of positive shifts in ratings for assessment occurred over the evaluation years. Altogether, 91% of the sample services had reached a ‘very good’ or ‘good’ level in 2009, up from 59% in 2006, and only 34% in 2004. (Figure 1)

Use of the assessment resources and associated professional development were clearly linked with these positive shifts in the quality of assessment and with a capacity to sustain high quality levels. By 2009, teachers in those few services that did not shift in their ratings had not used the assessment exemplars or said that their usage was limited to only one member of the education team.

The shifts in teachers’ assessment practices were mirrored by shifts in parents’ involvement in assessment and planning. In 2009, 60% of parents reported taking part in planning and assessment for their child, up from 47% in 2006 and 36% in 2004. Many parents wrote about their enjoyment of their child’s assessment profile and their contribution to it:
We complete a page about our son and we both love reading his profile.

Contribute to the profile book by commenting on his activities and behaviours at home – usually in relation to an activity at the ECE.

I take my child’s profile home and read what she has done at pre-school. Make comments on her progress and what I would like to see her do more.

**Coherence of policy initiatives**

Services that had high ratings of process quality tended also to have high ratings on the four outcomes: teaching and learning processes, teacher qualifications, relationships with parents, and teachers’ understanding of *Te Whāriki*. As an example, this was evident in three kindergartens in the sample that had ‘very good’ ratings of overall quality and ‘very good’ ratings on almost every outcome in each year. In these kindergartens, programmes were tailored to the interests of the children. Teachers were responsive to children and made use of open-ended questioning and scaffolding to extend children’s learning. Children showed high levels of persistence and engagement. They worked together to find solutions to challenges.

The following excerpt offers a glimpse of one of the kindergartens in this group.

In [this] kindergarten a group of children had taken the initiative to make their own pizzas. A teacher was making suggestions but not doing the work for these children. Another child was designing her own costume to sew on the kindergarten sewing machine. Children cooperated in many ways, invited children into their play and led Māori waiata [songs] with confidence. (Mitchell et al. 2011, 71)

Teachers in this kindergarten talked with enthusiastic appreciation about the assessment exemplar kits. The fact that the kits offer exemplars from actual ECE services added relevance for them.
I have read all the kits. The Mathematics diagram [in Kit 18] is brilliant. I really like the stories from the services – the power of a well written narrative and good photos. We need more and more. (Mitchell et al. 2011, 93)

Parents’ comments showed they liked the culture of responsiveness and cooperation in this kindergarten:

That the teachers are very good with each child’s needs and dreams. (Mitchell et al. 2011, 73)

The best part for me is the independence and social interaction that is new for him. (Mitchell et al. 2011, 73)

In effect, the policy initiatives supported and reinforced each other. They strengthened a construction of the ECE service as a public space where adults and children engage together in a variety of projects of social, cultural, political and economic significance (Dahlberg, Moss and Pence 1999).

**Early childhood centres as democratic communities**

There is no doubt that the ‘20 hours free ECE’ policy opened up access for many families to affordable ECE services. The policy focus in New Zealand on teacher qualifications, professional resources, assessment and curriculum processes has been a powerful support for broad outcomes of ECE. These outcomes include children’s learning dispositions and the participation and contribution of children, parents and community in their ECE setting. The findings highlighted here suggest that the strategic plan initiatives are contributing to a curriculum that is ‘permeable’, and open to contribution from all comers (Carr et al. 2001, 31). They are enabling teachers to work with families’ ‘funds of knowledge’ (Gonzalez, Moll, and Amanti 2005) and to build greater coherence between the ECE service and home. Teachers’ knowledge of sociocultural theory has been enhanced. This coherent set of initiatives was key to the shifts that have occurred in New Zealand’s ECE pedagogic landscape towards more open and democratic ECE provision. Benefits came from policies that were universally available and coherently organised around an understanding of children, families and communities as participants.

**Postscript**

In its May 2009 government budget, the new government in New Zealand removed the funding for implementation of the assessment exemplars, the ECE ICT pilot programme and the COI programme. It stopped funding of professional development for approximately 6 months for review. It extended the timeframe for reaching required targets of 80% registered teachers to 2012, and dropped the 100% target. Funding for the top two funding bands for teacher-led services employing more than 80% registered teachers was cut from February 2011. Services will be unlikely to afford to employ qualified teachers above the requirement, or could raise parent fee levels in ways that harm participation (Mitchell 2010a). These cut-backs have removed initiatives that contributed strongly to enhancing quality in the sector.

A further change announced in 2011 allows ECE centres to operate with 150 children over two years and 75 children under one year, replacing maximum centre
sizes of 50 and 25 children respectively. There is no regulated group size in New Zealand so the maximum centre size has been the only regulated way in which numbers of children in a group have been constrained. Recently, an Early Childhood Education Taskforce (ECE Taskforce 2011) charged with undertaking a full review of the value gained from different types of Government investment in early childhood education, has proposed targeted funding for low income groups, Māori and Pasifika children while retaining fiscal neutrality. The universal funding approach and the benefits of such an approach are at risk.

Acknowledgements
The evaluation study was undertaken through a contract funded by New Zealand’s Ministry of Education.

References


