

Shifting directions in ECEC policy in New Zealand: From a child rights to an interventionist approach ^[1]

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AVAILABILITY

Full text available for purchase ^[2]

Abstract

Early childhood education and care (ECEC) policy reflects ideas about childhood, labour force participation, education, the economy and the role of the state. This article spans a period of political change in New Zealand from a left of centre government during the first decade of the twenty-first century to a right of centre government from 2009. It draws on policy evaluations and document analysis to critically examine the shifts in approaches to ECEC policy over this time and the consequences for participants of different policy frameworks. It argues that discourses of children as 'priority' have replaced a focus on citizenship, and a swing has occurred away from universal to targeted approaches aimed at encouraging ECEC participation for a few. Recent policies have removed crucial professional supports and qualification goals for teachers, bringing into question New Zealand's commitment to quality. The market continues to determine provision and unfettered expansion of for-profit provision is occurring. Yet at odds with this trend, some examples of community planning are occurring, offering a glimmer of possibilities for how ECEC might be conceptualised, organised and supported.

Full report is available for download through a university database or for purchase online [here](#) ^[2].

Region: Australia and New Zealand ^[3]

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