2025

Bachelor of Teaching

Early Childhood Education

A passionate, skilled and qualified early childhood teacher has an important role in the learning and development of infants, toddlers and young children. The early years of a young child's life lay the foundation for life-long learning.

This programme enables you to undertake study two days a week on campus to attain a teaching qualification while being employed or working voluntarily two days a week in an early childhood setting.

On completion of the Bachelor of Teaching (Early Childhood Education) you will be ready to apply for registration as a provisionally certificated ECE teacher with the Teaching Council of Aotearoa New Zealand.

Location	**Hawke's Bay***
Start	**February**
Length	**Three years full-time**
Contact	**Te Rina Paranihi** **Phone: 06 830 1610** **Email: tparanihi@eit.ac.nz**

* Blended delivery - on campus, online activities, field-based and professional experience placements in Early Childhood Centres.

For NZ Citizens and Permanent Residents

EIT
TE AHO A MĀUI

Make a difference to the lives of others

The Bachelor of Teaching - Early Childhood Education (BTECE) offers you the opportunity to gain a professional qualification as an Early Childhood Teacher leading directly to employment opportunities. This is a field-based teacher education programme which provides a balance between theory, research and practice.

Field-based education enables you to regularly apply your classroom learning. It allows you to undertake study and attain a teaching qualification while in employment or working voluntarily in an early childhood setting. This qualification prepares you for further postgraduate study should you choose to do so.

You will attend classes, on campus, two days a week and undertake a minimum of 12 hours per week in a licensed early childhood education service. The programme is normally studied full-time over three years.

You are welcome to make an appointment to discuss your study options with our staff and to view our campus and facilities.

Career and Study Opportunities

An internationally recognised degree in early childhood education gives a professional qualification that enables opportunities to work in a range of vocations.

Career opportunities include teaching in:

- Kindergartens
- Early childhood education and care settings
- Home-based services
- Special education

This qualification also prepares you for further postgraduate study.

Field-based and Professional Experience Placements

EIT has partnerships with the Early Childhood Education sector in Hawke's Bay who you will have field-based and professional experience placements with.

Student teachers will need to comply with any proof of vaccination requirements imposed by third party organisations that they interact with as an integral part of their study. The third party will be responsible for managing compliance with their policy. As an example, this may include organisations that provide student with professional experience placements. EIT will advise student teachers of this requirement at the earliest opportunity and discuss any implications.

Field-based Experience

Field-based experience occurs when you work in an employed or non-employed capacity in a licensed early childhood setting. This is sustained practice under the supervision of a qualified mentor teacher who is registered and holds a current full practising certificate.

It consists of 12 hours a week for 14 weeks per semester, for a total of six semesters, except when on professional experience placement.

Professional Experience Placement (PEP)

This placement is chosen and approved by EIT in line with the Teaching Council of Aotearoa New Zealand's requirements. You undertake four PEP placements across three years: Year One - four weeks; Year Two - five weeks; and Year Three - seven weeks, a total of 16 weeks.

PEP occurs when a student teacher has teaching experience in a setting (other than the one in which they work in an employed or non-employed capacity) and is supported by a teacher who must be a qualified and registered teacher and hold a current full practising certificate.

PEP is undertaken in a range of licensed, community and private early childhood care and education settings. These settings are predominantly in the immediate region of Napier and Hastings but includes Southern Hawke's Bay, Waipawa, Waipukurau, Wairoa and Dannevirke.

Bachelor of Teaching (Early Childhood Education)

Level 7, 360 credits

	Hawke's Bay
	Full-time: 3 years (On campus, online and field-based)
	Fee: Visit fees.eit.ac.nz to see the fees for this programme

2025 Key Dates

Programme Starts	Monday, 17 February
Year One Ends	Friday, 28 November
Semester Breaks	14-25 April 30 June - 18 July 22 September-3 October

Timetable

Your study time will be made up of contact time (class times, tutorials, practice-based learning) and non-contact time (your own individual study time, online learning).

Contact Time

On campus classes are usually scheduled between 9.00am-4.00pm, Tuesday and Wednesday for Year One.

A minimum of 12 hours per week field-based experience in a licensed early childhood education service.

Non-contact Time

You should plan to spend one hour per classroom hour on individual study.

Additional Costs

- $450 approximately for textbooks in Year One. (Book lists will be distributed with the acceptance letter. Most textbooks are used in all years of the degree).
- $50 approximately for stationery (full-time student teacher) per year.

Entry Requirements

Academic Entry Requirements

The academic entry requirement for the BTECE is one of the following:

- University Entrance (as defined by the NZQA), or equivalent (for international applicants not schooled in New Zealand).
- For applicants under the age of 20 years at the beginning of the academic year, who do not have University Entrance or equivalent, entry may be considered on a case-by-case basis in accordance with the School of Education and Social Sciences policy on discretionary entry.
- For applicants over the age of 20 years at the beginning of the academic year, evidence of the potential to succeed in tertiary study at degree level, including demonstrated literacy and numeracy competence equivalent to that required for University Entrance.

Additional Requirements

- All applicants must be over the age of 17 years at the beginning of the academic year.
- In support of their application, applicants must supply, in a CV, a detailed account of their educational background, evidence of a commitment to care and education for infants, toddlers and young children; experience with children and an openness to learning.
- All applicants must provide two references, using the prescribed Referee Forms, from persons who are not related to the applicant, who can comment on their personal and professional qualities appropriate for early childhood teaching, at least one of whom has observed them working with children.
- All applicants must undergo police vetting in accordance with the Children's Act 2014.
- All applicants must sign a declaration that they are in good health (having no medical, physical or psychological conditions that would preclude working with children).

Competency in English Language

All applicants must demonstrate an acceptable level of English language fluency prior to acceptance in the programme.

Ways in which this may be demonstrated, besides by New Zealand University Entrance, are detailed in the current Teaching Council Initial Teacher Education Requirements.

For applicants with English as an Additional Language, English language fluency may be demonstrated by:

- An IELTS Academic score of 7, with no band score lower than 7, achieved in a single test within the two years preceding enrolment; or
- An equivalent score on a test of English language proficiency, as set out in the current Teaching Council Initial Teacher Education Requirements, achieved in a single test within the two years preceding enrolment. (See enclosed document for further information).

Early Childhood Education and Care Setting Requirements

Prior to the beginning of the academic year, to undertake field-based teacher education all enrolled student teachers must:

- Be working (employed or non-employed) for a minimum of 12 hours per week in a licensed early childhood setting, during the EIT term.
- Be supported at the setting by a qualified mentor teacher who is registered and holds a current full practicing certificate. *NOTE: The Memorandum of Agreement between the setting and EIT must be signed by the setting and returned prior to commencement of the programme. As necessary, two copies of the Terms of Reference document for non-employed student teachers needs to be signed by the setting and student teacher prior to commencement of the programme. The setting keeps one copy, and the other is returned prior to commencement of the programme.*
- Meet the requirements of the Children's Act (2014). Children's Act (2014) letter must be sighted by the setting and signed by the student teacher.

Internal Selection Process

Applicants meeting the entry requirements will be required to participate in both a group and individual interview. This is the first step to ensure that graduating student teachers have the qualities and dispositions enabling them to meet the Standards for the Teaching Profession. The interviews are conducted by a panel comprising EIT BTECE teacher educators, usually assisted by an Early Childhood Education sector representative or other EIT academic representative. Interviews will be conducted in an equitable and professional manner, with every endeavour to make applicants feel at ease. Applicants may bring family/whānau for support. Areas considered by the selection panel include:

- Personal qualities;
- Professional qualities;
- Knowledge and experience of pre-school aged children;
- Other work and community experience; and
- Cultural knowledge and understanding.

Applicants will also be required to pass:

- A literacy competency assessment set by the School of Education and Social Sciences, EIT; **and**
- A numeracy competency assessment set by the School of Education and Social Sciences, EIT. In preparation for this, applicants may find the following resources useful:
  - https://pathwaysawarua.com/
  - https://nzmaths.co.nz/level-1-problems

Some examples of questions that could be expected may also be provided upon request.

Applicants who pass the assessments will be considered for enrolment in the programme in line with the overall selection process.

Entry with Credit

There is provision for both Cross Credit (CC) and Recognition of Prior Learning (RPL). Applicants may be awarded credit for up to 240 credits (the equivalent of sixteen 15 credit courses, or two thirds of the programme). Teaching Council of Aotearoa New Zealand recognition of prior learning regulations will be adhered to for both CC and RPL.

- CC is based on the equivalency of courses or qualifications. You would apply for CC if you have passed a very similar course at the same level.
- RPL is available and is assessed in line with EIT procedures and the requirements of the Teaching Council of Aotearoa New Zealand.

You will be asked to provide details of anything that you would like to be considered as credit toward your intended programme of study, as part of your application.

Please note: The Teaching Council of Aotearoa New Zealand regulations stipulate that consideration of CC is normally restricted to study completed within the last six years.

You must apply prior to enrolment. CC and RPL cannot be awarded for a course if you are already enrolled in that course. An original transcript or notice of results from the institute at which you previously studied (or verified copies) will be required for all applications.

For further information and enquiries about CC and RPL please contact Tania Du Plessis, on 06 830 1032.

This qualification has been approved by the New Zealand Qualifications Authority.

This programme leads to the award of a nationally approved qualification and may be delivered at a number of other tertiary institutes around New Zealand. If you were to transfer to one of those other institutes you may be granted academic credit for some of the papers completed but this is at the discretion of the other institute.

Please note: Fees are not transferable between institutes.

Assessments

The range of methods includes, but is not limited to, the following:

Written Assignments

- Essays, observations, book reviews, posters, journals, research, tests, projects, online forums, blogs, policies, interviews, reviews, reports, case studies, child study and mind maps, etc.

Practical Assignments

- Oral presentations, mini speeches, group presentations, posters, diagrams, online presentations, plans, resource making, visiting relevant sites, making videos, dramatic and musical presentations, and working with early childhood equipment.

Year 13 Scholarship

Our Year 13 Scholarship supports school leavers across the Hawke's Bay region to study any one of our degrees or selected diploma programmes that lead into a degree by providing 1 year FREE* study.

Live outside these region? No problem, there are some programmes that are available for applications from Year 13 students nationwide, so if you are Year 13 and want to study one of these, you can apply for this scholarship too.

The Year 13 Scholarship covers one year of tuition fees including any course related costs which have been approved to be included as part of the scholarship. When combined with the Government Fees Free initiative, some Year 13 Scholarship recipients are studying fees free for two years of their degree.

For full information about the Year 13 Scholarship check out year13.eit.ac.nz or email yr13@eit.ac.nz.

** Conditions apply.*

Scholarships

Scholarships are a way to help financially support your study. They can make life easier by helping to cover your fees and living expenses while you complete your qualification. You don't always need to be an academic high-flyer to qualify.

Find out what's available at scholarships.eit.ac.nz or for general scholarship information please contact scholarships@eit.ac.nz.

The experience you need & the support to succeed

When you study at EIT you'll get the kind of experiences that will help you gain the knowledge and skills to get ahead.

You'll also be supported by teacher educators and tutors who are here for you, within a learning environment where you are treated as an individual, not just a number. They'll know your name and you'll receive one-on-one attention to make sure you get the support to succeed.

Experienced Teacher Educators

At EIT, you can be confident in the quality of our teaching and your learning experience.

EIT is highly regarded in New Zealand for research excellence due to the quality of our community centred research, our publications and our external grant income provided by funding institutions who have confidence in our research capability. You can be confident your teacher educators use the latest knowledge and research in their field of expertise to inform their teaching, and many are at the forefront of knowledge creation within their discipline area.

Our teacher educators are highly trained professionals with particular areas of expertise in children's learning and development. Staff also maintain contacts with other professionals through organisations such as the Early Childhood Education Forum and World Forum Early Childhood Care and Education.

Name	Qualification
Tania du Plessis *Programme Coordinator*	MEd (ECE, Academic Excellence), BTchg (ECE), NZCertAdTertTchg
Gillian Postlewaight	MEd (First Class Honours), BTchg&Ln, DipTchg (ECE), NZCertAdEd
Helen Stewart-MacKenzie	MEd, BEd, DipTchg (ECE), NZCertAdEd, CertTESL
Lisa Walker	GDipTeach(Sec), GDipEng(Tech), DipMāoriVA
Max Christie	MEd, BEd (ECE)

Course Descriptions

Year One - Level 5

Course No.	Brief Description	NZQA Level	No. of Credits	Semester Offered
BTEC5.001	**Child Development 0 - 6** To introduce theoretical perspectives of child development, from birth to six years, relevant to the context of Aotearoa New Zealand.	5	15	1
BTEC5.002	**Education and Society** To examine social and cultural contexts in education including the Tiriti o Waitangi and the implications for early childhood education in Aotearoa New Zealand.	5	15	1
BTEC5.003	**Professional Inquiry in Practice 1: Professional and Reflective Practice** To introduce the knowledge, practice, values and attitudes required to be an effective professional teacher in early childhood education.	5	15	1
BTEC5.006	**Play, Curriculum and Pedagogy** To introduce the early childhood curriculum Te Whāriki and explore the concept of play as curriculum in early childhood education in Aotearoa New Zealand.	5	15	1
BTEC5.004	**Professional Inquiry in Practice 2: Communication and Relationships** To introduce the knowledge, practice, values and attitudes required to be an effective professional teacher in early childhood education.	5	15	2
BTEC5.005	**Te Puna Reo** To introduce student teachers to te reo Māori me ngā tikanga and its relevance to their work in early childhood services.	5	15	2
BTEC5.007	**Artistic Languages of Children** To develop curriculum knowledge, skills and understandings of effective learning and teaching processes, and strategies in the visual arts and music and movement.	5	15	2
BTEC5.008	**Educational Approaches** To develop understanding of historical and contemporary educational ideas, philosophies and approaches informing early childhood education in Aotearoa New Zealand.	5	15	2

Year Two - Level 6

Course No.	Brief Description	NZQA Level	No. of Credits	Semester Offered
BTEC6.001	**Infants and Toddlers - The first 1000 days** To critically examine the requirements for provision of education and care for infants and toddlers in early childhood settings.	6	15	1
BTEC6.003	**Professional Inquiry in Practice 3: Assessment for Learning** To develop skills and knowledge to implement assessment for learning in early childhood settings.	6	20	1
BTEC6.006	**Emergent Literacies** To develop the knowledge, skills and understanding of effective learning and teaching approaches for developing and supporting young children's emerging literacies.	6	15	1
BTEC6.007	**Early Mathematical and Scientific Concepts** To understand how infants, toddlers and young children learn mathematical and scientific concepts, and apply this theoretical knowledge in meaningful ways within early childhood settings.	6	10	1
BTEC6.002	**Equity and Diversity** To understand historical and social issues of diversity and the achievement of educational equity for infants, toddlers, young children, and their families in Aotearoa New Zealand.	6	15	2
BTEC6.004	**Professional Inquiry in Practice 4: Professional Identity** To develop the professional knowledge, skills and attitudes of a reflective practitioner within early childhood settings.	6	15	2
BTEC6.005	**Te Puna Tikanga** To apply concepts and knowledge of te reo me ngā tikanga Māori to reflective teaching practice, planning, implementation and evaluation of early childhood curriculum.	6	15	2
BTEC6.008	**Introduction to Research** To introduce student teachers to educational methods of research and develop the skills, knowledge and attitudes required to be effective practitioner-researchers.	6	15	2

Year Three - Level 7

Course No.	Brief Description	NZQA Level	No. of Credits	Semester Offered
BTEC7.002	**Pedagogy, Policy and Practice** To apply critical reflection and analysis of societal structures and processes to complex political issues that affect the early childhood education sector in Aotearoa New Zealand and internationally.	7	15	1
BTEC7.003	**Professional Inquiry in Practice 5: Leadership** To implement the knowledge, skills and attitudes required to fulfil leadership roles and responsibilities within early childhood settings.	7	15	1
BTEC7.006	**Environments and Learning** To critically examine early childhood learning environments and consider the influence of historical and contemporary perspectives and issues in Aotearoa New Zealand.	7	15	1
BTEC7.008	**Teacher as Researcher** To plan and implement an action research project in an early childhood education setting.	7	15	1
BTEC7.001	**Holistic Wellbeing of Teachers** To critically explore contemporary issues that impact teacher wellbeing.	7	10	2
BTEC7.004	**Professional Inquiry in Practice 6: Collaborative Partnerships** To consolidate the professional skills, knowledge and attitudes of a graduating early childhood teacher.	7	20	2
BTEC7.005	**Te Puna Mātauranga** To consolidate Mātauranga Māori and understand the implications for future teaching practice.	7	10	2
BTEC7.007	**Whakatōpū Arotakenga** To consolidate prior learning and demonstrate the skills, knowledge and competencies of an effective reflective practitioner.	7	20	2

How to Enrol

There is an easy 3-step process to follow when enrolling at EIT.

Step 1

Check out eit.ac.nz to see the programmes available for you to study. A copy of the course information for each programme is available on our website.

Step 2

You can now use your RealMe verified identity to apply for study at EIT. If you use your RealMe verified identity you will no longer be sent a copy of your application form to sign. You also will not need to provide us with a copy of your primary ID.

If you apply online without using RealMe then you will be sent a summary of your enrolment to check and sign. It will also include course selection forms which you need to complete and return. Your enrolment cannot progress until you have sent the summary and forms back to us.

You can also apply using a paper enrolment form. Please call us on 0800 22 55 348 and we will send you one out.

You will receive an acceptance letter from your Faculty with programme information. This will include the start date of your study and any special information regarding your programme. Depending on your chosen programme of study, you may be invited to attend an interview before you are accepted.

Step 3

Arrangement for full payment of enrolment fees must be made before the start of your programme. You will receive an invoice with payment details.

Fees Free Government Scheme: Tertiary education is fees-free for eligible domestic tertiary students. To check if you are eligible, go to FeesFree.govt.nz and enter your National Student Number (NSN). If you are not eligible you will be responsible for paying your fees.

Scholarships and Grants: Scholarships and grants make life easier by helping to cover your fees, other costs and living expenses while you study. You don't always need to be an academic high-flyer to qualify. You can find out more about scholarships and other options for paying your fees at eit.ac.nz.

StudyLink: If you need to pay for your own study you can choose to apply for your Student Loan and Student Allowance with StudyLink. You should do this early, even if you haven't yet been accepted on your programme. You can change your details later if anything changes. Visit studylink.govt.nz to find out more about StudyLink.

Student Services Levy

The student services levy is a compulsory non-tuition fee that is charged to students enrolled at EIT. The levy is to contribute to the provision of quality student services that support learning. The funds received by EIT from the levy are ring-fenced, meaning they can only be spent on student services.

Student Loans and Allowances

StudyLink is a service of the Ministry of Social Development. Apply well before your programme begins (even if you haven't been accepted yet) so you'll be ready to get your payments when you need them most.

Check out what you qualify for at studylink.govt.nz.

DISCLAIMER:

All information in this publication pertains to New Zealand Citizens or Permanent Residents, and is correct at the time of printing but is subject to change.

EIT is a Business Division of Te Pūkenga – New Zealand Institute of Skills and Technology.

EIT reserves the right to amend/withdraw programmes or courses. Fees for 2025 will be set by November 2024 and are subject to change.

For the latest information, or for full programme entry requirements visit eit.ac.nz or phone 0800 22 55 348.

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Bachelor of Teaching (Early Childhood Education)

Enrolment Checklist

Please Note

These forms are to be returned with your completed enrolment form.

Please complete and return the following:

- [ ] Enrolment Form
- [ ] Declaration Form
- [ ] NZ Police Vetting Service Request and Consent Form
- [ ] Competency in English Language Form
- [ ] You must provide a brief Curriculum Vitae with your application, and
- [ ] A one page **hand written** letter explaining why you want to study for a Bachelor of Teaching (Early Childhood Education)
- [ ] Verified copies of your New Zealand full birth certificate carrying a unique identification number or Passport*
- [ ] Another form of verified ID** (e.g. driver licence, firearms licence, 18+ card, Community Services Card, School ID etc.)

One of the above forms of identification must be photographic.

and

- [ ] Send/give the Referee Reports to your referees, who complete and return them to us in the envelope provided. We need to receive the Referee Reports before your application can be processed.

*Verification of your Birth Certificate or Passport, academic transcript, etc must be completed by a JP, EIT Programme Administrator or Registry staff member.

** If using RealMe for ID please also provide a second form of ID.

EIT
TE AHO A MĀUI

Bachelor of Teaching (Early Childhood Education)

Declaration

Please complete this form. Should you be accepted onto this programme, an annual declaration will be required should you complete the programme over three years.

Applicants are required to give consent for a request of personal information stored with the Licensing and Vetting Service, Office of the Commissioner of Police.

Immediate notification to the Programme Coordinator is necessary should such personal information change or the answer to any of the following questions becomes "Yes" during the course of the programme.

If the answer to any of the following questions is "Yes" you must provide the particulars in a separate sealed envelope addressed to the Programme Coordinator, Bachelor of Teaching (Early Childhood Education), School of Education and Social Sciences, EIT Hawke's Bay, Private Bag 1201, Hawke's Bay Mail Centre, NAPIER 4142.

1. Offences against the law.

Have you been convicted, as a result of any criminal charges, or have any criminal charges pending (including driving)?

☐ Yes ☐ No

These include charges that are not covered by the Criminal Records (Clean Slate) Act 2004. To see the act go to www.justice.govt.nz/criminal-records/clean-slate/. If convictions are listed, you MUST provide, in a sealed envelope, a brief explanation about:

- the nature of the offending,
- the sentence received,
- the changes you have made that would ensure your suitability for study in the programme and for Early Childhood Education.

Address your explanation to the Programme Coordinator.

The decision regarding your application for the degree will not be made until this letter is received.

2. Do you have any physical, medical or other difficulties that may effect your ability to study at EIT, and undertake practicum placements in early childhood settings?

☐ Yes ☐ No

If you answered 'yes' please provide details of the condition including a management plan in a sealed envelope.

3. Have you ever been investigated for harassment or abuse?

☐ Yes ☐ No

If you answered 'yes' please provide details in a sealed envelope.

Continued over page

I confirm that all the information contained in this document is true and correct. I understand that giving a false declaration or failing to disclose information may:

- **Prevent me from being accepted onto the programme.**
- **If accepted, prevent me from continuing on the programme.**

If your personal information changes during the course of study you must inform the Programme Coordinator.

Applicant Name:

Applicant Signature:

Date:

NEW ZEALAND POLICE
Ngā Pirihimana o Aotearoa

Vetting Service

Request & Consent Form

NZPVS – 07/23

Section 1: Agency to complete

For more information please see the Guide to PVS Request & Consent Form
(https://www.police.govt.nz/advice-services/businesses-and-organisations/nz-police-vetting-service/forms-and-guides)

1.1 Name of agency submitting vetting request

EIT Te Pūkenga

1.2 Name of the person being vetted

1.3 Description of the role of the person being vetted

This is a brief description of the role (not the job title). This is used by Police to help decide what type of vet is conducted if it is unclear from the following questions.

Trainee Early Childhood Education

1.4 Which groups will the person being vetted be working with (select all that apply):

☑ Children/ Young People	☐ Vulnerable Adults

1.5 Does the role involve caring for people in the home of the person being vetted?

This is about whether the person being vetted is providing services out of their own home (that is, are vulnerable children or adults visiting the home of the person being vetted for support).

☐ Yes	☑ No

1.6 Is the person being vetted:

☐ A paid worker	☐ A volunteer	☑ Undertaking vocational or educational training

1.7 Is the person being vetted a Children's Worker according to the Children's Act 2014, section 23(1)?

If the person being vetted is not working with children/ young people (Q 1.4), tick 'No' then skip to question 1.11.
If the person being vetted IS working with children (Q 1.4) AND is a volunteer (Q 1.6), tick 'No' then skip to question 1.9.

☑ Yes	☐ No (skip to question 1.9)

1.8 Is the role of the person being vetted a core or non-core worker role according to the Children's Act 2014, section 23(1)?

☐ Core worker	☑ Non-core worker

1.9 Has the person being vetted previously been Police vetted by your agency?

☐ Yes	☐ No (skip to question 1.11)

1.10 Is the person being vetted still working in the role for which your agency last obtained a Police vet?	
If this request is a renewal of the person's previous vet for this role, please select Yes. Otherwise, answer no.	
☐ Yes	☐ No – the person being vetted is applying for a new role or position

1.11 What is the job title of the person being vetted?

1.12 Evidence of identity (to be completed by agency representative or identity referee)	
See consent form guide for details on how to complete this section	
☐ A primary ID has been sighted (mandatory)	☐ A secondary ID has been sighted (mandatory)
☐ One form of ID is photographic (mandatory)	☐ Evidence of name change has been sighted (if applicable)
OR: *If your agency is able to accept a verified RealMe identity then:*	
☐ An assertion of a RealMe identity has been received (see consent form guide for further information)	

In making this request, I confirm that:

- ✓ I have complied and will comply with the Approved Agency Agreement.
- ✓ I am satisfied as to the identity of the person being vetted.
- ✓ I have obtained the authorisation of the person being vetted to submit this vetting request as set out in section 3 of this form.

Agency Representative:

Name:		Date:	
Signature:		Electronic signature	☐

Section 2: Person being vetted to complete and return to agency

** Denotes a mandatory field*

2.1 Personal Information

Note the name you are most commonly known by is your primary name

* Family name (Primary)	
* First/Middle name(s)	
* Gender	
* Date of birth	
Place of birth (Town/ City/ State)	
* Country of birth	
NZ Driver Licence number	

2.2 Previous names if applicable

Please include other alias or alternate names; married name if not your primary name; previous/ maiden/ name changed by deed poll or statutory declaration. Please include ALL names (first, middle and last) for each alias/previous name.

Family name	First name	Middle names

2.3 Permanent residential address

* Flat/ Number/ Street			
* Suburb		Post Code	
* Town/ City			

Section 3: Person being vetted to complete and return to agency

3.1 Consent to release information

1. The New Zealand Police may release **any** information they hold if relevant to the purpose of this vetting request. This includes:
    a. Conviction histories and infringement/demerit reports.
    b. Active investigations, charges and warrants to arrest.
    c. Charges that did not result in a conviction including those that were acquitted (not guilty), discharged without conviction or withdrawn.
    d. **Any** interaction I have had with New Zealand Police relevant to the role being vetted, including investigations that did not result in prosecution or were resolved by an alternative resolution programme.
    e. Information regarding family violence where I was the victim, offender or witness to an incident or offence. This is particularly relevant where the role being vetted for takes place in a home environment where exposure to physical or verbal violence could place vulnerable persons at emotional or physical risk.
    f. Information subject to name suppression where that information is necessary for the purpose of the vet.

2. If I am eligible under the Criminal Records (Clean Slate) Act 2004, my conviction history will not be released **unless**:
    a. Section 19(3) of the Clean Slate Act applies to this request (exceptions to the clean slate regime).
    b. Section 31(3) of the Children's Act 2014 applies to this request (safety checks of core children's workers).
    c. The vetting request is made for the purpose of an overseas visa/work permit and authorises the vetting report to be provided directly to the relevant embassy, high commission, or consulate.

    Please see the vetting website for more information regarding the Clean Slate legislation and what may be released.

3. The Police Vetting Service may disclose newly obtained relevant information to the requesting agency after the completion of the Police vet in the following circumstances:
    a. The disclosure of the newly obtained information is justified under the Privacy Act 2020 (if it had existed or been available at the time of the Police vet, it would have been disclosed); and
    b. The Police Vetting Service has taken steps to confirm that the purpose for the Police vet still exists – e.g., that I am employed or engaged in a role that required a Police vet.

    The Police Vetting Service will take reasonable steps to notify you prior to the disclosure.

4. Information provided in this consent form may be used to update New Zealand Police records.

5. I am entitled to a copy of the vetting report released to the agency (to be provided by the agency) and can request a correction of any personal information by contacting the Police Vetting Service.

6. Please notify the agency or the Police Vetting Service if you wish to withdraw your consent.

    For further information about the vetting process, please see the vetting website.

Authorisation of person being vetted:

- ✓ I confirm that the information I have provided in this form relates to me and is correct.
- ✓ I have read and understood the information above.
- ✓ I authorise New Zealand Police to disclose any personal information relevant to my application (as described above) to the agency making this request for the purpose of assessing my suitability.

Name:		Date:	
Signature:		Electronic signature	☐

EIT
TE AHO A MĀUI

Bachelor of Teaching (Early Childhood Education)

Referee Report

Confidential to the School of Education and Social Sciences

Referees must NOT be a family member. One may be a personal acquaintance and the other a person with whom the applicant has a formal relationship e.g. employer, teacher, work colleague, church minister etc.

Thank you for taking time to complete this report. Your comments on the suitability of the applicant for studying and working in early childhood will be carefully considered. This report is confidential to the recruitment staff for the Bachelor of Teaching (ECE) and will not be seen by the applicant. Your frank replies will be appreciated.

Please return this report to EIT promptly. Applications cannot be processed until all referee reports are received. Thank you.

Applicant Name:

Referee Name:

Phone: Day Night

Referee Address:

1. I am confident I know the applicant well enough to complete this form and am not related to the applicant.

☐ Yes ☐ No

(If the answer is NO please return this form to the Programme Coordinator, Bachelor of Teaching (ECE), School of Education and Social Sciences, EIT Hawke's Bay, Private Bag 1201, Hawke's Bay Mail Centre, NAPIER 4142)

a. Please indicate the length of time you have known the applicant.

b. Describe the capacity in which you have known the applicant (e.g. personal, colleague, community leader, employer, volunteer, etc.).

Continued over page

2. **Describe the applicant's interests, skills, abilities and activities.**

3. **Please tick the area which best explains the personal and professional qualities of the applicant. Please leave blank if you are not sure.**

Qualities	Strongly Evident	Evident	Minimal Evidence	Comment
Open minded				
Respect for others				
Enthusiasm				
Punctuality				
Confidence				
Patience				
Common sense				
Warmth				
Initiative				
Honesty				
Interest in learning				
Communication				
Works well with others				
Cultural sensitivity				

4. **Please tick the boxes which best describe the following skills of the applicant. If you are not sure please leave it blank.**

Qualities	Strongly Evident	Evident	Minimal Evidence	Comment
Listening skills				
Clarity of speech				
Ability to express ideas				
Perseverance				
Ability to build and maintain relationships				

Continued over page

5. **Are there any special circumstances of which the interview panel needs to be aware before selecting this person for study and work in early childhood?**

6. **RECOMMENDATION**

☐ This applicant has the potential to be a satisfactory early childhood teacher.

☐ I have concerns about this applicant as an early childhood teacher (please list below).

☐ I have concerns about this applicant as an early childhood teacher but I prefer to be contacted by telephone.

7. **Further comments**

Referee Signature:

Date:

Please return this form in the envelope provided directly to:

The Programme Coordinator
Bachelor of Teaching (ECE)
School of Education and Social Sciences
EIT Hawke's Bay
Private Bag 1201
Hawke's Bay Mail Centre
NAPIER 4142

OR email to tparanihi@eit.ac.nz

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TE AHO A MĀUI

Bachelor of Teaching (Early Childhood Education)

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Referee Signature:

Date:

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OR email to tparanihi@eit.ac.nz

EIT
TE AHO A MĀUI

Bachelor of Teaching (Early Childhood Education)

Competency in English Language Form

My first language is:

English ☐

Māori ☐

NZ Sign Language ☐

Other: (Please provide details) ☐

If English, Māori or NZ Sign Language are not your first language you will be required to satisfy the English as an additional language requirements. Please refer to the information on the following page.

EIT
TE AHO A MĀUI

Bachelor of Teaching (Early Childhood Education)

English as an Additional Language Applicant Requirements

The following information is copied from the Teaching Council of Aotearoa New Zealand Requirements:

Prior to entry, candidates for English medium programmes must demonstrate English language competency by providing **one** of the Council's approved evidence of English language competency, as follows:

English Language Requirements

One of the following types of evidence must be provided to demonstrate English language competency requirements:

- The New Zealand University Entrance literacy credits at either NCEA level 2 or 3 **OR**
- New Zealand University Entrance **OR**
- New Zealand tertiary entrance qualification gained on completing senior secondary school prior to the introduction of current University Entrance **OR**
- International Baccalaureate full diploma in English medium (24 points minimum) **OR**
- Cambridge International Examinations minimum 120 points on the UCAS Tariff plus meeting the CIE literacy requirements **OR**
- All primary schooling and at least three years secondary schooling completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa* **OR**
  *candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)
- Six years of education comprising secondary schooling to at least year 12 and at least two years of successful tertiary education, taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials and labs completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa* **OR**
- Awarded a Bachelor's degree (with or without Honours), Master's degree or other qualification at NZQF level 7 or above which took two or more years of full-time study to complete and
  - Was taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials, presentations, seminars, and supervisory meetings and
  - Was gained while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States or South Africa*
    OR
- Awarded Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) **OR**
- Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL) **OR**
- Achieved an outcome in one of the approved tests which is equivalent to or better than those specified (see table) within the past two years:

TEST	LISTENING	READING	WRITING	SPEAKING	OVERALL MARK (in one test)
Cambridge English exams: C2 Proficiency (CPE) or C1 Advanced (CAE) or Cambridge English exams: B2 First (FCE)	Minimum of 185	Minimum of 185	Minimum of 185	Minimum of 185	Minimum of 185
International English Language Testing System (IELTS) Academic	7.0	7.0	7.0	7.0	7.0
International Second Language Proficiency Ratings (ISLPR)	4	4	4	4	4
Pearson Test of English (PTE) Academic	65	65	65	65	65
Trinity ISE III (3)	Pass with Merit	Pass with Merit	Pass with Merit	Pass with Merit	Pass with Merit
Language Cert C2 Mastery IESOL	No less than 25/50	No less than 25/50	No less than 25/50	No less than 25/50	No less than 25/50
Language Cert C1 Expert IESOL	No less than 35/50	No less than 35/50	No less than 35/50	No less than 35/50	No less than 25/50
TOEFL Internet-based test (IBT)	24	24	27	23	Minimum of 98

For the full version of the Teaching Council's language competency for teaching in Aotearoa New Zealand please refer to https://teachingcouncil.nz/assets/Files/Registration-and-certification/ELC_language_competency.pdf.