Bachelor of Teaching

Primary

Become a primary teacher and help New Zealand children get off to a great start in life.

This degree works in close partnership with primary schools to give you a balance of theory, self-directed learning and practical experience.

As a candidate teacher, you'll experience two days a week in a school. On campus, for two days a week you'll learn the theory and current practice underpinning teaching subjects, such as Language and Literacy, Mathematics, Science, Social Studies, The Arts, Technology, and Health and Physical Education.

Graduates can apply for registration as a provisionally certified teacher.

Location	**Hawke's Bay and Tairāwhiti***
Start	**February**
Length	**Three years full-time**
Contact	**Brenda Crene** **Phone: 06 830 1387** **Email: bcrene@eit.ac.nz**

* Blended delivery - on campus, online and school-based.

For NZ Citizens and Permanent Residents

EIT

TE AHO A MĀUI

Gain the knowledge to be a great teacher

The Bachelor of Teaching (Primary) degree (BTP) offers you the opportunity to gain a professional qualification as a Primary Teacher, Years 0-8 (ages 5-13).

This is a practice-based teacher education programme, which provides a balance between theory, research and practice. Learning is supported through a combination of face-to-face, online and self-directed activity, while the school-based component enables you to apply your on campus learning to practice in classrooms. This qualification prepares you for further post-graduate study should you choose to do so.

You will attend EIT Hawke's Bay two days per week and a designated primary school two days per week.

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

Graduating with a degree in primary teaching paves the way to a challenging and rewarding future educating young minds.

You'll teach, facilitate and support children in their first eight years of formal learning, in preparation for secondary school and a lifetime of learning.

Further your study with a postgraduate qualification on offer.

School-based and Professional Experience Placements

EIT has partnerships with schools in Hawke's Bay who you will have school-based and professional experience placements with.

School-based Learning

School-based learning occurs on two days of each week in EIT Partnership Schools. You are expected to be available to attend between the hours of 8.00am and 4.30pm.

Typical activities include: observation, teaching, dialogue with colleagues, access to teaching resources, investigations and sharing one's own expertise.

Professional Experience Placements (Practicum)

Practicum will be delivered in block course placements of varying lengths. You will be assigned to an Associate Teacher and class within a school and be required to attend the placement for all five working days of each week during the hours of 8.00am and 4.30pm, with any variation (outside the hours of student attendance) to be mutually arranged with the Associate Teacher.

There are 21 practicum weeks in the BTP. Each placement is in a different annual timeslot allowing for a range of experiences at different times in the school year cycle. These placement weeks are arranged as:

- One three-week placement in Year One, Term Three
- Two four-week placements in Year Two, Term Two and Term Four
- Two five-week placements in Year Three, Term One and Term Three

Placements are chosen and approved by EIT in line with the Teaching Council of Aotearoa New Zealand regulations.

Timetable

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

Contact Time

Blended delivery (a combination of face-to-face, on campus and online time) for the equivalent of 8.00am-4.00pm two days per week.

School-based learning in schools, 8.00am-4.30pm, two days per week.

Independent study day, one day per week.

Professional experience placements require you to be in a school for varying length block placements from Monday to Friday (please see previous section titled 'Professional Experience Placements' for further details).

Bachelor of Teaching (Primary)
Level 7, 360 credits

📍 Hawke's Bay and Tairāwhiti

⏱ Full-time:
3 years (on campus, online and school-based)

💲 Fee: Visit fees.eit.ac.nz to see the fees for this programme

Non-contact Time

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

Additional Costs

- $400 approximately for course textbooks (book lists will be distributed with the acceptance letter)
- $200 approximately for stationery and materials
- $100 approximately for teaching stationery

Important Notice Regarding Mathematics Entry Requirements

Student teachers enrolling in English medium primary ITE programmes will need to demonstrate competence in mathematics by getting a score designated as equivalent to NCEA Level 2 in a mathematics assessment specified by the Teaching council.

Entry Requirements

A person is eligible to apply for entry who meets the following requirements:

Academic Entry Requirements

- Has attained a University Entrance (UE) qualification and is over the age of 17 years at the beginning of the programme's academic year.
- 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 EIT policy on discretionary entry; or
- Non-standard entry for those over 20 years of age:
  - In the absence of the above academic requirements, applicants can satisfactorily prove that they have the potential to succeed in tertiary study at degree level and satisfy the selection panel that they possess all the necessary qualities that make them capable of undertaking the programme of study.

In support of their application, applicants must supply, in a CV, a detailed account of their educational background, evidence of experience with primary aged children, and an openness to learning; this must be supported by references or attestations from persons who have observed the applicant working with primary aged children and can comment on their potential for tertiary study and suitability for teaching.

Professional Requirements

- Be free from criminal convictions which would preclude them from working with children.
- Provide evidence of the personal and professional qualities appropriate for undertaking a BTP by furnishing two references from persons who are not related to the applicant, using the prescribed Referee form. One of the referees must be someone who has observed the applicant working with children. The appropriate qualities relate to the values, commitments and standards set out in the Teaching Council of Aotearoa New Zealand's *Our Code, Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession (2017)*. School leavers must also have their school Principal, Dean or Career Advisor complete the School Report form.
- Sign a declaration and a request for personal information held on the NZ Police computer.
- Sign a declaration that they are in good health (having no medical, physical or psychological conditions that would preclude working with children).

English as an Additional Language Entry Requirements

- English language competency.
- Prior to entry, applicants must demonstrate English language competency by providing one of the Teaching Council of Aotearoa New Zealand's approved evidence of English language competency, as set out in the Aotearoa New Zealand Teaching Council's ITE Programme Approval, Monitoring and Review Requirements (2019). See separate insert for further information on requirements.

International Applicant Requirements

- Those not schooled in New Zealand must have the equivalent of University Entrance if under 20 at the beginning of the programme's academic year.

Internal Selection Process

Upon the application satisfying eligibility to apply requirements, the applicants are then required to participate in an internal selection process. This is the first step to ensure the graduating candidate teacher has the qualities and dispositions which enable them to meet the primary teaching registration criteria.

A panel comprising of BTP educator(s) and primary sector representatives conduct the interviews.

The selection process consists of two parts:

- An interview process
- A literacy and numeracy assessment

The interview will be conducted in an equitable, professional manner with every endeavour to make applicants feel at ease. Areas considered by the interviewers are:

- Personal qualities
- Professional qualities
- Knowledge and experience of working with primary school aged children
- Other work and community experience
- Cultural knowledge and understanding

Entry with Credit

A BTP applicant may apply for Cross Credit (CC) and/or Recognition of Prior Learning (RPL). Applications will be considered in accordance with Institutional regulations and ITE Programme Requirements. All applications will also require the School of Education and Social Science approval.

Credit may be awarded only as specified credit, where there is a substantial match between previous learning and the BTP course for which academic credit is sought. No unspecified credit may be awarded.

- RPL may be awarded only at Levels 5 and 6, to a maximum of 120 credits
- CC may be awarded only at Levels 5 and 6, to a maximum of 240 credits

CC will only be considered for courses completed at EIT or elsewhere, not for courses that have already been granted by credit recognition elsewhere.

For further information and enquiries about CC and RPL please contact the Programme Administrator on 06 830 1387.

This programme leads to the award of a nationally approved qualification which 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, posters, research projects, interviews, reviews, reports, case studies, child studies.

Practical Assignments

- Oral presentations, mini speeches, group presentations, posters, diagrams, plans, resource making, visiting relevant sites, making videos, dramatic and musical presentations, interviews, teaching.

Digital Assignments

- Portfolio, presentations, resources.

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.

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 regions? 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.

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 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 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 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 education professionals with particular areas of expertise in Primary education and the New Zealand Curriculum.

Name	Qualification
Kirsty Jones *Programme Coordinator* *Hawke's Bay Campus*	MEd (Leadership)(Honours), BA, DipTchg
Megan Kanz *Site Coordinator* *Tairāwhiti Campus*	MEd (Mathematics) (Distinction), PGDipEd (Primary), BSc (Honours) BTchg
Storm Dunn *Site Coordinator* *Tairāwhiti Campus*	BTchg
Melanie Brooks *Hawke's Bay Campus*	MEd (Contemporary Education), PGCertAppPractise, BTchg, DipNursing (Registered Comprehensive)
Jennie Corbett *Hawke's Bay Campus*	BEd, DipTchg
Maree Matthews *Hawke's Bay Campus*	BEd (Teaching)
Tessa Beaver *Hawke's Bay Campus*	BCA, GDipTchg (Primary), PGCertAppPractice

We also benefit from the input of a number of part-time contract teachers.

Course Descriptions

Year One - Level 5

Course No.	Brief Description	NZQA Level	No. of Credits
BTP5.001	**The Child as a Learner (Literacy)** This course will focus on the learner in the context of the English curriculum learning area, as the learner learns the language, learns through language and learns about the language. Candidate Teachers will engage with text-based activities for a range of purposes and audiences and in a variety of text forms.	5	15
BTP5.002	**Who am I as a Teacher? (Health and PE)** This course aims to support Candidate Teachers in the exploration of their own personal learning foundations and frameworks in order to understand and develop a holistic identity as a healthy classroom teacher who takes responsibility for their own learning pathways and manages their own wellbeing (hauora). The Health and Physical Education curriculum, teaching perspectives and strategies will be introduced to enable Candidate Teachers to develop their understanding of the relationship between health and wellbeing and learners' social, emotional and academic learning.	5	15
BTP5.003	**How can we explain Learning? (Science)** This course aims to enable Candidate Teachers to draw on theories of human and child development, and on learning theory, to recognise how learners develop and learn. Candidate Teachers will extend their own Science knowledge and develop knowledge about and skills in pedagogies appropriate to this curriculum area.	5	15

Course No.	Brief Description	NZQA Level	No. of Credits
BTP5.004	**Engaging with Learners and Learning (Mathematics and Statistics)** This course aims to develop Candidate Teachers' knowledge about and skills in current assessment practices and group learning by examining what teachers do to meet learners' needs and why. Candidate Teachers will improve their knowledge of Mathematics and Statistics, and develop research-informed knowledge about and skills in current Mathematics and Statistics pedagogies relevant to the socio-cultural context of Aotearoa New Zealand.	5	15
BTP5.005	**The Curriculum in New Zealand Schools (Technology)** This course aims to enable Candidate Teachers to use the New Zealand Curriculum as a framework providing direction for working with primary school learners to help them become productive contributing members of society. Candidate Teachers will develop research informed knowledge and practice in technology and technology education through exploration of the Technology Curriculum and technological practice.	5	15
BTP5.006	**Culturally Responsive Teaching (Te Aho Arataki Marau)** This course provides a theoretical and practical framework for culturally responsive teaching that takes into account the cultural competencies of Tātaiako and Tapasā. Official languages (specifically the non de facto languages unique to Aotearoa New Zealand, namely te reo Māori and New Zealand Sign Language) will provide a curriculum lens for teaching and learning. Candidate Teachers will learn about the bicultural heritage of Aotearoa New Zealand through engaging with Te Tiriti o Waitangi.	5	15
BTP5.007	**Learners as Inquirer (The Arts)** This course provides a theoretical and practical foundation to inquiry learning approaches, in conjunction with social justice and the key competencies. The arts provide the curriculum lens for teaching and learning whereby Candidate Teachers will explore and express creative ideas.	5	15
BTP5.008	**Professional Practice and Inquiry One** This course aims to complement the practical experiences of all completed courses by focusing on the Candidate Teacher's understanding of learning processes, the learning environment, and the fundamental relationships between learning and teaching, as well as providing the background and context for subsequent practicum courses.	5	15

Year Two - Level 6

Course No.	Brief Description	NZQA Level	No. of Credits
BTP6.001	**Meeting Learner Needs (Literacy)** This course aims to extend Candidate Teacher's knowledge and skills gained in BTP5.001 by more deeply exploring theoretical perspectives on literacy acquisition and approaches to learning that support the relationship between making meaning and creating meaning, meeting the needs of multiple groups of learners. Candidate Teachers will develop research informed knowledge about and skills in understanding, using and creating oral, written and visual texts with a focus on meeting learners' diverse needs and improving achievement.	6	15
BTP6.002	**Organising for Learning (Social Sciences)** This course will allow Candidate Teachers to explore ways to organise and manage positive classrooms that engage all learners and optimise their learning potential. Candidate Teachers will explore key concepts underpinning the Social Sciences curriculum and will develop and implement effective learning programmes in the Social Sciences.	6	15
BTP6.003	**Diversity and Inclusion** This course aims to develop Candidate Teachers' professional awareness and understandings of diversity and inclusion, as well as their knowledge on how the needs of diverse learners may be met.	6	15
BTP6.004	**Communities of Practice in Education (Mathematics and Statistics)** This course aims to enable Candidate Teachers to explore how members of educational communities interact to promote learning. With an emphasis on effective pedagogical practice, Candidate Teachers will develop knowledge of and skills in teaching to support learning in Mathematics and Statistics.	6	15

Course No.	Brief Description	NZQA Level	No. of Credits
BTP6.005	**Teacher as Inquirer** This course aims to allow Candidate Teachers to reflect critically on how they have implemented the Teaching as Inquiry process across the Year 2 programme, focusing on the ways in which they have developed their dispositions and their identity as a teacher, have acted ethically and have contributed to improving valued outcomes for learners.	6	15
BTP6.006	**Culturally Responsive Learning (Learning Languages)** This course aims to support the Candidate Teacher's growing competence in culturally responsive teaching and learning, as well as te reo me ngā tikanga Māori. The curriculum lens will be the Learning Languages learning area, whereby Candidate Teachers will evaluate their use of te reo and set goals for their professional development.	6	15
BTP6.007	**Professional Practice and Inquiry Two** This course aims to complement the practical experiences of all completed courses by focusing on the Candidate Teacher's understanding of the curriculum and its organisation and implementation, and on meeting the needs of learners individually and in communities.	6	15
BTP6.008	**Professional Practice and Inquiry Three** This course aims to complement the practical experiences of all completed courses by focusing on the Candidate Teacher's understanding of the curriculum and its organisation and implementation, and on meeting the needs of learners individually and in communities with increasing complexity and effectiveness over a longer sustained period.	6	15

Year Three - Level 7

Course No.	Brief Description	NZQA Level	No. of Credits
BTP7.001	**Pedagogy and Curriculum** This course aims to support Candidate Teachers in developing and exhibiting the professional dispositions by taking responsibility for their own professional development, drawing on and contributing to the educational community. Candidate Teachers will develop innovative practice in a curriculum area of choice.	7	20
BTP7.002	**Contemporary Issues** This course aims to support Candidate Teachers in exploring contemporary issues in relation to the New Zealand Curriculum and children's learning in Aotearoa New Zealand.	7	20
BTP7.003	**Teacher as Researcher** This course aims to develop Candidate Teachers' knowledge of and skills in research relevant to the teaching profession, focusing on action research methodology aimed at contributing to the knowledge base and improving learner outcomes in the context of current education policy.	7	20
BTP7.004	**Enhancing Children's Learning in Literacy and Mathematics** This course aims to allow further specialisation in Literacy and Numeracy, enhancing Candidate Teachers' curriculum content and pedagogical knowledge. The focus in the Literacy and Numeracy learning areas will be on exploring and designing innovative programmes to support accelerated learning.	7	15
BTP7.005	**Professional Practice and Inquiry Four** This course aims to complement the practical experiences of all completed courses by focusing on the Candidate Teacher's understanding of curriculum and pedagogy, integrated and inquiry approaches to learning, and reflective practice approaches to change and improvement, all with increased complexity, effectiveness and over a sustained period.	7	20
BTP7.006	**Professional Practice and Inquiry Five** This course aims to complement the practical experiences of all completed courses by focusing on the Candidate Teacher's understanding of the school and class as complex multi-layered organisations for learning and teaching in the context of legislation, community, culture, needs and learner achievement, with sustained effective classroom practice commensurate with a beginning teacher.	7	25

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.

EIT
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20250623

Bachelor of Teaching (Primary)

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

☐ Verified copy of transcript of academic results/entry qualifications*

☐ 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 (Primary)

☐ Verified copies of your New Zealand full birth certificate carrying a unique identification number or Passport*

and

☐ Another form of 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.

Please send/give the Referee Reports to your referees, who complete and either email to eitbtpsecretary@eit.ac.nz or bcrene@eit.ac.nz. We need to receive the Referee Reports before your application can be processed.

Applicants who are currently Year 13 at High School: Please ensure your Principal, Dean or Careers Advisor completes the School Report available to download from the Bachelor of Teaching programme page on our website: eit.ac.nz/programmes/bachelor-of-teaching-primary/ 2025_Bach-Teaching-Primary-School-Leaver-eForm.pdf

*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.

Bachelor of Teaching (Primary)

Declaration Form

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 (Primary), School of Education and Social Sciences, EIT Hawke's Bay, Private Bag 1201, Hawke's Bay Mail Centre, NAPIER 4142 or email marked "Confidential" to **eitbtpsecretary@eit.ac.nz**.

1. **Offences against the law.**

Have you been convicted, as a result of any criminal charges, or have any criminal charges pending (including driving) that are not covered by the Criminal Records (Clean Slate) Act 2004. To see the act go to justice.govt.nz/criminal-records/clean-slate/.

☐ Yes   ☐ No

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 Primary Teaching.

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 a history of, or existing medical, physical or psychological condition that could require support for your full participation in a programme leading to a primary teaching qualification?**

☐ 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.

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 : _____

(please print)

Applicant signature: _____

Date: _____

Bachelor of Teaching (Primary)

Referee Report

Confidential to the School of Education and Social Sciences

Thank you for agreeing to contribute to our selection process. Please complete all of the relevant categories when indicating the level of the applicant's personal skills and attributes and your overall recommendation about their suitability. When completed please email the form to **eitbtpsecretary@eit.ac.nz** or **bcrene@eit.ac.nz**. Information recorded here is confidential to EIT and will not be shared with the applicant.

When making selection decisions, we compare applicants with respect to their capacity for tertiary study and working with Primary aged children, their personal qualities, communication skills and background of interests and involvements. We need to ensure that you are not a close and direct relation to the applicant. If unsure please include comment under 1b) below. This report is carefully considered at all stages of the selection process. If you have any reservations regarding the applicant's suitability or if there is any other information that would help us make a decision about the applicant, please include it on a separate page.

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 (Primary), 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.). Must not be a direct relation, if doubtful, please advise.**

2. What are the applicant's special interests and skills?

....

....

....

....

3. Please tick the corresponding box below and comment on each quality according to your judgement of the applicant. Please leave blank if you are not sure.

1 = Highly Satisfactory

2 = Satisfactory

3 = Some Concern

4 = Major Concern

Qualities	1	2	3	4	Comment
Self assurance					
Social skills/relationships					
Adaptability/flexibility of thinking					
Diligence					
Initiative					
Leadership					
Reliability					
Integrity					
Co-operation					
Emotional stability/Response to stress					
Enthusiasm					
Perseverance					
Listening skills					
Organisation skills					
Expressing ideas					
Clarity of speech					
Cultural awareness					

4. Does the applicant have effective written communication skills?

....

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....

5. Have you had the opportunity to observe the applicant's ability to relate to primary school aged children?

6. Do you consider that the applicant has an understanding of and sensitivity towards equity issues (sexism, racism, disabilities etc.)?

7. Does the applicant have any health conditions (physical/mental) that might affect their training or ability to be a primary school teacher?

8. Are there any special circumstances the selection committee should know about when considering this applicant?

9. Would you be happy to have this applicant teach/coach/care for members of your family?

10. RECOMMENDATION

☐ I recommend the applicant without reservation.

☐ I have some reservations but would recommend the applicant (please explain below).

☐ I have some reservations (please explain below).

☐ I doubt the applicant's suitability (please explain below).

☐ I think the applicant is unsuitable (please explain below).

Referee signature: _____

Date: _____

Please note that applicants are disadvantaged if their referee reports are not returned promptly. Unfortunately material is occasionally lost in the post, therefore we suggest you make a photocopy of this report before sending it to us. Thank you once again for your assistance.

Please email the completed form to eitbtpsecretary@eit.ac.nz or bcrene@eit.ac.nz

Bachelor of Teaching (Primary)

Referee Report

Confidential to the School of Education and Social Sciences

Thank you for agreeing to contribute to our selection process. Please complete all of the relevant categories when indicating the level of the applicant's personal skills and attributes and your overall recommendation about their suitability. When completed please email the form to **eitbtpsecretary@eit.ac.nz** or **bcrene@eit.ac.nz.** Information recorded here is confidential to EIT and will not be shared with the applicant.

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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 (Primary), 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.). Must not be a direct relation, if doubtful, please advise.**

2. What are the applicant's special interests and skills?

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....

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....

3. Please tick the corresponding box below and comment on each quality according to your judgement of the applicant. Please leave blank if you are not sure.

1 = Highly Satisfactory

2 = Satisfactory

3 = Some Concern

4 = Major Concern

Qualities	1	2	3	4	Comment
Self assurance					
Social skills/relationships					
Adaptability/flexibility of thinking					
Diligence					
Initiative					
Leadership					
Reliability					
Integrity					
Co-operation					
Emotional stability/Response to stress					
Enthusiasm					
Perseverance					
Listening skills					
Organisation skills					
Expressing ideas					
Clarity of speech					
Cultural awareness					

4. Does the applicant have effective written communication skills?

....

....

....

....

5. Have you had the opportunity to observe the applicant's ability to relate to primary school aged children?

6. Do you consider that the applicant has an understanding of and sensitivity towards equity issues (sexism, racism, disabilities etc.)?

7. Does the applicant have any health conditions (physical/mental) that might affect their training or ability to be a primary school teacher?

8. Are there any special circumstances the selection committee should know about when considering this applicant?

9. Would you be happy to have this applicant teach/coach/care for members of your family?

10. RECOMMENDATION

☐ I recommend the applicant without reservation.

☐ I have some reservations but would recommend the applicant (please explain below).

☐ I have some reservations (please explain below).

☐ I doubt the applicant's suitability (please explain below).

☐ I think the applicant is unsuitable (please explain below).

Referee signature:

Date:

Please note that applicants are disadvantaged if their referee reports are not returned promptly. Unfortunately material is occasionally lost in the post, therefore we suggest you make a photocopy of this report before sending it to us. Thank you once again for your assistance.

Please email the completed form to eitbtpsecretary@eit.ac.nz or bcrene@eit.ac.nz

Bachelor of Teaching (Primary)

School Report - school leavers only

(To be completed by your Principal, Dean or Career Advisor)

Confidential to the School of Education and Social Sciences

Thank you for agreeing to contribute to our selection process. Please complete all of the relevant categories when indicating the level of the applicant's personal skills and attributes and your overall recommendation about their suitability.

The information recorded here is confidential to EIT and will not be shared with the applicant. When making selection decisions, we compare applicants with respect to their capacity for tertiary study, their personal qualities, communication skills and background of interests and involvements. This report is carefully considered at all stages of the selection process. If you have any reservations regarding the applicant's suitability or if there is any other information that would help us make a decision about the applicant, please include it on a separate page.

Applications cannot be processed until all referee reports are received. Thank you.

Applicant name: ....

Referee name: ....

Referee position: ....

School name: ....

Phone: ....

1. **Please consider the applicant in comparison to other senior students and tick the appropriate boxes.**

Skills	Highly Satisfactory	Satisfactory	Some Concern	Major Concern
Reading skills	☐	☐	☐	☐
Comment below:				

Skills	Highly Satisfactory	Satisfactory	Some Concern	Major Concern
Spoken language (e.g. quality of speech, clarity, fluency, etc.)	☐	☐	☐	☐
Comment below:				

Skills	Highly Satisfactory	Satisfactory	Some Concern	Major Concern
Other skills (e.g. ability to speak another language, public speaking, performance skills, etc.)	☐	☐	☐	☐
Comment below:				

2. **Please comment on the applicant's understanding of cultural awareness in Aotearoa New Zealand and other societies.**

Skills	Highly Satisfactory	Satisfactory	Some Concern	Major Concern
Self assurance	☐	☐	☐	☐
Social skills / relationships	☐	☐	☐	☐
Adaptability \ flexibility of thinking	☐	☐	☐	☐
Enterprise \ diligence	☐	☐	☐	☐
Leadership	☐	☐	☐	☐
Reliability	☐	☐	☐	☐
Integrity	☐	☐	☐	☐
Comment below:				

3. **Please comment on the applicant's involvement in school and community activities.**

4. Please indicate the applicant's current subjects, level of study and likely grade this year.

Subject	Study Level	Likely Grade
Comment below:		

5. Is the applicant likely to succeed with independent study at a tertiary level?

Highly Likely	Likely	Doubtful	Unlikely	No Known
☐	☐	☐	☐	☐
Comment below:				

6. **Please rate the applicant's personal qualities.**

Personal Quality	Highly Satisfactory	Satisfactory	Some Concern	Major Concern
Commitment	☐	☐	☐	☐
Ability to relate effectively with primary school aged children	☐	☐	☐	☐
Ability to relate effectively with peers	☐	☐	☐	☐
Ability to relate effectively with adults	☐	☐	☐	☐
Health	☐	☐	☐	☐
Emotional stability	☐	☐	☐	☐
Comment below:				

7. **Please rate the applicant's suitability as a future primary school teacher.**

Very Suitable		Not Suitable	
1	2	3	4
☐	☐	☐	☐
Comment below:			

Referee signature: ....

Date: ....

Please note that applicants are disadvantaged if their School Leavers report is not returned promptly. Unfortunately material is occasionally lost in the post, therefore we suggest you make a photocopy of this report before sending it to us. Thank you once again for your assistance.

Please email the completed form to **eitbtpsecretary@eit.ac.nz** or **bcrene@eit.ac.nz**

Bachelor of Teaching (Primary)

Competency in English Language Form

Applicant Name: ....

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.

Bachelor of Teaching (Primary)

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 teachingcouncil.nz/assets/Files/Registration-and-certification/ELC_language_competency.pdf.

Vetting Service

Request & Consent Form

NZPVSa – 04/25

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)

This form refers to the Policing (Police Vetting) Amendment Bill ("Vetting Bill"), which is expected to amend the Policing Act 2008

1.1 Name of agency submitting vetting request

EASTERN INSTITUTE OF TECHNOLOGY - E703521

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 PRIMARY SCHOOL TEACHER

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)

Vetting Service

Request & Consent Form

NZPVSa – 04/25

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?

This is the title of the job they are being vetted for.

TRAINEE PRIMARY SCHOOL TEACHER - studying for Bachelor of Teaching (Primary)

1.12 Evidence of identity (to be completed by agency representative or identity referee)

See the 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 the consent form guide for further information)

In making this request, I confirm that:

✓ I have complied and will comply with the Approved Agency Agreement and the Vetting Bill.

✓ 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 2.4 of this form.

✓ For vetting requests on individuals aged 14 or 15, I have obtained the authorisation of a parent or guardian.

Agency Representative:

Full name:	Brenda Crene	Date: (dd/mm/yyyy)	
Signature:	*[signature]*	Electronic signature: *	☒

* If applicable, ticking this box constitutes an electronic signature and your consent for its use in this form.

Vetting Service

Request & Consent Form

NZPVSa – 04/25

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

The purpose of this form is to allow the New Zealand Police Vetting Service to confirm who you are using Police records, carry out a Police vet, and obtain your consent to share any relevant information with the agency that requested the vet.

What you are consenting to. You are agreeing that the Police Vetting Service can share relevant information they hold about you (if any) with the requesting agency. This information will be used to help the agency decide whether you are suitable for the role they are considering you for or that you are engaged in.

The information that may be shared is outlined in *section 2.4* of this form. For further details, you should refer to the Vetting Bill or visit the Police vetting website.

Who collects your consent. The agency requesting the Police vet will collect your signed consent.

The law that applies. Your consent is required by law. We are asking for your consent under the Vetting Bill.

Your rights under the Privacy Act 2020 include: you may request a copy of the Police vet report provided to the agency by contacting the agency. You can withdraw your consent to a Police vet at any time before the vetting process is complete by contacting the agency. The agency may keep the Police vet only for as long as required for vetting purposes.

You may request correction of your personal information at any time at police.govt.nz -> requesting information.

How long the information is valid for. The information in the Police vet is correct only at the time it is shared. It is up to the agency to decide how often they ask for updated vetting.

2.1 Personal information   * *Mandatory field*

Family/ last name * (*that you are most commonly known by*)	
Given/ first and middle name(s) *	

Gender *		Date of birth * (dd/mm/yyyy) (*must be 14 years of age or over*)	

Place of birth (Town/ City/ State)	
Country of birth *	
NZ Driver Licence number	
Name of parent or guardian (*if person being vetted is 14 or 15 years old* *)	

2.2 Other names
Please include all other names you are or have been known by. Including, but not limited to: previous legal names (eg. maiden names, or due to divorce or adoption), aliases used, name changes by deed poll. Include ALL names - first, middle and last.

Family name	First name	Middle names

Continued on following page…

Vetting Service

Request & Consent Form

NZPVSa – 04/25

2.3 Permanent residential address			*Mandatory field	
Flat/ number - and street name *				
Suburb		Post Code		
Town/ City *				

2.4 Your consent to share information

1. **A Police vet will include the following information, if held by New Zealand Police.** *Please refer to the [Police vetting website](#) for more information regarding the [Clean Slate Scheme](#), what may be released, and the vetting process.*

   Either:

   a. A result indicating that no information is held or relevant to the purpose of the vetting request,

   Or, one or both of:

   b. The vetting subject's criminal record (if any), unless the Clean Slate Scheme applies.

   c. A summary of other information that is readily retrievable, relevant to the purpose of the vetting request, and deemed accurate.

      This may include pending charges, charges without conviction, youth court charges, infringement offences, demerit points, arrest warrants, involvement in family violence, overseas convictions, police investigations without charges, interactions with Police, and other information held by Police.

      Information may also be released where it is subject to a suppression order or statutory prohibition, involves offences by individuals under 18, or relates to mental health or substance abuse issues.

2. If you are vetted as a Children's Worker, and you continue to hold that role, the Police Vetting Service may release any newly obtained relevant information to the requesting agency at any time.

   The Police Vetting Service will take reasonable steps to:

   a. confirm that the purpose of the Police vet remains valid – for example, that you are still employed or engaged as a Children's Worker, and
   b. notify you before any information is disclosed.

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

Authorisation of person being vetted:
- ✓ I confirm that the information I have provided in this form is about me and is correct.
- ✓ I have read and understood the information above.
- ✓ I authorise New Zealand Police to disclose any personal information relevant to this application (as described above) to the agency making this request.

Full name:		Date: (dd/mm/yyyy)	
Signature:		Electronic signature: *	☐

If you are 14 or 15 years of age (as at the date of the application) please provide consent from a parent or guardian.

Parent/Guardian's full name:		Date: (dd/mm/yyyy)	
Parent/Guardian's signature:		Electronic signature: *	☐

* If applicable, ticking this box constitutes an electronic signature and your consent for its use in this form.

Section 4: Applicant to complete for Australian check (if required)

* *Denotes a mandatory field*

Additional Personal Information (for Australian National Police History Check)

Last Permanent Australian Residential Address

*Flat/Number/Street:			
*Suburb:		***Post Code:**	
*City/Town/Rural District:		***State or Territory:**	
*Period of Residence Start date		***Period of Residence End date**	
Australian Driver's Licence No: *(if applicable)*		Issued by:	
Australian Firearms Licence No: *(if applicable)*		Issued by:	

General Information for an Australian National Police History Check

General Information

Australian Criminal Intelligence Commission (ACIC) is collecting your personal information in this form in order to conduct a National Police History Check (NPHC) on you. Approved Agencies in New Zealand, named in section one, use the personal information collected on this form and the resulting NPHC as part of the assessment process to determine suitability for the position/entitlement/benefit which you are applying for.

Unless statutory obligations require otherwise, the information provided on this form will not be used without your prior consent for any purpose other than in relation to the assessment of your suitability or to maintain the records of ACIC, Australian Police Agencies[1], or NZ Police.

You will be required to complete another consent form for any future NPHC checks.

National Police History Check (NPHC)

A NPHC is an integral part of the assessment of your suitability. Information on this form will be used by ACIC, and Australian Police Agencies for checking action; it will also be used to update records held about you by ACIC, Australian Police Agencies and NZ Police.

Information released may include outstanding charges, warrant information and criminal convictions/findings/pleas of guilt recorded against you that may be disclosed according to the laws of the relevant jurisdiction and, in the absence of any laws governing the release of that information, according to the relevant jurisdiction information release policy.

Limitations on accuracy and use of Police History Information

While every care has been taken by ACIC to conduct a search of information held by Australian Police Agencies that relate to the applicant, the accuracy and quality of this NPHC depends on accurate identification of the Applicant (including aliases) according to the information provided in the Request and Consent Form and the comprehensiveness of police records. If the applicant does not complete the information requirements in this form the success and validity of the NPHC will be compromised.

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[1] Australian Federal Police, ACT Policing, The New South Wales Police Force, Queensland Police Service, South Australia Police, Victoria Police, Western Australia Police, Northern Territory Police Force, Tasmania Police Service

General Information for an Australian National Police History Check

If for any reason you do not agree with the results of your NPHC, please notify the Approved Agency that you submitted the check through in the first instance, so that the NPHC dispute process can be initiated.

The release of information by Australian Police Agencies is subject to relevant Spent Convictions, non-disclosure legislation or information release policies.

Spent Conviction Schemes

The aim of Spent Convictions legislation[1] is to prevent discrimination based on certain previous convictions. Spent Convictions legislation limits the use and disclosure of older, less serious convictions and findings of guilt. Each Australian Police Agency will apply the relevant Spent Convictions legislation/information release policy prior to disclosure.

The following links may be helpful in sourcing information on Spent Convictions in the Australian States & Territories but may not be relied upon. If further information or clarification is required, please contact the individual Australian Police Agencies directly for further information about their release policies and any legislation that affects them.

Commonwealth	South Australia	Western Australia
www.comlaw.gov.au	www.legislation.sa.gov.au	www.slp.wa.gov.au
New South Wales	**Victoria Police**	**Northern Territory**
www.legislation.nsw.gov.au	www.police.vic.gov.au	www.nt.gov.au/dcm/legislation/current.html
Queensland	**Tasmania**	**Australian Capital Territory**
www.legislation.qld.gov.au	www.thelaw.tas.gov.au	www.legislation.act.gov.au

Provision of incomplete, false, or misleading information

An Approved Agency or Applicant must take reasonable steps to ensure that the personal information collected, or disclosed is accurate, complete, and up to date.

You are asked to certify that the personal information you have provided on this form is correct. If it is subsequently discovered, for example as a result of a check of police records, that you have provided incomplete, false or misleading information, you may be assessed as unsuitable.

It is a serious offence to provide false or misleading information in Australia.

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[1] Applicable Spent Conviction legislation, as amended from time to time.

Consent to disclosure (for Australian National Police History Check)

1. I have read the General Information in section 3 of this form and understand that information will be disclosed in accordance with applicable legislation and information release policies (including spent convictions legislation, however described) in the Commonwealth, States and Territories.

2. I understand that the position/entitlement for which I am being considered may be in a category for which exclusions from Spent Convictions legislation may apply.

3. I have fully completed this form, and the personal information I have provided in it relates to me, contains my full name and all names previously used by me, and is correct.

4. I acknowledge that the provision of false or misleading information is a serious offence.

5. I acknowledge that the Approved Agency named in Section 1 of this form is collecting information in this Form to provide to New Zealand Police to provide to ACIC (an Agency of the Commonwealth of Australia) and the Australian Police Agencies.

6. **I consent to**:

    a. ACIC using and disclosing personal information about me in this form to the Australian Police Agencies.

    b. the Australian Police Agencies disclosing to ACIC, from their records, Police History information that can be disclosed in accordance with the laws of the Commonwealth, States and Territories and in accordance with the relevant jurisdiction's information release policies.

    c. ACIC disclosing the information disclosed by the Australian Police Agencies to New Zealand Police.

    d. New Zealand Police disclosing any criminal history information about me to the Approved Agency named in Section 1 of this form to assess my suitability in relation to my application.

7. I acknowledge that any information provided by me in this form relates specifically to the purpose identified in Section 1 of this form.

8. I acknowledge that any information provided by the Australian Police Agencies or ACIC relates specifically to the purpose identified in Section 1 above.

9. I acknowledge that personal information that I provide in this form may be disclosed to the Approved Agency named in Section 1 of this form (including contractors or related bodies corporate) located in New Zealand or overseas.

10. I acknowledge that it is usual practice for an Applicant's personal information in this form to be disclosed to New Zealand Police and Australian Police Agencies for them to use for their respective law enforcement purposes including the investigation of any outstanding criminal offences.

Note: The information provided in this form will be used only for the purpose stated above unless statutory obligations require otherwise.

Applicant's Authorisation:

☐ I have read and understood the information above and consent accordingly.

☐ *Signed in electronic form.*

Or Signature: _____   Date: