




# Early Childhood Education 2021 STAR and Gateway Programme

# 2021 School Handbook

 **education  
training**



# 2021 School Handbook



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“ The way the booklets are set out, it was easy to follow and read. ”

## Contact Details

Contact the PORSE National STAR & Gateway Co-ordinator at PORSE Education & Training (NZ) Ltd for any of the following topics or anything else you may require assistance with:

- course enrolments
- learning and assessment resource orders and re-orders
- assessment processing and results
- general administration enquiries
- billing and payments
- questions about content material, version numbers and credit values.

### PORSE National STAR & Gateway Programme Co-ordinator



**Mata Tepania**

**Freephone** 0800 626 643

**Email** star-gateway@porse.co.nz

### PORSE National Support Office - Facilitator of Curriculum Design and Delivery/National Moderator



**Adrienne Chilton**

**Freephone** 0800 626 643

**Email** adrienne.chilton@porse.co.nz

**Address**  
**Courier**  
 303 Karamu Road North,  
 Hastings  
 NOT to be used for postal items

**Postal**  
 PO Box 200  
 Hastings 4156  
 DO NOT use for sending couriers

**NZQA**  
**Provider Code**  
 PORSE Education &  
 Training (NZ) Ltd  
**8224**  
**Location 01**





## Distance Learning Support

A team of key staff are available at PORSE National Support office to provide curriculum and programme content support to schools and students. We can provide this support in whichever medium suits you best - be it an online Zoom session, email or over the phone. We also provide webinars for each of our unit standards to support student learning. To request a webinar send an email to [star-gateway@porse.co.nz](mailto:star-gateway@porse.co.nz)

### Programme Content

The programme content expert is our PORSE Facilitator of Curriculum Design and Delivery & National Moderator - Adrienne Chilton. Schools or students may contact Adrienne directly - email is the preferred method of contact so that Adrienne can schedule some time to work with you.

Freephone	0800 626 643
Mobile	021 925 160
Email	<a href="mailto:adrienne.chilton@porse.co.nz">adrienne.chilton@porse.co.nz</a>

If leaving a message for Adrienne, please ensure you include your name and phone number along with the unit standard number and assessment activity you require support with.

### One-off Tutor Support Visits

In areas where we have PORSE Programme Tutor's you may request an occasional tutor support visit.

These visits are available at a cost of **\$50.00** per hour (excl. GST).

[Please contact us for more information or to request a Tutor Support visit.](#)

# Tutor Support Visits

Our **Tutor Support Visit** model is available to schools with four students or more in areas where a PORSE Tutor is available:

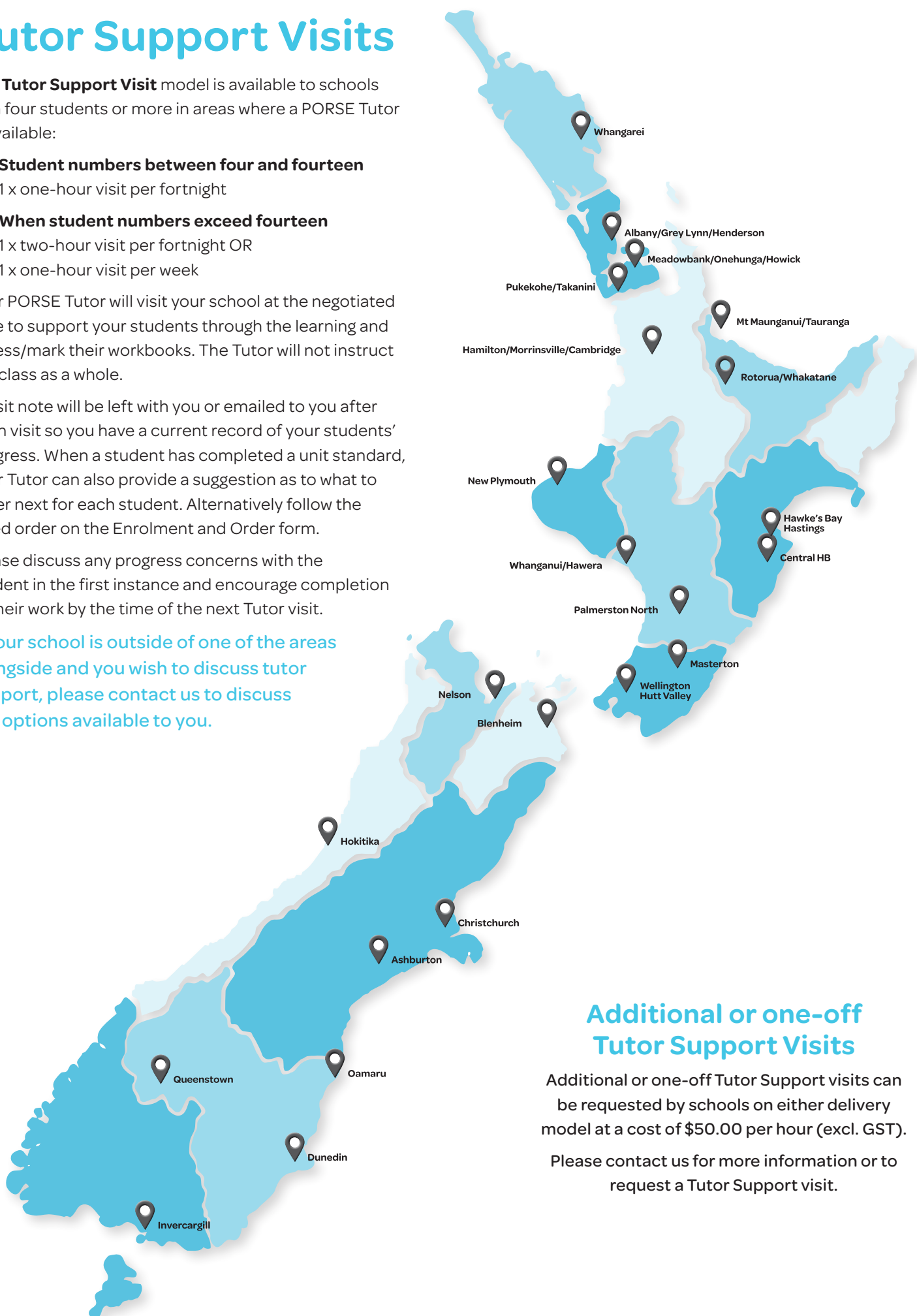
- **Student numbers between four and fourteen**  
1 x one-hour visit per fortnight
- **When student numbers exceed fourteen**  
1 x two-hour visit per fortnight OR  
1 x one-hour visit per week

Your PORSE Tutor will visit your school at the negotiated time to support your students through the learning and assess/mark their workbooks. The Tutor will not instruct the class as a whole.

A visit note will be left with you or emailed to you after each visit so you have a current record of your students' progress. When a student has completed a unit standard, your Tutor can also provide a suggestion as to what to order next for each student. Alternatively follow the listed order on the Enrolment and Order form.

Please discuss any progress concerns with the student in the first instance and encourage completion of their work by the time of the next Tutor visit.

**If your school is outside of one of the areas alongside and you wish to discuss tutor support, please contact us to discuss the options available to you.**



## Additional or one-off Tutor Support Visits

Additional or one-off Tutor Support visits can be requested by schools on either delivery model at a cost of \$50.00 per hour (excl. GST).

Please contact us for more information or to request a Tutor Support visit.

# Learner Enrolments and Orders

## Enrolling and Ordering

All orders and enrolments must be submitted on the **PORSE STAR/Gateway Enrolment and Order Form**.

When enrolling a student for the first time in the current year, schools must provide the following information for **each** student; full legal name, date of birth and NSI number. Students Residential Status and Citizenship must be verified on the National Student Index website.

All orders received by PORSE **before 1:00pm** will be dispatched same day. Orders received after this time may not be processed until the following business day, however we do endeavour to process and despatch the day your order is received. You will receive a return email acknowledging receipt of your order and advising when it will be despatched.

When placing an order, it is the school's responsibility to reconcile their records regarding which unit standards a student has previously completed and which unit standards they still require learning material for. We can of course help you with this should you need any assistance. All queries regarding orders should be emailed to [star-gateway@porse.co.nz](mailto:star-gateway@porse.co.nz) in the first instance.

## Refunds and Returns

To be eligible for a refund, unit standards being returned must be received by PORSE within **60 days** of the original order date and must be in 'as new' condition.

If returning unused unit standards please use the **Learning Material Returns Request** form and complete all details. To request a copy of this form, please email [star-gateway@porse.co.nz](mailto:star-gateway@porse.co.nz). The return of these units is at your expense.

As unit standards are reviewed annually they **cannot** be carried over into the following year. They must be completed within the contract period (January - December) of the year they were ordered.

Please do not stockpile unused learning guides and ask to return these for a refund at the end of the year. Refusal of refund may offend.

## Transfer of Unit Standards

Unit standards are ordered for **specific** students. If a student leaves school or withdraws from the programme and the unit standard has been started it cannot be used for another student.

If a unit standard has been ordered individually for a student who hasn't started it, it may be transferred to another student providing PORSE is advised of the transfer. Please email transfer requests to [star-gateway@porse.co.nz](mailto:star-gateway@porse.co.nz).

## Administration and Postage

Orders of one or two learning guides and/or textbook only orders will incur a \$7.00 (excl. GST) postage and handling fee.





# Workplace Component

A workplace component is incorporated into each student's overall study and assessment programme.

A number of unit standards have a mandatory work placement requirement. To fulfil this workplace component of study, students must be working with a child (or children) aged from birth to school entry, and it must take place in a licensed early childhood setting or service. This may include home-based services (including a child's family environment), centre-based services such as a childcare centre, kindergarten, play centre, Kohanga Reo or playgroup, and hospital-based services (paediatric playrooms), depending on the work placement criteria and learning outcomes.

Those unit standards that do not require a work placement require the student to have a knowledge of preschool children and their development.

The school is responsible for the arrangement of suitable work placements, however, we have included some guidelines as to what is expected of the Student and what is expected of the ECE Provider (see page 9).

## Unit Standards not requiring a work placement

The following unit standards do not require a work placement, they do however require the student to have a knowledge of children and their development in an ECE setting (this includes a home environment). Further guidance on learning for non-work placement guidelines (see page page 11).

Level	Unit	Unit Standard Title
Level 2	29852	Demonstrate knowledge of the basic needs and nutrition that support young children's holistic wellbeing and development.
Level 2	29853	Demonstrate knowledge of health issues and services available to protect and enhance the wellbeing of young children.
Level 2	29854	Describe personal environmental hygiene and safety practices for the care of young children.
Level 2	29855	Describe attachment relationships and strategies used to support transitions for young children.
Level 2	29857	Describe patterns of development and learning for young children.
Level 2	29859	Describe values and beliefs that inform own personal approach to the learning and care of young children.
Level 3	10013	Explain the relevance of the New Zealand Early Childhood Curriculum Te Whāriki as a framework for programme development.
Level 3	10026	Demonstrate knowledge of children's development and learning and their relevance to an ECE service.
Level 3	29865	Describe and reflect on practices to protect and promote the health and holistic wellbeing of children in an ECE service.

“ Workplace learning is important because it improves the efficiency, effectiveness and pleasure of learning by providing opportunities for contextual and applied learning.”

The Best of Both Worlds (TEC, 2003, p. 5)



# Student and ECE Work Placement Guidelines

Unit Standard	Students Requirements	PORSE Training Tutor / ECE Service Support
<b>Level 2</b>		
<b>29858</b>	<ul style="list-style-type: none"> <li>Students will need to observe children across the three age categories (Infant, Toddler and Young Child) in order to gain some understanding about growth and development patterns of children in the five areas of development.</li> <li>Observe different play activities/experiences provided for the three age categories, both indoor and outdoor</li> <li>Observing the interactions between adults and children, children and children and how children interact with the environment.</li> <li>Plan and provide two play experiences for a child/ children.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion about play activities and what children are learning from these activities and what area of the child’s development is developing by doing the activity/experience.</li> <li>Discussion about what makes good interactions with children and what they can do to make them positive interactions.</li> <li>Discussion about the importance of the environment in terms of indoor, outdoor; space; aesthetics; terrain; variety and positioning of equipment and resources when providing play activities for children.</li> <li>Assessment 4 requires the student to provide two play experiences for a child/children.</li> <li>Assessments 5 requires the verifier to sign that they saw the student provide the activities and had a discussion with them about how it went (reflection).</li> </ul>
<b>Level 3</b>		
<b>10019</b>	<ul style="list-style-type: none"> <li>The students need to be observing the safe and hygienic procedures and practices within an ECE service.</li> <li>Students will need to observe and describe what should be seen in a safe environment.</li> <li>They will need to research the licensing criteria of ECE services to see understand the regulations around safety in an ECE service.</li> <li>They will need to research emergencies that may happen in an ECE service and the procedures needed to follow.</li> <li>They need to be observing strategies of how to support children to use safe care skills.</li> <li>Students will need to be observed using safe and hygienic procedures and practices that they have stated in their assessments (including a daily hazard checklist).</li> <li>Students will need to be observed using strategies to support safe practices with a child.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what constitutes a safe environment.</li> <li>Discuss the licensing requirements for your service as stated in the regulations</li> <li>Discuss and inform students of the emergency drills you use.</li> <li>Discuss the importance of supervision -visual and auditory and what areas are high risk in terms of safety of children.</li> <li>Assessment 4 requires them to describe the safe practices they use, be observed using them and then the verifier needs to sign these off.</li> <li>Assessment 5 requires them to describe the hygienic practices, be observed using them and then the verifier needs to sign these off.</li> <li>Assessment 6 requires them to use the strategies that they have described to help the child use safe practices and then have the verifier sign these off.</li> </ul>

## Student and ECE Work Placement Guidelines (continued)

Unit Standard	Students Requirements	PORSE Training Tutor / ECE Service Support
<b>Level 3</b>		
<b>26707</b>	<ul style="list-style-type: none"> <li>Observe different play activities/experiences provided for the three age categories.</li> <li>Observing the interactions between adults and children, children and children and how children interact with the environment.</li> <li>Create, make from scratch three resources. One for an infant, one for a toddler and one for a young child.</li> <li>Use one of the resources you have made with either an infant, a toddler or a young child.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion about play activities and what children are learning from these activities and what area of the child's development is being supported by the activity/experience.</li> <li>Discussion about what makes good interactions with children and what they can do to make them positive interactions.</li> <li>Discussion about the appropriateness and health safety considerations of the resources.</li> <li>Assessment 4 requires the student to use the resource they have made and the verifier to sign that they saw the student use it.</li> <li>Ask and discuss with the learner what she did well and what she might be able to improve on.</li> </ul>
<b>26708</b>	<ul style="list-style-type: none"> <li>Observe how adults build relationships with children across the three age categories.</li> <li>Observing the interactions between adults and children in terms of strategies to guide children's behaviour.</li> <li>Using strategies to build relationships with children to guide their behaviour and be able to evaluate their practise in order to identify an area for self-development.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion about relationship building strategies and give examples of how to use them with different aged children.</li> <li>Discussion about strategies used to guide children's behaviour and offer explanations around why they are used and the benefit for the child.</li> <li>Assessment 4 requires the student to use relationship building strategies in terms of guiding children's behaviour. The verifier needs to sign that they saw the student using strategies to build relationships and guide children's behaviour.</li> <li>Ask and discuss with the learner what she did well and what she might be able to improve on.</li> </ul>
<b>29867</b>	<ul style="list-style-type: none"> <li>Students will need to observe how adults build relationships with whānau/families from diverse cultures.</li> <li>Observe strategies/resources used to promote cultural diversity.</li> <li>Observe communication strategies that build partnerships with whanāu/families and how this might benefit the children.</li> <li>Use strategies and resources to promote awareness and respect for cultural diversity</li> <li>Student will need to demonstrate effective communication strategies and have this verified.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how you build relationships with whānau/families.</li> <li>Discuss the cultural diversity within the ECE service with student.</li> <li>Discuss how awareness and respect for cultural diversity is promoted within the ECE service.</li> <li>Discuss/show the student what resources you use to promote cultural diversity.</li> <li>Assessment 4 requires the student to demonstrate effective communication strategies and have this verified.</li> </ul>



# Student and ECE NON-Work Placement Guidelines

Students during work placement may like to take the opportunity to discuss these units while they are there. Notes on what the Tutor or Service can do to support your learning is included.

Unit Standard	Students Requirements	PORSE Training Tutor / ECE Service Support
<b>Level 2</b>		
<b>29852</b>	<ul style="list-style-type: none"> <li>Students will need to have knowledge of children across the three age categories (Infant, Toddler and Young Child) in order to gain some understanding about how the basic needs are met.</li> <li>They need to have knowledge of basic needs in relation to supporting the child's health and wellbeing and the child's learning and development.</li> <li>Students will need to have knowledge of and research food and nutritional requirements for children.</li> <li>They will need to have knowledge about the different quantities and preparation needed for food for the three age categories.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion about how we meet basic needs for children, across the three age groups, in an ECE service.</li> <li>Discussion about how having basic needs meet and supports the child's health and wellbeing and the child's learning and development.</li> <li>Discussion about children's nutritional needs, foods, serving size and preparation of food depending on the child's age (across the three age categories).</li> </ul>
<b>29853</b>	<ul style="list-style-type: none"> <li>Students will need to have knowledge of factors that influence children health.</li> <li>They will need to have some knowledge or research knowledge about common health issues and communicable diseases for children.</li> <li>Students will need to have some knowledge or research knowledge about health services that enhance children's health and wellbeing.</li> <li>They will need to be able to research information about the immunisation schedule in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with students' environmental influences on children's health.</li> <li>Discuss common health issues and communicable diseases and how they are managed in the ECE service</li> <li>Discuss what health services the ECE service uses for the health of the children.</li> <li>Share the process the ECE service has for obtaining information for the immunisation register and what happens in the event of an outbreak.</li> </ul>
<b>29854</b>	<ul style="list-style-type: none"> <li>Students will need to have knowledge of hygiene practices being used with children across the three age categories (Infant, Toddler and Young Child) to gain some understanding about to minimise risk of infection.</li> <li>Students will need to have knowledge of hygiene practices being used to keep the environment (the centre) clean to gain some understanding about how to minimise the risk of infection.</li> <li>Students will need to have knowledge of safety practices being used to keep the environment (the centre) safe to gain some understanding about how to minimise the risk of harm to the child</li> </ul>	<ul style="list-style-type: none"> <li>Discussion about hygiene practices, why they are used and how they prevent infection.</li> <li>Discussion about hygiene practices for the environment (centre). How the centre is kept clean and how it reduces infection.</li> <li>Discussion about safety practices used in the centre to keep children safe. Discussion about how these keep children safe from harm.</li> </ul>

## Student and ECE NON-Work Placement Guidelines (continued)

Unit Standard	Students Requirements	PORSE Training Tutor / ECE Service Support
<b>Level 2</b>		
<b>29855</b>	<ul style="list-style-type: none"> <li>Students will need to have knowledge of interactions between family/whanau and children and adults/ teachers and children across the three age categories.</li> <li>Students will need to have knowledge of minor and major transitions and how to support children to settle during these transitions.</li> <li>Students will need to have knowledge of communication strategies and how these are used to support children and families during transition situations.</li> <li>Students will need to have knowledge of health and safety considerations during transition situations.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with students about attachment relationships and what this looks like between children and family and whānau/teachers.</li> <li>Discussion about minor and major transitions and what strategies are used and why you use these to support children to settle during these transitions.</li> <li>Give examples of why children may become unsettled and what behaviours they might see during these transition times.</li> <li>Discussion about communication strategies and how these are used to support children and families during transition situations.</li> <li>Discussion about what health and safety considerations they need to be aware of during transition situations.</li> </ul>
<b>29857</b>	<ul style="list-style-type: none"> <li>Students will need to have knowledge of milestones and developmental patterns across the three age categories (Infant, Toddler and Young Child) in order to gain some understanding about what development takes place within each dimension.</li> <li>Students will need to develop knowledge of language development and what happens at each stage.</li> <li>They will need to research ways that they can support speech development and to identify non-verbal communication in children.</li> </ul>	<ul style="list-style-type: none"> <li>Support to notice the different milestones children reach and developmental patterns in the physical, social, cognitive and emotional areas of development.</li> <li>Experience with children across the three age categories.</li> <li>Support them to notice the different stages of speech development in children.</li> <li>Discuss what strategies/experiences support children's language development.</li> <li>Support students to pick up on the non-verbal cues of children.</li> </ul>
<b>29859</b>	<ul style="list-style-type: none"> <li>Students will need to have knowledge of the influences on parenting and child rearing practices over the last 100 years.</li> <li>Students will need to have knowledge of their own whakapapa/family history.</li> <li>They will need to be aware of their values and beliefs about how to take care of children and about how children learn.</li> <li>Students will need to be able to identify other influences on their beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with students about how parenting, child rearing and teaching has changed over the last 40 years.</li> <li>Discussion about the changes in teaching over the last three decades.</li> <li>Discussion about the teachers own values and beliefs in relation to children and how these have developed and experiences that has influenced these.</li> </ul>

## Student and ECE NON-Work Placement Guidelines (continued)

Unit Standard	Students Requirements	PORSE Training Tutor / ECE Service Support
<b>Level 3</b>		
<b>10026</b>	<ul style="list-style-type: none"> <li>Students will need to have knowledge of child development dimensions across the three age categories (Infant, Toddler and Young Child) in order to gain some understanding about the development dimensions and what development takes place within each dimension.</li> <li>Students will need to develop knowledge of language development (oral, visual and written) and what happens at each stage.</li> <li>They will need to research strategies to use to support oral and visual language and to identify non-verbal communication cues and how they could respond to these in children.</li> <li>Students will need to research environmental factors that can enhance and slow down children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>Support to notice the different developmental dimensions and the what development happens in each dimension.</li> <li>Experience with children across the three age categories.</li> <li>Support them to notice the different stages of speech development in children.</li> <li>Discuss what strategies/experiences support children's oral and visual language development.</li> <li>Support students to be able to identify the non-verbal cues of children and how they could respond.</li> </ul>
<b>10013</b>	<ul style="list-style-type: none"> <li>Students will need to have knowledge of children involved in play experiences in order to gain some understanding of how children play and what they learn from play experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Support students to understand the learning that children are acquiring from different play experiences.</li> <li>Discussion about Te Whāriki and how you use this in an ECE service in relation to children learning and planning.</li> <li>Link Childrens learning experiences/play activities to principles, strands and learning outcomes of Te Whāriki.</li> </ul>
<b>29865</b>	<ul style="list-style-type: none"> <li>Students will need to research social, economic, environmental and cultural factors that influence health and holistic wellbeing</li> <li>Students will need to have some knowledge or research knowledge about community health services that protect the health and wellbeing of children.</li> <li>They will need to have some knowledge or research knowledge, about community health issues and communicable diseases and how these effect the child, whānau/families and wider community</li> <li>They will need to be able to research information about the immunisation issues and the immunisation schedule in New Zealand.</li> <li>Students will need to have some knowledge or research knowledge about essential need and the role of the whānau/families in promoting children's health.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with students about social, economic cultural and environmental influences on children's health.</li> <li>Discuss community health issues and communicable diseases effect and how they are managed in the ECE service and the wider community</li> <li>Discuss what community health services the ECE service uses for the health of the children.</li> <li>Share the process the ECE service has for obtaining information for the immunisation register and what happens in the event of an outbreak.</li> <li>Discuss the role the whānau/families and the ECE service have, in providing protection for and promoting children's health - share policies from the service.</li> </ul>



# Assessment Guidelines

It is recommended that definitive time frames are set and met by each student for the completion of each unit standard. Generally it would be considered that approximately 10 hours of study per credit is required to complete a unit standard.

This year we are recommending that students aim to complete a maximum of 1-3 units per term (the recommended learning hours per credit is 10 hours per credit e.g. if a unit is worth 4 credits the recommended hours to complete the unit would be 40 hours). This will leave Term 4 for study leave, re-submissions and exams.

The objective is to slow down the pace of the student with the goal of them submitting quality work and achieving on their first submission.

Before commencing a unit standard, students, teachers and co-ordinators should read and be familiar with the following in each learning guide:

## Assessment Criteria & Learning Outcomes

You will find three pages that reference assessment criteria and learning outcomes. Look at the content page in both the Learning Materials (booklet 1) and the Assessment Activities (booklet 2).

# NZQA Guidelines

In accordance with NZQA secondary school guidelines:

- students will have a maximum of **two** assessment opportunities per unit standard.
- students **MUST** use **blue** or **black** pen.
- **pencil is not acceptable** and work will not be assessed if submitted with pencil.

Further information with regard to secondary schools assessment.

Rules and procedures is available on the NZQA website:

<http://www.nzqa.govt.nz>



“ Complimenting my study with my Gateway work placement helped me with understanding the development of children.”

# Assessment Schedules, Schemes of Work and Readings

Electronic copies of Assessment Schedules, Schemes of Work and Readings are available to school staff for each unit standard.

These are intended as a guide only and **ALL** assessment must be carried out by either a visiting PORSE Programme Tutor or submitted to PORSE National Support Office.

Assessment Schedules and Schemes of Work **MUST** be kept secure by the school and **MUST NOT** be made available in any way to students.

Please email [star-gateway@porse.co.nz](mailto:star-gateway@porse.co.nz) to request access to these.

# Submitting work for Assessment

## Distance Learning Schools

With postal services limiting the days on which they deliver standard mail, we strongly recommend that schools use a courier to send work in for assessment. It will arrive here quickly and can be tracked by schools reducing the risk of students' work going missing, which has happened in previous years.

You may also decide to scan the units before you send them to us for marking. We only require **Booklet 2, The Assessment Activities** for marking.

All **Distance Learning** students' work being submitted for assessment needs to be sent to PORSE National Support Office at the following addresses:

### Courier Address (cannot be used for postal services)

PORSE Education & Training (STAR/Gateway)  
303 Karamu Road North  
Hastings, 4122

### Postal Address (cannot be used for sending couriers)

PORSE Education & Training (STAR/Gateway)  
PO Box 200  
Hastings, 4156



## Plagiarism

Student's assessments need to be authentic work produced by themselves. Plagiarism is the copying of other people's work without referencing.

Types of plagiarism are:

- using a few sentences or paragraphs without referencing the author
- copying whole parts of a book, other publication or the internet without referencing
- copying another student's work or allowing the copying of your own work
- tutors giving the answers to assessment tasks to students.

As students sometimes work in a group environment, it is important to ensure that the assessment being submitted for marking is a student's individual work. An activity can be discussed in a team environment and examples of answers can be mentioned, however, every student needs to record the answer using their own words.

If students have written exactly the same answer in their learning guides, then this is 'Plagiarism' and is not acceptable as it does not show the competency of the individual student.

In cases of plagiarism, PORSE Education & Training (NZ) Ltd will notify the school who will then carry out their own disciplinary procedures in relation to the policies that they have in place.

A student-friendly resource explaining plagiarism is available from the following website:

<https://akoatearora.ac.nz/research-register/list/beginners-guide-plagiarism>

**We highly recommend that schools print this off for all students.**

# Resubmissions

When resubmitting work for assessment, **ALWAYS** include the **Assessment Feedback Form** that accompanied the unit standard following the first assessment. It is advisable that students clearly show where the additional content has been added. Students can do this by either:

- using a different coloured pen for the additional work (blue or black).
- complete the assessment on another sheet of paper and either staple over the first assessment or complete the new work on the back of the page.
- students should add the date where any additional work has been completed.

These actions will clearly show the assessor what has been added to and when.

**PLEASE NOTE: The assessor needs to be able to read what was originally written.**

## Results

School's are responsible for any NZQA related costs. This includes the per credit fee for unit standards and any fees in relation to qualifications that are NZQA controlled but not on the framework.

### Requesting a Review of a Final Result

If a school wishes to discuss or query a Final Result, please contact the PORSE Facilitator of Curriculum Design and Delivery/ National Moderator.

#### Adrienne Chilton

Freephone	0800 626 643
Mobile	021 925 160
Email	adrienne.chilton@porse.co.nz

All requests for results review must be supported by an email containing the student's name, the unit standard number and specific assessment activity. The email must also include a scanned copy of the assessment activity/ies and all associated Assessment Feedback forms.

**Please ensure that you copy [star-gateway@porse.co.nz](mailto:star-gateway@porse.co.nz) in on all email correspondence.**

## End of Year Assessment Deadlines

### Distance Learning Schools

All workbooks must be received by PORSE for first time marking prior to;

### Thursday 28 October 2021

Previously marked workbooks can continue to be resubmitted for assessment up to;

### Thursday 18 November 2021

Please note that workbooks received after this date may not be assessed.

We recommend you call us to discuss any work requiring assessment outside of these dates prior to sending.

### Tutor Support Vist Schools

All tutor support visits should be completed by the end of November each year.

It is recommended that towards the end of Term 3 the school co-ordinator and the PORSE Programme Tutor discuss when students should have their work completed by and negotiate when the last tutor visit in Term 4 will take place.







## Invoicing

Please see the **2021 PORSE STAR & Gateway Prospectus** for more detailed information around both delivery models and what they each entail.

Schools will be invoiced by PORSE Education and Training (NZ) Ltd on a monthly basis. The invoices will be for unit standards purchased as well as any resources ordered or additional tutor visits. Payment is to be made by the 20th of the following month.

For any queries regarding accounts, please email [star-gateway@porse.co.nz](mailto:star-gateway@porse.co.nz) well before the due date.

### Tutor Support Visit Model

**Cost \$32.50 per credit (excl. GST)\***

\*This includes travel (mileage and time) of the tutor.

### Tutor Support Visit Model Tier 1 15+ students

**Cost \$30.00 per credit (excl. GST)\***

\*This includes travel (mileage and time) of the tutor.

### Distance Learning Model

**Cost \$22.50 per credit (excl. GST)**

### Costs for Both Delivery Models Include:

- Unit standard learning guides for each student
- assessment and moderation
- regular notification of student results
- newly designed Webinars for each unit standard
- tutor support via email and phone.

### Additional or One-Off Tutor Support Visits

Schools based in an area where tutors are available can request additional or one-off tutor support visits (in either delivery model) at a cost of **\$50.00** per hour (excl GST).

### Administration / Postage

Orders of one or two learning guides and/or textbook-only orders will incur a **\$7.00** courier and handling fee.

### Schools Provide

- organisation of a suitable work placement
- safety checks and risk assessment of students carried out (in accordance with the Children's Act prior to commencing work placements)
- transport arrangements to and from work placements
- NZQA costs, including registration of unit standards
- postage cost when submitting learning guides to PORSE for assessment.
- responsible for postage cost when returning units to PORSE for credit requests









# Unit Standards Available 2021

Below are the units available in 2021 (listed in recommended order of completion). We recommend aiming to complete two units per term, leaving Term Four for re-submissions and study leave.

Some unit standards will require the use of textbook/s, which can also be purchased through PORSE. Each unit standard contains required study information and assessment activities.




## Level 2

Unit Standard	V	CR
<b>29852</b>  Demonstrate knowledge of the basic needs and nutrition that support young children's holistic wellbeing and development TAL/TW	1	4
<b>29855</b>  Describe attachment relationships and strategies used to support transitions for young children	1	3
<b>29854</b>  Describe personal and environmental hygiene and safety practices for the care of young children	1	2
<b>29857</b>  Describe patterns of development and learning for young children	1	5
<b>29858</b> Provide and reflect on the value of play experiences for a child's development and learning	1	5
<b>29853</b>  Demonstrate knowledge of health issues and services available to protect and enhance the wellbeing of young children	1	3
<b>29859</b>  Describe values and beliefs that form own personal approach to the learning and care of young children	1	4

Total Credits @ Level 2


26

## Level 3

Unit Standard	V	CR
<b>10026</b>  Demonstrate knowledge of children's development and learning and their relevance to an ECE service TAL	6	5
<b>26707</b> Describe the value of play and create resources for children's development and learning in an ECE service	4	4
<b>10019</b> Describe and contribute to safe practices and a safe environment for children in an ECE service	6	3
<b>29867</b> Demonstrate knowledge of diverse whānau/families and use a range of effective communication strategies in an ECE service	1	5
<b>26708</b> Develop respectful, reciprocal and responsive relationships with children in an ECE service	4	4
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<b>10013</b>  Explain the relevance of the New Zealand Early Childhood Curriculum Te Whāriki as a framework for programme development	6	2

Total Credits @ Level 3

27

 These unit standards **DO NOT** require a work placement, however they do require the student to have knowledge of children under the age of five and their development in an ECE setting (this includes a home environment).

## Textbooks (prices exclusive of GST)

TAL	Take Another Look	\$ 27.82
TU5	Thriving Under 5	\$ 20.00
TW	Te Whāriki (printed)	\$ 10.00

Schools may access Te Whāriki (electronic copy) free of charge here: <https://www.education.govt.nz/assets/Documents/Early-Childhood/Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf>



# Education to Employment Pathways with PORSE

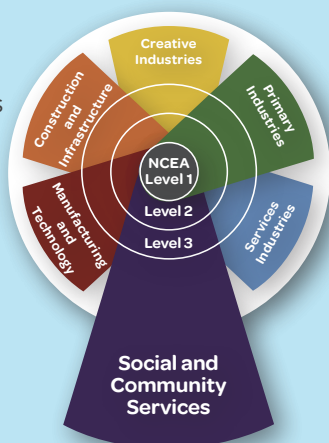
PORSE provides a career pathway, offering students the opportunity to begin working on unit standards at school before transitioning straight from the classroom to further training and/or work in the early childhood sector.

## STAR and Gateway ECE Programmes

Selection of Level 2 and Level 3 Early Childhood Education unit standards

### Vocational Pathways

Our unit standards are represented in the **Social & Community Services** Vocational Pathway.



### PORSE Entry Requirements

- New Zealand Citizen or Permanent Resident
- 16 years of age and above
- Consent to a Police Vetting Check
- **STAR and Gateway** - some unit standards will require a work placement
- **Level 4 Qualification** - can work in a licensed ECE service (paid or unpaid) or caring for a child not yet attending school for a minimum of 12 hours per week and commit to 20 weeks of self-paced online learning.

**NZ2850 - New Zealand Certificate in Early Childhood Education and Care (Level 4)**

60 Credits

**NZ2851 - New Zealand Diploma in Early Childhood Education and Care (Level 5)**

120 Credits

**NZ2852 - New Zealand Diploma in Early Childhood Education and Care (Level 6)**

120 Credits

**Level 7 Initial Teacher Education (ITE) in ECE**

Thinking about becoming a Teacher?  
Visit the education council website to learn more:  
<https://educationcouncil.org.nz/sites/default/files/Teacher%20Journey.pdf>

**L3 Proficiency in Te Reo Māori**

**NZ2857 - Te Tipuranga o Te Mokopuna (Kaupae 5)**  
New Zealand Diploma in a Māori World View of Early Learning (Level 5)

120 Credits

**NZ2857 - Te Rangiratanga o Te Mokopuna (Kaupae 6)**  
New Zealand Diploma in a Māori World View of Early Learning (Level 6)

120 Credits

**Degree level study in Early Childhood Education**

**New Zealand Teacher Registration**

# New Zealand Certificate in Early Childhood Education and Care

Level

4

Version

1

## Why our course is ideal for you!

If you have a passion to care for and work with babies and young children, the New Zealand Certificate in Early Childhood Education and Care (Level 4) could be the first step towards a rewarding career.

This 20-week qualification will give you authentic work experience allowing you to learn on the job and provides a pathway towards gaining an ECE degree or diploma.

### What we offer...

- **Employment Opportunities**  
Become trained and be ready to work in the ECE sector.
- **Career Change**  
Opportunity to explore in 20 weeks whether this is the right career choice for you.
- **Online Learning**  
Study anywhere, anytime at your own pace.
- **Authentic Work Experience**  
Allowing you to learn on the job.
- **ECE Learning Pathway**  
Gain the entry requirements you need to enrol in an ECE degree or diploma.
- **Valuable Professional Development**  
For anyone working with preschool children.
- **Competitive Course Fees**

*Regardless of where you're at with your early childhood career, this online course will build on your knowledge and enhance your career opportunities!*

## What is the New Zealand Certificate in Early Childhood Education and Care (Level 4)

This course is accredited by the **New Zealand Qualifications Authority** (NZQA) and is a nationally recognised qualification.

Delivered **fully online**, this is a distance (web enhanced) programme where learners study independently and have the opportunity to attend webinars delivered by an experienced and qualified ECE teacher.

Learners must arrange to work (either paid or unpaid) in a recognised licensed ECE service for a minimum of 12 hours per week.

*Enjoy the flexibility of 20 weeks of self-paced learning alongside a preschool child in your care.*

## Employment and Community Pathway

On completion of the **New Zealand Certificate in Early Childhood Education & Care (Level 4)** you will be able to:

- Begin a career as a home-based early childhood educator.
- Be employed as a Kaimahi (worker, employee, clerk, staff), ECE support worker, session leader or organiser in specific ECE contexts (parent-led services or playgroups including Pasifika and Māori).
- Pursue further study in the ECE sector, such as a Diploma of Teaching.

**See page 13 for more information on Educational and Learning pathways.**

**Enrol now for semester one beginning 22 February 2021**

# Programme Structure

The New Zealand Certificate in Early Childhood Education & Care (Level 4) programme offered by PORSE consists of eight modules of learning.

Study includes 12 hours work place practicum per week, webinars and self-directed learning equalling 560 hours over the duration of the course.



## GPOs<sup>1</sup> | Module Outcomes

On successful completion of this qualification you will be awarded unit standard credits for Modules 1-2, 4-8 and awarded credits for Module 3 (non-DAS credits)<sup>2</sup>.

### Module 1 | Personal Health, Wellbeing and Professional Development in ECE

Level 4 Credit 3 GPO 5

Unit Standard	L	V	CR
<b>29878</b> Manage own health, wellbeing and personal and professional development as an Educator in an ECE service.	4	1	3

Total Study Hours **30**

Total Credits **3**

### Module 2 | Communication Strategies used in ECE

Level 4 Credit 10 GPO 4

Unit Standard	L	V	CR
<b>29876</b> Use culturally responsive strategies to build relationships and communicate effectively in an ECE community.	4	1	5
<b>29877</b> Use and evaluate strategies to engage in relationships and support children's social competence in an ECE community.	4	1	5

Total Study Hours **90**

Total Credits **10**

### Module 3 | Bicultural Practices used in ECE

Level 4 Credit 8 GPO 8

Unit Standard	L	V	CR
<b>N/A Non-DAS Credits</b> Implement bicultural ECE practice and promote awareness of Māori as tangata whenua, through using te reo Māori and tikanga Māori with children and families/whanau in early childhood settings.	4	1	8

Total Study Hours **78**

Total Credits **8**

### Module 4 | Socio-cultural Theories in ECE

Level 4 Credit 10 GPO 1

Unit Standard	L	V	CR
<b>29872</b> Demonstrate knowledge of how theories of children's learning and development influence practice in an ECE service.	4	1	5
<b>10026</b> Demonstrate knowledge of children's development and learning and their relevance to an ECE service.	3	6	5

Total Study Hours **86**

Total Credits **10**

*Continued over page.*



## Module 5 | Legislation and Regulatory Requirements in ECE

Level 4 Credit 8 GPO 6

Unit Standard	L	V	CR
<b>29879</b> Describe societal influences, practices and legislative requirements that support child protection in an ECE service.	4	1	4
<b>29870</b> Demonstrate knowledge of te Tiriti o Waitangi, legislation and organisations relevant to ECE services in New Zealand.	3	1	4

Total Study Hours **77**

Total Credits **8**

## Module 6 | Enriching Learning Experiences in ECE

Level 4 Credit 10 GPO 2

Unit Standard	L	V	CR
<b>29873</b> Demonstrate knowledge of the New Zealand Early Childhood Curriculum, Te Whāriki to inform ECE practice.	4	1	5
<b>29874</b> Plan, implement, analyse and evaluate enriching experiences that enhance learning for a child in an ECE service.	4	1	5

Total Study Hours **89**

Total Credits **10**

## Module 7 | Culturally Inclusive ECE Environments

Level 4 Credit 7 GPO 3

Unit Standard	L	V	CR
<b>29875</b> Contribute to providing an early childhood environment that enhances the health, wellbeing, care and safety of children.	4	1	7

Total Study Hours **76**

Total Credits **7**

## Module 8 | Personal Philosophy of Practice in ECE

Level 4 Credit 4 GPO 7

Unit Standard	L	V	CR
<b>29881</b> Demonstrate an understanding of diverse philosophical and cultural ECE contexts to inform own ECE practice in New Zealand.	4	1	4

Total Study Hours **34**

Total Credits **4**

Total Qualification Hours **560**

Total Credits **60**

<sup>1</sup> Graduate Profile Outcomes

<sup>2</sup> Non-DAS credits means there is no unit standard on the New Zealand qualifications framework linked to this module. Credits will be awarded only.

# Enrolment Information

## When can I enrol?

PORSE offers two intakes per year:

### Intake One

Start Date	22 February 2021
Finish Date	9 July 2021
Applications Close	5 February 2021

### Intake Two

Start Date	26 July 2021
Finish Date	12 December 2021
Applications Close	9 July 2021

**Enrol Now!**



# Entry Requirements

As a prospective learner you are required to meet the following entry requirements to be eligible to enrol.

- Be a citizen or permanent resident of New Zealand or Australia, and reside in New Zealand (identifies as a domestic student).
- Be 17 years of age and above, have left school, and not enrolled in full-time study with another tertiary provider.
- Have access to a recognised ECE service<sup>1</sup> to complete the workplace practicum requirements of the programme.
- Able to work (paid or unpaid) for a minimum of 12 hours per week with at least one preschool child, while enrolled on the programme.
- Have access to an ECE teacher who is registered with the Education Council Aotearoa New Zealand.
- Able to commit to 20-weeks of self-paced learning and complete all assessment activities for the programme.
- Meet the Children's Act 2014 (CA 2014) safety check requirements, when working with children.
- Hold NCEA Level 2 **OR**  
A qualification at Level 2 or above on the NZQF, with evidence of literacy and numeracy abilities equivalent to NCEA (Level 1 - 10 Credits Literacy and 10 Credits Numeracy) **OR** Evidence of relevant experience at NCEA Level 2, and evidence to support your ability to cope with the literacy and numeracy demands of the qualification.
- Have access to the internet to actively engage with the online learning content and submit assignments online.
- Have either a desktop personal computer or laptop. (iPads, tablets, and chrome books are not compatible).
- Have the ability to scan images or take photographs of assessment evidence that may need to be submitted as part of an assessment portfolio of evidence.

<sup>1</sup> A recognised ECE service may include a certificated playgroup or a licensed centre-based service, parent-led service, hospital-based service, home-based service; or a culturally based environment. The home-based service may be the child's home, or home of the Educator.

## Guidelines for Academic Evidence

One of the entry requirements for the Level 4 qualification is that you must be able to provide academic evidence of one of the following:

- **NCEA Level 2 or above**  
Record of Achievement or Academic Transcript.
- **Level 2 Qualification with 10 Literacy and 10 Numeracy credits**  
Record of Achievement or Academic Transcript.
- **Qualification not listed on the NZQA Framework**  
Certificate of Completion from the training provider you completed the qualification with, AND a list of achievement outcomes for the qualification awarded.
- **Relevant experience at NCEA Level 2 and Literacy and Numeracy capabilities**  
Letter of Attestation as outlined below.

### Letter of Attestation

The following people can write an Attestation:

- Work supervisor (does not have to be from the ECE industry)
- Teacher or tutor
- Centre service manager
- Registered ECE teacher

The letter of Attestation must be in the form of a letter either on letterhead paper or with an identifying stamp, or an email with the school/company details evident in the email signature block to show the credibility of the person attesting to the skill level (emails from personal email addresses are not acceptable).

The attestation must include the writer's:

- Name and signature
- Phone number
- Job title/designation
- Email address

The person providing the attestation is confirming that you, the applicant, have the knowledge and skill level required of a person who has successfully completed a certificate at Level 2, and hold the required literacy, language and numeracy skills necessary to achieve a Level 3 qualification and above.

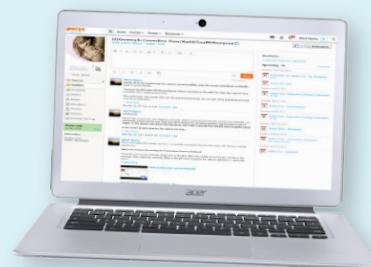
As a guideline, NZQA states that a Certificate Level 2 graduate is able to:

- Demonstrate basic factual and/or operational knowledge of a field of work or study.
- Apply known solutions to familiar problems.
- Apply standard processes relevant to a field of work or study.
- Apply literacy and numeracy skills relevant to the role in the field of work or study.
- Work under general supervision.
- Require some responsibility for own learning and performance.
- Collaborate with others.

# Learning Materials

All of the learning materials you will need to successfully complete this Level 4 programme are provided to you online, through our Learning Management System (LMS).

You can view or download the reading resources provided. Learning activities and online discussion groups are an integral part of this Level 4 programme, and will help you apply the knowledge and skills you are learning to your own ECE setting. Weekly webinars are also provided to extend you beyond the online materials provided, and will offer top tips and examples as they apply to your ECE setting.



## Course Costs

### Application Fee **\$50.00**

To be paid upon application, is non-refundable and is not covered by the fees-free initiative, or StudyLink.

### Course Fee **\$2,400.00**

Covers all tuition costs and course administration.

### Total Course Fee **\$2,450.00**

These need to be paid in full before the start date of your course.

## Fees Free Study

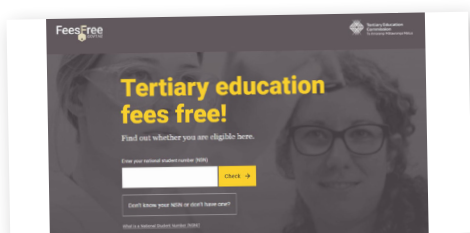
If this is the first time you are doing tertiary study, you could be eligible for fees-free study.



If you think you qualify you will need to check the fees-free website [www.feesfree.govt.nz](http://www.feesfree.govt.nz) to confirm this. You will need to have your National Student Index number on hand. **Your eligibility status must show as 'Yes'.**

If the website shows you are not eligible or if it can't determine your eligibility and it shows 'Maybe', but you believe you do qualify, you will need to follow the website instructions to prepare a statutory declaration for **provider-based study**. The Tertiary Education Commission will review that declaration and let you know if you are eligible. This process should be completed before you submit your enrolment application to PORSE.

There is also a call centre to provide support for learners: Free phone **0800 687 775**.



## Student Fee Protection

PORSE Education & Training (NZ) Ltd holds student fees in trust with Hansen Bates Lawyers. In the event of course closure, the trustee will refund fees as per the Trust deed.

Fee paying enrolled learners are required to complete and sign a Fee Protection acknowledgement form. This form will be sent to applicants once your enrolment has been approved.

## Recognition of Prior Learning

A learner may choose to apply for Recognition of Prior Learning (RPL) at the time of enrolment.



A maximum of 40 credits (two thirds) of the qualification can be gained through Recognition of Prior Learning (RPL) process. When RPL is approved your course fees will be reduced accordingly and your enrolment period will be shortened.

There are two types of RPL evidence recognised under this process.

### Cross Crediting

Previously awarded credits shown on a learners NZQA Record of Achievement.

There is no cost associated to the learner when applying for recognition of previously awarded credits.

### Prior Learning

A portfolio of evidence that shows experience relevant to the learning outcomes for the programme of study learners are enrolling in.

RPL applications submitted with a portfolio of evidence will be charged at a rate of \$20.00 per credit, a minimum of \$50.00 and maximum of \$800.00 (please allow three weeks processing time for any RPL application).

Please contact PORSE Education & Training (NZ) Ltd prior to enrolment to discuss your prior learning application.

## Restricted Entry Requirements

PORSE Education & Training (NZ) Ltd reserves the right to restrict entry or terminate an enrolment on the following grounds:

- If the applicant does not meet the minimum entry requirements for this qualification.
- If the applicant is enrolled for full-time study instruction in another institution.
- If PORSE Education & Training (NZ) Ltd has exceeded the number of learners it is limited to each year under student achievement component funding.
- If the vetting results released by the New Zealand Police show any convictions against children, and the applicant does not meet the safety check requirements in accordance with the Children's Act (2014) to work with children.

## Enrolment Termination

**PORSE reserves the right to terminate any enrolment for the following reasons:**

- For plagiarism, cheating or academic fraud.
- If the applicant is not of good character and does not have the ability to interact safely with young children.
- A learner does not actively engage with the online learning environment, does not actively participate in the webinars provided for the programme, and does not submit assessments in the required time frames.
- A learner is unable to work with a preschool child in an ECE setting to complete the practical requirements of the programme.
- If the ECE service that the applicant is accessing to complete workplace practicum has not signed and returned the Programme Practicum Memorandum of Understanding.

### What does NZQA think about PORSE Education & Training?

PORSE was awarded the highest category available by NZQA (Category 1) for educational performance and self-assessment during our last External Evaluation Review in November 2016. This award category puts PORSE in the top 22% of providers in New Zealand offering nationally recognised quality education and training programmes.

Download the PORSE External Evaluation Report to read more about the quality of our performance:

[www.nzqa.govt.nz/nqfdocs/provider-reports/8224.pdf](http://www.nzqa.govt.nz/nqfdocs/provider-reports/8224.pdf)

## Withdrawals / Refunds

If you wish to withdraw from the programme, you will need to advise your Training Tutor and **submit a written request to withdraw by email or complete (and email) a withdrawal form** (a withdrawal form can be printed from the online Student Handbook).

If you withdraw from the programme up to 10 working days from your official start date, you will be refunded your full fees less any administration costs, amounting to no greater than 10% of the total fees paid. Your email must be received by PORSE Education & Training within the specified timeframe.

If you withdraw from the programme after 10 working days of your enrolment start date, fees will not be refunded.

## Training Tutor Support

PORSE will allocate an online Training Tutor to all learners throughout their 20 week programme to support and guide you through your study.

**The Training Tutor will contact you by one of the following options:**

- Online communication platforms to provide support.
- Phone and/or email.





# Who We Are and What We Offer to Learners

PORSE Education & Training (NZ) Ltd is an accredited Private Training Establishment with a strong focus on early childhood education and care and nurturing respectful relationships between adults and children.

PORSE has established training and education programmes based on NZQA unit standards. These programmes encourage learners to become more knowledgeable, thoughtful and sensitively attuned to a child's emotional wellbeing and developing mind in the early years.

The focus of the programmes offered by PORSE Education & Training (NZ Ltd) is to provide relevant and purposeful training that enables learners to gain the skills and hands-on practical experience they require to transition from study to work.

PORSE Education & Training (NZ) Ltd is registered and accredited by the New Zealand Qualifications Authority (NZQA) to deliver the New Zealand Certificate in Early Childhood Education & Care (Level 4) as well as a selection of Level 2 and Level 3 unit standards delivered in secondary schools as a part of the STAR and Gateway programmes.

## Vision

To unleash human potential through purposeful teaching and learning.

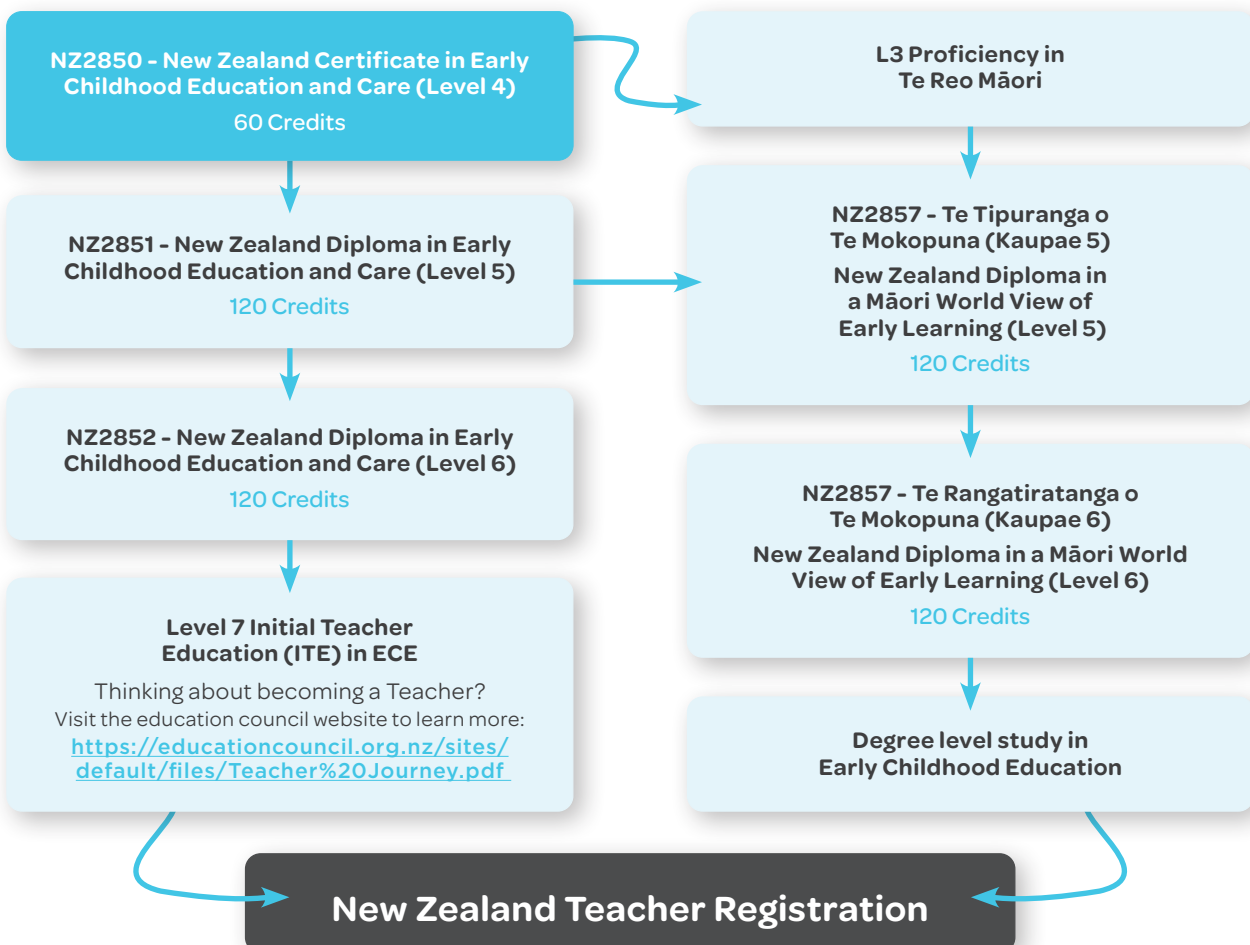


## Mission

To have all people engaged in completing qualifications and gaining employment.

## Educational/Learning Pathways

Possible learning pathways for graduates who successfully complete the New Zealand Certificate in Early Childhood Education & Care (Level 4)



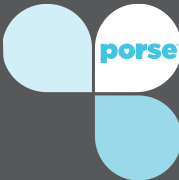
# How to Apply

For an application form to enrol in the New Zealand Certificate in Early Childhood Education and Care (Level 4) freephone

 **0800 626 643**

For programme content and delivery enquiries please ask to speak with a Training Tutor at National Support Office.

For administration enquiries (Studylink, fees, cross-crediting, etc), please ask to speak with the Administration and Quality Assurance Coordinator.

 **education  
training**

**porse**<sup>®</sup>    
**Nanny Intern**  
Programme

**Authentic and practical hands-on experience in caring for, and teaching young children**

The Nanny Intern Programme has been specifically designed for young adults and school leavers aged between 17-25 years with a love for young children, and who are enthusiastic to work with them in a home setting.

Through the programme, you gain the New Zealand Certificate in Early Childhood Education and Care (Level 4) along with authentic and practical hands-on experience in caring for young children by working with a training family with pre-school children.

**ENROL  
NOW**

**For our February  
2021 Intake!**

*Enrolment cut-off  
date 22 January  
2021*

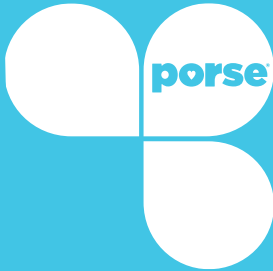


To find out more, email

**[nips@porse.co.nz](mailto:nips@porse.co.nz)**

or call us on **0800 626 643**

**0800 626 643** [porse.co.nz](http://porse.co.nz)









education  
training

# Unit Standards Available 2021

Below are the units available in 2021 (listed in recommended order of completion). We recommend aiming to complete two units per term, leaving Term Four for re-submissions and study leave.

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TU5	Thriving Under 5	\$ 20.00
TW	Te Whāriki (printed)	\$ 10.00

Schools may access Te Whāriki (electronic copy) free of charge here:  
<https://www.education.govt.nz/assets/Documents/Early-Childhood/Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf>

