

# Pedagogical leaders in Alternative Education (AE) centres

## Advice to schools

March 2011

### Background

Following their 2009 review of Alternative Education (AE) the ministry of education (MOE) have made some [changes to AE funding and staffing](#). These will roll out over the next two years. Some of this funding increase will go towards provision of “pedagogical leaders” (PL) – a role developed in response to [MOE and ERO concerns about learning outcomes](#) for AE students.

In January, PPTA hosted a meeting to establish some shared understandings about the purpose of the PL role, along with some discussion about practical implications of this change. Representatives from the following groups attended: PPTA executive, SPC principals (urban and rural schools), AE Association, MOE, Teachers Council, Correspondence School, and the Office of the Children’s Commissioner.

### What are pedagogical leaders?

MOE staff explained that pedagogical leaders will be appointed – either by managing schools, from existing staffing, or as new positions; or by AE providers using funding from their managing school – to advise and support AE tutors in programme planning and delivery, in writing and using individual education plans (IEPs) and to support assessment practices (although our meeting didn’t get as far as a discussion of NCEA). The pedagogical leaders are not intended to teach AE students directly (except on occasion to model practice to the tutors).

There is not enough new funding for every AE centre to have its own pedagogical leader. The MOE estimates that each AE student place will generate about two days FTTE per year for pedagogical leadership. This means that an AE centre with eight students will have an entitlement to access the equivalent of up to 16 days of pedagogical leadership across the whole year. It will be up to each centre to determine how this provision is used. For example, an AE centre might decide NOT to vest that funding in one person but, rather, to use it to buy in specific support from different people at different times, for different types of staff professional learning and development.

### What’s in a name?

There were significant concerns expressed at the meeting that pedagogical “leader” is a misnomer and that the term “pedagogical support” better captures both the intent and reality of this initiative.

### Who can be a pedagogical leader?

Pedagogical leaders must be fully registered teachers. This means that most will be employed by secondary schools. It is possible that some AE providers will want to employ their own PLs but it remains to be seen how they could do this over the long term given the requirement that PLs maintain full registration.

Alternatively, some schools/centres may decide to access staff from Te Kura, or School Support Services, to offer pedagogical leadership/support.

Managing schools, in particular, will need to remain alert to this requirement and ensure that the PL role is fulfilled – as per the MOE requirement – by fully registered teachers.

### **What does this mean for our school?**

If you are a managing school, quite a bit. If you have concerns or queries about appointing staff to a PL position – or need advice about how best to use the funding (which may well be the case in smaller centres) PPTA and SPC are happy to offer advice. We can also facilitate contact with other managing schools facing similar issues. If your school has larger concerns or questions with regard to the AE funding or other changes – and in relation to pedagogical leadership in particular – please contact us. We are happy to help, including with larger questions needing answers or advice from MOE.

If yours is not an AE managing school these changes may not have much impact, at least in the short term. However, it is worth ensuring that you have up-to-date information from your local managing school, or local management committee (if there is one). The development of pedagogical leadership in AE may have ongoing implications for all secondary schools that refer students to AE. Part of the purpose of the PL is to promote closer relationships between schools and AE providers – particularly in relation to improving teaching programmes and learning and assessment outcomes for AE students.

While many AE providers do an excellent job supporting disengaged students, there is significant variation in centres' abilities to provide trained and qualified secondary teachers, and to help students gain relevant qualifications and/or re-engage in secondary or tertiary study or training.

### **Who can I contact?**

- You can email PPTA for advice: [enquiries@ppta.org.nz](mailto:enquiries@ppta.org.nz) or you can ring the SPC helpline and leave a message: 0800 4SECPC
- MOE contacts: [www.tki.org.nz/e/community/alterned/contacts/](http://www.tki.org.nz/e/community/alterned/contacts/)