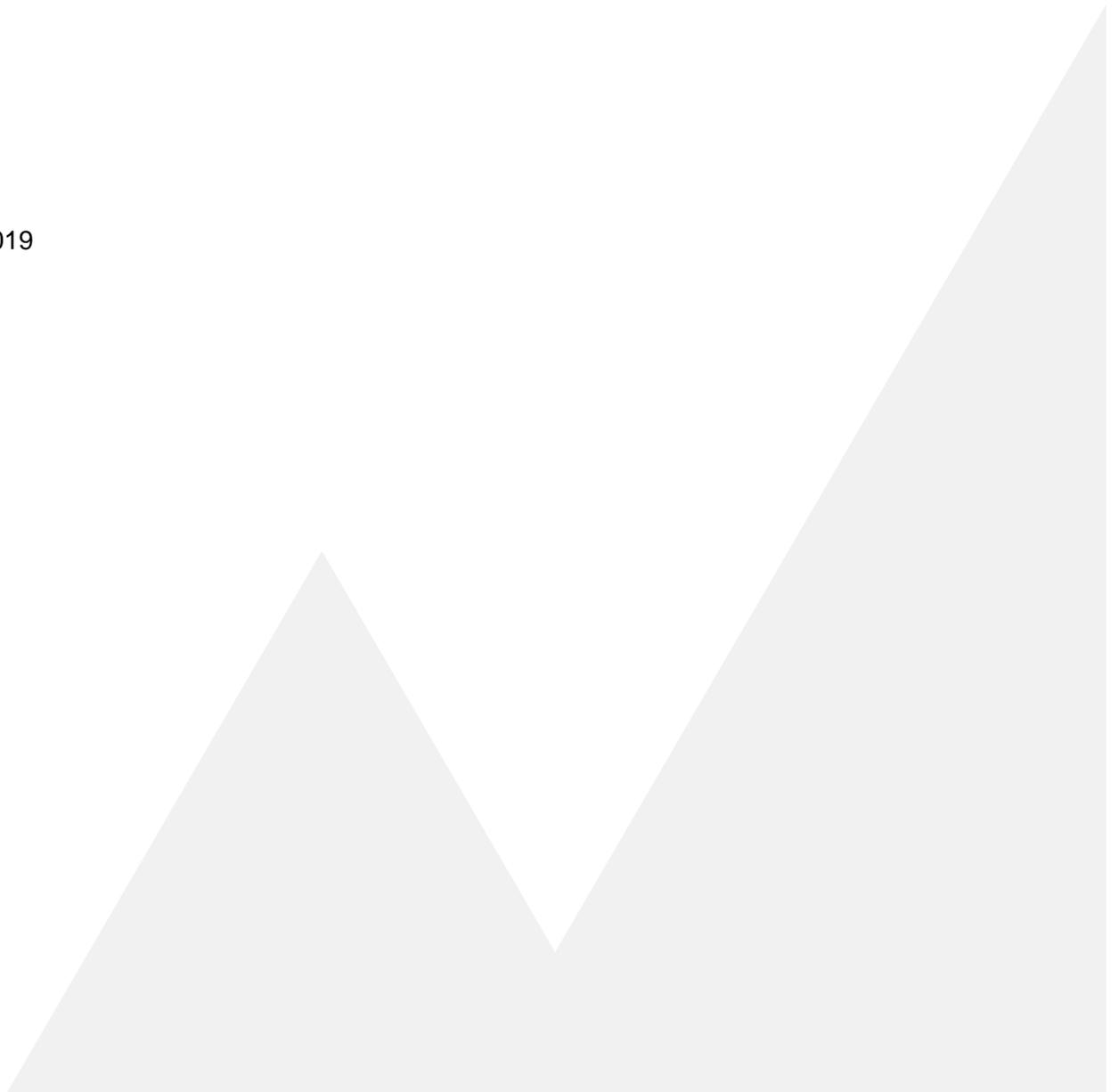




Alternative Education Guidance

Updated 2019



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Purpose

The purpose of the Alternative Education Guidance is to provide information on the Ministry of Education's operational policies and procedures which underpin the provision of alternative education.

This version is an update of the Alternative Education Guidelines 2017-2018.

The Alternative Education model

Service description

Alternative education provides educational and pastoral support for students who have disengaged from mainstream schooling. As a short term intervention, alternative education aims to re-engage students in a meaningful learning programme targeted to their individual needs and supports them to transition back to mainstream school, further education, training or employment.

Alternative education supports students to progress in the areas of:

- attendance and engagement
- academic achievement
- personal and social skills based on the key competencies within the New Zealand Curriculum
- re-engagement back into secondary school, further education or training, or where appropriate, employment, through a planned approach.

Student group for alternative education and eligibility criteria

Alternative education caters for students between 13 and 15 years of age who have disengaged from mainstream schooling.

To be eligible for alternative education, the student needs to meet **one** of the following criteria:

1. the student is out of a registered school for two terms or more
2. excluded and enrolment is refused by local schools (including a history of stand-downs or suspension in the past two years)
3. has dropped out of Te Aho o Te Kura Pounamu - The Correspondence School (Te Kura) after enrolment in either category 1 or 2
4. absent for at least half of the last 20 school weeks for reasons other than illness and the absence has meant they are unable to maintain a mainstream programme
5. has multiple suspensions and risks further suspension
6. at any one time 20% of students do not have to fit one of the first five categories above but in the professional opinion of the school alternative education is the best option for the student.

Students can remain enrolled in alternative education until the end of the year in which they turned 16. In exceptional circumstances students may stay in alternative education beyond the end of the year in which they turn 16 at the discretion of the Ministry of Education (the Ministry) Director of Education.

Key parties

There are often up to four parties involved in running alternative education:

- the Ministry
- the managing school
- the enrolling school(s)
- and provider(s).

The Ministry of Education

The Ministry determines the operational policy setting for alternative education, funds and manages alternative education contracts with managing schools.

The managing school

The managing school is contracted by the Ministry to provide alternative education. The managing school holds the contracted funds and manages any subcontracted third parties to deliver alternative education. The managing school is responsible for the final decision to approve or decline a referral into alternative education.

The enrolling school

The enrolling school refers students to alternative education. The enrolling school maintains educational and pastoral responsibility for students while they are enrolled in their school and are attending alternative education, as per the National Education Guidelines (NEGs) and National Administration Guidelines (NAGs).

The enrolling school is responsible for the student's educational success, including their achievement results. The enrolling school develops an Individual Learning Plan (ILP) with the student, their whānau and the alternative education provider.

The provider

The provider may be subcontracted by the managing school to deliver alternative education on their behalf and is responsible for supporting students to achieve their ILP goals.

Referral and entry into alternative education

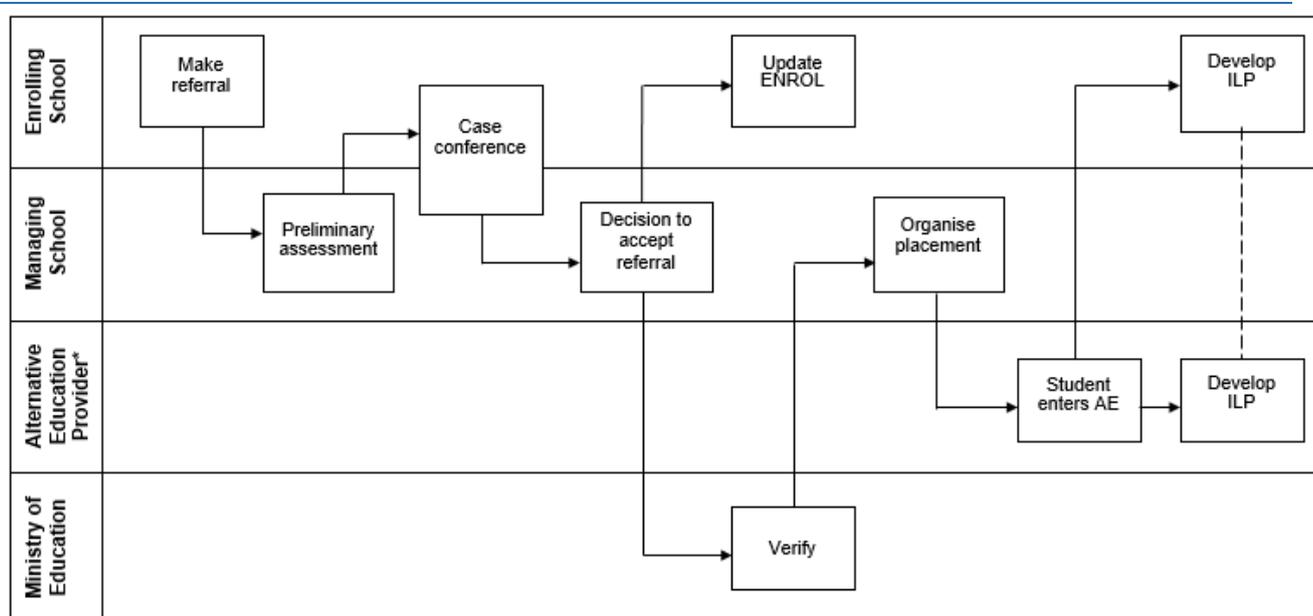
Referrals to alternative education can be made through the student’s enrolling school. This may be done with the Ministry where the student has been excluded from the enrolling school.

The managing school will make a preliminary assessment and then a case conference will be held for each student. If it is decided at the case conference that alternative education is the most suitable educational pathway for the student, the Ministry will verify this decision and the managing school will organise the placement into alternative education.

When the student enters alternative education, an Individual Learning Plan (ILP) will be developed by the enrolling school with the alternative education provider.

The process map below illustrates this process of referral and entry into alternative education.

Process map 1



* Where there is no alternative education provider, the managing school has these responsibilities

Assessment and case conference upon referral

A case conference is required upon referral. The purpose of the case conference is to assess whether alternative education is the best educational pathway for the student.

The enrolling school will initiate the case conference meeting by completing the first page of the alternative education *Assessment form and case conference information sheet* and providing this to the managing school. The *Assessment form and case conference information sheet* is available on the website; alternativeeducation.tki.org.nz/Alternative-education.

The enrolling school must be able to demonstrate that previous interventions have already been attempted to re-engage the student. The managing school and enrolling school will hold the case conference with the student, their caregiver(s) and any other relevant individuals and agencies. The purpose is to determine whether an enrolment in alternative education is in the most beneficial learning pathway for the student.

If a decision is made by everyone attending the case conference that alternative education is the best option for the student, then the remainder of the assessment form will be completed by the enrolling school and approved by the managing school.

Evidence of the assessment is to be kept by the enrolling school for auditing purposes.

Verification by the Ministry

The completed assessment form needs to be sent to the local Ministry office for verification.

To find information on the local Ministry office visit; www.education.govt.nz/our-work/contact-us/regional-ministry-contacts/learning-support-services/.

Individual Learning Plans

Each student in alternative education will be supported by an ILP. The ILP is developed by the enrolling school in partnership with the student, their whānau and the alternative education provider. The ILP outlines learning goals relevant to the student's individual needs. Alternative education tutors work closely with students, supporting them to achieve their ILP goals.

At a minimum, the ILP must include:

- attendance goals
- wellbeing goals (eg health, social, behaviour)
- goals related to the key competencies outlined in the New Zealand Curriculum
- numeracy and literacy goals at a level appropriate for the student
- transition goals
- regular review and update (a minimum of once per term).

The ILP must be developed within two weeks of enrolment in alternative education. A suggested *Individual Learning Plan* template is available on the website; alternativeeducation.tki.org.nz/Alternative-education.

Recording enrolments and attendance during alternative education

Recording alternative education students on ENROL

When the decision is made that alternative education is the best educational pathway for the student, the enrolling school needs to record this on ENROL by ticking the 'attending off-site' flag and choosing 'alternative education' as the unit type.

Roll returns

Students continue to be on the roll of their enrolling school while they attend alternative education. However, as the Ministry funds alternative education student places through a contract with the managing school, students cannot be counted as regular students on the enrolling schools' roll return.

Students should be recorded as 'alternative education' students on the roll return for their enrolling school.

More information on Roll Return Guidelines can be found on the Education Counts website, visit; www.educationcounts.govt.nz/data-services/collecting-information/guidelines/school_roll_return_guidelines.

Recording attendance

Attendance register requirements

From the first day a student begins alternative education, their daily attendance needs to be recorded. Attendance must be recorded using a formal attendance register (this is a requirement of section 33 of the Education Act 1989) and regularly reported back to the student's enrolling school.

For more information on attendance register requirements visit; www.education.govt.nz/school/running-a-school/resourcing/roll-returns-monitoring/attendance-registers/.

Attendance codes

Enrolling schools need to record an alternative education student as 'present (P)' and use the school attendance code for attending alternative education 'A'.

For more information about school attendance codes visit; www.education.govt.nz/school/running-a-school/technology-in-schools/managing-data/sharing-data/electronic-attendance-register/.

Dual enrolment with Te Kura

Students enrolled in alternative education are able to be dual enrolled at Te Aho o Te Kura Pounamu - The Correspondence School (Te Kura) and may access up to four subjects. This is funded by the Ministry.

For more information on the Te Kura's Enrolment policy visit; www.tekura.school.nz/assets/media/pdf/Enrolment-Policy-2014-May.pdf.

Gaining credits through the New Zealand Qualifications Framework

Students may gain credits while they are enrolled in alternative education. The alternative education provider must be approved and/or accredited through the New Zealand Qualifications Authority.

For more information on the New Zealand Qualifications Authority visit; www.nzqa.govt.nz/.

Transitioning out of alternative education

Alternative education is intended to be a short term intervention to re-engage students in a meaningful learning programme and then to support them to transition back to mainstream school, further education, training or employment.

Each student's Individual Learning Plan (ILP) must include transition goals. The ILP is developed when a student enters alternative education by the enrolling school in partnership with the student, their whānau and the alternative education provider. It must be regularly reviewed and updated.

When a student leaves alternative education the managing school needs to inform the Ministry that they have left and what their destination is. Outcomes after leaving alternative education are likely to include:

- returned to (a regular) school
- Te Kura
- home schooling exemption
- training course
- employment
- new placement
- referred to a tracing agency (eg Attendance Service)
- excluded
- in Oranga Tamariki-Ministry for Children (or other agency) care
- detained in custody
- left New Zealand
- untraceable
- deceased
- turned 16 years – finished school.

Students turning 16 who are not ready to leave alternative education

Students who turn 16 years old while in alternative education can remain in the programme until the end of that school year.

Since 2017, students have the opportunity to remain in alternative education longer, if it is deemed that alternative education is the pathway most likely to enable a successful transition back to school or to further education, training or employment.

If all parties (managing school, enrolling school, provider, student and whānau) agree that it is in the student's best interest to remain in alternative education past the age of 16, the enrolling school may make an application to the Ministry on behalf of that student.

Applications are to be made using the *Application to remain in alternative education past 16 years of age* template on the website; alternativeeducation.tki.org.nz/Alternative-education

The Ministry will evaluate applications on a case-by-case basis. The application for extension may be approved if there is evidence of the following:

- an extended stay in alternative education is the most appropriate learning pathway and will enable a successful transition for the student
- all parties agree that remaining in alternative education for an extended period of time is in the best interest of the student
- there is a risk that leaving alternative education may negatively impact the student's educational pathway
- the student has already made significant progress towards their ILP goals and there is a robust transition plan

- there is sufficient funded space in the alternative education programme to allow the student to remain, without taking the place of another student of an eligible age.

If the Ministry approves an application to remain in alternative education past the age of 16, a case conference must occur at the end of every term to review the student's place and ensure:

- alternative education is continuing to contribute positively to the student's progress
- the ILP (including transition goals) is reviewed and updated
- they are not displacing younger at risk students who would benefit from attending.

Roles and responsibilities

The information in Table 1 on the following page sets out the roles and responsibilities of different parties in alternative education. It breaks the roles and responsibilities down by the different phases of delivery:

- at referral and entry
- while attending alternative education
- and at transition and exit out of alternative education.

Table 1 identifies who the party is accountable to and the mechanism by which this occurs.

Table 1: Roles and responsibilities in the provision of alternative education

Managing School	Enrolling school *	Provider *	Ministry of Education
Key: • Ministry of Education - Ministry • Memorandum of Understanding - MoU • National Office - NO • Area Offices - AO • Individual Learning Plan - ILP • National Education Guidelines - NEGS • National Administration Guidelines - NAGS • Resource Teachers: Learning and Behaviour - RTL			
Role			
<ul style="list-style-type: none"> Fund holder Contract manager 	<ul style="list-style-type: none"> Referrer Home school Accountability for achievement 	<ul style="list-style-type: none"> Service provider Accountability for attendance and achievement 	<ul style="list-style-type: none"> Funder, contract manager Operational policy National reporting
At referral and entry			
<ul style="list-style-type: none"> Assesses referrals against entry criteria Participates in case conferences Make referrals to providers Manages allocated places 	<ul style="list-style-type: none"> Makes referral to managing school Provides information about student, including describing all interventions already undertaken prior to referral Participates in case conferences Updates ENROL 	<ul style="list-style-type: none"> Induction process 	<ul style="list-style-type: none"> Determines allocation of places within the region (NO) Verify referrals (AO) Updates Ministry databases (AO)
While attending alternative education			
<ul style="list-style-type: none"> Provides pedagogical leadership Monitors and contract manages external providers Reports to the Ministry on student outcomes and exit data 	<ul style="list-style-type: none"> Develops ILP with student, whānau and provider Monitors student progress Reviews and updates ILP regularly with student whānau and provider Responsibility for student as per NEGs and NAGs Ensures access to specialist services such as RTL Reports to Board on student progress and achievement 	<ul style="list-style-type: none"> Develops ILP with student, whānau and enrolling school Monitors student progress Reviews and updates ILP regularly with student whānau and enrolling school Delivers the NZ Curriculum Coordination of wraparound support Reports attendance to enrolling and managing schools weekly Reports literacy, numeracy, attendance and exit destination to managing school monthly 	<ul style="list-style-type: none"> Monitors flow of at risk students into and out of alternative education (AO) Supports managing schools to hold enrolling schools accountable for their students (AO) Contract management monitoring visit in Terms 1 and 3 (AO) Provides feedback on 6 monthly and annual reports (AO) Collates national reporting trends and NCEA data (NO)
Transition and exit			
<ul style="list-style-type: none"> Supports application for extension beyond 16 years 	<ul style="list-style-type: none"> Applies for extension to remain in alternative education beyond age 16 Plans for transition back to school or further education/training Leads termly case conference meetings to review student progress where an extension beyond age 16 has been granted 	<ul style="list-style-type: none"> Supports applications for extension beyond age 16 Supports transition planning of student Participates in termly case conference meeting to review student progress where an extension beyond age 16 has been granted 	<ul style="list-style-type: none"> Assesses and approves/declines applications to remain in alternative education past 16 years (AO) Attributes highest attainment school leaver data to enrolling school on Education Counts (NO)
Accountable to			
<ul style="list-style-type: none"> Ministry 	<ul style="list-style-type: none"> Ministry 	<ul style="list-style-type: none"> Managing school 	<ul style="list-style-type: none"> Minister
Mechanism			
<ul style="list-style-type: none"> Outcome agreement, MoU 	<ul style="list-style-type: none"> MoU 	<ul style="list-style-type: none"> Subcontract 	<ul style="list-style-type: none"> Outcome agreement, MoU

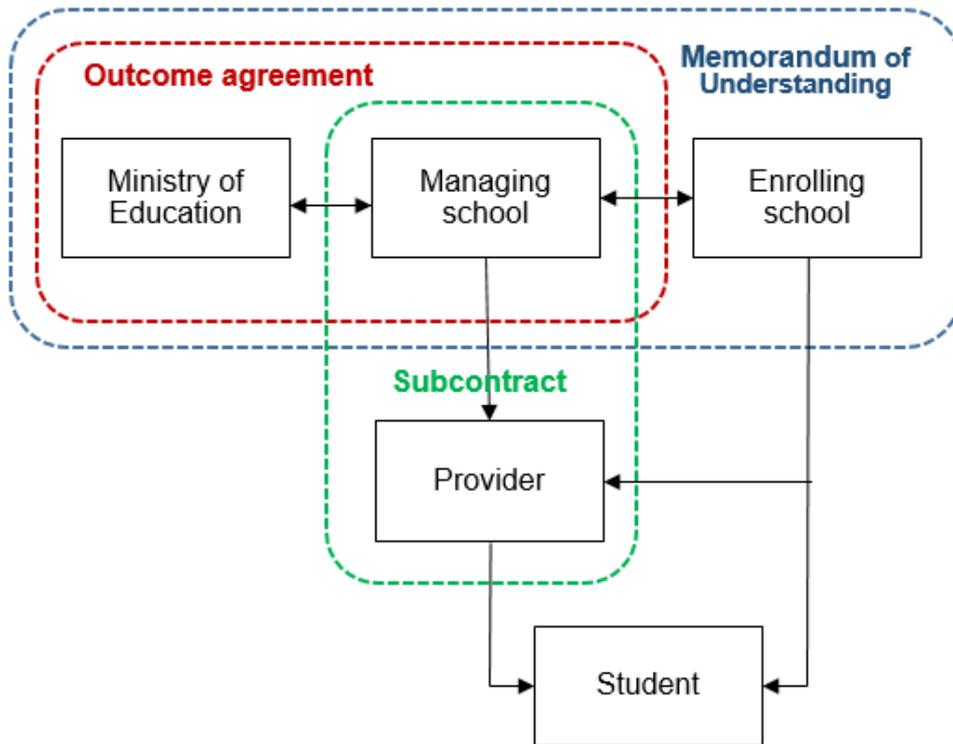
* In some communities (eg rural schools) where alternative education is provided on-site, the managing school is the enrolling school.

Contract management

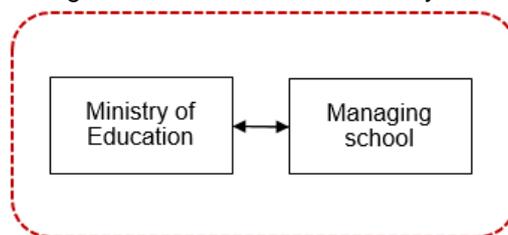
Contract arrangements

The following diagram describes the contractual arrangements for alternative education. This was designed in 2017 and 2018.

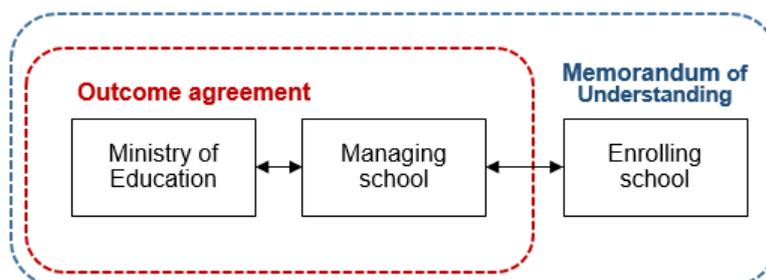
Diagram 1: Contractual arrangements for alternative education



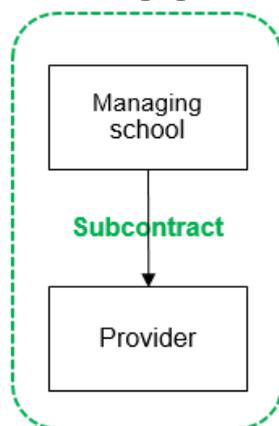
The outcome agreement is the funding contract between the Ministry and managing school.



Parties to the Memorandum of Understanding (MoU) are managing schools, enrolling schools and the Ministry. The MoU describes the parties' shared commitment to students over the different phases of alternative education. It also describes broad relationship principles which guide the way the parties will work together.



A subcontract is a funding contract between the managing school and an external community-based provider.



Obligations of the managing school when subcontracting

If the managing school decides to subcontract the delivery of alternative education to an external provider (or multiple providers) their contractual obligations are as follows:

- the school must first seek consent from the Ministry to subcontract. To do so they need to provide information on the selected provider as per Attachment 4 of their outcome agreement with the Ministry
- ensure a written contract between the managing school and the subcontracted provider is in place which sets out the responsibilities and expectations of both parties
- the managing school must ensure that each subcontractor complies with the terms of the outcome agreement as the managing school will remain liable for all acts or omissions of each subcontractor as if they were the acts or omissions of the managing school.

Contract management by the managing school

The managing school should undertake effective contract management of the external provider, to ensure that the subcontractor complies with the terms of the outcome agreement, delivers an effective programme and is adequately supported to continually improve their performance.

Effective contract management relies on three factors:

1. managing service delivery - this ensures that a contract is being delivered on as agreed, to the required levels of performance and quality
2. managing relationships - collaborative working relationship between the two parties enables early detection of risks or issues, joint problem solving and support to achieve outcomes for students and a focus on continual improvement
3. managing contract administration - ensures accountability through tracking and recording the delivery of service, including the collection and review of reports and processing and monitoring financial accountability.

For more information on New Zealand Government Procurement and how to manage contracts effectively visit; www.procurement.govt.nz/procurement/.

Administration costs retained by the managing school

The managing school is accountable for the use of public funds supplied to deliver alternative education and must supply a financial record of how these funds have been used within their alternative education annual report.

The managing school may keep up to 10% of the funding for administration costs, if required, to support effective programme delivery and contract management. These costs however must be justified by being itemised within the alternative education financial record supplied to the Ministry annually.

Mid-year and annual reports

Each managing school is required to provide a mid-year progress report and annual report to the Ministry. Both reports request data and a narrative from the managing school regarding student educational progress, attendance and transition, as well as commentary on progress against the pedagogical leadership plan (see page 18 for more detail).

The mid-year and annual reports are used by the Ministry to:

- assess the provision of alternative education and contribution towards outcomes described in the outcome agreement
- support follow up conversations with the managing school, to help improve the service
- support the Ministry's reporting on the progress and achievement of priority learners
- ensure accountability for public funds.

Table 2: Reporting measures

Reporting measure	Objective
<p>How many?</p> <ol style="list-style-type: none"> 1. Total number of students who have been enrolled in AE over the reporting period. 2. Total number of students who have been enrolled in AE for 3 weeks or more within the reporting period¹. 3. Total number of ILPs developed for students who have been enrolled for 3 weeks or more within the reporting period. 	
<p>How well?</p> <ol style="list-style-type: none"> 4. Percentage of ILPs developed within 2 weeks of enrolment in AE. 5. Percentage of ILPs that meet the minimum criteria described in the Detailed Service Description. 6. Percentage of students who have made good progress toward achieving their ILP goals when they complete AE. 7. Percentage of students who have been enrolled for six weeks or more who have improved their attendance rate. 	<p>100%</p> <p>75%</p> <p>80%</p>
<p>Is anyone better off?</p> <ol style="list-style-type: none"> 8. Number and percentage of students who have demonstrated a lift in numeracy while in AE. 9. Number and percentage of students who have demonstrated a lift in literacy while in AE. 10. Number and percentage of students who have left AE. 11. Number and percentage of students who have successfully transitioned back to school. 12. Number and percentage of students who have successfully transitioned into further education (i.e. not school) or training. 13. Number and percentage of students who have successfully transitioned into employment. 	

Due dates

The midyear report covers the period of terms one and two, and is due into the local Ministry office 10 working days after the beginning of term three.

The annual report covers the entire calendar year and is due by the end of February of the following year.

¹ Please note only provide information on this group of students in the "how well" and "is anyone better off" sections

Reporting templates

Both the mid-year and annual reports need to be completed in the excel spreadsheet template. To view and print the *Alternative Education mid-year report* template, visit alternativeeducation.tki.org.nz/Alternative-education.

Report feedback

The Ministry is required to provide written feedback to the managing school on both the midyear and annual reports within three weeks of receipt of the report.

Monthly status report

Monthly status reports are due to the local Ministry office at the end of the first week of each month for information from the previous month. These reports are used to track student entry and exit data.

The *Monthly status report* template is available on the website; alternativeeducation.tki.org.nz/Alternative-education.

Monitoring visits by the Ministry

The Ministry will make two visits to the managing school per year to monitor the outcomes of the alternative education contract.

The first visit will occur in term one with the purpose of ensuring that:

- adequate contracting provisions are in place including ensuring obligations under the Health and Safety at Work Act 2015 and the Vulnerable Children Act 2014 are met
- the MoU with enrolling schools is signed
- a pedagogical leadership plan is in place
- schools have the opportunity to discuss support they may require in the year ahead.

The second visit will occur in term three with the purpose of:

- discussing feedback on the midyear report and supporting continual improvement practices focused around improving outcomes for alternative education students.

Reporting NCEA and achievement data

The Ministry may gather annual NCEA achievement data for students who have attended alternative education for the previous year. This will be accessed directly through NZQA and at other intervals during the year as appropriate.

Enrolling schools are accountable for NCEA achievement data of all their students including those who are attending alternative education. Highest attainment school leaver results for alternative education students will be included in the enrolling school's data set on Education Counts.

Good practice and support

Pedagogical leadership

The Ministry funds managing schools to provide pedagogical leadership to alternative education tutors. Five percent of the funding received by the managing school must be spent on pedagogical leadership.

The purpose of pedagogical leadership is to support the development of quality teaching and learning practices, which will contribute to successful outcomes for students. It should be provided by registered teachers who have sufficient expertise to provide expert leadership, guidance and professional development to tutors.

An annual pedagogical leadership plan is required which outlines the key areas of support including objectives and targets for the year, as well as the key actions which will support the achievement of these objectives/targets.

The annual plan should be developed in partnership with alternative education providers to respond to the specific professional development needs of tutors and students. The support provided should include a focus on, but is not limited to the following areas:

- teaching, planning, evaluation and assessment practices
- ILP development
- strategies to build engaging learning activities based on evidence
- inquiry practices
- building successful transition processes
- cultural competence when working with diverse students and tutors, and in particular that programmes address the identity, language and cultural needs of Māori.

A suggested *Pedagogical Leadership Plan* template is available on the website; alternativeeducation.tki.org.nz/Alternative-education.

ERO report on *Alternative Education: An Evaluation of the Pedagogical Leadership Initiative*

In 2012 the Education Review Office (ERO) published the report and evaluated the impact of new funding that was introduced in 2011 for pedagogical leadership in alternative education. The evaluation looked at the work of ten clusters and identified a set of principles to guide good practice.

To read the ERO report visit; www.ero.govt.nz/publications/alternative-education-an-evaluation-of-the-pedagogical-leadership-initiative/.

ERO report on *Good Practice in Alternative Education*

ERO published the *Good Practice in Alternative Education* in 2011. This is an excellent resource that provides insight into the good practices that support student outcomes in alternative education. In summary, the report outlines the following critical success factors underpinning good practice in alternative education:

- the quality of the relationships between staff and students
- the use of a curriculum that matched the individual needs of students
- the passionate and compassionate approach of alternative education staff
- the ability of staff to have students aspire for a more positive future for themselves
- an ability to address the wide range of social and educational needs of students
- the leadership and teamwork of alternative education providers
- the relationships with schools
- the relationships with whānau/families.

In addition to these success factors, ERO also identified two challenges to ongoing good practice:

- the pedagogical leadership of alternative education providers
- the quality of exit transitions.

To read the ERO report visit; www.ero.govt.nz/publications/secondary-schools-and-alternative-education-april-2011/overview-2/.

Professional development support and guidance

It is expected that managing schools seek opportunities to include their alternative education staff in training events (eg programmes such as Assessment for Learning and behaviour management seminars).

The Ministry also has a small portion of funding per year to support professional development (PD) in alternative education. This funding is used at a local level to organise or directly fund PD. For more information on the PD arrangements in your area contact your local Ministry office.

Support for governance

The managing school can seek advice and guidance from the School Trustees Association (NZSTA) relating to its employer responsibilities, including job descriptions and performance management issues.

NZSTA may also be able to provide guidance or information regarding Trustee and Board responsibilities. For more information contact 0800 782 435 or visit www.nzsta.org.nz.

Research

Background of students in Alternative Education: Interviews with a selected 2008 cohort report; visit www.nzcer.org.nz/research/publications/background-students-alternative-education-interviews-selected-2008-cohort

Youth'09: The Health and Wellbeing of Young People in Alternative Education report; visit www.fmhs.auckland.ac.nz/assets/fmhs/faculty/ahrg/docs/2010ae-report.pdf

Legislation

Education Act 1989

The Education Act 1989 requires that:

- children and young people must be enrolled in a registered school from their 6th to their 16th birthday (section 20)
- students who are required to be enrolled must attend school whenever it is open (section 25)
- parents are responsible for their child's regular attendance at school (section 29)
- Boards of Trustees must ensure the attendance of students who are enrolled in their school (section 31)
- Principals must ensure that they have evidence of enrolment and attendance (section 33).

Vulnerable Children Act 2014

Under the Vulnerable Children Act (VCA), all schools, kura and providers are required to have child protection policies in place and safety check all their children's workers.

Child Protection Policies

Child protection policies encourage early identification and referral of suspected child abuse or neglect. They also help build a strong culture of child protection in the school. Key requirements of a child protection policy are that it must:

- be written down and in use
- say how suspected neglect and abuse will be identified and reported
- be reviewed every three years
- be available on school websites or on request.

Safety checking

All children's workers need to be safety checked every three years. This includes both staff employed and staff engaged in the school or kura, whose work involves regular or overnight contact with children. Staff are classified as either core workers or noncore workers.

For more information visit: www.education.govt.nz/school/running-a-school/vulnerable-children-act-2014-requirements-for-schools-and-kura/.

Health and Safety at Work Act 2015

All types of organisations face risk. While the principles of risk management apply irrespective of the type of organisation, alternative education has a unique set of characteristics. Alternative education can involve a range of parties, including managing schools, community providers, facility owners and enrolling schools. All of these parties are responsible for ensuring the risks they can reasonably be held accountable for are well managed, minimised or eliminated. These risks could arise from a number of causes: from poor planning and management, a failure to attract and properly train staff and volunteers, to the behaviour of individual students.

The Health and Safety at Work Act (HSWA) introduces the term Person Conducting a Business or Undertaking (PCBU). In the context of alternative education, the Board of Trustees is the PCBU in the school and, where a community-based provider is subcontracted to deliver alternative education, the management of the provider is the PCBU. Where there are multiple parties and PCBUs, each has responsibility for managing risks within their area of responsibility and expertise. In other words, they have overlapping duties to ensure the health and safety of workers and other people.

Schools and providers need to consult on health and safety matters. One of the new duties is for PCBUs to *consult, co-operate* and *co-ordinate* activities with other PCBUs who share health and safety duties on the same matter. The reason for this is to ensure that when PCBUs are working together they are organised and take action to prevent any gaps in managing health and safety risks. Effective co-ordination and communication avoids unnecessary duplication of effort.

The Board of Trustees of the managing school, generally through the Principal, must ensure that policies and procedures are developed, implemented and reviewed. Where the provision is hosted by an external provider, the managing school would ensure that the provider has adequate policies in place and utilized before during and after contracting with the provider, and the enrolling school would seek assurances that health and safety/risk management is sufficient before sending their students to the alternative education provision. The provider ensures that young people, staff and visitors have a safe and healthy environment to work and learn in. The respective people in charge must clarify with each other where and when their respective responsibilities apply.

The PCBU hosting the alternative education provision has an overall duty to ensure the health and safety of all the workers and others involved in the activity. The other providers/schools or participant also have duties for the health and safety of their own workers and others affected by their work.

The extent of the duty to manage risk depends on the ability of each PCBU involved in the work, to influence and control matters. Health and safety is everybody's responsibility.

When the provision of alternative education is offsite

The provider will need to be able to demonstrate to the managing school that:

- it ensures that its premises comply with all legal requirements.
- it has practices in place which comply with education outside the classroom (EOTC) guidance and the HSWA.
- it provides and maintains a safe and healthy physical and emotional environment for all who enter its premises and any other premises that are used for the programme.
- it has safety and emergency plans for the evacuation of its premises and any other premises that it uses for the programme.
- it maintains a register of incidents of serious harm to staff, visitors and others in the workplace.
- it notifies WorkSafe of any Notifiable Events as defined in the HSWA.
- it informs the managing school of any incidents or injury that involves students and follows agreed aspects of the school's health and safety policy.
- it ensures that staff only use appropriate methods of discipline when correcting student behaviour.
- it ensures the health and safety of young people in the programme by having appropriate plans and policies that cover the following:
 - information required for the purpose of the programme and the safety of the learners participating in the programme is collected
 - the physical location of the programme is appropriate and safe for the age, background and capabilities of those participating
 - there is a plan in place to cover emergencies that may occur during the operation of the programme
 - everyone who needs to know knows where the participants are at all times during the programme. If student attendance is of concern, then an agreed protocol that outlines steps that need to be taken needs to be in place, eg referral to the Attendance Service
 - risk is assessed for all activities and reassessed for new students and staff
 - health and safety induction.

For more information on the *Health and Safety Practical Guide for Board of Trustees and School Leaders* visit; education.govt.nz/school/running-a-school/health-and-safety/h-and-s-for-boards-of-trustees-and-school-leaders/. A useful diagram on page 13 of this publication shows how different roles can interrelate.

Education outside the classroom guidelines

In 2016 the Ministry published guidelines for education outside the classroom (EOTC). The guidelines aim to help educators provide quality educational experiences outside the classroom that maximize learning and safety and meet the relevant statutory requirements and good practice guidelines.

For more information on the EOTC Guidelines, visit: eotc.tki.org.nz/EOTC-home/EOTC-Guidelines.

Appendix 1: Links to cross government tools and support

There are several government resources that may support alternative education students and their schools in the pursuit of educational success.

Ministry of Education

[Guidance for New Zealand Schools on Behaviour Management to Minimise Physical Restraint](#)

The document will help schools use positive strategies for managing student behaviour. It focuses on preventative and de-escalation techniques with the priority on the wellbeing and safety of both staff and students.

www.education.govt.nz/school/managing-and-supporting-students/student-behaviour-help-and-guidance/seclusion/

[School transport assistance](#)

Ministry funded school transport assistance may be provided for students attending alternative education. To be eligible for assistance the student needs to meet all the eligibility criteria of mainstream School Transport Assistance. If a student is eligible, they will be provided with a conveyance allowance only.

www.education.govt.nz/school/running-a-school/using-school-transport
www.education.govt.nz/school/running-a-school/school-transport/sta-eligibility/

[Youth Guarantee](#)

Youth Guarantee initiatives are about improving the transitions from school to further study, work or training. They provide a wider range of learning opportunities, make better use of the education network, and clarify pathways from school.

www.education.govt.nz/communities-of-learning/transitions/
youthguarantee.net.nz/start-your-journey/
youthguarantee.net.nz/secondary-tertiary-programmes/

[Inclusive Education](#)

Inclusive education is where all children and young people are engaged and achieve through being present, participating, learning and belonging. The Inclusive Education website provides a wide range of tools to help schools or early learning service support students with diverse needs. Schools also need to be aware of their legal obligations.

www.education.govt.nz/school/running-a-school/inclusive-education/
www.inclusive.tki.org.nz/

Ministry of Social Development

[Training Incentive Allowance](#)

The Training Incentive Allowance is provided by the Ministry of Social Development to help some students with training costs, which may include materials for study, travel and childcare.

www.workandincome.govt.nz/products/a-z-benefits/education-and-employment-related-training.html

Ministry of Health

[Health Promoting Schools](#)

Health Promoting Schools (HPS) is an initiative which supports school communities to identify and address the health, wellbeing and education priorities of their students. The initiative provides access to a wide range of health promoting tools and resources for students.

hps.tki.org.nz/

Careers NZ

Career resources

Careers NZ offers a range of tools and resources that enable students to investigate, plan and navigate different career paths. Resources for teachers are also available such as the career education benchmarks.

www.careers.govt.nz/

NZCER

Wellbeing@School

NZCER has developed two wellbeing focused self-review toolkits for schools; *Wellbeing@School Self-Review Toolkit* and *Inclusive Practices Self-Review Toolkit*.

These include student surveys to assess wellbeing and tools to create effective action plans to improve wellbeing in the school community.

www.wellbeingatschool.org.nz/

ERO

Wellbeing for success: a resource for schools

ERO developed this resource to help schools evaluate and improve student wellbeing. ERO has also published draft evaluation indicators for student wellbeing.

www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/

Wellbeing for success: effective practice

In 2014, ERO undertook an evaluation of the extent to which schools were promoting and responding to student wellbeing in primary and secondary schools. The report was published in 2016 and compliments the Wellbeing resource for schools.

www.ero.govt.nz/publications/wellbeing-for-success-effective-practice/

Appendix 2: Forms and templates

There are forms and templates available on the TKI Alternative Education website, visit alternativeeducation.tki.org.nz/Alternative-education.

They include:

- Individual Learning Plan
- Assessment form and case conference information sheet
- Application to remain in alternative education past 16 years of age
- Pedagogical leadership plan
- Monthly status report
- Annual report template
- Mid-year report template



We **shape** an **education** system that delivers
equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**