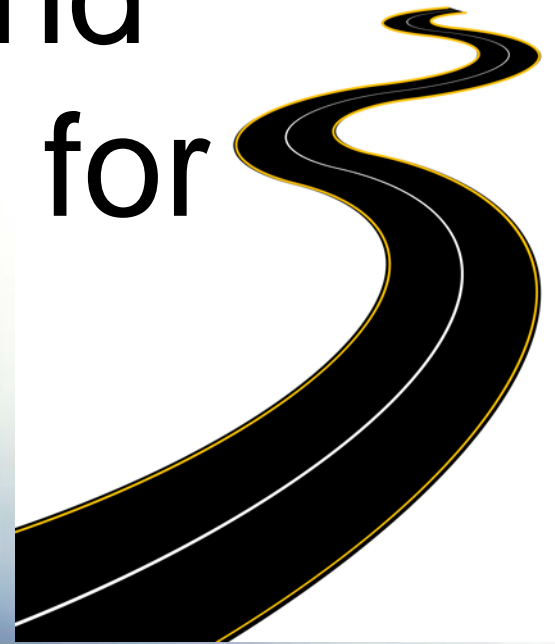


**WELCOME**

Just don't expect much.

# The Role of the PTE in expanding Pathways and opportunities for students



PTEs became entities under the 1990 Education Act, however many were around long before that. Many are privately owned or are registered as a Charity/Trust such as YMCA and Salvation Army.

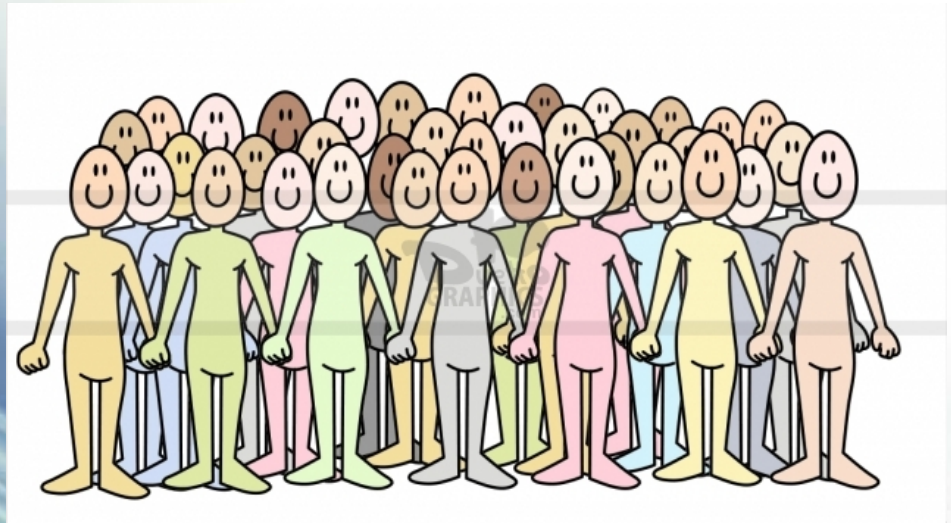
Generally the special characteristics of PTE's are;

- Niche and specialist providers
- Small class sizes (14 learners to 1 tutor)
- Extensive pastoral care
- Ability to respond to market demands very quickly
- Individualised learning

Many PTE's operate in the International arena, both in New Zealand and overseas (46% of all international students) and these may be as English Language providers and/or as industry specific – from lower levels to degree and beyond.



Age range from 15-16 through to 65 and PTEs may have as few as 12 learners or have many hundreds.





There are approximately 300 funded PTEs of which nearly 1/3<sup>rd</sup> are in Auckland



Funding is available from many pools;

- Youth Guarantee Levels 1-3
- Intensive Literacy and Numeracy – 100 hours only –FREE
- SAC Level 1 and 2 – National Certificates only for 18+ - FREE
- SAC Level 3+ - Student loans and allowances
- Foundation Focused Training Opportunities – 20 weeks only – FREE
- Training for Work – industry specific – 12 weeks – MSD funding
- Workplace Literacy and ESOL – free but limited
- Other – e.g. Star, Gateway and ACE via Secondary Schools

A decorative archway graphic with a repeating pattern of the words "EXPANDING PATHWAYS" inside it, framing the title.

## Expanding Pathways

Pastoral Care: health concerns, financial issues, transport, career planning, dress, security (victim support), counselling, drug addiction – all have to be addressed prior and during the pathway process.

Family support for the learners choice, having the correct credits etc. – going in to bat for them to get their choice – being realistic but not ‘down on their choice’ – having a plan B. Self esteem etc



## Pathways within New Zealand;

- Further education at a PTE, ITP or University which may be full or part time
- Apprenticeship
- Cadetships and 'sponsored' employment with training. Employment with training involved such as Defence forces, Ambulance and Fire and even McDonalds.
- Employment
- Internships – could be an option that the learner suggests if they are very focused on a career but cannot find paid employment.

Overseas has other pathways;

- Camp America
- Volunteer Service
- Study / employment



There are scholarships available to encourage a student to learn off-shore

The PTE can be very nimble and offer the individual learner a programme that best fits them.

The PTE can identify changes to goals and how to best achieve these

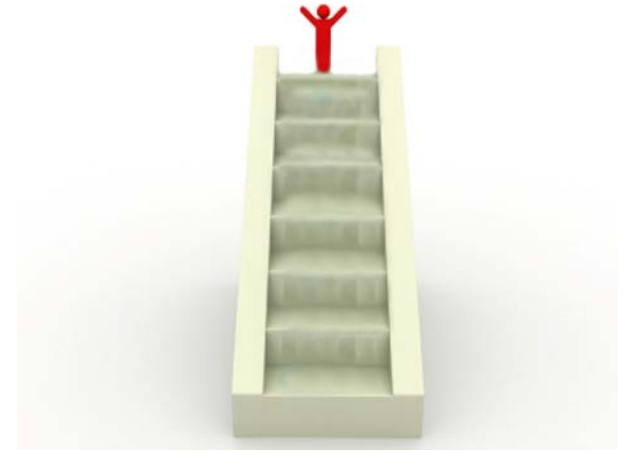
# Collaboration



- A learner may be involved with two or more organisations within their learning environment
- These opportunities will expand as the MoE supported Youth networks develop
- Help focus the learner on a future pathway

# Pathways must be;

- Appropriate
- Achievable
- Aspirational and owned by the learner
  
- A pathway should be career focused rather than a dead end 'job'.





# Discussion



# welcome

