

# Teen Parent Units

July 2018



**Ko te Tamaiti te Pūtake o te Kaupapa**  
**The Child – the Heart of the Matter**

[www.ero.govt.nz](http://www.ero.govt.nz)

Teen Parent Units

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## Overview

The Education Review Office (ERO) reviews Teen Parent Units (TPUs) on a three-year cycle. During March and April, 2017 ERO investigated the quality of education provided by TPUs and the extent to which they supported positive outcomes for TPU students and their children. As part of the review, ERO undertook semi-structured interviews with host school leaders, TPU leaders and teachers, and students. The overall performance of TPUs has improved since ERO's review in 2013. Just over three-quarters (19) of the 24 TPUs reviewed were performing well and demonstrated practices that led to better educational, social, health and wellbeing outcomes for the students and their children.

### Overall findings

Almost half of the TPUs (11) in this evaluation demonstrated highly effective practices that promoted positive outcomes for the students across a variety of [domains](#). Leaders and teachers fostered a culture of success and wellbeing that permeated through every aspect of these TPUs: from the quality of the student induction process, to the level of commitment and resource allocation to support students' transition into further study and work. These TPUs provided an effective intervention service for young parents who might otherwise struggle to improve their outcomes.

A key feature of the highly effective TPUs was the pedagogical leadership and expertise of the leaders and teachers in the host schools and TPUs. The range and depth of curriculum knowledge, the partnerships formed to extend the curriculum and the teachers' pedagogical knowledge supported the students to achieve their goals. The development of the Ministry of Education's (the Ministry) TPU [Operational Guidelines](#) and [Outcomes Framework](#) provided the host schools and highly effective TPUs with guidance about their respective roles and responsibilities, and resource allocations.

Eight TPUs were judged as mostly effective and displayed similar characteristics to the highly effective TPUs. However, they had some issues that fell broadly into three areas: limited curriculum options, planning approaches that lacked a careers focus, and partnerships that lacked a shared understanding. In some of these TPUs, there was a lack of clarity and shared understanding about roles and responsibilities, for example, determining the amount and use of administration fees paid by TPUs to host schools. These TPUs would benefit from formalising the roles and responsibilities through reviewing and implementing their Memorandums of Understanding (MoU). This issue was highlighted in previous ERO national TPU reports.

Five TPUs were not performing well overall. Three of these TPUs were considered as poorly performing in previous ERO evaluations. Māori and Pacific students in these TPUs need more opportunities to draw on their interests, strengths, and aspirations across the curriculum.

Three TPUs had limited effectiveness in engaging the students to achieve and succeed, and while they had some strengths, there were also significant weaknesses. Some students were achieving and going on to positive destinations, however, the overall quality of leadership at these TPUs potentially limited the extent to which the students could achieve and the ability of these TPUs to improve their practices.

The performance of the remaining two not effective TPUs is of serious concern. The majority of students at these TPUs did not achieve well. ERO found low quality teaching and poor relationships within the TPU, between the TPU and host school and, with some external partners. Other challenges included: poor data collection, the lack of an up-to-date MoU, and the lack of knowledge about, and how to use, the Ministry of Education's Teen Parent Unit *Operational Guidelines* and *Outcome Framework*. ERO also reported some quality concerns in the institutional reviews of the host schools of these TPUs.

## Areas of development

This report identifies development areas for all TPUs and host schools. ERO found instances where TPUs and host schools were not managing their respective roles well. TPUs need to ensure their curricula actively supports the students' strengths, interests, aspirations and learning priorities. It is also important for all TPUs to understand and respond to the reasons some students enrol but subsequently fail to engage with their learning. Host schools need to ensure appropriate resources are allocated to support TPU teachers' professional learning and development (PLD), and students' learning priorities.

ERO also identified several development areas for the Ministry. In most TPUs, ERO found disparities in the number of leavers recorded by the individual unit and the numbers reported by the Ministry. Accurate recording of attendance, retention and destination are issues for all the TPUs. A centralised process for collecting such data by TPUs would help identify national patterns, and inform opportunities to improve outcomes for the students and their children.

As recommended in the [Families Commission 2011 report](#), a whole-of-government strategy addressing teen pregnancy<sup>1</sup> could complement the Ministry's Teen Parent Unit *Operational Guidelines* and *Outcome Framework*. The Ministry's TPU guidelines identify effective management and governance practices, as well as strategies to raise student achievement. The Commission noted that a "sharper focus" could be taken on:

- relationship education and ongoing contraceptive advice for two years after the birth
- support for transitions to education, training or sustainable employment
- access to coordinated social services that respond to students' complex needs
- connected local networks focused on teenage pregnancy and parenthood that can be replicated throughout New Zealand

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<sup>1</sup> ERO also gathered information from leaders, teachers and students about the sexuality education curriculum. The findings from this part of the evaluation will be reported with ERO's main evaluative findings on supporting and promoting wellbeing through sexuality education. These findings support the need for a teen pregnancy strategy.

- valuing and understanding cultural needs of Māori teenage parents
- inclusive and responsive services aimed at the needs of teenage fathers.

The strategy would include a focus on improving the education, wellbeing and health of all young parents and their children. It would also assist those host schools establishing new TPUs to focus on the holistic development of young parents and their children.



## Next steps

ERO recommends that the Ministries of Education, Social Development, Health and Oranga Tamariki:

- work together, and with, appropriate government agencies and community representatives to develop a national strategy addressing teen pregnancy; including a focus on improving the education, wellbeing and health of all young parents and their children
- develop cross-agency plans to better respond to the wide-ranging challenges identified by leaders and teachers working in teen parent education
- develop a set of data-collection tools to promote consistency and enable TPUs, their host schools and government agencies to effectively monitor educational, health, social and wellbeing outcomes of all students and their children.

ERO recommends that the Ministry of Education:

- work with the host schools of the six TPUs identified as having limited or no effectiveness to address the issues identified in this evaluation. Some of these TPUs performed poorly in ERO's previous TPU national evaluations (2011 and 2013)
- develop guidance on the level of administration fees paid by TPUs to host schools; including a transparent process for determining the amount and use of the administration fee paid to the host school by the TPU
- actively promote the use of the Teen Parent Unit *Operational Guidelines and Outcomes Framework* with all TPUs and host schools to ensure shared understanding of expectations
- develop comprehensive policy guidelines for assessing the capability and capacity of schools to host programs to support young parents.

ERO recommends that all TPUs:

- use the findings from this report and the Ministry of Education's Teen Parent Unit *Operational Guidelines and Outcomes Framework* to improve their provision of education and support for students and their children's wellbeing
- continue to investigate and respond to the issues affecting student engagement in TPUs, in particular retaining those students who initially enrol but do not attend regularly and achieve positive outcomes
- ensure the breadth and depth of their curriculum provides students with a broad range of courses, activities, and opportunities in line with [The New Zealand Curriculum](#). Key priorities include the development of engaging educational activities that reflect students' strengths, interests, and learning priorities; careers and vocational opportunities; and education that is relevant to the students' health and wellbeing.

## Introduction

Young parents are a diverse student group who face challenges additional to those experienced by other young people in secondary education. The most obvious challenges are those associated with pregnancy and parenting, including having dedicated time for pregnancy, birthing, the care of infants and costs associated with family living.

They are less likely than their peers to gain qualifications that give them good employment prospects. Consequently, they are likely to have a low income, an increased dependency on welfare and the risk of subsequent poor outcomes for their children (Boden, 2008).

The options for young parents to continue their secondary education include mainstream schooling, alternative education, [Te Aho o Te Kura Pounamu \(Te Kura\)](#) or enrolling in a Teen Parent Unit (TPU). The education that young parents receive in a TPU is the focus of this report.

### Ministry of Social Development report

The 2017 Ministry of Social Development (MSD) working paper: [Impact of School-Based Support on Educational Outcomes of Teen-Mothers](#) quantified how well young mothers in TPUs achieved academically. They identified three clusters of students, based on their enrolment in school when they fell pregnant:

- Cluster A: the mothers attending the high school hosting the TPU
- Cluster B: the mothers attending another high school and are transferring to the TPU
- Cluster C: the mothers previously disengaged from school and now enrolled in a TPU.

The study found significant differences in the achievement of students between clusters, and the achievement of these students was better than a carefully-selected control group in a TPU host school. Young mothers in Cluster A were more likely to enrol in the TPU and attain NCEA Level 1 and 2 qualifications.<sup>2</sup> Those young mothers without qualifications in all the clusters were more likely to attain a NCEA Level 1 qualification than those who enrolled in a non-TPU school.

These findings highlight that TPUs are generally effective for young mothers with lower propensities to complete school qualifications.

TPUs promotion of positive outcomes for teen parents can reduce the school enrolment gap between young mothers and young women who do not give birth, and improve the NCEA achievement levels of enrolled young mothers.

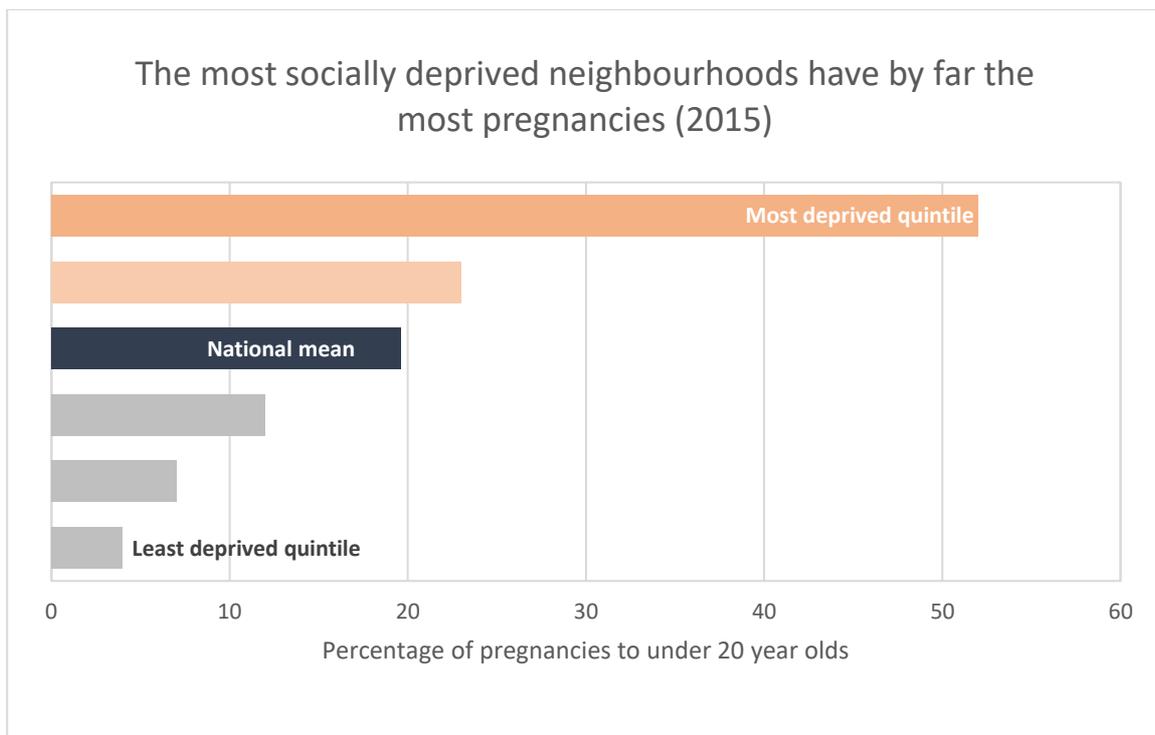
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<sup>2</sup> National Certificate of Educational Achievement

## Teenage pregnancy rates in New Zealand

The [2015 Ministry of Health report on maternity](#) notes that despite New Zealand’s teen pregnancy rates halving since 2008, the rate remains consistently higher for women in low socio-economic areas. Birth rates for young women residing in the most deprived neighbourhoods were statistically significantly higher than those for women in the least deprived neighbourhoods. Only three percent of teen mothers lived in the most affluent suburbs, compared to 53 percent in the most deprived (see Figure 1).

**Figure 1: Percentage of women under 20 years giving birth, by neighbourhood deprivation quintile, 2015**



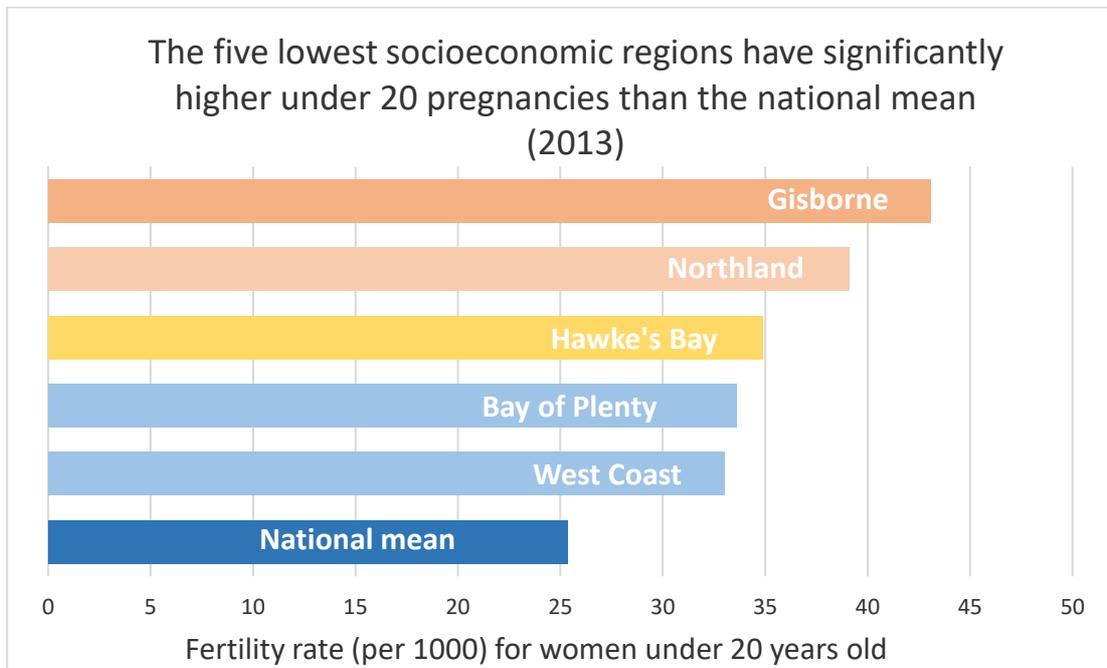
The vast majority, 82% of women aged under 20 years, gave birth for the first time. Babies of women aged under 20 years and of women from more deprived neighbourhoods had a lower weight average. Māori and Pacific women were more likely to reside in more deprived neighbourhoods.

In 2013, 26 in every 1000 births in New Zealand were to teenagers.<sup>3</sup> While the global trend was dropping, New Zealand still had the second highest teen pregnancy rate across [OECD countries](#). There is little New Zealand research about the factors contributing to the decline in teen pregnancy since 2008. However, there is data about the differences in teenage birth and pregnancy rates for ethnic groups and regions in New Zealand.

<sup>3</sup> These statistics are for teen mothers aged 15-19 years of age. There is no account taken for those girls aged less than 15 when they gave birth.

Figure 2 shows the fertility rates per 1000 births for women under 20 years in 2013 by region.<sup>4</sup> The rates in Gisborne and Northland were significantly higher than the national average. The predominantly rural regions of Hawke’s Bay, Bay of Plenty, and West Coast also had relatively high teen birth rates.

**Figure 2: Fertility rates, by region, for women under 20 years old in New Zealand**



The data above raises questions about the availability and effectiveness of teen parent units (TPUs) in these regions to promote equitable outcomes for the young parents (students) and their children.

Research shows young parents with strong, reliable, caring and responsive support systems are more resilient and satisfied with their lives (DeJong, 2003).

It is vital for the future wellbeing of TPU students and their children, and the national economy, that they achieve academically and develop clear pathways to future education, training or employment.

To address these requirements, TPUs are charged with meeting the individual learning priorities of students, engaging them in education and putting them on the path to success. The students’ priorities are often complex, requiring support to develop personally and socially as well as academically, and to establish meaningful future pathways.

<sup>4</sup> ERO did not have access 2016 New Zealand Statistics for teen pregnancy rates.

## Background

A teen parent unit (TPU) is an educational unit, governed by and usually situated within a mainstream secondary school (host school) or in a nearby offsite location. The [establishment](#) of a TPU is driven by the interest of the host school and is subject to the school having:

- links with an early learning service preferably onsite or adjacent to the school
- the space available (on or offsite) to accommodate a TPU
- identified the local need for a TPU
- demonstrated ability to sustain the TPU roll.

The host school signs a Memorandum of Understanding (MoU) with the Ministry confirming its responsibilities. A teacher in charge manages the TPU and reports to the host school's principal and board of trustees, often with the support of a management committee. TPUs enrol teenagers who are pregnant or already teen parents. Students are taught by registered teachers according to their individual learning priorities. Students may also enrol at Te Kura to ensure access to a wide range of curriculum areas. Apart from a teaching and learning programme based on *The New Zealand Curriculum*, students receive wrap-around support, pastoral care, mentoring and additional courses (such as life skills). Collectively TPUs also provide access to early childhood education for children, transport, links to health and other social services, and guidance and mentoring.

The first TPU was established in Porirua in 1994 and was initially funded by the Ministry of Justice. Since then, the Ministry of Education has developed policies for establishing, managing and resourcing TPUs and now funds 25 education facilities around New Zealand for pregnant and parenting young people.

## Teen Parent Units development since October 2013

Since ERO's review in 2013, four more TPUs have opened in Levin, Kaikohe, Flaxmere, and Whakatane. There are now 25 TPUs across the country. ERO visited 24 TPUs, excluding Whakatane, which had only recently opened in 2017.

In 2014, the Ministry of Education recognised the need to provide individualised support for students to continue their education in mainstream schools. In this light, the Ministry introduced a pilot support programme: Teen Parents in the Mainstream that is currently being evaluated.

The introduction of the [Young Parent Payment](#) (YPP) in 2012 was considered an incentive for young parents to attend a TPU or undertake studies leading to NCEA Level 2. Anecdotal evidence suggests that some young parents enrolled at a TPU as a condition for receiving the YPP but did not attend regularly.

## TPU Operational Guidelines and Outcome Framework

In response to ERO's 2013 recommendations, and after wide consultation with host schools, TPUs, the Ministry's education partners and support agencies, the Ministry developed the [Operational Guidelines for Teen Parent Units](#) and the [Teen Parents Unit Outcome Framework](#) in 2015.

The operational guidelines outline the Ministry's operational policies related to TPUs and serve as a practical information resource for all parties involved in running a TPU. The outcome framework has two key components: outcomes and indicators, and is supported by a set of reporting measures. The indicators are arranged with Mason Durie's [Te Whare Tapa Whā](#) model that recognises for teen parents to be successful we need to engage with the whole student: spiritual, emotional, physical, and whānau.

TPUs have a particular role in nourishing the student to grow and achieve in the context of being a parent, learner and member of a wider whānau. This involves a holistic and collaborative approach to education and wellbeing. It requires putting the student, their child and whānau at the centre and supporting a personalised educational journey.

Teacher characteristics also make a difference. Relationships built on trust and respect can lead to positive learning outcomes. Teaching practices need to reflect those of the [Te Kotahitanga](#) effective teaching profile (see Figure 3).

### **Figure 3: Key points of Te Kotahitanga Effective Teaching Profile**

- relationships and interactions between teacher and students are key to effective teaching
- effective teachers take a positive, non-deficit view of students, and see themselves as capable of making a difference for them
- effective interactions rely on:
  - manaakitanga (caring for students and acknowledging their mana)
  - mana motuhake (having high expectations)
  - ngā whakapiringatanga (managing the classroom to learn)
  - wānanga and ako (using a range of dynamic and interactive teaching styles)
  - kotahitanga (teachers and students reflecting together on student achievement in order to move forward collaboratively).

Partnerships for learning with other providers have become a strong aspect of TPUs and are intended to provide for the students' learning priorities and pastoral care. It is common for TPU staff to have professional relationships with social workers, school guidance counsellors, public health nurses, early childhood professionals, advocates, and budgeting and careers advisers.

## Methodology

This evaluation focused on the processes by, and the extent to which, the interests, strengths and learning priorities of TPU students are met.

Using a four-point scale, ERO review teams made an overall judgement about the TPUs in relation to the main evaluative question.

### How effective are TPUs in supporting and promoting positive outcomes for students?

#### Supporting Evaluative Questions:

<p>How effective is the leadership, management and organisation of the TPUs?</p>	<ul style="list-style-type: none"> <li>• Overall philosophy or approach</li> <li>• Strategy, focus, priorities, goals, internal evaluation</li> <li>• Relationship with host school - MoU</li> <li>• Organisational culture</li> <li>• Day-to-day management and relationship between staff and students</li> </ul>
<p>What do the TPUs know about outcomes for individual students?</p>	<ul style="list-style-type: none"> <li>• Academic outcomes</li> <li>• Social outcomes</li> <li>• Health and wellbeing outcomes</li> <li>• Destination outcomes</li> </ul>
<p>How well do TPUs processes support and promote student engagement and success?</p>	<ul style="list-style-type: none"> <li>• Induction</li> <li>• Individual Learning Plan (ILP)</li> <li>• Student engagement and outcomes</li> <li>• Student support</li> </ul>
<p>What is the quality of teaching and learning at the TPUs?</p>	<ul style="list-style-type: none"> <li>• Quality of the curriculum</li> <li>• Quality of career education</li> <li>• Staff pedagogical strategies</li> <li>• Students' academic and social progress in relation to their ILP</li> </ul>
<p>How well do TPUs work with their educational and community providers to promote positive outcomes?</p>	<ul style="list-style-type: none"> <li>• Links with other secondary and tertiary education partners</li> <li>• Quality of partnership between the TPU and early learning service</li> <li>• Links with social, health and wellbeing agencies</li> <li>• Links with <u>Careers NZ</u> and employment agencies</li> </ul>

Review teams undertook semi-structured interviews and analysis of documents, including planning and assessment, ILPs, and internal evaluation. Where possible, and depending on any emerging inquiry, this included student reflective journals and any teacher inquiry material. Appendix 1 lists the potential questions and prompts used by reviewers.

## Key findings

### System-level findings

ERO found a number of challenges across the 24 TPUs that require a system-level response. The highly effective TPUs focused on supporting students and their children to gain better social, health and wellbeing outcomes. Anecdotal evidence indicated that effective TPUs, in partnerships with external agencies, already helped to improve the social, health, and wellbeing outcomes of many students and their children. However, there was a lack of data to clearly show these improvements. A strategy focused on student wellbeing could provide a basis for the Ministry, host schools and other agencies to analyse the TPUs effectiveness, and systematic ways to further improve the wellbeing of the students and their children.

Curriculum delivery was also a challenge for the TPUs. The small numbers of staff and diverse student priorities made it challenging to deliver *The New Zealand Curriculum* and provide suitable options for the students. Some modes of curriculum delivery were not effective for engaging students in learning. For example, many TPUs accessed individual distance learning programmes provided by Te Kura; this approach was less useful for those students who already had been unsuccessful in mainstream education settings. The effective TPUs used a variety of teaching approaches that allowed students to work together in groups, to learn in contexts that were interesting and meaningful for them, and supported them to achieve their goals.

Attendance and retention were, and continue to be, ongoing issues for the 24 TPUs. Often students were enrolled for less than three months or left within 12 months. Highly effective TPUs understood the multi-faceted challenges students faced and developed a number of incentives and schemes to support them to complete their education. They reviewed these incentives and schemes regularly, and worked collaboratively with the host school leaders and teachers to understand how to better support the students and their children.

The recording and reporting of data was a challenge for both the TPUs and the Ministry. Some of the highly effective TPUs reported that the current student management system was incompatible for recording students' enrolment, attendance, achievement and destinations. These TPUs developed their own system of recording data that was often different from the current student management system and difficult to incorporate into the mainstream system. To help identify how to improve attendance, retention and achievement in TPUs, the Ministry should consider developing more centralised systems for recording such data.

ERO found some gaps in the data provided by the TPUs and the Ministry such as the number of students who attended for more than 80 percent of the time and their achievements, and the number of the students who received the Young Parent Payment, and their attendance (Figure 4).

Better data collection could:

- help TPUs, host schools and the Ministry understand significant patterns about attendance, retention and destinations
- help identify the conditions for success in effective TPUs and host schools
- determine other types of data needed to measure the performance of TPUs
- identify the type of extra support needed for students not engaged in their learning
- identify follow-up actions required by the TPU and host school.

**Figure 4: TPU enrolment, attendance and destinations data**

TPU data	2013	2016
Total student enrolments	831	810
Students enrolled for more than 3 weeks	751	592
Formal student exits	454	398
Destination <sup>5</sup> outcomes	231	198

Source: Ministry of Education, 2016

## Teen Parent Units findings

The overall performance of teen parent units has improved since ERO's review in 2013 (see Figure 5). The effective TPUs were performing well and demonstrated practices that led to better educational, social, health and wellbeing outcomes for the students and their children.

**Figure 5: ERO's judgements of effectiveness 2013 and 2017**

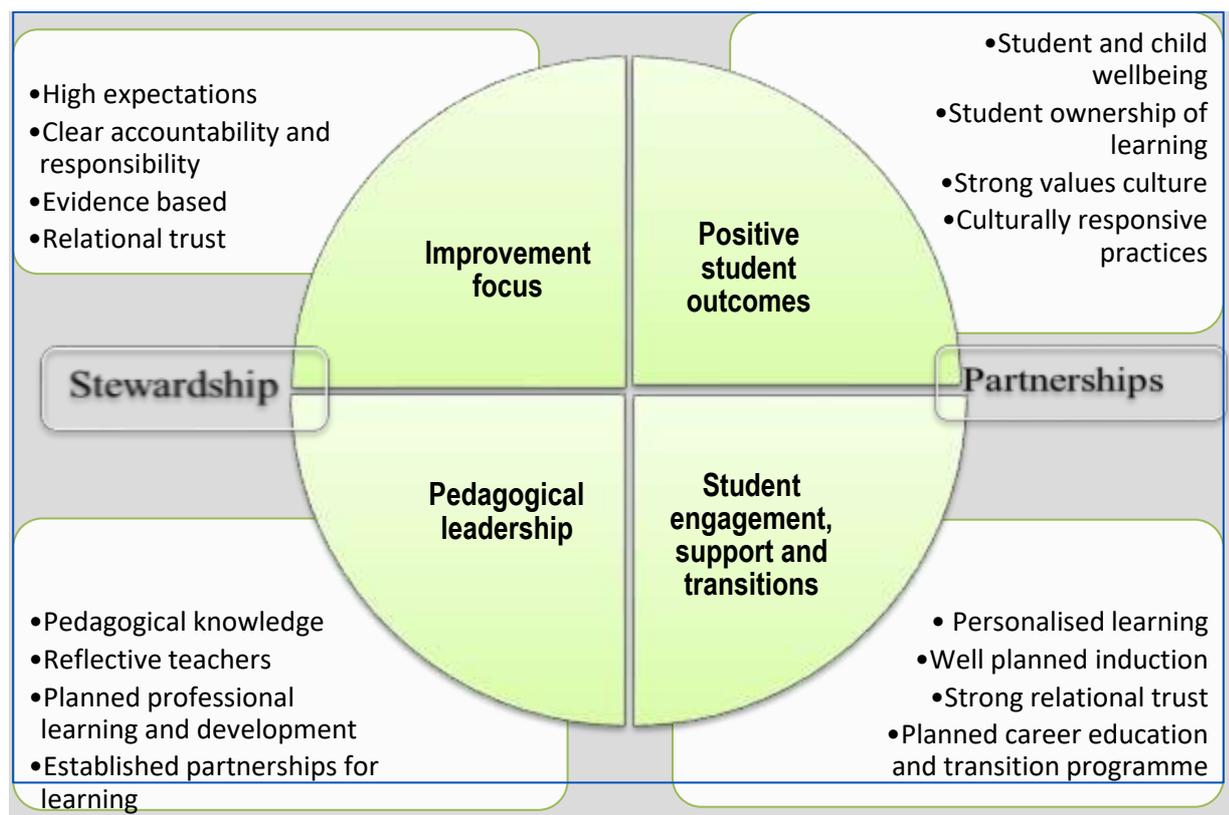
ERO judgements	2013	2017
Highly effective	5	11
Mostly effective	10	8
Limited effectiveness	3	3
Not effective	3	2

Strong leadership was key to the overall effectiveness of the highly or mostly effective TPUs.<sup>6</sup> This was influenced by, and had an influence on, stewardship and partnerships. The TPU leaders were improvement focused, valued positive student outcomes, engaged and supported students in their learning and transitions, and provided strong pedagogical leadership. Figure 6 is a summary of the key features of the 19 effective TPUs, which are discussed in the next section.

<sup>5</sup> Destination outcomes are student identified pathways for further education or employment. Effective TPUs usually maintain contact with former students and provide support, if needed.

<sup>6</sup> See Appendix 2 for summary of key findings.

**Figure 6: Key features of Teen Parent Units**



## Stewardship and leadership

Consistent and stable leadership were key features in the highly effective TPUs. Leaders had an inclusive leadership style that created a collaborative culture within the TPU where everyone was striving for the same thing: students achieving and succeeding.

TPU leaders had positive relationships with the host school’s principal and board of trustees (the board). They attended board meetings and reported regularly about the TPU’s performance. The board were aware of challenges faced by the TPUs and provided advice or support for them. Often, the positive relationships with the host school’s principal enabled professional support for the TPU leaders and teachers, and provided them with access to the host school’s professional learning and development (PLD), specialist teachers and other resources. Involvement of the TPU staff in the wider-school activities fostered inclusion and raised the visibility of the TPU in the host school and its charter, strategic plans and website.

“The unit is part of the host school’s strategic plan but has its own specific goals which are decided collaboratively and form part of the unit’s annual plan. The TPU director presents her annual report to the board in person and the school board visits the unit.” (Board representative)

Leaders, teachers and students in the TPU interacted respectfully with one another, accepted each other and quickly established trusting, open relationships.

Their interactions created an environment that was caring, nurturing and safe for the students. Partnerships with service providers also reflected the commitment, approach, values and vision of the TPU.

Leaders and teachers emphasised understanding and responding to the 'whole' student. This holistic approach to learning had a strong focus on wellbeing, achievement and success. Leaders and teachers identified factors that affected student learning and improved student outcomes and success.

Most of the TPUs were located in purpose-built facilities that were attractive and comfortable for both students and staff. TPUs were well resourced and had inviting learning spaces. Some TPUs were co-located with health services, social agencies and training providers offering students a 'hub' of easily accessible services while they attended the TPU. Early learning services (ELS) were located close to the TPU, allowing the students to attend to their child when needed. These physical attributes contributed to the positive conducive-to-learning environments evident in those effective TPUs.

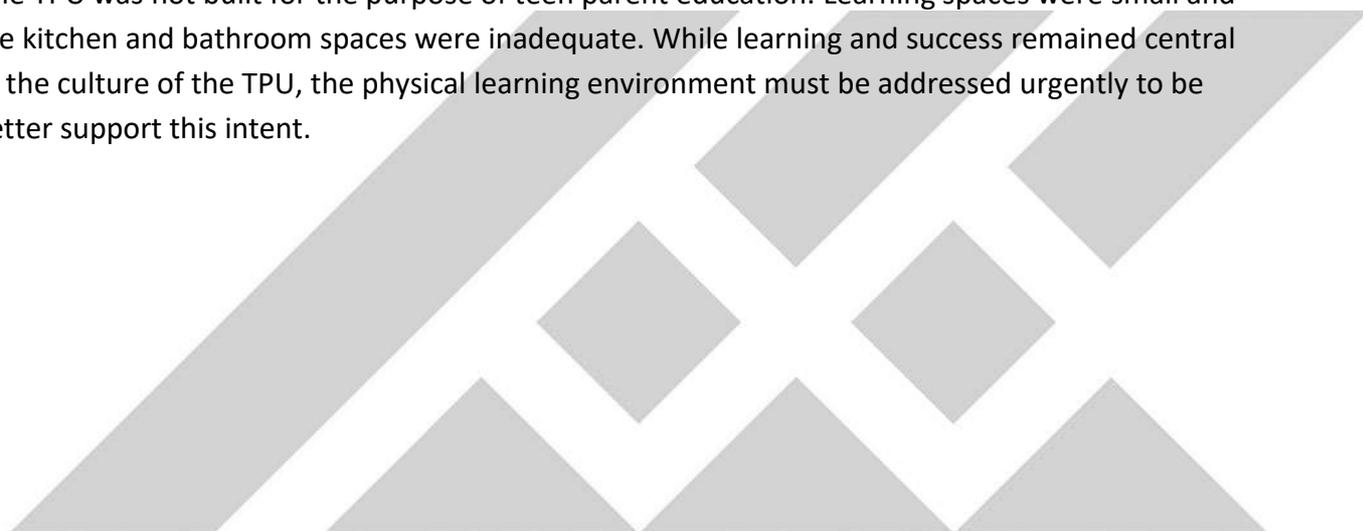
### **Areas of development**

Some of the 'mostly effective' TPUs need to build and strengthen relationships with their host school principal and board. There was a lack of formal oversight and support of these TPUs, and the impact of this was evident through the lack of formal engagement between host school principals, boards and the TPU leaders.

The five less effective (limited and not effective) TPUs need to:

- clarify roles and responsibilities with the host school; one TPU had very little control of their resourcing, staffing, or the enrolment of students
- formalise relationships with the host school, and board by developing MoUs
- address high staff turnover and the resulting loss of knowledge which was affecting the operations and sustainability of these TPUs
- use the Ministry's *Operational Guidelines for Teen Parent Units* and *Outcomes Framework* to guide or review their performance.

One TPU was not built for the purpose of teen parent education. Learning spaces were small and the kitchen and bathroom spaces were inadequate. While learning and success remained central to the culture of the TPU, the physical learning environment must be addressed urgently to be better support this intent.



## Positive student outcomes

Students in the highly effective TPUs experienced a relevant and meaningful education across the academic, social, health and wellbeing domains. They were encouraged and supported to determine, own and self-manage their learning. Leaders of the highly effective TPUs were highly skilled and committed. They coordinated a cohesive and strategic approach that contributed to positive outcomes for the students.

Every aspect of teaching and learning focused on students improving their outcomes. Teachers deliberately planned induction processes based on the strengths, interests, aspirations and learning priorities of each student. They explicitly linked learning programmes to future pathways identified by the students. As a result, students had a real sense of autonomy, self-determination and ownership of their learning. Based on the TPUs records, most of these students made considerable academic and social gains.

Teachers showed empathy; nurturing and caring for students. Students were treated with respect, acceptance and understanding; creating warm, caring and positive environments. Teachers encouraged students to follow their dreams, and supported them to achieve beyond what they thought was possible. They knew students with more frequent attendance achieved better outcomes; student learning was flexible to suit both their ways of learning and commitments as parents. Students were proud of their successes and celebrated their achievements; they were confident, resilient and had a great sense of belonging.

“A young mum who attended this TPU engaged in a range of learning experiences including Red Shirts (work experience). She left the TPU when she found full-time employment. This was a successful outcome for the young mum, although she had only gained a few credits at Level 2. After a few months, the teachers followed up with the young mum – she had been promoted at work and was really enjoying the workplace as it is linked to her interests.” (TPU leader)

Teachers integrated career education and guidance throughout the students' educational experiences, which extended personalised learning. They helped students to develop relationships with external agencies by linking them to providers they may not usually have access to. Developing these partnerships motivated students to learn and helped them with well-supported transitions to study and work pathways.

Established partnerships with nurses, doctors, social workers, youth workers, careers advisors and specialist teachers, host schools and other educational providers supported students to overcome learning barriers. Individual students attested to gains in their health and wellbeing, even if these were not systemically recorded by the TPUs. NCEA assessment progressively shifted from unit standards to achievement standards.

Some TPUs supported students to achieve NCEA Level 3 and University Entrance, and enrol in tertiary education programmes. These TPUs maintained contact and supported students in the early stages of their tertiary education journey. Other TPUs supported students to achieve national level certificates and undertake training or courses, such as driving lessons.

## Areas of development

Even in some of the mostly effective TPUs, there seemed to be some pressure on TPUs to 'fix' or 'hide' what some school leaders saw as 'problem' students. Leaders of both the host school and TPU need to support each other to be inclusive of these students, and to collaboratively support them to succeed.

While all 24 TPUs struggled to get the students to attend regularly and engage in their learning, attendance was a significant challenge for the five less effective TPUs. Only about half of the students in each TPU attended regularly. The learning programme was not aligned with the students' future pathways and teachers struggled to keep them engaged in their learning. Often students' irregular attendance and understanding of expectations were seen as barriers to achieving their goals.

"These students won't succeed at the TPU because they have been out of school too long and associate schooling with negative experiences. They find five days a week attendance and meeting behaviour (no smoking and appropriate language) and learning expectations (completion of Te Kura assignments) too difficult to manage." (TPU leader)

Host school leaders of the five less effective TPUs need to work with TPU leaders and investigate ways of better supporting students to attend regularly and to achieve their goals. Leaders need to review the learning environment and the learning programme with input from both the teachers and the students. They also need to model high expectations for both the students and teachers.

## Student support and engagement

The positive culture and enactment of values in the highly effective TPUs supported reciprocal learning and teaching by the students and teachers. Teachers welcomed students to the TPU and introduced them to the early learning service staff. They often used a tuakana teina<sup>7</sup> model to support students as they settled into the TPU, particularly if students preferred small group introductions. Teachers' non-judgemental and sensitive interactions with the students helped them to build a rapport quickly and understand the type and level of support students needed.

"I am not judged. I am accepted. I am in my own zone now, with girls like me. I am in control of my learning." (Student)

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<sup>7</sup> Tuakana teina provides a model for buddy systems. An older or more expert tuakana (brother, sister or cousin) helps and guides a younger or less expert teina (originally a younger sibling or cousin of the same gender).

Comprehensive interviews during induction helped to identify each student's strengths, interests, aspirations, learning priorities and future pathways. These interviews also helped to build mutually respectful relationships between the teachers and the student. During induction, the TPUs used a range of formal and informal diagnostic tools including the [HEEADDSS](#)<sup>8</sup> assessment. These formed the basis for developing individualised learning plans (ILPs)<sup>9</sup> explicitly linked to the students' future [pathways](#).

During induction, external agencies were invited to meet and present to students at the TPU. Students had access to programmes about life skills, parenting, leadership, goal setting and time management. New students were also introduced to health, social and education services provided either onsite or locally.

For highly effective TPUs, settling the student's child into the early learning service was a priority during induction. Several TPUs supported students to settle their children before beginning their learning programme. For other TPUs, there was a focus on building trusting and open relationships with the early learning service staff to ensure students felt comfortable about leaving their children at the service while attending the TPU.

High expectations and levels of engagement by the teachers supported the students to have a sense of belonging and ownership in developing their pathways. Personalised ILPs and learning goals supported students to work at their own pace, self-manage, and build independence. ILPs and future pathways were adapted according to the students' interests. Students' journals contained their ILPs and goals, attendance data, ongoing assessments, and inquiry learning. The journals were also a tool for engaging students in their learning, identifying new pathways and strategies for critical thinking. Students were also able to demonstrate the skills and knowledge they acquired along their learning journey. This approach helped students articulate where they wanted to go and the planned steps to achieve their goals.

There was a strong focus on promoting each student's culture, language and identity, and providing authentic experiences. One TPU reviewed their learning programme which led to the appointment of a Māori teacher to deliver a te reo me nga tikanga programme. The TPU reported an increase in student attendance and engagement in the programme. The students also attended the Mātātini pōwhiri which was linked to a learning outcome.

“Most of us are Māori and some of the staff are Māori too. We have lots of opportunities to talk about our learning and our hauora (wellness), we use our language, say karakia, sing waiata and talk about anything.” (Student)

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<sup>8</sup> HEEADDSS is an acronym for Home, Education/Employment, Eating, Activities, Drugs and Alcohol, Sexuality, Suicide and Depression, Safety. More information is available at [www.werryworkforce.org/](http://www.werryworkforce.org/)

<sup>9</sup> Individual Learning Plans are also known as Individual Education Plans in some contexts.

Most TPU leaders had positive relationships with the staff and students, and had an open door policy for students. The high staff-student ratio provided teachers and students with opportunities to co-design learning activities that responded to the students' interests, strengths and aspirations. Students had access to a variety of courses and appreciated the independence of learning. Some students reported this as their first positive educational experience.

"I struggled with school, I felt like a failure. I didn't feel teachers understood me. We were considered dumb at school, so we played up and didn't do any work. We need teachers who want to know you and like you. We get one-on-one help here and can ask teachers anything." (Student)

## Areas of development

Despite good relationships with students, relational trust between host schools, TPUs and teachers in the less effective TPUs was low. This was evident in the lack of relationships across these groups which negatively impacted the organisational culture, learning environment, expectations and levels of engagement.

ERO also observed some negative attitudes from staff towards students and their situation. There is an urgent need for the less effective TPUs to support students to experience education that is relevant and meaningful for them and have a real sense of self-determination and ownership of their learning.

Some TPUs could further develop their responsiveness to Māori and Pacific students. For example, most Māori students did not have suitable opportunities to learn in a te ao Māori environment. Māori and Pacific students need more opportunities to draw on their interests, strengths and aspirations across the curriculum.

While the less effective TPUs set learning goals with students and developed ILPs, the process for achieving the students' goals, tracking their progress and monitoring student wellbeing was unclear. In one TPU there was no discussion or guidance about how students could achieve their goals; students did not feel supported by their teachers, and had to manage their own learning. They also lost faith in incentive schemes run by the TPU; often their rewards were not followed up.

"The teacher sits in her office all day and doesn't help. If you want something you have to keep pushing to get it. I waited for a week for my Te Kura login. I was told to go and ask someone else." (Student)

Some TPUs had partnerships with nurses, doctors, and social workers who provided feedback to the TPU staff. However, the feedback was not used by the TPU to understand and monitor the students' health and wellbeing outcomes. These TPUs need to formalise the processes for regular contact between external providers and students, and the integration of such feedback into monitoring reports so that students can be better supported.

## Destinations

Leaders and teachers in the highly effective TPUs deliberately and purposefully developed relationships with external agencies to support students to make smooth transitions into further study or work options. Most TPUs used careers advisors through their host school. One TPU had a dedicated careers advisor position. The well-qualified advisor provided support and continuity across settings: from the TPU, to further study and into work pathways. Career advisors and teachers maintained connections with students for a significant period after the students had left the TPU. This type of support helped students to develop independence, resilience and self-confidence.

Well-established partnerships with education providers also played a role in the success of career education and guidance and in planning successful pathways for students. Some teachers used their own networks to help students' access 'taster' courses or gain work experience placements. Many of the teachers also had skills in career education and guidance that helped students to identify future pathways.

"There are no official [Gateway](#) placements through the host school. However the TPU has been autonomous in arranging work experience for their students. In 2016, the TPU organised placements at a law centre - three full days – and this is continuing into the following year. Placements were also arranged at the tourism centre, SPCA, a dressmaking factory and a nursing home." (TPU leader)

Many TPUs had a display wall of 'graduates' to show the various training and employment destinations of former TPU students. Some former students were invited to share their journey during annual graduations, which helped to motivate the other students.

## Areas of development

For the less effective TPUs, career education and guidance is an area for development. While individualised learning focused on the interests and strengths of the students, career planning was not as well integrated in identifying the students' future pathways.

Some TPUs integrated career education into their curriculum and sought placements for their students but they did not have formal processes for keeping careers advisors or employers engaged in supporting the students' transition into further training or employment. Strengthening partnerships with career advisors through the host school or [Careers New Zealand](#) could support teachers and students in these TPUs.

Some TPUs had an academic focus, but did not necessarily view secondary-tertiary partnerships as an opportunity to support students' transition into further training or employment.

"There is little use of Gateway to support student work experience – the teacher in charge feels this does not fit well with students' parenting responsibilities."  
(TPU teacher)

Less effective TPUs had poor quality data about student destinations. Leaders of these TPUs need to collect more data on student destinations, particularly for those students who struggle or seemed unmotivated to engage with their learning. Support for these students during their transitions was also unclear. Although some of these students maintained contact via social media, there was very limited follow up by TPU staff.

## Teaching and curriculum

A variety of factors contributed to the successful implementation of students' individualised learning plans; quality teaching was the most influential.

Teachers in the highly effective TPUs were experienced and specialists in their field. They exhibited high quality teaching practices demonstrating a variety of competencies including sound pedagogical knowledge; strengths in a variety of curriculum areas including careers education and pathway planning; strong pastoral care; and the ability to negotiate and navigate systems to support the health and wellbeing of the students. These teachers operated from a strengths-based perspective, acknowledged the students' experiences, and developed positive relationships. They provided students with immediate and ongoing feedback, and were highly responsive and reflective.

Learning, growth and wellbeing were at the centre of quality teaching practices in highly effective TPUs. Teachers' knowledge or commitment to find support for individual students' learning priorities enhanced the quality of teaching. Students had access to a wide variety of learning opportunities and pathways to support them in achieving their goals and aspirations. In many of these TPUs, leaders and teachers encouraged and supported the achievement of NCEA Levels 1 and 2 as the foundations for further study and training.

Host school and TPU teachers met regularly to discuss areas for improvement or further development. Assessment and moderation practices were transparent and helped students to actively participate and engage in planning, goal setting, assessment, feedback and then celebrating success. Teachers provided students who were at risk of not achieving with additional support and their goals were adapted to reflect this. TPU teachers participated in PLD at the host schools and students had access to learning programmes at the host school.

Teachers used courses and programmes from Te Kura to complement teaching and curriculum, but they did not rely on these as the only learning resources.

Teachers had high expectations for the students as young parents and as positive contributors to society. They treated students as adults and expected them to act responsibly and take responsibility. Teachers valued the students' experiences, acknowledged their individual circumstances and worked in partnership to reduce barriers that impeded learning. In some cases, they were advocates for their students when dealing with other agencies or the host school.

The characteristics of the teachers working in highly effective TPUs were consistent with that of the [Effective Teaching Profile](#) (Bishop and Berryman, 2009). They cared for their students, most of whom were Māori, had high expectations and believed students could succeed. Students were engaged in learning from the time of induction into the TPU. Leaders and teachers created a culture that promoted learning and monitored a variety of outcomes, and stimulated improvement in teaching practices that supported students' interests, aspirations and future pathways.

## Areas of development

Learning programmes at the less effective TPUs were compromised by the high turnover of key staff. Generally there were low levels of staffing at these TPUs and professional support for teachers was limited.

In the less effective TPUs, host school and TPU leaders could support TPU teachers by:

- reviewing the curriculum to align with the students' interests, aspirations and identified pathways; rather than the scope of the teachers' curriculum knowledge
- providing specific PLD for teaching and working with young parents
- using student outcomes data to inform their goals, and integrating these goals in relation to the students' learning priorities
- reviewing their reliance on Te Kura as the only learning resource provided to students
- improving relationships between the host schools and TPUs, with specialist teachers, and learning partners
- recognising the importance of student health and wellbeing as well as academic outcomes
- reviewing their teaching, assessment and moderation practices
- improving support for Māori students' language, culture and identity in their teaching practice and curriculum.

## Partnerships

Highly effective TPUs had strong and well-established partnerships with a variety of services and providers - health services ([Plunket](#), nurses, doctors), social services (counsellors, social workers), early learning services and other providers (tertiary education, parenting and life skills, careers advisors, and first aid). Partnerships were often based on the strength of the relationship between the TPU staff with service providers in the wider community.

“Many agencies have a regular time each week in the unit. This way students know who to go to and for what, and feel comfortable to access these agencies independently. Each student has a [VIBE](#) worker allocated to them whom they can access at any time.” (TPU leader)

Partnerships with the early learning services were of particular importance. For these TPUs, the relationships between the students and their child's teachers were vital. The students were supported both in the transition of their child into fulltime early childhood education and the celebration of their child's progress. Weekly meetings with the Early Learning Service manager provided an opportunity for the students to make suggestions, raise concerns, become further engaged in their child's learning and communicate through an established forum rather than ad hoc meetings.

Wrap-around support was available in almost all of the highly effective TPUs. For example, some students travelled long distances to the TPU and the provision of transport enabled them to attend the TPU and other appointments, or to get to the bus stop and train station with their children during the winter.

TPUs also benefitted when they had strong partnerships with the host schools. TPU teachers, staff and students were able to access resources, such as PLD, other professional materials and school career advisors. Courses and programmes from the host school and Te Kura were used to complement teaching and the curriculum.

Students' parents and whānau were also important partners, where circumstances allowed, in supporting students. Notices about students' progress were sent to whānau, which helped them understand more about the students' learning and future pathways, and how to support the students and their children. For some students, this was the first time their whānau received 'good' news about them and their achievements.

Teachers introduced students to people in professional support roles and students had ongoing opportunities to engage with such people. These partnerships helped students to access a wide variety of training opportunities, and to develop relationships that aligned with their identified future pathways.

### **Areas for development**

The less effective TPUs need to develop and strengthen strategic partnerships with early learning services and others. This was a particular issue for one TPU where the students' children were going to different early learning services in the region. The TPU had not established relationships with any of these services which meant the students' children did not always have a place at an early learning service. These TPUs also need to collaborate with the early learning services to review their policies and expectations of the young parents. At one TPU, there was a policy requiring the students to enrol their children in the attached early learning service. However, the service did not always prioritise the enrolment of these children so the students' attendance at the TPU was often delayed because they had to wait for an opening at the service.

The less effective services also need to:

- plan for and access PLD for staff, careers advisors, health and social workers; some TPUs struggled to access PLD due to timetabling arrangements
- formalise partnerships with other service providers such as Plunket and counsellors
- inform potential employers about the student's interests and availability for a placement.

## Improvement focus

Highly effective TPUs had a good understanding of internal evaluation and its role in making improvement-focused changes. They developed a culture where staff and students participated, engaged and contributed to inquiry and improvement-focused activities. Appraisal processes in the effective TPUs were robust and meaningful and aligned with the [Education Council's requirements](#). Staff used the students' feedback to identify areas of improvement for their teaching practices, the learning programme and support for students.

Some of these TPUs developed their own systems, separate from the host school, for collecting data about enrolment, attendance and transitions. These TPUs had good quality data collection methods in place (student surveys, minutes from group meetings and student committees, exit surveys), and inquiry findings were acted upon and informed both decision-making and appraisal processes.

Teachers modelled inquiry as a practice that improved what they did and how they did it. Students were involved in inquiry processes and encouraged to think about inquiry for their own learning. Teachers regularly monitored and reported on improvements to TPU leaders.

“Academic achievement and wellbeing are equally valued. Each teacher has a whānau group. They meet at 9.15am each morning – teachers touch base with each student about how they are feeling, how their night was, and how their child was before discussing the lessons and learning for the day.” (TPU leader)

A feature of the highly effective TPUs was their ability to provide wrap-around support services for students and improve their wellbeing. However, they did not always review how effective they were in supporting students or in identifying the social, health and wellbeing gains students made over time.

## Areas of development

Internal evaluation in the less effective TPUs could be developed further to improve the provision of education and student support. While some TPUs were engaged in a process of inquiry for improvement, data collection methods and the use of students' achievement information to inform decisions needs strengthening. Robust data collection methods would provide a stronger evidence base for reporting and decision making. TPU leaders and teachers should also further consider how to incorporate student inquiry when evaluating unit practices and programmes.

ERO found very limited use of the Ministry of Education’s TPUs [Operational Guidelines](#) and [Outcomes Framework](#) in the less effective TPUs. They need to align their operations and practices more closely to the guidelines and the framework. Teacher appraisals could also be improved to align with the Education Council’s requirements and provide teachers with regular and specific feedback about their teaching practice.

In these TPUs, the provision of PLD by the host school was not always adequate or appropriate to the needs of the TPUs.

“We work with students who face many challenges outside the classroom. In her appraisal, the manager identified the need for formal supervision for herself and the teachers but no formal PLD has been planned.” (TPU teacher)



## Discussion and Implications

Teen Parent Units provide education and support for some of New Zealand's most vulnerable students. ERO found that overall improvements across the 24 TPUs supported students who previously struggled in mainstream education, and following the birth of their children, would have been unlikely to return to normal secondary schooling.

The highly effective TPUs focused on supporting students and their children to gain better health, social and wellbeing outcomes. Teaching and learning programmes were specific to the strengths, interests and career pathways identified by the students. Leaders and teachers considered all aspects of the students' learning priorities and provided for these with an approach that was well monitored, cohesive and strategic. Partnerships with support agencies extended the available learning options and supported the students' health and wellbeing. Where ERO saw these conditions working well, there were better outcomes for the TPU students and their children.

However, a number of systemic issues remain.

Inconsistencies in the collation of data and information about attendance, engagement achievement and destination remain areas of improvement for all TPUs. In some instances, ERO found a paucity of data about such information from both the TPUs and the Ministry.

Leaders and teachers in both the host schools and TPUs need to work with a strengths-based approach, and have a shared understanding about the philosophical value, function and place of teen parent education. Teachers need to deliver a curriculum that is engaging and uses a variety of teaching approaches, builds on the students' interests, strengths and aspirations, and supports them to succeed as both students and young parents.

TPU students identified positive interactions and relationships as levers of change for them. Some host schools need to build better relationships with TPUs, support TPU teachers' professional learning, provide TPU students with access to learning programmes at host schools, and allocate appropriate resources to support students and their children to achieve positive outcomes.

TPUs need to support the individual learning priorities of students, engage them in education and guide them on the path to success. These students' priorities are often complex, and they require expert support to develop personally and socially as well as academically, and to establish meaningful future pathways. The Ministry is currently exploring support programmes for young parents in mainstream schools.

These highlighted issues are not specific to one or two TPUs; most are systemic challenges that require a systems-based response. Provision of high quality education for these vulnerable students requires a strong vision, commitment and shared responsibility by the leaders and teachers of both host schools and TPUs, policy makers and external partners.

## Appendix 1: Teen Parent Units Evaluative Framework

*How effective are the TPUs in promoting and supporting positive outcomes for students?*

### Context

**What are the important features of this TPU that have an impact on student outcomes?**

- TPU's progress since the last review
- Relationship with the host school
- Significant features in the TPU's organisation
- TPU's location and function

### Student Outcomes

**What does this TPU know about outcomes for individual students?**

- Student outcomes
  - academic outcomes (NCEA, literacy and numeracy results)
  - social outcomes (possibly including parental skills, social and emotional competencies)
  - health and wellbeing outcomes (including physical, emotional, psychological dimensions)
  - destination (transition) outcomes (where students transition to after their time in the TPU).
- Specific academic outcomes, trends and data e.g. NCEA achievement, literacy or numeracy gains

### Student support, engagement, and transitions

**How well do the TPU processes promote and support student engagement and success?**

- Induction
  - how the students are welcomed, assessed and connected with peers, staff, the early learning service, the health and social services?
  - how is whānau involved to support students from induction through to exit?
  - how is the student supported to settle her child into early childhood education?
- Individual student planning
  - how are the strengths and needs of each student identified?
  - how well are the student's needs met?
  - what is the quality and delivery of the individual learning plan (ILP)?
  - how are the student's strengths, needs and aspirations reflected in their ILP?
  - what is helping or hindering the student's development?

- Student engagement and outcomes
  - how does engagement with the students support their attendance?
  - how do the staff respond to attendance challenges?
  - how do the teachers track and monitor student achievement?
  - how do the staff respond to engagement or achievement challenges?
  - what advice is provided to students about social, emotional, health and wellbeing outcomes for themselves and their child?
  - what advice is provided to the students about relationships, including Sexuality Education? *Refer students to Sexuality Education survey*
- Student support
  - how are students supported to think about their future?
  - how are students supported to successfully transition to further education, training or employment?
  - what does the TPU know about the destination of students who are leaving or have left?
  - *Interviews with students to test MSD cluster theory.*

## Teaching and Learning

### What is the quality of teaching and learning at the TPUs?

- Curriculum and teaching
  - how does the programme engage students in meaningful learning, relevant to them and their future pathways?
  - how does the programme support the students' language, culture and identity?
  - how does the pedagogical approaches/strategies engage students, including 'at risk' students, in their learning?
  - how are the teachers supported to access relevant professional learning and development (PLD)?
- Learning programmes of each student
  - how does the programme support the students to make academic progress and educational and social progress in terms of their ILP (or equivalent)?
- Future pathways
  - how are the students supported to identify future pathways?
  - how are their career pathways and career management competencies developed?
  - what is the quality of the processes to develop student competencies (core competencies and career management competencies)?

## Leadership, management and organisation

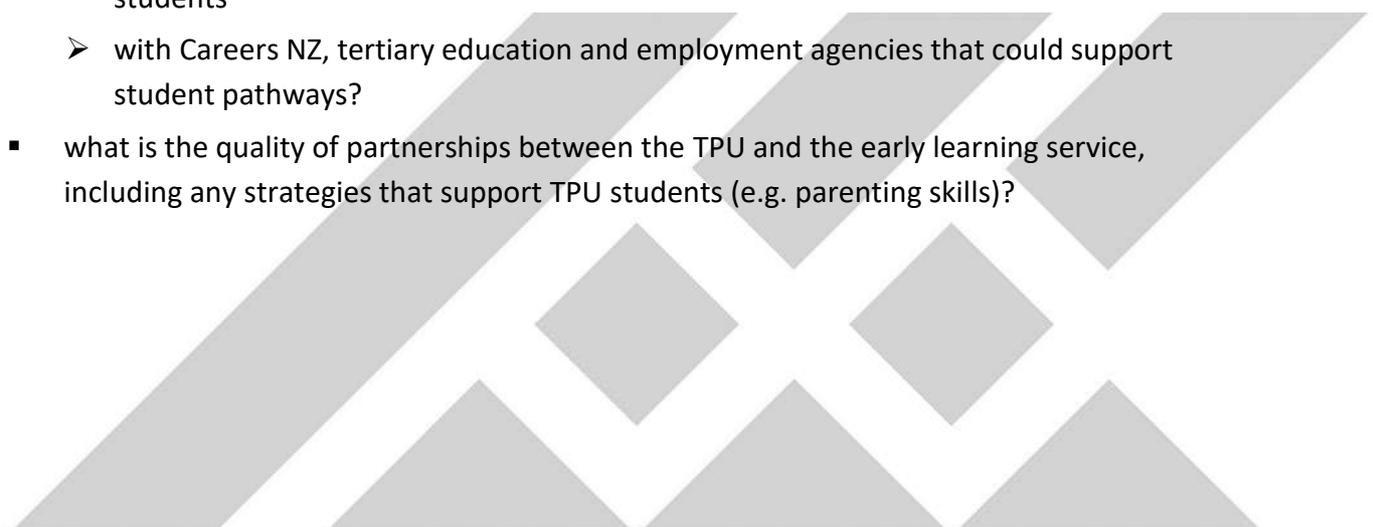
### How effective is the leadership, management and organisation of the TPUs?

- Philosophy
  - what is the TPU's approach to educating teen parents?
  - how does the TPU promote the balance between educational, social, health and wellbeing, and destination outcomes?
- Strategy
  - what is the TPU's focus, targets, priority areas, links to PLD and appraisal?
  - how does this TPU use internal evaluation to review and improve practice?
  - what impact does the Ministry of Education's operational guidelines have on practice?
- Culture
  - what is the focus or culture, and the lived values of this TPU?
  - how do these values respond to student strengths, needs, interests and aspirations?
- Relationships and relational trust
  - what is the relationship with the host school, including the MoU and the role of the management committee?
  - how is the TPU managed and organised, including relationships between TPU leadership, staff and students.

## Relationships with external partners

### How well do TPUs work within their educational and community context to promote student outcomes?

- what type and quality of partnerships:
  - between other secondary and tertiary educational partners, e.g. Te Kura, the base school, tertiary providers (via STAR, Gateway, Trades Academy)
  - with social agencies (e.g. WINZ, Housing NZ, City Mission) that may help reduce barriers to learning for students
  - with health and wellbeing services that may help reduce barriers to learning for students
  - with Careers NZ, tertiary education and employment agencies that could support student pathways?
- what is the quality of partnerships between the TPU and the early learning service, including any strategies that support TPU students (e.g. parenting skills)?



## Appendix 2: Summary of findings

	Highly effective (11 TPUs) have:	Mostly effective (8 TPUs) need to:	Partial effectiveness (3 TPUs) need to:	Not effective (2 TPUs) need to:
<b>Stewardship and leadership</b>	<ul style="list-style-type: none"> <li>consistent and stable leadership</li> <li>strong philosophy and values for providing parent education</li> <li>strong relational trust and partnerships</li> <li>clear working arrangements – board, host school, ELS</li> <li>holistic approach to learning</li> <li>used the Ministry’s TPU guidelines and outcomes framework widely</li> </ul>	<ul style="list-style-type: none"> <li>identify links between the host school and TPU’s strategic priorities</li> <li>strengthen reporting to host school and board</li> <li>integrate the Ministry’s TPU guidelines and outcomes framework into daily operations</li> <li>strengthen human resources management systems: robust appraisal systems, align PLD, clear roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>strengthen relationship with host schools</li> <li>clarify resourcing arrangement between host school and unit, such as staff roles and finances</li> <li>strengthen the use of Ministry’s TPU guidelines and outcomes framework</li> </ul>	<ul style="list-style-type: none"> <li>build and strengthen the relationship with the host school and ELS</li> <li>urgently address the impact of high staff turnover on the implementation of learning programme and students’ outcomes</li> <li>urgently implement the Ministry’s TPU guidelines and outcome framework to inform operations and teaching practice</li> </ul>
<b>Positive student outcomes</b>	<ul style="list-style-type: none"> <li>students who learn as culturally-located individuals</li> <li>many 2016 leavers achieve NCEA Level 3, national certificate courses and other courses, such as driver’s licence</li> <li>students who made progressive shifts from unit standards to achievement standards</li> <li>determined students who take ownership of their learning</li> </ul>	<ul style="list-style-type: none"> <li>focus on students’ wellbeing and health outcomes, as well as academic outcomes</li> <li>evaluate incentives for students’ attendance</li> <li>strengthen students’ ownership of their learning in some TPUs</li> </ul>	<ul style="list-style-type: none"> <li>manage attendance challenges to minimise negative impact on student outcomes</li> <li>track and analyse student outcomes to inform future decisions</li> </ul>	<ul style="list-style-type: none"> <li>urgently address serious attendance issues, and the negative impact on students and their children</li> <li>track and use students’ achievement data to inform strategic direction or priorities</li> </ul>
<b>Student support, engagement and transitions</b>	<ul style="list-style-type: none"> <li>an inclusive and welcoming environment</li> <li>identified settling student’s children in an early learning service as a priority</li> <li>well-planned and focused inductions</li> <li>personalised and high quality individual learning plans (ILPs)</li> <li>regular discussions with social worker and career adviser</li> <li>teacher mentors and group support</li> <li>comprehensive career development and transition programmes</li> </ul>	<ul style="list-style-type: none"> <li>maintain positive relationships between staff, students and whānau</li> <li>support students’ academic and personal achievements</li> <li>strengthen student mentoring and group support</li> <li>make greater use of digital technology to share information</li> </ul>	<ul style="list-style-type: none"> <li>support students wellbeing and inclusion in ILPs</li> <li>strengthen whānau involvement</li> <li>analyse attendance issues in relation to incentives such as the Young Parents Payment</li> <li>improve data collection about students’ destinations</li> </ul>	<ul style="list-style-type: none"> <li>strengthen relationships with staff, students and their children</li> <li>clarify how students’ goals will be achieved (ILPs are developed but not actioned)</li> <li>support students’ future pathways, transitions and track their destinations</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>focused but flexible learning programmes with clear goals and expectations</li> <li>deliberately integrated wellbeing in the curriculum and the students’ ILPs</li> <li>identified the achievement of NCEA Level 1 and Level 2 as foundations for further study</li> <li>teachers who can advocate on behalf of the students</li> <li>integrated the students’ cultural backgrounds in the learning programme</li> </ul>	<ul style="list-style-type: none"> <li>strengthen careers education and development of future pathways</li> <li>improve the learning programme to accommodate students’ interests and aspirations in some TPUs</li> </ul>	<ul style="list-style-type: none"> <li>strengthen the development of relevant future pathways with the courses offered</li> <li>increase support for students and integration of their culture in their learning</li> <li>focus on students’ wellbeing, health and social outcomes</li> </ul>	<ul style="list-style-type: none"> <li>improve the quality of the learning programmes</li> <li>support students’ learning and wellbeing</li> <li>monitor the quality of teaching and learning with the departure of senior staff</li> <li>improve teachers’ access to PLD.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>experienced teachers with wide curriculum and pedagogical knowledge</li> <li>designed systems to track and monitor achievements to support planning, goal setting, assessment and celebrating success</li> <li>regular reflections with stakeholders about different approaches to support the students’ learning</li> <li>committed host school leaders who support teachers’ PLD</li> </ul>	<ul style="list-style-type: none"> <li>track student achievement against TPU goals</li> <li>align teachers’ PLD to areas of expertise or need in the TPUs</li> <li>support professional supervision for teachers in charge</li> <li>develop networks with other TPUs</li> </ul>	<ul style="list-style-type: none"> <li>strengthen professional capability to improve teaching strategies</li> <li>improve tracking of student achievement and celebrate milestones</li> </ul>	<ul style="list-style-type: none"> <li>strengthen professional capacity in line with the Education Council’s requirements and TPU guidelines</li> <li>improve teachers’ access to expert knowledge, PLD and support</li> <li>support and integrate students’ cultural identities in their learning</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>prioritised partnerships with ELS</li> <li>access to host school’s resources, programmes and PLD</li> <li>well-established learning partnerships</li> <li>strong wrap-around support for students and their children</li> <li>learning programmes aligned to identified future pathways</li> </ul>	<ul style="list-style-type: none"> <li>strengthen communication and relationships between TPU, host school and the Ministry of Education</li> <li>clarify the role of external providers and their area of focus</li> </ul>	<ul style="list-style-type: none"> <li>increase targeted support for students and their children</li> <li>strengthen interaction with careers advisor and provision of career education</li> <li>clarify agreement with the ELS in one TPU</li> </ul>	<ul style="list-style-type: none"> <li>strengthen support for students’ and their children’s wellbeing</li> <li>strengthen agreement with ELS</li> <li>strengthen partnerships with external providers</li> </ul>
<b>Improvement focus</b>	<ul style="list-style-type: none"> <li>effective processes for internal evaluation; its role for change and improvement</li> <li>students involved in inquiry processes to support their learning</li> </ul>	<ul style="list-style-type: none"> <li>develop evaluative capability to extend inquiry processes and make links to improvement</li> </ul>	<ul style="list-style-type: none"> <li>use data and student voice to support internal evaluation processes</li> <li>align unit goals with student learning priorities</li> </ul>	<ul style="list-style-type: none"> <li>strengthen internal evaluation to support ongoing improvement</li> <li>use evidence to inform strategic goals</li> </ul>

## Appendix 3: Teen Parent Units

Teen Parent Unit <sup>10</sup>	Location	TPU Roll size (ERO 2017 review)	ERO's judgement about TPU effectiveness	Host School	School review return time	Attached early learning service
<a href="#">Clendon Teen Parent Unit</a>	Manurewa, Auckland	25	Not effective	<a href="#">James Cook High School</a>	1-2 years	<a href="#">Potiki Early Childhood Centre</a>
<a href="#">Eden Campus</a>	Newton, Auckland	18	Mostly effective	<a href="#">Auckland Girls' Grammar School</a>	1-2 years	<a href="#">Auckland Girls Grammar School Childcare</a>
<a href="#">He Puaawai Teen Parent Unit</a>	Dinsdale, Hamilton	24	Mostly effective	<a href="#">Fraser High School</a>	3 years	<a href="#">Campus Creche at Fraser</a>
<a href="#">Hawke's Bay School for Teenage Parents</a>	Onekawa, Napier	29	Highly effective	<a href="#">William Colenso College</a>	3 years	<a href="#">Colenso Early Childhood Centre</a>
<a href="#">He Huarahi Tamariki</a>	Tawa, Wellington	39	Highly effective	<a href="#">Wellington East Girls' College</a>	4-5 years	<a href="#">The Griffin School (Two)</a>
<a href="#">He Mataariki School for Teen Parents</a>	Titoki, Whangarei	21	Highly effective	<a href="#">Mangakahia Area School</a>	3 years	<a href="#">He Kaakano Early Learning Centre</a>
<a href="#">He Wero o nga Wahine</a>	Henderson, Auckland	12	Mostly effective	<a href="#">Henderson High School</a>	4-5 years	<a href="#">Barnados KidStart Childcare -Henderson Early Learning Centre</a>
<a href="#">He Whare Manaaki Tangata</a>	Levin	16	Highly effective	<a href="#">Waiopahu College</a>	3 years	<a href="#">Arohanui Kindergarten</a>
<a href="#">Hiwa i te rangi</a>	Kaikohe	9	Limited effectiveness	<a href="#">Northland College</a>	1-2 years	<a href="#">Kowhai Corner</a>
<a href="#">Karanga Mai Young Parents College</a>	Kaiapoi	32	Highly effective	<a href="#">Kaiapoi High School</a>	3 years	<a href="#">Karanga Mai Early Learning Centre</a>
<a href="#">Kimiha Parents' College</a>	Linwood, Christchurch	23	Mostly effective	<a href="#">Linwood College</a>	1-2 years	<a href="#">Kimiha Early Learning Centre</a>
<a href="#">Murihiku Young Parents Learning Centre</a>	Invercargill	27	Mostly effective	<a href="#">James Hargest College</a>	4-5 years	<a href="#">Surrey Park Early Learning Centre</a>
<a href="#">Nelson Young Parent School</a>	Nelson	20	Highly effective	<a href="#">Nelson College for Girls</a>	3 years	<a href="#">Auckland Point Kindergarten</a>
<a href="#">Pa Harakeke Teen Parent Unit</a>	Tokoroa	10	Not effective	<a href="#">Tokoroa High School</a>	3 years	<a href="#">Tokoroa Childcare Centre</a>
<a href="#">Rotorua School for Young Parents</a>	Rotorua	30	Highly effective	<a href="#">Rotorua Girls High School</a>	3 years	<a href="#">Rotorua SYFP Childcare Centre</a>
<a href="#">Connected Learning Centre</a>	Otara, South Auckland	14	Mostly effective	<a href="#">Tangaroa College</a>	3 years	<a href="#">Haumia Early Childhood Centre</a>
<a href="#">Te Tari Ako Mātua Taiohi</a>	Kawerau	15	Mostly effective	<a href="#">Tarawera High School</a>	3 years	<a href="#">Nga Ririki Early Learning Centre</a>
<a href="#">Te Tipu Whenua o Pa Harakeke</a>	Flaxmere, Hastings	16	Mostly effective	<a href="#">Flaxmere College</a>	3 years	<a href="#">Te Tipu Whenua Early Childhood Centre</a>
<a href="#">Te Whakatipuranga (Otumoetai TPU)</a>	Windermere, Tauranga	27	Highly effective	<a href="#">Otumoetai College</a>	3 years	<a href="#">BOP Polytechnic Early Childhood Education Centre</a>
<a href="#">Te Whare Whai Hua Teenage Parent Centre</a>	Gisborne	21	Limited effectiveness	<a href="#">Lytton High School</a>	1-2 years	<a href="#">Te Whare Whai Hua</a>
<a href="#">Titiro Whakamua (Hutt Valley Teen Parent School)</a>	Upper Hutt	27	Highly effective	<a href="#">Heretaunga College</a>	3 years	<a href="#">Titiro Whakamua – Looking Forward</a>
<a href="#">Wairarapa Teen Parent Unit</a>	Masterton	21	Highly effective	<a href="#">Makoura College</a>	3 years	<a href="#">Makoura Community Early C-Hood Centre</a>
<a href="#">Whaimano Ako</a>	Stratford	11	Highly effective	<a href="#">Stratford High School</a>	1-2 years	<a href="#">Koru Kindergarten</a>
<a href="#">Whakatipuria Teen Parent Unit</a>	Palmerston North	22	Limited effectiveness	<a href="#">Freyberg High School</a>	3 years	<a href="#">Nga Rito o Te Puawaitanga</a>

<sup>10</sup> Links to TPU and host school review reports provided.

## Appendix 4: References

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