

Ministry of Education

# Operational Guidelines for Teen Parent Units

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## Section 1: The Big Picture

### Introduction

#### ***Purpose of this document***

This document outlines the Ministry of Education's (the Ministry) operational policies related to Teen Parent Units (TPU) and serves as a practical information resource for all parties involved in running a TPU.

#### ***Introductory TPU definition***

A TPU is an educational unit, attached to an established state or state integrated secondary school (the governing school), for teenage students who are pregnant or already parents.

#### ***Purpose of TPUs***

TPUs provide a tailored secondary education unique to the individual needs of students which will lead to increased engagement and achievement in education, as well as successful transition to further education or employment.

#### ***Existing education opportunities for teen parents***

There are currently 24 TPUs in operation across the country<sup>1</sup>.

For students in remote areas without access to a TPU, a pilot programme, Teen Parents in the Mainstream, may be accessible. This programme supports a student's unique educational needs by providing enhanced funding to the secondary school the student is enrolled at .

#### **Links to Ministry of Education strategies:**

The provision of TPUs is underpinned by the Ministry's key education strategies, these include:

- Ministry of Education Statement of Intent 2014-2018  
<http://www.education.govt.nz/assets/Documents/Ministry/Publications/Statements-of-intent/2014SOI.pdf>
- The Māori Education Strategy: Ka Hikitia – Accelerating Success 2013-2017  
<http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success-20132017>
- Pasifika Education Plan 2013-2017  
<http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/pasifika-education-plan-2013-2017/>
- Tertiary Education Strategy **2014-2019**  
<http://www.education.govt.nz/further-education/policies-and-strategies/tertiary-education-strategy/>

#### **Links to cross government tools and support**

There are several government initiatives which may support teen parents and their schools in their pursuit of educational success. Some of these are listed below.

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<sup>1</sup> The number of TPUs open as at August 2016

### **Ministry of Social Development (MSD) - Youth Service**

Youth Service providers work with young people who are receiving the [Youth Payment](#), [Young Parent Payment](#) or receive support as a partner of a specified beneficiary. The role of the Youth Service is to provide guidance and practical support to young people working towards their education or employment goals. This includes ensuring that the appropriate financial support from Work and Income is arranged and that all benefit criteria are being met.

For more information on the Youth Service see: <http://www.youthservice.govt.nz/>

### **MSD - Training Incentive Allowance (TIA)**

The Training Incentive Allowance is provided by the Ministry of Social Development to help with training costs, which may include materials for study, travel and childcare. Students enrolled with the [Youth Service](#) are able to apply for the TIA through their Youth Service Provider.

For more information on the TIA see:

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

### **MSD - Guaranteed Childcare Assistance Payment (GCAP)**

GCAP provides financial support to ensure that the children of teen parents (aged up to 19) are safely cared for while their parent continues their education and covers the cost of the child's attendance at an ECE service.

For more information see: <http://www.workandincome.govt.nz/products/a-z-benefits/guaranteed-childcare-assistance-payment.html>

### **Ministry of Health (MoH) - Health Promoting Schools (HPS)**

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.

For more information see: <http://hps.tki.org.nz/>

### **Ministry of Education (MoE) - Conveyance allowance**

Ministry funded school transport assistance may be provided for parents studying at Teen Parent Units. To be eligible for assistance the TPU student needs to meet all the eligibility criteria of mainstream School Transport Assistance (STA) and be attending their nearest school with a Teen Parent Unit. If a TPU student is eligible, they will be provided with a conveyance allowance only.

Eligibility criteria - <http://www.education.govt.nz/school/running-a-school/using-school-transport>.

### **MoE - Youth Guarantee**

The goal of Youth Guarantee is to create stronger links between senior secondary and lower-level tertiary education. Youth Guarantee provides young people with access to qualifications at levels 1-3 on the National Qualifications Framework in tertiary education and improves transitions between school, tertiary education and work.

For more information see: <http://www.education.govt.nz/ministry-of-education/budgets/budget-2010/budget-2010-factsheets/youth-guarantee/>

**Careers NZ- career resources**

Careers NZ has 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.

For more information see: <http://www.careers.govt.nz/>

**NZCER- Wellbeing@school**

NZCER has developed two wellbeing-focused self review toolkits for schools: Wellbeing at School and the Inclusive Practices toolkit. These include student surveys to assess wellbeing and tools to create effective action plans to improve wellbeing in the school's community.

For more information please see <http://www.wellbeingatschool.org.nz/>

**Collaboration for Success- Individual Education Plans (IEPs)**

IEP online offers guidance on developing and using IEPs.

For more information see: <http://seonline.tki.org.nz/IEP>.

## Section 2: Core Roles and Responsibilities

### The Ministry

1. The Ministry's role is to provide guidance, direction and support to the governing school, to ensure that teen parents have access to free, quality education under the [Education Act 1989](#).
2. The Ministry has 10 area offices in NZ. Each office employs education advisors who are responsible for a number of schools within their area. The education advisor serves as the 'go to' person for support, guidance and information as and when required by the school. For contact details of your local area office see: <http://www.education.govt.nz/ministry-of-education/regional-ministry-contacts/>
3. The Ministry will ensure a Memorandum of Understanding (MoU) with the governing school is current and up to date. The MoU further outlines the detailed roles and responsibilities of all parties with regard to the education service being funded.

### Board of Trustees (the Board)

1. The Board of the governing school is responsible for managing all aspects of the TPU including employment, reporting and resourcing. The Board is accountable to parents and caregivers, their local communities, the Minister of Education, the Ministry, other Government agencies and the public for the performance of its TPU.
2. The Board must accept governance responsibility of the TPU and commit to this by signing the MoU which further outlines their accountabilities.
3. The Board assumes funding responsibility by ensuring that:
  - a) all TPU operational funding is accounted for in the TPU Annual Report
  - b) TPU operational funding is used to support teen parent education only and any portion utilised by the school for administration costs is a reasonable and justified amount
4. TPUs are often community driven and established as a result of a community initiative. While the Ministry and schools find community support invaluable, once a TPU is established the Board takes over responsibility for governance and management of the TPU.

### School leadership staff

1. School leadership staff (Principal and additional leadership staff as nominated by the Principal/Board) are responsible for the day-to-day running of the TPU as if it is a department within the school.
2. Leadership will ensure a high quality educational programme is delivered to teenage parents, their children and whānau which leads to quality outcomes being consistently achieved.
3. School leadership staff provide adequate support to the TPU to enable best practice to prevail.

### Teacher in Charge (TiC)

1. It is recommended that the Board appoints a TiC of its TPU, who is responsible for:
  - overseeing the development of teaching and learning programmes to meet the needs of each student

- reporting on student attendance and achievement data to the Board
- facilitating working relationships with community organisations, government agencies and Youth Service Providers to ensure students have access to health, financial and social support services that meet their unique needs
- the daily management of the TPU in the same manner as any secondary head of department.

### **Early Childhood Education Centre (ECE centre)**

1. If the ECE centre is located on Ministry land or in a Ministry building, the ECE service is required to sign a lease agreement directly with the Ministry. The property section of this document outlines these requirements further.
2. All ECE services catering to TPU students must be [licensed](#).
3. The ECE service signs a MoU with the school (optional): in some cases, the school and ECE service may wish to have an additional MoU between the two, outlining the parameters of their working relationship. However, this is not a mandatory requirement as ECE services are run independently of TPUs.

## Section 3: Enrolments and Attendance

### Eligibility to enrol

A student is eligible to enrol at the governing school of a TPU and be included on the TPU roll if they meet all of the following criteria:

1. they are pregnant or are a parent;
2. they are a primary caregiver; and
3. they are of an eligible age to receive free education (i.e. before 1 January following their 19th birthday in accordance with Section Three of the Education Act 1989)

In cases where the governing school is a single sex girl's school, the possibility of enrolling male students in the TPU will need to be explored by working with the local ministry area office.

### Male students

Teenage fathers are entitled to enrol in the TPU if they meet the eligibility criteria. In the case where mother and father are joint primary caregivers, enrolment of both parents is at the discretion of the Board.

### Unexpected changes to eligibility status

There are times when a student's eligibility may change, such as if they cease being the primary caregiver or their baby dies. In such circumstances it is reasonable for the student to remain on the roll as an eligible student for the remainder of that academic year.

### Adult student eligibility

Young parents who have passed the 1st day of January following their 19th birthday are considered adult students.

The Board has the discretion to allow adult students to attend a TPU if, by remaining:

1. they do not cause the TPU to exceed its assigned maximum roll; and
2. their attendance does not take the place of an eligible-aged teen parent wanting to enrol.

These conditions apply to adult students:

1. who enrol as adult students; or
2. who enrolled when they were of eligible school age but have since become an adult student.

The Board has the discretion to decline an adult student's enrolment in a TPU. The Board may choose to do this if, for example, it wants to ensure that places are available for forecasted growth.

### Enrolling new students

Students should enrol at the governing school as any other student would. The governing school is then responsible for updating the school's Student Management System (SMS) and ENROL.

A TPU supplementary enrolment form should also be completed. Information collected may include:

1. the birth certificate of the student's child or a signed verification by a medical practitioner of expected delivery date
2. a declaration that the student is the primary caregiver
3. emergency contact information
4. National Student Number (NSN)
5. a list of government/community agencies that the student and whānau are working with.

### Maximum roll of a TPU

When a TPU is first established the Ministry recommends a maximum roll for the unit based on the likely sustainability of numbers of eligible students, the property available for the unit to occupy, estimated demand and the availability and accessibility of ECE provision.

The maximum roll must be approved by the Minister when the TPU is first established. It can later be reduced or increased by the Deputy Secretary, Sector Enablement and Support.

The TPU's [staffing](#) and [funding](#) is based on the maximum roll and not the actual roll, so will not change, for example, if a student leaves during the year.

The maximum roll is sometimes referred to as the 'notional roll' and the terms may be used interchangeably.

### Roll returns

Although TPUs are resourced on their maximum rolls, the Ministry requires information about student attendance to assist in identifying where changes to maximum rolls may be necessary, as well as for audit and statistical reporting purposes.

A separate TPU roll return (the "Supplementary TPU roll return") must be completed every 1 March and 1 July. The School Roll Return Guidelines can be referred to if assistance is required, the latest version is available on Education Counts: [http://www.educationcounts.govt.nz/data-services/collecting-information/guidelines/school\\_roll\\_return\\_guidelines](http://www.educationcounts.govt.nz/data-services/collecting-information/guidelines/school_roll_return_guidelines)

It is essential for resourcing purposes that all students at the TPU are categorised correctly. The following table lists all the TPU student types and their SMS codes, as reflected in the School Roll Return Guidelines:

| Student type   | SMS code    | Definition and description   | Where counted |
|--|-------------|--|---------------|
| <b>Teen parent eligible and enrolled regular student</b> | <b>TPRE</b> | <p><i>A teen parent eligible and enrolled regular student:</i></p> <ul style="list-style-type: none"> <li>» is pregnant or is a parent</li> <li>» is enrolled within the TPU's maximum roll</li> <li>» was under 19 years old at 1 January of</li> </ul> | TPU Form only |

|  |               |  |                                    |
|--|---------------|--|------------------------------------|
|  |               | the current year.<br><br>A TPRE student can stay enrolled at a TPU after the year in which he or she reaches 19 years old. However at the beginning of the new year his or her student type changes to <i>teen parent enrolled continuing adult student</i> (TPRAE). |                                    |
| <b>Teen parent enrolled continuing adult student</b>                       | <b>TPRAE</b>  | A <i>teen parent enrolled continuing adult student</i> is a student who first enrolled in the TPU as a regular student but is now an adult student.  | TPU Form only                      |
| <b>Teen parent eligible and enrolled regular student over maximum roll</b> | <b>TPREOM</b> | A <i>teen parent regular student over maximum roll</i> is a regular student whose enrolment causes the TPU to exceed its maximum roll.   | Governing school form and TPU form |
| <b>Teen parent regular adult student over maximum roll</b>                 | <b>TPRAOM</b> | A <i>teen parent regular adult student over maximum roll</i> is an adult student whose enrolment causes the TPU to exceed its maximum roll.  | Governing school form and TPU form |
| <b>Teen parent other adult student</b>                                     | <b>TPAD</b>   | <i>Teen parent other adult student</i> is a student enrolling at the TPU as an adult student. The student must fit within the TPU's maximum roll. The student could be enrolling at the TPU for the first time or returning after a break of one year or more.       | TPU Form only                      |

### **Increases or decreases to the maximum roll**

TPU maximum rolls are reviewed regularly against the TPU roll return data. Schools will be notified of any changes to their TPU maximum roll for the following year by the Ministry's Resourcing Team.

Any increases or decreases to the maximum roll for the following year will appear in the school's provisional staffing and operational funding notice provided in term four.

The Ministry uses the following criteria to help inform changes to the maximum roll:

1. A TPU with a roll sustained within 20% of the maximum roll may retain the same maximum roll for the following year.
2. A TPU that falls below 80% of the maximum roll with no evidence of an impending increase may have its maximum roll adjusted for the following year.
3. A TPU that meets or exceeds its maximum roll with evidence of continued demand will be considered for a roll increase the following year.

### **Student numbers exceeding the maximum roll**

Where space and other circumstances permit, a governing school may choose to enrol students in excess of the maximum roll to attend the TPU. This decision should only be considered if the school is still able to maintain the enhanced teacher-student ratio of 1:10 in the TPU.

Students exceeding the maximum roll will be on the governing school roll and will generate regular school resourcing (not TPU resourcing). A school enrolling students above the maximum roll will need to transfer resources to the TPU to support the additional students.

### **Roll auditing**

Roll documentation must be retained by the governing school to support the claim that each student meets the criteria for eligibility to enrol and attend a TPU. A roll audit may be undertaken at any time to check this.

### **Enrolment schemes and how TPUs work if a school has one**

If the governing school operates an enrolment scheme, the TPU needs to be designated as a special programme within the enrolment scheme (provided for in Section 11MA of the Education Act). This is to ensure that out of zone applicants for places in the TPU can be dealt with separately from all other out of zone applicants for places at the school.

Please contact your school's education advisor at the [local Ministry office](#) for advice on the process for amending an enrolment scheme to include reference to a TPU.

### **Dual enrolment with Te Kura**

Students enrolled in a TPU (up to 19 years of age) 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, regardless of whether these subjects are also offered by the TPU's governing school.

Adult TPU students can be enrolled at Te Kura, however, a cost may be associated with this which will need to be covered by the TPU/School.

For more information see Te Kura's Enrolment:

<http://www.tekura.school.nz/assets/media/pdf/Enrolment-Policy-2014-May.pdf>

### **Attendance**

Attendance at a TPU refers to the time a student is physically present in a TPU. Attendance must be recorded in a formal attendance register.

For absences over five days, a medical certificate from a registered medical practitioner or a registered counsellor is required and should be kept on file. This medical certificate may cover the student or their child, both of which are justifiable absences.

For more information on the register of daily attendance see:

<http://www.education.govt.nz/school/running-a-school/resourcing/roll-returns-monitoring/attendance-registers/>

### **Full time students**

A full time student is one enrolled as such and who attends 20 class contact hours or more (when possible) during each week that the school is open.

All students aged under 16 years of age are legally required to be enrolled as full time students unless they have an exemption under s21 and s22 of the Education Act 1989.

### **Part time students**

A part time student is a student who enrolls as such and attends fewer than 20 class contact hours per week. Part time students must be over 16 years of age, in line with the compulsory schooling age.

A governing school can count two part time students for each place allocated for the TPU. For example, if the TPU is resourced for a maximum roll of 20, 21 students can be included if two are enrolled as part time.

### **Year of schooling**

The year of schooling is intended to measure the number of years of schooling a student has received and is not intended to indicate the level of study. Students who have been away from school for a considerable period of time should be given the same year of schooling as they had when they last attended school.

For roll return purposes, students in TPUs should be assigned a year of schooling in the same way as other secondary school students.

### **TPU institution number**

TPUs have their own institution type (41) and unique institutional number. This is for resourcing and administrative purposes only. It allows the Ministry to generate separate roll and achievement data specific to TPU students and it aids resourcing entitlement generation, which is sometimes different from the rest of the school.

All students in the TPU are legally on the roll of the governing school.

## Section 4: Resourcing

### Operational funding

The operational funding provided for the TPU is paid directly to the governing school.

The amount of funding generated is based on the approved [maximum roll](#) of the TPU, largely at a Decile 1A rate. The specific funding rates that make up the overall amount are outlined below:

| Funding type  | Funding rate  |
|---|---|
| Base funding  | Activity Centre/Teen Parent Unit rate   |
| Per pupil funding                                   | Year 11 to Year 15 pupil rate regardless of Year of Teaching or student age. This is the highest per-pupil funding rate.  |
| Relief teacher funding                              | Secondary school rate 2, by number of FTTEs (funding appears on the operational funding entitlement notice of the governing school and is not separated from the school's overall relief teacher funding) |
| Vandalism   | Governing school rate.  |
| Targeted Funding for Educational Achievement (TFEA) | Decile 1A rate  |
| Special Education Grant (SEG)                       | Decile 1 plus base rate   |
| Careers Information Grant (CIG)                     | Decile 1 rate   |
| Heat, Light and Water funding                       | Initially estimated on a per pupil basis but may be reviewed when actual cost data is available.  |
| Maintenance funding (including Minor Capital Works) | Estimate (allocation dependent on property occupied and ownership)  |
| Secondary Tertiary Alignment Resourcing             | Based on STAR funding units, calculated by multiplying the roll by a weighted factor and TPUs receive the highest weighting.  |
| Targeted Funding for Isolation TFI                  | If governing school is eligible for this component, the TPU will be funded at the governing school rate.  |

The enhanced resourcing recognises the particular educational needs of the teenage parents and the small size of the units. The school's baseline funding amount is determined by the Ministry's Resourcing Division each year.

The Ministry expects that the operational funding will cover the reasonable cost of TPU education including:

- operational and administrative costs of the education programme
- curriculum resources
- professional development for staff
- relieving staff
- computer and associated software provision and licensing
- ongoing repairs and maintenance of equipment (including furniture)
- power and water charges (where these are separately metered)

- phone, fax, and internet costs
- cleaning services for the education facilities
- transport for individual students if and where necessary and possible.

TPUs receive separately identified formula-based operational funding entitlement notices. An operational funding instalment notice showing the amount to be paid for the TPU is issued to the Principal of the governing school and the TiC of the TPU, prior to each payment.

The operational funding received for the TPU cannot be applied to the school's general activities. Any surplus at the end of the year must be retained to be applied to the TPU in the following year. It is recommended that the school operates a separate TPU bank account to clearly track and identify the expenditure of the TPU in this regard.

For more information on operational funding refer to the Ministry's [website](#)

### **Staffing entitlement**

A TPU generates staffing based on a ratio of one Full Time Teaching Equivalent (FTTE) for every 10 places allocated under the maximum roll.

The governing school receives the staffing allocation for the TPU and is responsible for employing staff to work in the TPU. The staffing allocation is shown separately on the governing school's staffing entitlement notice and this is not copied to the TPU.

The staffing generated by TPU maximum rolls is listed in the schedule, "Teen Parent Unit Allowance", in the Education (Secondary School and Form 1 to 7 Staffing) Order.

The Ministry expects that the governing school will transfer the allocated staffing units to the TPU appropriately so that there are adequate teaching staff, management staff and support staff.

### **Management units**

One Management Unit is allocated for every set of ten student places in accordance with the TPU's Maximum funded roll:

- Notional roll of 30 – receives 3 UNITS.
- Notional roll of 20 – receives 2 UNITS.
- Notional roll of 25 – receives 2 UNITS (as a school cannot receive ½ units).

### **Principal salary grade and supplementary grant**

The grading roll for a governing school principal includes the TPU's maximum roll. The combined (governing school and TPU) staffing entitlement will be used to calculate the principal's supplementary grant.

Where changes to a TPU's maximum roll, or the detachment of a TPU from a particular governing school, affects a principal's U-grade, the terms of the Secondary Teachers' Collective Agreement relating to "Changes to Base Salary Grading" will apply.

The appropriate grading roll and U-grade will show on the governing school's staffing entitlement notice.

## Section 5: Property

TPUs will either be located:

- in a Ministry owned building; or
- in a privately owned building leased by the Ministry.

### In a Ministry owned building

If a TPU is located in a Ministry owned building the Board is responsible for maintaining and modernising the building in the same manner as they would for all other buildings at their school.

The Board will receive Ministry property funding for the maintenance and modernisation of the building. This is paid to the school as part of its Five Year Agreement (5YA) and Property Maintenance Grant (PMG) and is based on the square metres of the TPU.

TPUs count as legitimate space – they generate funding but do not use any of the school's SPG entitlement.

### In a privately owned building

If a TPU is located in a privately owned building, the building will be leased by the Ministry and in this instance:

- The Board does not have any property responsibilities.
- The Ministry will manage the lease including rent payments.
- The school will need to manage furniture & equipment, tenant damage and internal decoration.
- A leased building does not affect the school's property entitlement.

### Early Childhood Education (ECE) property

When an ECE centre is located on a school site the ECE service is required to sign either:

- a) a grounds lease, where the ECE service provides and owns the buildings but leases the land, or
- b) a building lease, where the ECE service leases an MOE owned building.

These leases are between the Ministry and the ECE service and are removed from the school's Property Occupancy Document. The school does not receive funding for these buildings nor does it have any responsibility in maintaining or modernising them.

## Section 6: Early Childhood Education

### ECE policy: A mandatory component for a TPU

A TPU must have easily accessible ECE facilities for the children of the teen parents attending the TPU. Availability and location of suitable ECE facilities must therefore be considered in the planning stages.

The TPU must also have suitable change and nursing facilities on site for teen parents with young babies.

### ECE licensing requirements

All ECE services attached to TPUs must be licensed. The requirements to achieve and maintain licensed status are set out in the [Licensing Criteria for Early Childhood Education and Care Centres 2008](#).

### ECE governance and management

The governance and management of any ECE service provided to support a TPU cannot be led by either the governing school's Principal or Board. It is however acceptable to have a governing school representative on an ECE management committee or governing body.

### Funding for ECE services

The resourcing of an ECE service attached to a TPU is independent of the governing school. The Ministry provides a funding subsidy to subsidise the cost of ECE services. These subsidies are available for up to 30 hours per week, per child. For more detailed information on ECE funding sources please refer to the [ECE funding handbook](#).

In addition to the ECE funding subsidy some services may qualify for [Equity Funding](#). Equity Funding goes to services that provide ECE to children from low income communities, as well as to those that provide ECE in a language other than English.

ECE services established specifically for the babies of TPU students are also able to enrol children from the wider community to assist with financial viability. However, as the primary focus of these services is to support the TPU, community enrolments are conditional on a place not being currently required by the child of an enrolling teen parent.

### 20 Hours ECE

All three, four and five-year old children are able to attend ECE services participating in *20 hours ECE* for up to six hours a day and 20 hours a week at no charge.

While it is not compulsory to offer *20 Hours ECE*, all licensed ECE services and kōhanga reo can offer it. ECE services cannot charge fees for the hours of *20 Hours ECE* claimed, but they are entitled to charge for the child's other enrolled hours.

More information and guidance for parents is available from: [20 hours ECE](#)

### MSD funding of ECE for teen parent beneficiaries

MSD may cover the costs of ECE provision for the babies of teen parent beneficiaries through the [Guaranteed Childcare Assistance Payment \(GCAP\)](#). This provides financial assistance to teen parents whose children are not old enough to qualify for 20 hours ECE.

[Youth Service Providers](#) (YSP) work with teen parents and are responsible for ensuring that the student has access to this payment and other benefit related matters.

## **ECE curriculum**

Te Whāriki is the Ministry of Education's ECE curriculum policy. Te Whāriki is a framework for providing children's early learning and development within a socio cultural context. It emphasises the learning partnership between kaiako/teachers, parents and whānau/families. Teachers weave a holistic curriculum in response to children's learning and development in the ECE setting and the wider context of the child's world.

Download a copy of *Te Whāriki* [here](#).

## Section 7: Accountability Mechanisms for TPUs

### RBA reporting

Results Based Accountability (RBA) is an outcomes based framework used to focus specifically on what outcomes are to be achieved in exchange for the funding provided. In an accountability sense it focuses on how an individual agency or service achieves results for students. RBA has been used to design the TPU reporting measures by focusing upon outcomes (the successes students achieve) of TPU education for students, opposed to the traditional focus on the outputs (how many students attend). This shift in approach allows a school to capture the stories of success, evidencing the quality of education provided and the resulting impact on a student's life.

The Ministry requires Boards to report on the outcomes of their TPU under the terms of the MoU. Reporting information collected is used by the Ministry to:

- gauge performance information which will aid follow up conversations with the Governing School around best practice
- report on the progression and achievement of priority learners
- evaluate outcome data to assess national trends for this group of students
- report on the progression and achievement of priority learners and
- ensure accountability for public funds.

### Roll returns

Roll returns are to be completed for the TPU every 1 March and 1 July, called the Supplementary TPU Roll Return. These should be signed by the school principal and returned to the Ministry.

For more information on roll returns please refer to the [roll returns](#) section of this document.

### NCEA and academic achievement

The Board is required to formally report the NCEA results of TPU students to NZQA in the same manner they would for all other students on the school roll.

## **Section 8: Good Practice and Support**

### **TPU outcome framework**

The outcome framework is a holistic tool designed for teachers and TPU governing schools to support best practice, continual improvement and the achievement of high quality outcomes for students.

### **An inter-agency approach.**

An inter-agency approach involves working collaboratively with all parties in a community who have an interest in supporting positive outcomes for teen parents and their children.

This may involve regular communication between the parties to support the access to information and resources, whilst ensuring efforts are not duplicated. This approach may involve regular meetings with Youth Service Providers, the TiC, Principal and other government/community agents the TPU is working with to discuss concerns, solutions and opportunities for the students.

### **Support for governance**

The governing 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](http://www.nzsta.org.nz).

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