



# Teen Parent Unit Outcome Framework

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

## Background

The outcome framework (the framework) was initially created in response to the 2014 Evaluation of TPUs conducted by the Education Review Office (ERO). ERO recommended that the Ministry of Education (the Ministry) develop 'a set of guidelines that set out key principles of effective TPU practice'.

The framework was created in conjunction with sector representatives in 2014 and issued in draft form for trial in January 2015. Further sector feedback was collected and used to inform changes to the final version published in 2016.

The framework draws on a range of research, ERO publications and professional frameworks<sup>1</sup> to identify the outcomes and indicators of best practice within the context of TPUs.

## Framework structure

The framework is made up of two key components: outcomes and indicators, and is supported by a set of reporting measures. More information on the reporting measures can be found in Appendix one.

Outcomes – the outcomes describe the end goals we are collectively striving to achieve through student enrolment in a TPU. The outcomes are drawn primarily from the Ministry's core documents such as the Statement of Intent, Ka Hikitia - Accelerating Success and the New Zealand Curriculum.

Indicators – The indicators breakdown what the outcomes look like for students and whānau when the outcomes are achieved. They also show what best practice looks like for teachers and leadership when they are effectively supporting students to achieve the identified outcomes.

### Te Whare Tapa Whā<sup>2</sup>

Mason Durie's Te Whare Tapa Whā model describes four dimensions of health and wellbeing: **te taha wairua** (spiritual health), **te taha hinengaro** (psychological health), **te taha tinana** (physical health) and **taha whānau** (family health). The model compares these dimensions to the four walls of a house, explaining that all four are required in unison to ensure strength and only together do they make up the whole being.

In order to achieve positive outcomes in education we require more than the development of a person's mind in isolation from their wider self. To represent this, the framework indicators are arranged within Mason Durie's Te Whare Tapa Whā model of wellbeing. In order to achieve successful educational outcomes we need to engage with and support the whole student: their wairua, hinengaro, tinana and whānau.

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

**Wairua in education:** involves a focus on the individual and their values, beliefs and aspirations. It means exploring cultural values, identity, connecting to the environment, contributing to society, and discovering inner strengths, goals and career aspirations.

<sup>1</sup> Such as the Practising Teacher Criteria, National Administration Guidelines, ERO's Wellbeing for Success (2016) and School Evaluation Indicators (2016), additional sources as listed in the bibliography.

<sup>2</sup> Durie, M. (1994). Whaiora, Maori Health Development. Auckland: Oxford University Press.

**Hinengaro in education:** includes mental and emotional wellbeing. It is about expressing thoughts and feelings, communication and language. It can be seen as experiencing a sense of achievement, increasing resiliency and developing problem-solving and decision making skills.

**Tinana in education:** includes physical and bodily health. This might mean learning about routines and self care, healthy lifestyle choices, or diet and exercise. It also involves learning how to care and provide for their child's physical needs. Within the school environment this might include providing sufficient learning resources, experiences and a learning environment which is responsive to the student's needs.

**Whānau in education:** at its core this dimension involves seeing the student as part of an extended whānau. It takes a collaborative approach to education with the whānau. The student and child, whānau, the community, the teacher and the school work together to achieve the education goal(s) of the student and their whānau. This might be reflected in the way the school encourages whānau involvement in the educational journey. It is also reflected through active collaboration where teachers work with Youth Service Providers, Public Health Nurses and other agencies to provide a 'wrap around service' for their students and whānau. Within the TPU setting this means considering the student first and foremost as a parent.

*\* Information on additional TPU supporting documents can be found in Appendix two.*

## TPU Outcomes

TPUs are established to provide a tailored secondary education for pregnant or parenting students leading to the following outcomes:

- **Increased engagement in education.**
- **Increased achievement in education.**
- **Successful transition to further education, training or employment.**

## TPU Indicators

The School Evaluation Indicators (ERO, 2016) describe two types of indicators; **outcome indicators** which are used to describe what successful outcomes will look like for students when achieved; and **process indicators** which describe the practices and processes of the school that contribute to students achieving these outcomes.

**The TPU indicators are separated into three sections and form the body of the framework:**

1. **Student, child and whānau** - these are outcome indicators which illustrate what the TPU outcomes will look like for the student, their child and whānau when achieved.
2. **Teachers/staff** - these are process indicators which describe elements of best practice and the actions of teachers and staff that support students to achieve the outcomes.
3. **Leadership/governance**- these are process indicators which describe the actions at a leadership/governance level which will support successful student outcomes.



	Te taha hinengaro (Psychological health)	Te taha whānau (Family health)	Te taha tinana (Physical health)	Te taha wairua (Spiritual health)
<b>Student, whānau and child</b>	<b>When students are achieving the outcomes this will be evidenced by the following outcome indicators:</b>			
	<p><b>1a)</b> Students have ownership of their Individual Learning Plans (ILP); identifying what they want to learn, achievements and next steps</p> <p><b>1b)</b> Whānau are involved in the establishment and review of ILPs wherever possible</p> <p><b>1c)</b> Whānau expectations of student achievement and learning are met</p> <p><b>1d)</b> Students and their child(ren) are able to communicate their thoughts and feelings</p> <p><b>1e)</b> Students are able to have conversations with ECE staff about the care and education of their child(ren)</p> <p><b>1f)</b> Students increase their NCEA credits and qualifications</p> <p><b>1g)</b> Students are intellectually curious learners who actively seek, use, and critique knowledge.</p>	<p><b>4a)</b> Students feel confident in their parenting role</p> <p><b>4b)</b> Students experience an increased sense of belonging and connectedness to their community and peers</p> <p><b>4c)</b> Whānau feel included and welcome in the TPU and ECE</p> <p><b>4d)</b> Students create and manage good quality relationships</p> <p><b>4e)</b> Students participate and contribute to different groups for different purposes such as learning, work, celebration or recreation.</p>	<p><b>7a)</b> Students independently access agencies and health services that support the wellbeing of themselves and their child(ren)</p> <p><b>7b)</b> Students exercise a high level of self-care</p> <p><b>7c)</b> Students and their children have high attendance rates</p> <p><b>7d)</b> Students feel adequately prepared to transition into employment or further education</p> <p><b>7e)</b> Appropriate preparation is made to ensure a smooth transition for the child into their next ECE service (or school)</p> <p><b>7f)</b> Whānau are involved in the transition plan and understand how to support the student and their child through this process wherever possible.</p>	<p><b>10a)</b> Students and their child(ren) feel confident in their identity, language and culture</p> <p><b>10b)</b> Whānau and iwi are encouraged to share their skills and knowledge to support the education of their children</p> <p><b>10c)</b> Students understand the health and development needs of their child(ren)</p> <p><b>10d)</b> Students express future aspirations for themselves and their child(ren)</p> <p><b>10e)</b> Students establish personal goals, make plans and demonstrate self-management skills.</p>
<b>Teachers and staff</b>	<b>When teachers and staff are supporting their students to achieve the outcomes this may be evidenced by the following indicators of best practice:</b>			
	<p><b>2a)</b> Staff engage in inquiry processes that improve, prioritise and respond to student achievement and wellbeing</p> <p><b>2b)</b> Valid and reliable data is used to analyse student achievement and progress towards learning goals</p> <p><b>2c)</b> Achievement data is used to conduct rich learning conversations with students</p> <p><b>2d)</b> All students have an ILP that:</p> <ul style="list-style-type: none"> <li>is developed and reviewed in collaboration with the student and/or whānau</li> <li>voices the students career and future aspirations</li> <li>reflects wellbeing goals of the student (e.g parenting, health, social)</li> <li>reflects numeracy and literacy goals at a level appropriate for the student</li> <li>is reviewed regularly (at least once per term)</li> <li>is treated as a living document</li> <li>is used to inform the learning programme.</li> </ul>	<p><b>5a)</b> Staff work in partnership with students and Youth Service Providers to support them to access social, financial and health services</p> <p><b>5b)</b> Staff access community resources to enhance learning opportunities</p> <p><b>5c)</b> Positive working relationships are central to the wellbeing of all students, children and staff and are fostered accordingly</p> <p><b>5d)</b> Students are supported to understand the learning and development needs of their child(ren)</p> <p><b>5e)</b> Students' parenting role is central to their wellbeing and educational development, and is reflected accordingly in the TPU's curriculum and pedagogy</p> <p><b>5f)</b> Whānau involvement in the TPU and learning programme is actively encouraged.</p>	<p><b>8a)</b> Transition is well planned, supporting students to:</p> <ul style="list-style-type: none"> <li>make effective study choices that will enable them to reach their career goals</li> <li>understand and support their child's transition into the next ECE (or school) setting</li> <li>build support systems outside of the TPU</li> <li>bridge the gap between the TPU and their next education (or employment) institute</li> </ul> <p><b>8b)</b> Attendance is closely monitored and followed up</p> <p><b>8c)</b> Induction of students and their children into the TPU is well planned including:</p> <ul style="list-style-type: none"> <li>orientation</li> <li>identification of goals and aspirations</li> <li>reviewing of educational records/identification of achievement levels</li> <li>creation of ILP.</li> </ul>	<p><b>11a)</b> A bicultural approach is evident in both curriculum and pedagogy</p> <p><b>11b)</b> Teaching and learning practices help target and lift Māori and Pasifika achievement</p> <p><b>11c)</b> Students have access to a full curriculum which is diverse, engaging and intellectually stimulating</p> <p><b>11d)</b> Opportunities are provided for students to explore their identity, language and culture</p> <p><b>11e)</b> Students are provided with leadership opportunities</p> <p><b>11f)</b> Students have input into the decision making of the TPU programme and the programme of their child.</p>
<b>Governance and leadership</b>	<b>When governance and leadership are supporting their staff and students to achieve the outcomes this may be evidenced by the following best practice indicators:</b>			
	<p><b>3a)</b> A rigorous performance appraisal system is in place</p> <p><b>3b)</b> A professional development strategy specific to teen parent education is in place</p> <p><b>3c)</b> Leadership-led inquiry is used to monitor and respond to student achievement and attendance</p> <p><b>3d)</b> A student centred approach to teaching and learning is apparent</p> <p><b>3e)</b> Leadership ensures effective planning and evaluation of the TPU curriculum and teaching practice takes place.</p>	<p><b>6a)</b> A strong working relationship between TPU and governing school is evident</p> <p><b>6b)</b> Leadership facilitates relationships with external agencies enabling access to health and wellbeing services</p> <p><b>6c)</b> Relationships with local iwi and communities are developed, enhancing learning opportunities for students</p> <p><b>6d)</b> Leadership provides meaningful opportunities for whānau inclusion in education.</p>	<p><b>9a)</b> Transport for student and child(ren) is provided</p> <p><b>9b)</b> A strategic approach to staffing the TPU is evident - ensuring high quality staff are appointed to complement the skill, knowledge and curriculum expertise of the TPU</p> <p><b>9c)</b> Access to quality resources is provided in order to meet the TPU goals and targets</p> <p><b>9d)</b> A safe, warm and inviting learning environment is provided which meets the physical needs of students and their children.</p>	<p><b>12a)</b> The TPU's annual plans and targets are developed in a collaborative manner, and are aligned to the strategic direction of the school</p> <p><b>12b)</b> A strategic approach to lifting Māori and Pacific student achievement is adopted</p> <p><b>12c)</b> Appropriate supports are provided to enable the provision of a culturally responsive teaching and learning programme.</p> <p><b>12d)</b> The wellbeing of all staff is nurtured.</p>
<b>The TPU outcome framework is underpinned by the following Ministry strategies:</b>				
Ka Hikitia- Accelerating Success	Pasifika Education Plan	Success for All	NZ Curriculum-Key Competencies	



## Appendix one – TPU Reporting measures

The TPU indicators were used to identify a selection of key reporting measures. The measures request both quantitative and qualitative data, in line with the Results Based Accountability (RBA) model.

The Board of the TPU governing school are requested to report twice per year to the Ministry.

### TPU Reporting measures

Examples of the TPU reporting measures are provided below, full report templates can be found within the MoU between the Ministry and school.

#### Quantitative data

Measures include the number/percentage of:

1. students enrolled at the TPU
2. Individual Learning Programmes developed which include the minimum criteria:
  - numeracy and literacy goals at a level appropriate for the student
  - wellbeing goals (health, social, behaviour, parenting)
  - career competencies and/or transition goals (either within the ILP or separate transition plan)
  - measures to ensure a regular review and update (at least once per term)
3. students with an 80% attendance rate or higher
4. students demonstrating a lift in numeracy and literacy
5. students who have progress towards career competencies and/or transition goals
6. exiting students that have successfully transitioned into further education or training.

#### Qualitative data

Measures includes explanation of:

4. how the School/Board has either; supported professional development and/or continual improvement practices for the TPU, supported students to overcome barriers to education or access wraparound support systems **or** made progress against the TPU annual targets/goals
5. student progress in the areas of:
  - achievement/attendance,
  - health and wellbeing; and
  - key competencies.

# Appendix two - TPU supporting documents

The following diagram outlines the supporting TPU documents and how they fit together under the Memorandum of Understanding (MoU)

## Memorandum of Understanding

A formal agreement between the Ministry and governing school which outlines the roles and responsibilities of both parties in operating the TPU.

## Outcome framework

Sets out the key outcomes and indicators of student success.  
Identifies the key indicators of good leadership and teaching practice.

## Operational guidelines

Outlines the Ministry's operational policies.  
Serves as a practical tool for all parties involved in running a TPU.

## RBA Reporting measures

Results Based Accountability (RBA) reporting is used to measure TPU outcomes.

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