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The Professional Learning Landscape
for Teen Parent Educators in New Zealand

A thesis presented in partial fulfilment of the requirements for the degree of
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Abstract

Teen Parent Units (TPUs) are a unique context in the New Zealand educational system. The purpose of this study was to explore the professional learning landscape for teen parent educators in New Zealand, using the qualitative in-depth case studies of three TPUs. Drawing on the theoretical framework of complexity theory and interpretative phenomenological analysis (IPA), the study provided a rich description of practice and teachers' perceptions of their professional learning experiences, opportunities, and practice. The study considered teacher professional learning using three recursive subsystems: *the teacher subsystem*, *the context subsystem*, and *the activity subsystem*, to develop a more nuanced understanding of teacher professional learning in the teen parent context. Listening to educators in this space revealed that not only is professional learning a complex system but also proposes that a fourth subsystem—*the student subsystem*—is needed to understand the professional learning landscape in this space.

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