TAPASĀ - THE FRAMEWORK

	TAPASĀ INDICATORS		
	What this means for		
Turu 3	A student teacher	**A beginning teacher**	
Effective Pacific pedagogies Implements pedagogical approaches that are effective for Pacific learners.	3.1 Recognises that all learners including Pacific are motivated to engage, learn and achieve 3.2 Knows the importance of Pacific cultural values and approaches in teaching and learning 3.3 Understands that Pacific learners learn differently from each other, and from their non-Pacific peers 3.4 Understands the aspirations of Pacific learners, their parents, families and communities for their future and sets high expectations.	3.5 Articulates and demonstrates a teaching philosophy and approach that considers the holistic and collective aspects of Pacific learners, their parents, families and communities 3.6 Actively seeks and adopts different, ethnic-specific ways of instruction and working with Pacific learners, parents, their families and communities 3.7 Understands the dual and multiple contexts and world views Pacific learners navigate including Pacific/non-Pacific, familiar/unfamiliar, local/global, past, present and future 3.8 Understands that Pacific learners come with prior knowledge and are equal partners together with their parents, families and communities in determining their learning journey and what achievement and success means to them.	

		LINKS WITH	
An experienced teacher	**A leader**	Standards for the Teaching Profession	Tātaiako
Who builds on previous successful theorising and behaviours to:			
3.9 Demonstrates classroom pedagogy that takes into account and incorporates Pacific ethnic-specific starting points, knowledge, learning styles and preferences which are clearly evident in lesson plans and teaching practices	3.16 Ensures the service/centre, group or school charter and achievement plan or equivalent reflects the importance of effective pedagogy that supports Pacific education success and achievement	Te Tiriti o Waitangi partnership, Professional learning, Professional relationships, Learning focused culture, Design for learning, Teaching	Wānanga, Whanaungatanga, Manaakitanga, Tangata Whenuatanga, Ako
3.10 Extensively uses Pacific worldviews, statistical data, research evidence, references and conceptual models in their planning, teaching and assessments	3.17 Prioritises resources and support for professional learning and development for staff that strengthens their pedagogy in effective teaching and learning practice for Pacific		
3.11 Uses data and evidence including the different Pacific conceptual models and frameworks as a reference and guide for planning, teaching and assessment	3.18 Establishes evidence-based and meaningful data-driven goals, monitors, and implements initiatives to strategically plan for higher Pacific achievement levels		
3.12 Engages with and contributes to evidence and professional literature to add to and/or refresh/update understanding of Pacific pedagogy, especially in a modern and future-focused context	3.19 Continuously builds, expands and shares the range of Pacific resources and information with other education networks		
3.13 Demonstrates understanding of establishing ethnic-specific culturally safe spaces and settings as critical in learning for Pacific learners	3.20 Actively works and engages in professional learning and development in current Pacific education issues and trends in relation to Pacific learner achievement		
3.14 Further develops and strengthens adaptive expertise in teaching and learning to ensure Pacific learners are confident and successful in both Pacific and English-medium contexts	3.21 Leads the development of adaptive expertise within and between education networks to enable reflective practices that are most effective with diverse Pacific learners.		
3.15 Engages in ongoing professional learning and development and seeks support to further develop and strengthen their Pacific confidence and capability.			