

Mālō ni, Kia orana, Talofa lava, Mālō e lelei, Fakaalofa lahi atu, Ni sa bula vinaka, Tēnā koe

## Important amendment to Tapasā - Cultural Competencies Framework for Teachers of Pacific Learners (\*\*Learning Styles\*\*)

In September 2018, Tapasā was distributed by the Ministry of Education to schools and early childhood education services as a resource for all teachers of Pacific learners.

Tapasā is designed to support all teachers to become more culturally aware, confident and competent when engaging with Pacific learners, and their parents, whānau and communities. It aims to contextualise quality teaching and planning within a Pacific learner setting by providing a Pacific lens to the Standards for the Teaching Profession and the Code of Professional Responsibility.

We are encouraging all schools and early childhood education services with Pacific learners to use Tapasā as a guide to help improve their way of communication and gain a deeper understanding of how Tapasā works and how it applies to the teaching role in supporting Pacific learners.

### Amendment to Tapasā

As a result of recent and substantial learning styles approach research we are amending Tapasā to remove reference to Pacific Learners' learning styles, within Ngā Turu - The Competencies (Turu 3.9). This paragraph currently reads:

*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.*

The new paragraph should read:

*3.9 Demonstrates effective classroom/centre pedagogy that takes into account and incorporates Pacific ethnic-specific starting points, knowledge and preferences which are clearly evident in lesson plans and teaching practices.*

### Why is this change to Tapasā important?

The research findings concluded that learning style matching approaches do not offer significant educational benefit for equitable and excellent teaching practice. Instead such approaches have been found to stereotype learners, entrench low expectations, and reduce teaching efficacy for culturally responsible teaching.

### Action required:

1. Copy this letter and place inside your Tapasā booklet (recommended page 14).
2. Please be aware that the online version of Tapasā, has been revised and updated with the new paragraph for Turu 3.9.

Email Teaching Council:

tapasaregistrations@teachingcouncil.nz

