UNPACKING THE STANDARDS
Illustrating Principles A1, A2 and C1
Approval Requirements for Achievement Against the Standards (With Support)
An Example through the Lenses of Tātaiako and Tapasā

The Approval Requirements for Achievement Against the Standards (With Support) establish the principle (A2) of requiring the standards to be unpacked with rigour. The associated requirement states that a template needs to be completed to show how each standard is unpacked to identify the assessment foci consistent with the full intent of the wording of the standard – in other words, with the specific wording of each Standard not just with its shorthand title. The following templates have been developed to illustrate an interpretation of the specific wording of each standard through the lenses of Tātaiako and Tapasā. These lenses have been selected because each has been developed in collaboration with key Māori and Pacific community stakeholders and because they are designed to support teachers to engage with Māori and Pacific learners in culturally responsive ways. They are also complemented with reference to the Kotahitanga Effective Teaching Profile¹ and to the indicators associated with each standard in Our Code: Our Standards. The selection of these lenses is also consistent with the Contextualisation principle (A1) of the Approval Requirements – in other words, they illustrate one approach to unpacking the Standards consistent with a particular orientation or Conceptual Framework, and set of values.

The orientation provided by each of these lenses is briefly described below. The text is extracted from each of the documents. In describing these orientations it is acknowledged that here are many others sources that set out the knowledge, skills and attitudes necessary for working effectively with Māori and Pasifika learners, and diverse learners more generally. The selection of Tātaiako and Tapasā as the two predominant sources is intended, therefore, to be illustrative not comprehensive. It is also selective in the sense that the unpacking only focusses on the elements of the two Frameworks that are relevant to ITE graduates – in the case of Tātaiako the indicators for the Graduating Teacher and in the case of Tapasā the indicators for Student Teacher and Beginning Teacher. A list of these indicators is provided in Appendix 1.

Tātaiako: Cultural Competencies for Teachers of Māori Learners

Tātaiako is about teachers’ relationships and engagement with Māori learners and with their whānau and iwi. Designed for teachers in early childhood education (ECE) services and in primary and secondary schools, it will supports teachers to personalise learning for, and with, Māori learners, to ensure they enjoy educational success as Māori.

Ka Hikitia – Managing for Success, the Government’s strategy for Māori achieving educational success as Māori, emphasises the importance of the teacher – learner relationship:

Evidence shows that high-quality teaching is the most important influence the education system can have on high-quality outcomes for students with diverse learning needs. Evidence also shows that effective teaching and learning depends on the relationship between teachers and students and students’ active engagement.

¹ See for example, tekotahitanga.tki.org.nz/content/download/3171/20188/file/Module+3.pdf
Ka Hikitia also stresses the importance of identity, language and culture – teachers knowing where their students come from, and building on what students bring with them; and on productive partnerships among teachers, Māori learners, whānau and iwi.

*Parents and whānau play a critical role in supporting their children’s learning right from the start. Evidence shows that learning outcomes are enhanced when parental involvement in school is sustained and focused on learning activities.*

*Identity, language and culture count – knowing where students come from and building on what students bring with them. Productive Partnerships – Māori students, whānau and educators sharing knowledge and expertise with each other to produce better outcomes.*

These principles form the basis of Tātaiako. The competencies are about knowing, respecting and working with Māori learners and their whānau and iwi. This is so their worldview, aspirations and knowledge are an integral part of teaching and learning, and of the culture of the school or ECE service.

*Tapasā: Cultural competencies framework for teachers of Pacific learners*


Pacific parents, families and communities value education. Education is part of their narrative for migrating to New Zealand, the country they have chosen to establish their families and communities, and educate their children and the generations to come. Driven by their aspirations they want their children to reach their full potential. New Zealand’s world class education system needs to deliver equitable outcomes for all learners, including Pacific learners. Research shows that quality teaching can make the biggest difference in learner educational achievement. The research also tells us that parents and families play a critical role in the success of their children within early learning settings and in schools.

The Pasifika Education Plan 2013–2017 (PEP), the Government’s strategy for Pasifika Success, describes Pasifika Success as being “characterised by demanding, vibrant, dynamic, successful Pasifika learners, secure and confident in their identities, languages and cultures, navigating through all curriculum areas such as the arts, sciences, technology, social sciences and mathematics.”

Within early learning, success is characterised by competent and confident tamariki who are happy, thriving, enjoying good health and wellbeing, engaging and interacting with others in positive ways, and growing confidently and secure in their identities, languages and cultures, sense of belonging and knowledge that affirms their valued contribution to family, community and wider society (*Te Whāriki*, 2017).

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

**A note about the nature of the unpacking**

In the tables that follow a distinction is made between assessment foci based on knowledge and understanding, those based on behaviours and those based on key teaching tasks. In reality these are not separate categories because each informs the other. Nor is it suggested that they are all assessed separately. But they have been separated here to illustrate the Readiness principle (C1) in *Approval Requirements for Achievement Against the Standards (With Support)*. This principle requires an explanation of the selection of Key Teaching Tasks on which PSTs will be assessed to assure their readiness for their role as a beginning teacher. Key Teaching Tasks are not isolated performances – they describe actions that derive from the integration of knowledge, understanding and behaviour. The following tables illustrate this derivation and contextualise their selection. The Key Teaching
Tasks are expressed in more generalise terms than the knowledge and understandings and their associated behaviours because they need to be applicable to all contexts within which PSTs might find themselves. But this generalisation should not distract from the fact that the origins of these tasks are the cultural competencies (knowledge, skills and behaviours) for working effectively with Māori and Pasifika learners. It is also important to note that the Key Teaching Tasks are only illustrative. Their selection needs to be informed through consultation between providers, practitioners and the community, and it needs to reflect the teaching sector for which the PST is preparing.

**A note about the coding used in the attached tables**

For ease of reference the assessment foci in the tables below that derive directly from Tātaiako are colour coded red, and those from Tapasā are colour coded blue. The numbering refers to the relevant section of each document. Tapasā has its own numbering and this has been used throughout. Tātaiako does not use a numbering system but it does name each dimension – Wānanga, Whanaungatanga, Manaakitanga, Tangata Whenuatanga and Ako. In the table below these dimensions have been named and an accompanying number system similar to Tapasā has been created.

Tapasā includes a section describing the *Good Teacher Characteristics* based on feedback from Pacific learners (Years 7-13) and Pacific parents received during the sector consultation on the Tapasā draft framework June-July 2017. Tātaiako also includes against each dimension of competency what it refers to as “Outcomes: examples of learner voice” – this has been simplified in the notation below to “Learner Outcomes”.

*For ease of reference a summaries of Tātaiako and Tapasā have been included as Attachments at the end of this document.*

Although Tātaiako and Tapasā have been used as the lenses of interpretation reference is also made to other sources with a related orientation (Te Kotahitanga and Universal Design for Learning), and other foci have been added to ensure full coverage of the specific wording of each standard. These additions have also been guided by the Indicators against each Standard in *Our Code: Our Standards*.

**A note about the annotations**

The annotations serve two main purposes – to make transparent the connection to the specific wording of the standard, and to draw attention to the nature of the anticipated assessment and the standard of acceptable performance on the assessment.
**What are the key elements of each standard that you intend to assess? (Principles A1 and A2)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Knowledge and Understanding – Assessment Foci</th>
<th>Behaviours – Assessment Foci (related to Knowledge and Understanding)</th>
<th>Key Teaching Tasks (Principle C1) (Knowledge, Understanding and Behaviours expressed as teaching tasks to be assessed on practicum)</th>
</tr>
</thead>
</table>
| Te Tiriti o Waitangi Partnership Demonstrate commitment to tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand | **PSTs will be assessed on their ability to:**  
Explain the historical and educational significance of the four articles of Te Tiriti o Waitangi and what these mean for their practice as beginning teachers.  
Demonstrate with practice-based examples their commitment to, and high expectations of, Māori learners achieving as Māori. (Te Tiriti o Waitangi Partnership Learner Outcomes)  
Explain how to bring about change in Māori students’ educational achievement and the commitments they will make to ensure that this becomes part of their everyday practice (Te Kotahitanga)  
Develop and explain practice-relevant examples of acknowledging and Māori values, and the learner as part of a wider whanau. (Te Tiriti o Waitangi Partnership Learner Outcomes)  
Develop contexts for learning, teaching sequences and resources that affirm for all learners the knowledge, identity, language and culture (cultural responsiveness) of Māori learners and their rights [Tiriti o Waitangi]  
Meet the Māori and tikanga Māori Proficiency Target Statement Level 3 and 4 of Te Aratia Māori: Kura Toi Ako: Kura Paanga: Kura Toi Puakitahi Guidelines for Teaching and Learning in English-medium Schools Years 1–13 | PSTs will be assessed on their ability to:  
Shows integrity, sincerity and respect for Māori learners’ language, culture and values. (Māori Learner Outcomes)  
Communicate high expectations and non-deficit views of Māori learners and their whānau.  
Identify opportunities to use Māori language, examples and concepts in teaching, and encourages students to speak Māori if they want. (Māori Learner Outcomes)  
Pronounce Māori names and words well. (Māori Learner Outcomes) | I trust the student to do this completely and accurately as an independent practitioner.  
Shows, and requires of all learners, respect for tikanga Māori.  
Uses te reo naturally and accurately in their interactions with learners.  
In their everyday practice with Māori learners ensures that their knowledge, language, culture and experience is affirmed.  
Is proactive in finding opportunities to integrate Māori language and contexts into teaching for all learners. |

- **Note emphasis on using Māori and Māori contexts with all learners.**
- **Establishes an acceptable level of knowledge.**
- **Specific about the commitment requirement in the Standard.**
- **Is specific about the partnership requirement referred to in the Standard.**
- **Acknowledges that the Treaty is relevant to all New Zealanders.**
- **Note the connections to practice.**
### What are the key elements of each standard that you intend to assess? (Principles A1 and A2)

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<tbody>
<tr>
<td><strong>Professional Learning</strong></td>
<td>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</td>
<td>PSTs will be assessed on their ability to:</td>
<td></td>
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<tr>
<td></td>
<td>PSTs will be assessed on their ability to:</td>
<td>PSTs will be assessed on their ability to:</td>
<td>I trust the student to do this completely and accurately as an independent practitioner.</td>
</tr>
<tr>
<td></td>
<td>Explain how their identity and culture (their cultural knowledges), influences the way they think and believe and, in response to given scenarios from practice, how these impact on their relationships with Māori and Pasifika learners. (Tāmata 2.1, 3.1, 1.1, 2.1)</td>
<td>Actively seek advice from associate teacher/mentor about the background of the students they are teaching and uses this to help students make connections to new learning.</td>
<td>When faced with a new group of students finds out about their backgrounds, interests and experience.</td>
</tr>
<tr>
<td></td>
<td>Critically examine their assumptions and beliefs and sustain change in these where they are not helping learners.</td>
<td>Model accurate spoken and written English (including grammar and punctuation).</td>
<td>When faced with new content does the background work to ensure they are well informed and accurate.</td>
</tr>
<tr>
<td></td>
<td>Carry out research to understand more about the diversity of learners they will teach – their cultures, backgrounds, beliefs and values – and to show with reference to specific examples from practice that they know how to engage and collaborate successfully with these learners in ways that impacts positively on learning and achievement. (Tāmata 2.1, 3.2, Good Teacher Characteristics)</td>
<td>Model in questioning, explanations, demonstrations and other pedagogical moves accurate control of the content of learning.</td>
<td>When faced with a teaching situation that didn’t go as well as expected finds ways to do things differently.</td>
</tr>
<tr>
<td></td>
<td>Work collaboratively with peers to analyse and develop responses to persistent problems of practice.</td>
<td>Seek and respond to feedback from learners, associate teacher and mentors.</td>
<td>Models accurate spoken and written communication.</td>
</tr>
<tr>
<td></td>
<td>Use and interpret a wide range of forms of evidence about learner achievement and wellbeing.</td>
<td>Engage in collaborative problem solving and learning, focused collegial discussions aimed at improving the effectiveness of their practice.</td>
<td>Seeks out opportunities for working with colleagues to learn as much as they possibly can about teaching.</td>
</tr>
<tr>
<td></td>
<td>Take responsibility for prioritising and addressing gaps in professional knowledge (education research and theory, subject content, curriculum, assessment, pedagogy, technology, inclusion) and capabilities to the point where they are fluent in their ability to draw on content, resources and ideas that will engage all learners.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(Primary English-medium) Use accurate written and spoken English language in teaching contexts, and in their confident and accurate knowledge of mathematics to at least Level 6 of the NZC.</td>
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<td></td>
</tr>
<tr>
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<tr>
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<td>---------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Professional Relationships</strong> Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</td>
<td><strong>PSTs will be assessed on their ability to:</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Draw on theory, research and learner/whānau voice to explain the importance and impact on achievement and wellbeing of building strong relationships with Māori learners, whānau, wānanga, iwi and communities along with the tools and strategies that enable successful relationship building (Te Whanaua o Waipounamu: Learning Outcomes)</td>
<td></td>
<td>I trust the student to do this completely and accurately as an independent practitioner.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate understanding of Pacific values of respect, collaboration and reciprocity in building strong learning and wellbeing focussed relationships with Pacific learners, their parents, families and communities along with the tools and strategies based on these values that enable successful relationship building (Te Whanaua o Waipounamu: Learning Outcomes)</td>
<td></td>
<td>Consistently communicates that they care about their learners identity, language and culture</td>
</tr>
<tr>
<td></td>
<td>Model in one-to-one and group microteaching situations with peers the principles and practices of instructional clarity (instructions, explanations, prompts) and explain how and why these practices optimise communication between teacher and learner.</td>
<td></td>
<td>Consistently communicates that they enjoy working with the learners, and that they are enthusiastic about what they are teaching.</td>
</tr>
<tr>
<td></td>
<td>Explain in response to scenarios from practice how to manage respectful learning relationships when faced with challenging behaviours.</td>
<td></td>
<td>When giving instructions does so in a way that avoids confusion and that is quickly understood by learners.</td>
</tr>
<tr>
<td></td>
<td>Explain the principles and practices of assessment-for-learning and use practice-based examples to explain how to communicate with learners about assessment information in ways that give them agency to act.</td>
<td></td>
<td>When making explanations does so in a way that is clearly understood by students.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate with practice-based examples that they understand the ethical responsibilities and professional boundaries that guide interactions with students, and the ethical obligations they have towards peers, family and whānau, and the teaching profession.</td>
<td></td>
<td>Intervenes in a timely manner to manage inappropriate learner behaviours.</td>
</tr>
</tbody>
</table>

**Expectation of depth and range of knowledge base.**

**An example of a formative and summative approach to assessment that also picks up the professional relationship idea in the Standard.**

**Elements of Our Code contextualized to practice.**

**Picks up the well-being element of the Standard.**

**Picks up the learning element of the Standard.**

**Assesses the ability to remain respectful but to also be effective in managing challenging situations.**
### What are the key elements of each standard that you intend to assess? (Principles A1 and A2)

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning-focused Culture</strong>&lt;br&gt;Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</td>
<td>PSTs will be assessed on their ability to:&lt;br&gt;- Explain the importance of, and processes associated with, engaging in discussions with learners, (Nunuku and iwi) to support effective teaching interactions, co-construction and cooperative learner-focused activities (Te Whananga Whiri, 1.1, 1.2)&lt;br&gt;- Articulate the knowledge, skills and attitudes necessary for building a respectful and inclusive learning culture built on the high educational aspirations that Pacific families and communities hold for learners, and that affirms the importance and transmission of the diverse and ethnicity-specific identities, languages and cultures of Pacific learners. (Te Whananga Whiri, 1.1, 1.2, 1.3)&lt;br&gt;- Explain the importance of holding high expectations for all learners and the teacher behaviours and practices that communicate high and low expectations to learners. (Te Whananga Whiri, 3.1, 3.4)&lt;br&gt;- Explain in response to scenarios from practice how hidden barriers to learning can be identified and minimised, how access to learning for all can be optimised and how diversity can be capitalised on as strengths (see <a href="http://inclusive.tki.org.nz/guides/universal-designs-for-learning/">inclusive.tki.org.nz/guides/universal-designs-for-learning/</a>).&lt;br&gt;- Explain the concept of learner safety with reference to different forms of safety (spiritual, physical, social, cultural and emotional) and provide research-informed and practice-based examples of how best to manage these forms of safety. (Te Whananga Whiri, 1.2)</td>
<td>PSTs will be assessed on their ability to:&lt;br&gt;- Engage in conversations with students about how they are experiencing learning, listen to their views and works with them to construct rewarding and challenging experiences (Te Whananga Whiri, Learner Outcomes)&lt;br&gt;- Communicate on a daily basis that they expect learners to do well and that they care about their performance and learning (Te Whananga Whiri, 3.1 and 3.4)&lt;br&gt;- Show that they understand and value diversity&lt;br&gt;- Model a commitment to taking personal and professional responsibility for learners’ learning.</td>
<td>I trust the student to do this completely and unerringly as an independent practitioner.&lt;br&gt;- Finds ways to talk regularly to students about their learning, listens to their views and cares about what they think.&lt;br&gt;- In what they say and in how they act with learners show that they genuinely care about their performance and learning.&lt;br&gt;- In what they say and in how they act with learners show that they have confidence in the ability of each of learner to be successful.&lt;br&gt;- In what they say and in how they act with learners show that they take personal and professional responsibility for supporting each of them to achieve.</td>
</tr>
</tbody>
</table>
## What are the key elements of each standard that you intend to assess? (Principles A1 and A2)

| Standard | Knowledge and Understanding - Assessment Foci | Behaviours – Assessment Foci (related to Knowledge and Understanding) | Key Teaching Tasks (Principle C1) (Knowledge, Understanding and Behaviours expressed as teaching tasks to be assessed on practicum)

### Design for Learning
Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

**PSTs will be assessed on their ability to:**
- Develop examples of learning experiences that illustrate how to draw on the rich cultural capital of Māori learners bring to enhance their learning (Te Whare Taniwha – Whakawhitinga Raranga 4.4).
- Describe the tools and skills they will need in their future role as a teacher to engage local knowledge and history (or the people who hold that knowledge) to support the design of teaching and learning (Te Whare Taniwha – Whakawhitinga Raranga 4.1-4.3).
- Research concepts, themes, stories and examples to plan approaches to teaching that resonate with Māori and Pasifika student background and experience. (Te Whare Taniwha – Whakawhitinga Raranga 4.3).
- Explain through the notion of 'taua' or 'pa' how engagement is negotiated and agreed with Pacific learners and their parents, families and communities (Tāonga Whakangahau 2.8).
- Draw on a wide range of tools and strategies from research and theory, iwi and community knowledge of culturally-specific approaches to teaching, and successful practice to design across a range of curriculum areas approaches to learning that optimise Māori and Pacific access to, and success with, new learning (Te Whare Taniwha – Whakawhitinga Raranga 2.2, 3.6).
- Use of range of tools and approaches to accessing and utilising learner prior knowledge, interests and experience; to use this information to plan next steps for learning; and to make adaptations as necessary. (Te Whare Taniwha – Whakawhitinga Raranga 3.5).
- Make decisions about what to learn by balancing curriculum requirements, knowledge of learning progressions in particular curriculum areas, and learner background and interests in a way that reinforces high expectations of learners.

**I trust the student to do this completely and accurately as an independent practitioner.**
- In designing learning finds ways to integrate as much as possible content and contexts that are relevant to students culture, backgrounds and experience.
- Builds into learning design a variety of learning strategies and experiences.
- Uses national curriculum and/or assessment requirements to guide the selection of the focus for learning.
- Uses a range of assessment information as a basis for helping to decide on next steps for learning.
- Shares and discusses learning goals with learners.
- Makes plans for learning that builds in sufficient flexibility to make adjustments in response to observation of student engagement and success.
<table>
<thead>
<tr>
<th>Teach</th>
<th>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSTs will be assessed on their ability to:</td>
<td>Develop examples to illustrate the use of a variety of assessment tools and strategies to monitor student progress and to show understanding of how to make judgements about sufficient progress.</td>
</tr>
<tr>
<td>Articulate a teaching philosophy that reflects their commitment to, and high expectations of, Māori learners and of Māori learners achieving as Māori, and that incorporates a wide range of skills, strategies and tools to actively facilitate successful learning for every Māori learner. (Te aoanga 3.1, 3.2)</td>
<td>Inquire into the impact of their teaching by reviewing and making adjustments to the appropriateness of their goals for learning, the content of learning, the pedagogical approach used, their skill in enacting the pedagogical approach, and the outcomes for students.</td>
</tr>
<tr>
<td>Explain the use of systems and routines that optimise the use of learning time.</td>
<td>Demonstrate on a daily basis that they can create and maintain a secure, well-managed learning environment (Te koahuranga – Whakakaparaparaipuna).</td>
</tr>
<tr>
<td>Explain how they draw on theory to explain their approach to teaching and their selection of strategies to motivate learners and enable their success.</td>
<td>Provide feedback and support that enables learners to learn at an appropriate depth and pace.</td>
</tr>
<tr>
<td>PSTs will be assessed on their ability to:</td>
<td>Use systems and routines that optimise time for learning.</td>
</tr>
<tr>
<td>I trust the student to do this completely and accurately as an independent practitioner.</td>
<td>Make changes during teaching when they notice misunderstandings or lack of learner engagement.</td>
</tr>
<tr>
<td>Conditions and actions that enable the “progress” referred to in the Standard.</td>
<td>Make changes in teaching approach between teaching sessions in response to feedback and reflection about learner engagement and success.</td>
</tr>
<tr>
<td>Interprets the word “knowledgeable” from within the Standard.</td>
<td>Involve learners, show interest in who they are and what they already know to make learning relevant.</td>
</tr>
<tr>
<td>Interprets the words “appropriate depth and pace” from within the Standard.</td>
<td>Never give up on learners, and communicate the belief that they can all succeed. (Te aoanga 5.6, Learner Outcomes).</td>
</tr>
<tr>
<td>Picks up the idea of being “adaptive” from within the Standard.</td>
<td>Reflects openly and critically on impact of teaching and is able to identify what they themselves need to change.</td>
</tr>
</tbody>
</table>
Attachment One

Extracts from: *Tātaiako: Cultural Competencies for Teachers of Māori Learners*

**WĀNANGA**  
Communication, problem solving, innovation  
Participates with learners and communities in robust dialogue for the benefit of Māori learners’ achievement.

**Graduating Teacher Indicators**
1.1 Knows how to support effective teaching interactions, co-construction and co-operative learner-focused activities.
1.2 Understands and can describe the purpose and process of wānanga and its application in a classroom and community context.
1.3 Has the skills to utilise wānanga in the classroom/ECE service and in interactions with parents, whānau, hapū, iwi and the community.
1.4 Understands that Māori parents, whānau, hapū and iwi have expertise in their own right.

**Learner Outcomes**
My teacher:
- talks with me about my learning
- wants my parents, whānau, hapū, iwi and the community to have a say and makes it possible
- listens to my views and those of my peers
- shares their views with me and my peers
- cares about what we think
- shares good news (and the not so good) with my parents and whānau
- hears what my parents, whānau, hapū, iwi and community say, expect and want.

**WHANAUNGATANGA**  
Relationships (students, school-wide, community) with high expectations  
Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.

**Graduating Teacher Indicators**
2.1 Understands the impact of their own identity, language and culture (cultural locatedness) on relationships
2.2 Demonstrates a willingness to engage with iwi and Māori communities.
2.3 Knows the importance and impact of teacher–learner relationships and the school/ECE service–home partnership on Māori learner achievement.
2.4 Recognises the need to have learning relationships with Māori learners, whānau, hapū, iwi and communities.
2.5 Has the tools and strategies to develop successful relationships with Māori learners, whānau, hapū, iwi and communities.

**Learner Outcomes**
- I get on well with my teacher(s).
- My teacher knows my parents and whānau.
- My teacher treats me and my whānau with respect.
- My parents, whānau and community feel welcome at the school.
- My teachers are visible in the local Māori community and at local Māori community events.
- My teacher knows who my mates are.
- I know my teacher as a person.

**MANAAKITANGA**

**Values – integrity, trust, sincerity, equity**

Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture.

**Graduating Teacher Indicators**

3.1 Recognises own cultural beliefs and values.
3.2 Demonstrates respect for hapū, iwi and Māori culture in curriculum design and delivery processes.
3.3 Can explain the importance of acknowledging iwi and Māori values in school/ECE service and classroom practices.
3.4 Understands that each Māori learner is part of a wider whānau and what that might mean for a teacher.
3.5 Understands the Treaty of Waitangi and its implications for teaching in New Zealand.

**Learner Outcomes**

My teacher:
- respects my culture
- treats me and my peers fairly and with respect
- pronounces Māori names well, if not perfectly
- knows about the local tikanga
- understands my sense of humour
- uses te reo Māori in class and encourages us to speak Māori if we want.

**TANGATA WHENUATANGA**

**Place-based, socio-cultural awareness and knowledge**

Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed.

**Graduating Teacher Indicators**

4.1 Can explain the importance of local history in the New Zealand school setting and what this means for them.
4.2 Can explain how knowledge of local context and local iwi and community is important in supporting Māori learners to achieve in and through education.
4.3 Has the tools and skills to engage local knowledge and history (or the people who hold that knowledge) to support teaching and learning programmes.
4.4 Understands that Māori learners bring rich cultural capital to the learning environment and how to maximise that to enhance learning potential.

**Learner Outcomes**

It feels good to be Māori at this school and my teacher:
- knows how to involve me and what I bring to my learning
is interested in what I know already
knows how to make things we learn relevant to us
lets us learn about things we are interested in
knows about this area, the environment, the local marae, hapū and whānau and how I fit in, in relation to all
courages us to explore and talk about what happens around here, at the marae and with my whānau
knows me as an individual, and how I am part of my whānau, hapū, iwi and community.

AKO
Practice in the classroom and beyond
Takes responsibility for their own learning and that of Māori learners.

Graduating Teacher Indicators
5.1 Is able to articulate a teaching philosophy that reflects their commitment to, and high expectations of, Māori learners achieving as Māori.
5.2 Understands that Māori learners come with prior knowledge underpinned by identity, language and culture.
5.3 Has a wide range of skills, strategies and tools to actively facilitate successful learning for every Māori learner.
5.4 Is open to ongoing learning and understands their own learning-style preferences.

Learner Outcomes
My teacher:
• lets me and my peers know when we’re doing well
• never gives up on us
• knows what works for me and my learning
• asks us what we know
• shows me how to learn
• expects every one of us to do our best all the time
• believes I can succeed
• tells me that we are both responsible for how well I do – we both get to celebrate when I do well, or have to try harder if I don’t!
• seems to enjoy learning from us too.
Attachment Two

Extracts from *Tapasā: Cultural competencies framework for teachers of Pacific learners*

**The Characteristics of a Good Teacher**

*Based on feedback from Pacific learners (Years 7-13) and Pacific parents received during the sector consultation on the Tapasā draft framework June-July 2017.*

- understands that my identity, language and culture is important to me
- pronounces my name and words in my language properly
- recognises that English might not be my and/or my parents’ first language and communicates with us in a way that we can understand
- does not make fun of my and/or my parents’ limited English language skills if we don’t speak it fluently
- makes an effort to learn and use simple words like saying ‘hello’ and ‘thank you’ in my language
- knows that I want my parents to be part of my learning journey and that my parents value being part of that journey
- communicates well and isn’t afraid to ask me and my parents questions
- does research to know more about me, my family and my culture and island nation(s) that we come from
- incorporates stories, legends and myths, events, activities and symbols that I understand and are relevant to me when they are teaching
- understands the values that are important to me such as faith, spirituality (church) and family
- is a strong, kind, honest, passionate, open-minded, understanding, flexible and compassionate leader who cares about me, and
- knows that I want to learn but in a way and at a pace that is suitable for me.

**TURU 1**

**Identities, languages and cultures**

Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners.

**Student Teacher Indicators**

1.1 Understands his or her own identity and culture, and how this influences the way they think and behave

1.2 Understands the importance of retention and transmission of Pacific identities, languages and cultural values

1.3 Is aware of the diverse ethnic-specific differences between Pacific groups and commits to being responsive to this diversity

1.4 Understands that Pacific worldviews and ways of thinking are underpinned by their identities, languages and culture.

**Beginning Teacher Indicators**

1.5 Uses evidence and data to demonstrate understanding of diverse identities, languages and cultures between Pacific groups in their planning, teaching and assessments
1.6 Understands the socioeconomic, demographic, historical as well as contemporary profiles of Pacific learners, their parents, families and communities, and its impact on learning and wellbeing from a Pacific perspective
1.7 Demonstrates understanding of the diverse infant, toddler and child caring Pacific practices in early learning settings
1.8 Demonstrates understanding of bilingual acquisition and learning processes.

**TURU 2**

**Collaborative and respectful relationships and professional behaviour**

Establishes and maintains collaborative and respectful relationships and professional behaviours that enhance learning and wellbeing for Pacific learners.

**Student Teacher Indicators**

2.1 Understands his or her worldviews and ways of building relationships differ from those of Pacific learners
2.2 Understands that there are different ways to engage and collaborate successfully with Pacific learners, parents, families and communities
2.3 Is aware of the importance of respect, collaboration and reciprocity in building strong relationships with Pacific learners, their parents, families and communities.

**Beginning Teacher Indicators**

2.4 Demonstrates understanding of the importance of collaborative and respectful relationships for successful learning
2.5 Implements a range of strategies to communicate clearly and build effective relationships with Pacific parents, families and communities
2.6 Demonstrates understanding of Pacific values of reciprocity and respect in relationship building and communication
2.7 Understands the importance of shared knowledge and power collaborative relationships
2.8 Understands the notion of ‘teu le va’ or ‘va’ / where engagement is negotiated and agreed with Pacific learners and their parents, families and communities
2.9 Demonstrates understanding and commitment to respecting the rights of Pacific learners within educational settings, as outlined in the United Nations Convention on the Rights of the Child.

**TURU 3**

**Effective Pacific pedagogies**

Implements pedagogical approaches that are effective for Pacific learners.

**Student Teacher Indicators**

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.
Beginning Teacher Indicators

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.