

TAPASĀ - THE FRAMEWORK

Turu 1	TAPASĀ INDICATORS		
	What this means for ...		
	A student teacher	A beginning teacher	
<p>Identities, languages and cultures</p> <p>Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners.</p> 	<p>1.1 Understands his or her own identity and culture, and how this influences the way they think and behave</p> <p>1.2 Understands the importance of retention and transmission of Pacific identities, languages and cultural values</p> <p>1.3 Is aware of the diverse ethnic-specific differences between Pacific groups and commits to being responsive to this diversity</p> <p>1.4 Understands that Pacific worldviews and ways of thinking are underpinned by their identities, languages and culture.</p>	<p>1.5 Uses evidence and data to demonstrate understanding of diverse identities, languages and cultures between Pacific groups in their planning, teaching and assessments</p> <p>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</p> <p>1.7 Demonstrates understanding of the diverse infant, toddler and child caring Pacific practices in early learning settings</p> <p>1.8 Demonstrates understanding of bilingual acquisition and learning processes.</p>	

		LINKS WITH	
An experienced teacher	A leader	Standards for the Teaching Profession	Tātaiako
Who builds on previous successful theorising and behaviours to:			
<p>1.9 Demonstrates complex and advanced understanding, knowledge and practice of Pacific ethnic-specific identities, languages and cultures</p> <p>1.10 Demonstrates a strengths-based practice, and builds on the cultural and linguistic capital Pacific learners, their parents, families and communities bring</p> <p>1.11 Demonstrates a deep understanding of bilingual acquisition and learning processes</p> <p>1.12 Supports colleagues to build their knowledge and understanding of Pacific ethnic-specific identities, languages and cultures including concepts of bilingual acquisition and learning processes</p> <p>1.13 Is aware of cultural protocols and sensitivities in Learning Support settings and seeks support to develop and build inclusive education capability*</p> <p>1.14 Demonstrates understanding that many Pacific learners share multiple heritages, such as inter-Pacific, Māori and non-Pacific, and know the importance of supporting those shared identities, languages and cultures in their educational success and achievement</p> <p>1.15 Ensures teaching colleagues, Pacific learners and their parents understand the position of Pacific peoples in the context of Te Tiriti o Waitangi with tangata whenua.</p>	<p>1.16 Leads learning and teaching that is responsive to Pacific ethnic-specific identities, languages and cultures across education networks</p> <p>1.17 Ensures the centre, group or school charter, strategic and achievement plans or equivalent reflects the importance of identities, languages and cultures in Pacific learner health and educational success</p> <p>1.18 Prioritises resources, training and support for teachers, school leadership and governance to strengthen their capability and capacity to work and engage effectively with Pacific learners, parents, families and communities</p> <p>1.19 Develops strategies for future environments and evolution of Pacific ethnic-specific identities, languages and cultures.</p>	<p>Te Tiriti o Waitangi partnership, Professional learning, Professional Relationships, Professional Learning focused culture, Design for learning, Teaching</p>	<p>Wānanga, Manaakitanga, Tangata Whenuatanga, Ako</p>

* A useful resource to support development in this area can be found here: <http://nzcurriculum.tki.org.nz/inclusive-practices/implementing-an-inclusive-curriculum>