
Tātaiako - Cultural Competencies for Teachers of Māori Learners:

A resource for use with the
Graduating Teacher Standards and
Practising Teacher Criteria



EDUCATION COUNCIL

NEW ZEALAND | Matatū Aotearoa

Contents

Introduction.....	1
Purpose of this material.....	1
Background information	2
What is culture?	2
Cultural competence.....	2
Cultural responsiveness.....	3
Effective Teaching Profile.....	3
Using this material.....	5
For the team leader or school or setting leader	5
For the classroom teacher	6
Gathering evidence.....	7
Practising Teacher Criteria.....	8
Aligning the Practising Teacher Criteria to the Cultural Competencies Framework for Teachers of Māori Learners	8
Practising Teacher Criteria Cultural Competence Tool.....	20
Graduating Teacher Standards: Aotearoa New Zealand.....	33
Aligning the Graduating Teacher Standards to the Cultural Competencies for Teachers of Māori Learners.....	33

Introduction

This material has been developed by Haemata Limited as part of a wider project sponsored by the Ministry of Education in association with the Education Council to:

- investigate the notion of cultural competence as it may apply to the teaching sector and
- develop a set of statements of cultural competence for teachers of Māori learners in the New Zealand education setting (schools and early education centres).

The project 'Cultural Competence in the New Zealand Teaching Workforce' was established as a joint venture between the Ministry and the Education Council, recognising the key role and vested interest both organisations have in developing quality teachers for the New Zealand teaching workforce and in raising Māori learner achievement. Haemata Limited was engaged in October 2010 to deliver five outputs, one of which was to draft material which could be used by the Education Council to strengthen the focus on cultural competence that already exists in their standards.

Purpose of this material

The purpose of this resource is to provide teachers with information, prompts and questions to stimulate thinking and discussion about their current practice and how responsive that practice is to the specific learning and cultural needs of Māori learners. It is designed to assist teachers to focus on what they are doing to support Māori learners in achieving their educational potential and to enjoy education achievement as Māori.

The material is linked to the 'Cultural Competencies for Teachers of Māori Learners' developed as part of the wider project and may be useful to professional development providers wishing to explore the notion of cultural competence in relation to the Graduating Teacher Standards and Practising Teacher Criteria.

It is hoped that the information and questions will help assist teachers in developing more culturally responsive:

- relationships with Māori learners, whānau, hapū and Māori communities
- learning environments, and
- teaching approaches and practices.

It should be noted that this material is NOT intended as:

- a checklist for assessment of culturally responsive teachers
- exemplars or benchmarks for assessment of culturally responsive teachers
- a 'one size fits all' model of an exemplary culturally responsive teacher.

Background information

What is culture?

Culture can be described in terms of both its visible and invisible elements:

“The visible are the signs, images and iconography that are immediately recognizable as representing that culture and that theoretically create an appropriate context for learning. The invisible are the values, morals, modes of communication and decision making and problem-solving processes along with the world views and knowledge – producing processes that assists individuals and groups with meaning and sense-making. Hence the notion that the creation of learning contexts needs to allow for the existence of both visible and invisible elements.”¹

Cultural competence

Cultural competence, in terms of teaching, is to affirm and validate the culture/s of each learner. It acknowledges that all learners and teachers come to the classroom as culturally located individuals and that all interactions and learning are culturally defined.

Culturally competent teachers are able to use the learner’s culture/s as a building block to learn and teach. They understand how to utilise the learner’s culture/s to aid the teaching and learning process, as well as to facilitate relationships and professional growth.

Culturally competent teachers get to know the learner and work to ensure that the learning environment, learning partnerships and learning discussions acknowledge and respect the learner’s culture/s. For Māori learners this includes collaborating and consulting with parents, whānau and iwi to learn and better understand what the Māori community values and wants for their children, and what Māori learners need in order to enjoy education success as Māori.

Teacher cultural competence involves understanding, respecting and valuing culture, and knowing how to use culture as an asset in the teaching and learning process, both inside and beyond the classroom.

¹ R.Bishop, M.Berryman, T.Cavanagh and L.Teddy, (March 2007) Te Kotahitanga Phase 3: Establishing a Culturally Responsive Pedagogy of Relations in Mainstream Secondary School Classrooms, pp 30–31.

Cultural responsiveness

Earl et al (2008)² in their exploratory project to understand more about quality teaching for Māori and Pasifika students state that “cultural responsiveness is much more than introducing myths or metaphors into class. It means interacting with their families to truly understand their reality; it means understanding the socio–political history and how it impacts on classroom life; it means challenging personal beliefs and actions; and, it means changing practices to engage all students in their learning and make the classroom a positive learning place for all students”.³

They also state that cultural responsiveness is a way of being and of thinking that requires teachers to confront their own personal beliefs and their relationships with students and with communities, as well as to learn new customs and new languages⁴.

Effective Teaching Profile

The Effective Teaching Profile (ETP) underpins the professional learning support offered through Te Kotahitanga⁵ and represents an operationalisation of Māori aspirations for education. It attempts to illustrate what a culturally responsive pedagogy of relations might look like in practice and has been included here in order to provide the teacher and school/kura with principled knowledge and information about what an effective teacher understands and is able to demonstrate.

² Earl, L. M. with Timperley, H., and Stewart, G. (2008). Learning from QTR&D Programme: Findings of the External Evaluation

³ Ibid, page 12

⁴ Ibid, page 13

⁵ Te Kotahitanga is a Ministry of Education sponsored research and professional development programme offered by Waikato University. The ETP forms the basis of the professional development initiative.

Te Kotahitanga Effective Teaching Profile (Bishop, et al. 2003)

Effective teachers of Māori students create a culturally appropriate and responsive context for learning in their classroom.

In doing so they demonstrate:

- they positively and vehemently reject deficit theorising as a means of explaining Māori students' educational achievement levels (and professional development projects need to ensure that this happens); and
- teachers know and understand how to bring about change in Māori students' educational achievement and are professionally committed to doing so (and professional development projects need to ensure that this happens);

in the following observable ways:

- **Manaakitanga:** They care for the students as culturally located human beings above all else. (Mana refers to authority and āki is the task of urging someone to act. It refers to the task of building and nurturing a supportive and loving environment.)
- **Mana motuhake:** They care for the performance of their students. (In modern times mana has taken on various meanings such as legitimation and authority and can also relate to an individual's or a group's ability to participate at the local and global level. Mana motuhake involves the development of personal or group identity and independence.)
- **Whakapiringatanga:** They are able to create a secure, well-managed learning environment by incorporating routine pedagogical knowledge with pedagogical imagination. (Whakapiringatanga is a process wherein specific individual roles and responsibilities are required to achieve individual and group outcomes.)
- **Wānanga:** They are able to engage in effective teaching interactions with Māori students as Māori. (As well as being known as Māori centres of learning, wānanga as a learning forum involves a rich and dynamic sharing of knowledge. With this exchange of views, ideas are given life and spirit through dialogue, debate and careful consideration in order to reshape and accommodate new knowledge.)
- **Ako:** They can use a range of strategies that promote effective teaching interactions and relationships with their learners. (Ako means to learn as well as to teach. It refers both to the acquisition of knowledge and to the processing and imparting of knowledge. More importantly ako is a teaching-learning practice that involves teachers and students learning in an interactive dialogic relationship.)
- **Kotahitanga:** They promote, monitor and reflect on outcomes that in turn lead to improvements in educational achievement for Māori students. (Kotahitanga is a collaborative response towards a commonly held vision, goal or other such purpose or outcome.)

Using this material

These suggestions are intended as strategies to generate discussion and thinking about what it means to be a culturally competent teacher and, in a wider context, what it means to be a culturally responsive school, educational setting and community. They could be implemented alongside the reflective questions in the Culturally Responsive Practising Teacher Criteria tool.

For the team leader or school or setting leader

These suggestions below could be carried out at a school-wide or team meeting or professional learning opportunity.

- Use the round robin strategy to determine what teachers understand about cultural competence and cultural responsiveness in their teaching practices/classroom/school or setting.
- Use the Y-chart strategy to discuss what a culturally competent and/or responsive teacher/classroom/school or setting looks like, feels like, sounds like.
- Use the Y-chart to explore what the culturally competent and/or responsive teacher looks like, feels like, sounds like in that culturally competent and/or responsive classroom/school or setting.
- Introduce and discuss as a team the Graduating Teacher Standards (GTS) or Practising Teacher Criteria (PTC) as appropriate, and cultural competence self-reflection table.
- Based on the discussions and learning that comes out of the professional learning activity suggestions above, ask teachers how they could include this in their appraisal and professional learning and development plan.
- As a school/team discuss how the discussion and learning could feed into the school goals and targets for Māori learners; the goals, targets and actions of Ka Hikitia; and the overarching outcomes of Māori enjoying education success as Māori.
- As a school/team take one of the overarching statements from the GTS/PTC and discuss how this applies to the teachers and school/centre. Questions you might ask are:
 - What is the teachers', leaders', school/centre's role in enabling the achievement of ākonga Māori?
 - Under the Treaty of Waitangi, what does 'equitable outcomes' mean for us as a staff, and as a community? How do we promote and ensure equitable outcomes for ākonga Māori?
 - How do teachers and the school show awareness of, and respect for, te reo Māori and tikanga Māori, and Māori culture and heritage?

- Think about and respond to the ‘Cultural Competencies for Teachers of Māori Learners’ that have been developed around five dimensions:

- Ako
- Manaakitanga
- Whanaungatanga
- Wānanga
- Tangata Whenuatanga

- Questions might include:

- How is the teaching in my class/our kura/school effective for Māori learners?
- How are the language and cultural practices in my class/our kura/school respectful of Māori culture, language and values?
- How are the relationships in my class/our kura/school effective with Māori learners?
- Are the engagement practices in my class/our kura/school effective for Māori parents, whānau and iwi?
- How do the learning contexts and systems in my class/in our kura/school acknowledge local environment, culture, tikanga and reo?

For the classroom teacher

These suggestions below could be carried out individually, with a colleague, or with your teaching or syndicate team at a professional learning and development meeting where the focus is on how to be a more culturally competent teacher.

- Carry out a SWOT analysis to identify your strengths, weaknesses, opportunities and threats in regard to becoming a culturally competent teacher. The key is to be honest. This is a good starting point in thinking about what you might need to be doing to become more culturally responsive to ākonga Māori in your school or setting.
- Refer to the ‘Teacher Competencies for Māori Learners’ to identify your strengths, potential/opportunities, and next steps in becoming a culturally competent teacher/leader.
- Ask a colleague for their perspective about what you do well as a culturally responsive teacher.
- “Ako describes a teaching and learning relationship where the educator is also learning from the student” (2008, p. 20)⁶. Collect student voice about how well you are developing as a culturally responsive teacher, and ask them how they think the classroom environment (content, activities, way they are taught) could be improved to help them become more comfortable, and help them learn. Then, reflect on what that means for you as a teacher.

⁶ Ministry of Education (2008). Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012

Gathering evidence

Possible sources of evidence include the sources provided in the Practising Teacher Criteria (see page 5 of Practising Teacher Criteria), that is, observations, discussions and documentation. Also collect student, parent, and whānau voice as sources of evidence.

In addition to these sources of evidence, see suggestions identified in the Practising Teacher Criteria Cultural Competence Tool.

Practising Teacher Criteria

Aligning the Practising Teacher Criteria to the Cultural Competencies Framework for Teachers of Maori Learners

Each criterion in the PTC has a link to the Cultural Competencies Framework for Teachers of Māori Learners. The following table identifies the most obvious of those links. However, each criterion and its key indicators may link to multiple competencies.

PRACTISING TEACHER CRITERIA Professional relationships and professional values		CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Criteria	Key indicators	Competency	Behavioural indicators	
Fully registered teachers:			Registered teachers	Leaders
1. Establish and maintain effective professional relationships focused on the learning and well-being of ākonga	i. Engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • ākonga • teaching colleagues, support staff and other professionals • whānau and other carers of ākonga • agencies, groups and individuals in the community 	WHANAUNGATANGA: Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi, and the Māori community	<ul style="list-style-type: none"> • Has respectful working relationships with Māori learners and their whānau which enhance Māori learner achievement. • Actively seeks ways to work with whānau to maximise Māori learner success. 	<ul style="list-style-type: none"> • Is visible, welcoming and accessible to Māori parents, whānau, hapū, iwi and the Māori community. • Actively builds and maintains respectful working relationships with Māori learners, their parents, whānau, hapū, iwi and communities which enable Māori to participate in important decisions about their children's learning. • Demonstrates an appreciation of how whānau and iwi operate. • Ensures that the school/centre, teachers and whānau work together to maximise Māori learner success.

PRACTISING TEACHER CRITERIA Professional relationships and professional values		CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Criteria	Key indicators	Competency	Behavioural indicators	
Fully registered teachers:			Registered teachers	Leaders
2. Demonstrate commitment to promoting the well-being of all ākonga	i. Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe ii. Acknowledge and respect the languages, heritages and cultures of all ākonga	MANAAKITANGA: Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture	<ul style="list-style-type: none"> • Displays respect, integrity and sincerity when engaging with Māori learners and their whānau, hapū, iwi and communities. • Demonstrably cares about Māori learners, what they think and why. • Displays respect for the local Māori culture (ngā tikanga ā-iwi) in engaging with Māori learners, their parents, whānau, hapū, iwi and communities. • Incorporates Māori culture (including tikanga ā-iwi) in curriculum delivery and design processes. • Can describe how the Treaty of Waitangi influences their practice as a teacher in the New Zealand educational setting. 	<ul style="list-style-type: none"> • Actively acknowledges and follows appropriate protocols when engaging with Māori parents, whānau, hapū, iwi and communities. • Communications with Māori learners are demonstrably underpinned by cross-cultural values of integrity and sincerity. • Understands local tikanga and Māori culture sufficiently to be able to respond appropriately to Māori learners, their parents, whānau, hapū and Māori community about what happens at the school/centre. • Leads and supports staff to provide a respectful and caring environment to enable Māori achievement. • Actively acknowledges and acts upon the implications of the Treaty of Waitangi for themselves as a leader and their school/centre.

PRACTISING TEACHER CRITERIA Professional relationships and professional values		CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Criteria	Key indicators	Competency	Behavioural indicators	
Fully registered teachers:			Registered teachers	Leaders
3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand	i. Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi	TANGATA WHENUATANGA: 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	<ul style="list-style-type: none"> • Harnesses the rich cultural capital which Māori learners bring to the classroom by providing culturally responsive and engaging contexts for learning. • Actively facilitates the participation of whānau and people with the knowledge of local context, tikanga, history and language to support classroom teaching and learning programmes. • Consciously uses and actively encourages the use of local Māori contexts (such as whakapapa, environment, tikanga, language, history, place, economy, politics, local icons, geography, etc) to support Māori learners' learning. 	<ul style="list-style-type: none"> • Consciously provides resources and sets expectations that staff will engage with and learn about the local tikanga, environment, and community, and their inter-related history. • Understands and can explain the effect of the local history on local iwi, whānau, Māori community, Māori learners, the environment and the school/ centre. • Actively acknowledges Māori parents, local hapū, iwi and the Māori community as key stakeholders in the school/centre. • Ensures that teachers know how to acknowledge and utilise the cultural capital which Māori learners bring to the classroom in order to maximise learner success.

PRACTISING TEACHER CRITERIA Professional relationships and professional values		CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Criteria	Key indicators	Competency	Behavioural indicators	
Fully registered teachers:			Registered teachers	Leaders
4. Demonstrate commitment to ongoing professional learning and development of personal professional practice	<ul style="list-style-type: none"> i. Identify professional learning goals in consultation with colleagues ii. Participate responsively in professional learning opportunities within the learning community iii. Initiate learning opportunities to advance personal professional knowledge and skills 	AKO: Takes responsibility for their own learning and that of Māori learners	<ul style="list-style-type: none"> • Consciously plans and uses pedagogy that engages Māori learners and caters for their needs. • Plans and implements programmes of learning which accelerate the progress of each Māori learner identified as achieving below or well below expected achievement levels. • Actively engages Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feed-forward. • Validates the prior knowledge that Māori learners bring to their learning. • Maintains high expectations of Māori learners succeeding, as Māori. • Takes responsibility for their own development about Māori learner achievement. • Ensures congruency between learning at home and at school. 	<ul style="list-style-type: none"> • Actively displays a genuine commitment to Māori learner success. • Consciously sets goals, monitors and strategically plans for higher achievement levels of Māori learners. • Actively prioritises Māori learner achievement, including accelerated progress of Māori learners achieving below or well below expected achievement levels. • Implements a teacher appraisal system that specifically includes Māori learner achievement as a focus. • Provides and supports ongoing professional learning and development for staff that strengthens the school/centre's ability to raise Māori learner achievement. • Actively ensures that Māori learners have access to high quality, culturally relevant programmes and services. • Is personally committed to, and actively works on their own professional learning and development with regard to Māori learner achievement.

PRACTISING TEACHER CRITERIA Professional relationships and professional values		CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Criteria	Key indicators	Competency	Behavioural indicators	
Fully registered teachers:			Registered teachers	Leaders
5. Show leadership that contributes to effective teaching and learning	<ul style="list-style-type: none"> i. Actively contribute to the professional learning community ii. Undertake areas of responsibility effectively 	WĀNANGA: Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement	<ul style="list-style-type: none"> • Uses specific strategies and protocols for effective communication with Māori parents, whānau, hapū, iwi and community. • Communicates effectively with Māori parents and whānau about their child's learning. • Engages with Māori learners, whānau, hapū, iwi and Māori communities in open dialogue about teaching and learning. • Acknowledges and accesses the expertise that Māori parents, whānau, hapū and iwi offer. 	<ul style="list-style-type: none"> • Actively encourages and supports Māori parents, whānau, hapū, iwi and community to determine how they wish to engage about important matters at the school/centre. • Actively supports and leads staff to engage effectively and appropriately with Māori parents, whānau and the Māori community. • Actively seeks out, values and responds to the views of Māori parents and whānau. • Engages the expertise of Māori parents and whānau in the school/centre for the benefit of Māori learners.

PRACTISING TEACHER CRITERIA Professional relationships and professional values		CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Criteria	Key indicators	Competency	Behavioural indicators	
Fully registered teachers:			Registered teachers	Leaders
6. Conceptualise, plan and implement an appropriate learning programme	i. Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice ii. Through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents	AKO: Takes responsibility for their own learning and that of Māori learners	<ul style="list-style-type: none"> Consciously plans and uses pedagogy that engages Māori learners and caters for their needs. Plans and implements programmes of learning which accelerate the progress of each Māori learner identified as achieving below or well below expected achievement levels. Actively engages Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feed-forward. Validates the prior knowledge that Māori learners bring to their learning. Maintains high expectations of Māori learners succeeding, as Māori. Takes responsibility for their own development about Māori learner achievement. Ensures congruency between learning at home and at school. 	<ul style="list-style-type: none"> Actively displays a genuine commitment to Māori learner success. Consciously sets goals, monitors, and strategically plans for higher achievement levels of Māori learners. Actively prioritises Māori learner achievement, including accelerated progress of Māori learners achieving below or well below expected achievement levels. Implements a teacher appraisal system that specifically includes Māori learner achievement as a focus. Provides and supports ongoing professional learning and development for staff that strengthens the school/centre's ability to raise Māori learner achievement. Actively ensures that Māori learners have access to high quality culturally relevant programmes and services. Is personally committed to, and actively works on, their own professional learning and development with regard to Māori learner achievement.

PRACTISING TEACHER CRITERIA Professional relationships and professional values		CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Criteria	Key indicators	Competency	Behavioural indicators	
Fully registered teachers:			Registered teachers	Leaders
7. Promote a collaborative, inclusive and supportive learning environment	i. Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga ii. Foster trust, respect and cooperation with and among ākonga	MANAAKITANGA: Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture	<ul style="list-style-type: none"> • Displays respect, integrity and sincerity when engaging with Māori learners and their whānau hapū, iwi and communities. • Demonstrably cares about Māori learners, what they think and why. • Displays respect for the local Māori culture (ngā tikanga ā-iwi) in engaging with Māori learners, their parents, whānau, hapū, iwi and communities. • Incorporates Māori culture (including tikanga ā-iwi) in curriculum delivery and design processes. • Can describe how the Treaty of Waitangi influences their practice as a teacher in the New Zealand educational setting. 	<ul style="list-style-type: none"> • Actively acknowledges and follows appropriate protocols when engaging with Māori parents, whānau, hapū, iwi and communities. • Communications with Māori learners are demonstrably underpinned by cross-cultural values of integrity and sincerity. • Understands local tikanga and Māori culture sufficiently to be able to respond appropriately to Māori learners, their parents, whānau and Māori community about what happens at the school/centre. • Leads and supports staff to provide a respectful and caring environment to enable Māori achievement. • Actively acknowledges and acts upon the implications of the Treaty of Waitangi for themselves as a leader and their school/centre.

PRACTISING TEACHER CRITERIA Professional relationships and professional values		CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Criteria	Key indicators	Competency	Behavioural indicators	
Fully registered teachers:			Registered teachers	Leaders
8. Demonstrate in practice their knowledge and understanding of how ākonga learn	<ul style="list-style-type: none"> i. Enable ākonga to make connections between their prior experiences and learning and their current learning activities ii. Provide opportunities for ākonga to engage with, practise and apply new learning to different contexts iii. Encourage ākonga to take responsibility for their own learning and behaviour iv. Assist ākonga to think critically about information and ideas and to reflect on their learning 	AKO: Takes responsibility for their own learning and that of Māori learners	<ul style="list-style-type: none"> • Consciously plans and uses pedagogy that engages Māori learners and caters for their needs. • Plans and implements programmes of learning which accelerate the progress of each Māori learner identified as achieving below or well below expected achievement levels. • Actively engages Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feed-forward. • Validates the prior knowledge that Māori learners bring to their learning. • Maintains high expectations of Māori learners succeeding, as Māori. • Takes responsibility for their own development about Māori learner achievement. • Ensures congruency between learning at home and at school. 	<ul style="list-style-type: none"> • Actively displays a genuine commitment to Māori learner success. • Consciously sets goals, monitors, and strategically plans for higher achievement levels of Māori learners. • Actively prioritises Māori learner achievement, including accelerated progress of Māori learners achieving below or well below expected achievement levels. • Implements a teacher appraisal system that specifically includes Māori learner achievement as a focus. • Provides and supports ongoing professional learning and development for staff that strengthens the school/centre's ability to raise Māori learner achievement. • Actively ensures that Māori learners have access to high quality, culturally relevant programmes and services. • Is personally committed to, and actively works on, their own professional learning and development with regard to Māori learner achievement.

PRACTISING TEACHER CRITERIA Professional relationships and professional values		CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Criteria	Key indicators	Competency	Behavioural indicators	
Fully registered teachers:			Registered teachers	Leaders
9. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs, of individuals and groups of ākonga	<ul style="list-style-type: none"> i. Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand ii. Select teaching approaches, resources, technologies, and learning and assessment activities that are inclusive and effective for diverse ākonga iii. modify teaching approaches to address the needs of individuals and groups of ākonga 	<p>TANGATA WHENUATANGA: 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.</p>	<ul style="list-style-type: none"> • Harnesses the rich cultural capital which Māori learners bring to the classroom by providing culturally responsive and engaging contexts for learning. • Actively facilitates the participation of whānau and people with the knowledge of local context, tikanga, history, and language to support classroom teaching and learning programmes. • Consciously uses and actively encourages the use of local Māori contexts (such as whakapapa, environment, tikanga, language, history, place, economy, politics, local icons, geography, etc) to support Māori learners' learning. 	<ul style="list-style-type: none"> • Consciously provides resources and sets expectations that staff will engage with and learn about the local tikanga, environment, and community, and their inter-related history. • Understands and can explain the effect of the local history on local iwi, whānau, Māori community, Māori learners, the environment, and the school/centre. • Actively acknowledges Māori parents, local hapū, iwi and the Māori community as key stakeholders in the school/centre. • Ensure that teachers know how to acknowledge and utilise the cultural capital which Māori learners bring to the classroom in order to maximise learner success.
10. Work effectively within the bicultural context of Aotearoa New Zealand	<ul style="list-style-type: none"> i. Practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context ii. Specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning 			

PRACTISING TEACHER CRITERIA Professional relationships and professional values		CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Criteria	Key indicators	Competency	Behavioural indicators	
Fully registered teachers:			Registered teachers	Leaders
11. Analyse and appropriately use assessment information, which has been gathered formally and informally	<ul style="list-style-type: none"> i. Analyse assessment information to identify progress and ongoing learning needs of ākonga ii. Use assessment information to give regular and ongoing feedback to guide and support further learning iii. Analyse assessment information to reflect on and evaluate the effectiveness of the teaching iv. Communicate assessment and achievement information to relevant members of the learning community v. Foster involvement of whānau in the collection and use of information about the learning of ākonga 	WĀNANGA: Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement	<ul style="list-style-type: none"> • Uses specific strategies and protocols for effective communication with Māori parents and whānau. • Communicates effectively with Māori parents and whānau about their child's learning. • Engages with Māori learners, whānau, iwi, hapū and Māori communities in open dialogue about teaching and learning. • Acknowledges and accesses the expertise that Māori parents, whānau, hapū and iwi offer. 	<ul style="list-style-type: none"> • Actively encourages and supports Māori parents, whānau, hapū, iwi and community to determine how they wish to engage about important matters at the school/centre. • Actively supports and leads staff to engage effectively and appropriately with Māori parents, whānau, hapū, iwi and the Māori community. • Actively seeks out, values and responds to the views of Māori parents, whānau, hapū, iwi and the Māori community. • Engages the expertise of Māori parents, whānau, hapū, iwi and the Māori community in the school/centre for the benefit of Māori learners.

PRACTISING TEACHER CRITERIA Professional relationships and professional values		CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Criteria	Key indicators	Competency	Behavioural indicators	
Fully registered teachers:			Registered teachers	Leaders
12. Use critical inquiry and problem solving effectively in their professional practice	<ul style="list-style-type: none"> i. Systematically and critically engage with evidence and professional literature to reflect on and refine practice ii. Respond professionally to feedback from members of their learning community iii. Critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākongā 	AKO: Takes responsibility for their own learning and that of Māori learners	<ul style="list-style-type: none"> • Consciously plans and uses pedagogy that engages Māori learners and caters for their needs. • Plans and implements programmes of learning which accelerate the progress of each Māori learner identified as achieving below or well below expected achievement levels. • Actively engages Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feed-forward. • Validates the prior knowledge that Māori learners bring to their learning. • Maintains high expectations of Māori learners achieving as Māori. • Takes responsibility for their own development about Māori learner achievement. • Ensures congruency between learning at home and at school. 	<ul style="list-style-type: none"> • Actively displays a genuine commitment to Māori learner success. • Consciously sets goals, monitors, and strategically plans for higher achievement levels of Māori learners. • Actively prioritises Māori learner achievement, including accelerated progress of Māori learners achieving below or well below expected achievement levels. • Implements a teacher appraisal system that specifically includes Māori learner achievement as a focus. • Provides and supports ongoing professional learning and development for staff that strengthens the school/centre's ability to raise Māori learner achievement. • Actively ensures that Māori learners have access to high quality culturally relevant programmes and services. • Is personally committed to, and actively works on their own professional learning and development with regard to Māori learner achievement.

Practising Teacher Criteria Cultural Competence Tool

The aim of this tool is to help teachers/leaders understand how well they are meeting each criterion in the PTCs in a culturally competent manner (reflect, describe, evidence) and what you might do next (next steps) to improve cultural responsiveness for Māori learners. In particular teachers, team leaders, and school or centre leaders are encouraged to think about:

- their role as a culturally competent teacher/leader
- what they are doing (actions and practice) to be culturally competent, and
- how they know their actions are having the impact on ākonga Māori outcomes (evidence).

The relevant cultural competency has been aligned to each criterion to help focus the discussion.

Reflective questions help the teacher/leader reflect on their actions and practices and describe what each criterion currently looks like in their setting.

A Y-chart or other strategy could be used for describing what the criteria and competencies look like in a particular setting.

The teacher/leader might then show the type of evidence they could collect in relation to that criterion.

Ideas for next steps have been included for some criterion to stimulate thinking about what the next steps might be in order to meet the criteria from a culturally competent perspective.

Professional relationships and professional values

Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values

Criteria	Key indicators	Cultural Competence for Teachers of Māori Learners	Reflective questions	What does this criterion and competency look like in your setting?	What evidence would you collect to demonstrate this?	Next steps / goals OR PL – where to go and what to try, or do
<p>Criterion 1</p> <p>Establish and maintain effective professional relationships focused on the learning and well-being of ākongā</p>	<p>i. Engage in ethical, respectful, positive and collaborative professional relationships with:</p> <ul style="list-style-type: none"> • ākongā • teaching colleagues, support staff and other professionals • whānau and other carers of ākongā • agencies, groups and individuals in the community 	<p>WHANAUNGATANGA: Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi, and the Māori community</p>	<ul style="list-style-type: none"> • What do I do to establish working relationships with my ākongā Māori, their whānau, and my colleagues and others to support learning? • How do I get to know (in a meaningful way) the needs of my ākongā Māori? • How do I find out about the expectations of whānau for their children and their education? • How do I share with my colleagues what I know and do that helps me engage in a respectful, positive and meaningful way with my ākongā Māori, whānau and community? How do I support my colleagues to engage in a similar way? • How do I work with agencies, groups, and individuals in the community to help my ākongā Māori? 		<ul style="list-style-type: none"> • Behavioral statements e.g. I use/collect/analyse/observe/ask/plan/display/design etc. • Teacher examples from the PTC workshops held by NZTC • Statements that show acknowledgement, acceptance and appropriate use of particular teacher practices such as use of te reo Māori, tikanga Māori and other people's cultures 	<p>I need to:</p> <ul style="list-style-type: none"> • know/learn how to engage the voice of my ākongā Māori, whānau Māori in classroom learning • know/learn how to elicit the expectations of my whānau Māori • know where to go for help.

Professional relationships and professional values

Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values

Criteria	Key indicators	Cultural Competence for Teachers of Māori Learners	Reflective questions	What does this criterion and competency look like in your setting?	What evidence would you collect to demonstrate this?	Next steps / goals OR PL – where to go and what to try, or do
<p>Criterion 2</p> <p>Demonstrate commitment to promote the well-being of all ākonga</p>	<p>i. Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</p> <p>ii. Acknowledge and respect the languages, heritages and cultures of all ākonga</p> <p>iii. Comply with relevant regulatory and statutory requirements</p>	<p>MANAAKITANGA: Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p>	<ul style="list-style-type: none"> • How do I show in my practice that I actively promote the well-being of all ākonga for whom I am responsible? • How do I (or what steps do I take to) create a teaching and learning environment that is physically, socially, culturally and emotionally safe for my ākonga Māori? • How do I acknowledge, accept, and/or use in my practice te reo Māori and tikanga Māori appropriately in the teaching and learning environment? • How do I allow opportunities (or what opportunities do I provide) for my ākonga Māori and whānau Māori to include who they are and what they know in their learning, and to share that with others, at school/kura? 			<p>I need to:</p> <ul style="list-style-type: none"> • know/learn how to create an environment of genuine acceptance, interest and caring of our ākonga Māori (who they are, what they bring) by all ākonga in my classroom • know/learn how to include te reo Māori in my learning environment in an authentic and meaningful way • know/learn how to include tikanga Māori/Māori cultural practices in my learning environment in an authentic and meaningful way • know/learn how to share with my colleagues what I do and know that creates a safe place and genuine respect for my ākonga Māori and whānau Māori, and who they are and what they know and bring to learning • know where to go for help.

Professional relationships and professional values

Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values

Criteria	Key indicators	Cultural Competence for Teachers of Māori Learners	Reflective questions	What does this criterion and competency look like in your setting?	What evidence would you collect to demonstrate this?	Next steps / goals OR PL – where to go and what to try, or do
<p>Criterion 3</p> <p>Demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p>	<p>i. Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi</p>	<p>TANGATA WHENUATANGA: 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</p>	<ul style="list-style-type: none"> • How do I reflect in my professional work respect for the cultural heritages of both Treaty partners in Aotearoa New Zealand? • What do I purposefully do in my learning environment and in the teaching and learning opportunities (as opposed to accidental) that shows/demonstrates respect for te reo Māori and tikanga Māori? • How do I include and ensure all ākonga have an understanding of the Treaty of Waitangi in a way that is authentic, relevant, purposeful and meaningful? 			<p>I need to</p> <ul style="list-style-type: none"> • learn about the Treaty of Waitangi • understand the two perspectives of the Treaty • know the history surrounding the lead up to the signing of the Treaty • know and learn what impact the treaty had on the local iwi and Pākehā • know and learn how to include te reo Māori in my learning environment and practice in a meaningful and respectful way • know where to go for help.

Professional relationships and professional values

Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values

Criteria	Key indicators	Cultural Competence for Teachers of Māori Learners	Reflective questions	What does this criterion and competency look like in your setting?	What evidence would you collect to demonstrate this?	Next steps / goals OR PL – where to go and what to try, or do
<p>Criterion 4</p> <p>Demonstrate commitment to ongoing professional learning and development of personal professional practice</p>	<p>i. Identify professional learning goals in consultation with colleagues</p> <p>ii. Participate responsively in professional learning opportunities within the learning community</p> <p>iii. Initiate learning opportunities to advance personal professional knowledge and skills</p>	<p>AKO: Takes responsibility for their own learning and that of Māori learners</p>	<ul style="list-style-type: none"> • How do I continue to advance my professional learning as a teacher? <p>See Suggested Further PL&D Opportunities for how to advance your professional learning as a culturally competent/culturally responsive teacher.</p>			<p>I need to</p> <ul style="list-style-type: none"> • learn about deficit theorising and how that impacts on Māori learner achievement • understand my preferred learning style, know how I can become a more effective learner • find out about new professional communities I can become part of • become familiar with the school's goals for me • set professional learning goals – short, mid and long term that reflect the school's wider goals • prioritise goals that help me to become a culturally competent teacher • know where to go for help.

Professional relationships and professional values

Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values

Criteria	Key indicators	Cultural Competence for Teachers of Māori Learners	Reflective questions	What does this criterion and competency look like in your setting?	What evidence would you collect to demonstrate this?	Next steps / goals OR PL – where to go and what to try, or do
<p>Criterion 5</p> <p>Show leadership that contributes to effective teaching and learning</p>	<p>i. Actively contribute to the professional learning community</p> <p>ii. Undertake areas of responsibility effectively</p>	<p>WĀNANGA: Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement</p>	<ul style="list-style-type: none"> • How do I help support my colleagues to strengthen teaching and learning in my setting? • How do I share with my colleagues what I know and do that helps ākonga Māori better engage in the learning process in my learning environment? • How do I support my colleagues to help their ākonga Māori better engage in the learning process in their learning environment? 			<p>I need to</p> <ul style="list-style-type: none"> • understand my own leadership style • learn how to engage my Māori learners in the learning process • learn about the process of wānanga • know how to actively engage Māori learners and their whānau in learning conversations • actively seek opportunities to share and learn with my colleagues for the benefit of Māori learners • know where to go for help.

Professional knowledge in practice

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga

Criteria	Key indicators	Cultural Competencies for Teachers of Māori Learners	Reflective question	What does this criterion look like in your setting?	What evidence would you collect to demonstrate this?	Next steps or goals OR PL – where to go and what to try or do
<p>Criterion 6</p> <p>Conceptualise, plan and implement an appropriate learning programme</p>	<p>i. Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice</p> <p>ii. Through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents</p>	<p>AKO: Takes responsibility for their own learning and that of Māori learners</p>	<ul style="list-style-type: none"> • What do I take into account when planning programmes of work for groups and individuals? • How does my learning programme reflect the culture and language of ākonga Māori and their whānau? • How do I seek the opinion and contribution of whānau Māori and Māori community to inform my learning programme? • How does my learning programme equip all learners with the knowledge, skills, and understandings to interact positively and participate in a bicultural/multicultural society? 			<p>I need to</p> <ul style="list-style-type: none"> • extend my knowledge of the curriculum areas I teach • learn how to improve my planning processes to explicitly include content and teaching contexts which acknowledge the local history, environment and context • know how to facilitate the development of skills, knowledge and understanding amongst my learners to participate in a bicultural society • know where to go for help.

Professional knowledge in practice

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga

Criteria	Key indicators	Cultural Competencies for Teachers of Māori Learners	Reflective question	What does this criterion look like in your setting?	What evidence would you collect to demonstrate this?	Next steps or goals OR PL – where to go and what to try or do
<p>Criterion 7</p> <p>Promote a collaborative, inclusive and supportive learning environment</p>	<p>i. Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga</p> <p>ii. Foster trust, respect and cooperation with and among ākonga</p>	<p>MANAAKITANGA: Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p>	<ul style="list-style-type: none"> How does my teaching practice promote an environment where learners feel safe to explore ideas and respond respectfully to others in the group? 			<p>I need to</p> <ul style="list-style-type: none"> know how my learners feel about learning and about my teaching learn how to promote inclusiveness in my classroom learn how to facilitate the Māori learners' voice in my classroom learn more about Māori language, beliefs and culture know where to go for help.

Professional knowledge in practice

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga

Criteria	Key indicators	Cultural Competencies for Teachers of Māori Learners	Reflective question	What does this criterion look like in your setting?	What evidence would you collect to demonstrate this?	Next steps or goals OR PL – where to go and what to try or do
<p>Criterion 8</p> <p>Demonstrate in practice their knowledge and understanding of how ākonga learn</p>	<p>i. Enable ākonga to make connections between their prior experiences and learning and their current learning activities</p> <p>ii. Provide opportunities for ākonga to engage with, practise and apply new learning to different contexts</p> <p>iii. Encourage ākonga to take responsibility for their own learning and behaviour</p> <p>iv. Assist ākonga to think critically about information and ideas and to reflect on their learning</p>	<p>AKO: Takes responsibility for their own learning and that of Māori learners</p>	<ul style="list-style-type: none"> • How does my teaching reflect that I understand the main influences on how my ākonga learn? 			<p>I need to</p> <ul style="list-style-type: none"> • know how my learners learn best, including Māori learners • learn about learner strategies and how to maximise learner potential • know what impacts on my learners' learning, including how I impact on my Māori learners' learning • know where to go for help.

Professional knowledge in practice

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga

Criteria	Key indicators	Cultural Competencies for Teachers of Māori Learners	Reflective question	What does this criterion look like in your setting?	What evidence would you collect to demonstrate this?	Next steps or goals OR PL – where to go and what to try or do
<p>Criterion 9</p> <p>Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga</p>	<p>i. Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand</p> <p>ii. Select teaching approaches, resources, technologies, and learning and assessment activities that are inclusive and effective for diverse ākonga</p> <p>iii. Modify teaching approaches to address the needs of individuals and groups of ākonga</p>	<p>TANGATA WHENUATANGA:</p> <p>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</p>	<ul style="list-style-type: none"> • How does my knowledge of the varied strengths, interests and needs of individuals and groups of ākonga influence how I teach them? • How does my knowledge and understanding of the (varied) strengths, interests and needs of my ākonga Māori influence the approaches, resources, technologies, and learning and assessment activities that I select? • And, how do I know these approaches, resources, technologies, and learning and assessment activities are effective for my ākonga Māori? • How do I modify my teaching approaches to meet the needs of my ākonga Māori? 			<p>I need to:</p> <ul style="list-style-type: none"> • know more about the strengths, interests and needs of my ākonga Māori • know how to best illicit the strengths, interests and needs of my ākonga Māori • learn teaching approaches and strategies that are effective for my ākonga Māori • know how to determine if the teaching approaches, strategies, and learning and assessment activities I am using are effective for my ākonga Māori • learn about how to ensure my learning and assessment activities and practices are appropriate and effective for my ākonga Māori • know where to go for help.

Professional knowledge in practice

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga

Criteria	Key indicators	Cultural Competencies for Teachers of Māori Learners	Reflective question	What does this criterion look like in your setting?	What evidence would you collect to demonstrate this?	Next steps or goals OR PL – where to go and what to try or do
<p>Criterion 10</p> <p>Work effectively within the bicultural context of Aotearoa New Zealand</p>	<p>i. practise and develop the relevant use of te reo Māori me ngā tikanga–a iwi in context</p> <p>ii. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning</p>	<p>TANGATA WHENUATANGA:</p> <p>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.</p>	<ul style="list-style-type: none"> • In my teaching, how do I take into account the bicultural context of teaching and learning in Aotearoa New Zealand? • In my learning environment, how do I include/practice and use te reo Māori in a way that is authentic, relevant, purposeful and meaningful? • In my learning environment, how do I include/practice and use local (and national) Māori/tribal history, stories, whakataukī, in a way that is authentic, relevant, purposeful and meaningful? • How do I get to know (in a meaningful way) the needs of my ākonga Māori? • How do I find out what the aspirations of my ākonga Māori are? • How do I include their aspirations in my learning programme? • How do I find out what the expectations and aspirations of whānau are for their tamariki and their education? • How do I include their aspirations for their tamariki in my learning programme? 			<p>I need to:</p> <ul style="list-style-type: none"> • know how to include local tribal history, stories, whakataukī etc. in my learning environment • know/learn how to include te reo Māori in my learning environment in an authentic and meaningful way • know/learn how to include tribal tikanga/Māori cultural practices in my learning environment in an authentic and meaningful way • know how to collect and/or analyse student voice • know how to reflect on the results/data and how to include it in my learning programme • know where to go to get help.

Professional knowledge in practice

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga

Criteria	Key indicators	Cultural Competencies for Teachers of Māori Learners	Reflective question	What does this criterion look like in your setting?	What evidence would you collect to demonstrate this?	Next steps or goals OR PL – where to go and what to try or do
<p>Criterion 11</p> <p>Analyse and appropriately use information which has been gathered formally and informally</p>	<p>i. Analyse assessment information to identify progress and ongoing learning needs of ākonga</p> <p>ii. Use assessment information to give regular and ongoing feedback to guide and support further learning</p> <p>iii. Analyse assessment information to reflect on and evaluate the effectiveness of the teaching</p> <p>iv. Communicate assessment and achievement information to relevant members of the learning community</p> <p>v. Foster involvement of whānau in the collection and use of information about the learning of ākonga</p>	<p>WĀNANGA: Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement</p>	<ul style="list-style-type: none"> • How do I gather and use assessment information in ways that advances the learning of my ākonga? • How do I give regular and ongoing feedback to my ākonga Māori about their learning in a way that allows them to use that information for their next steps in learning? • How do I ensure whānau Māori receive regular and ongoing feedback about their child's learning in a way that is meaningful and provides them with opportunities to support and be involved in their child's learning? • How do I include whānau Māori in how I collect and use information about the learning of my ākonga Māori? • How do I include whānau Māori voice in how I collect and use information about the learning of my ākonga Māori? • How do I use the assessment data and information that I collect on ākonga Māori to evaluate the effectiveness of my learning programme for them? 			<p>I need to:</p> <ul style="list-style-type: none"> • know how to consult/engage with my whānau Māori • know how to collect whānau Māori voice • know how best to give feedback to whānau Māori about their child's learning • know if (and how to improve) my assessment methods and tasks for my ākonga Māori are culturally relevant and provides ākonga Māori with the opportunities to demonstrate their strengths • know how best to communicate assessment and achievement information to whānau Māori about their child's learning • know how to analyse assessment data, and how to use this to evaluate the effectiveness of my teaching for ākonga Māori.

Professional knowledge in practice

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga

Criteria	Key indicators	Cultural Competencies for Teachers of Māori Learners	Reflective question	What does this criterion look like in your setting?	What evidence would you collect to demonstrate this?	Next steps or goals OR PL – where to go and what to try or do
<p>Criterion 12</p> <p>Use critical inquiry and problem solving effectively in their professional practice</p>	<p>i. Systematically and critically engage with evidence and professional literature to reflect on and refine practice</p> <p>ii. Respond professionally to feedback from other members of the learning community</p> <p>iii. Critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga</p>	<p>WĀNANGA: Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement</p> <p>AKO: Takes responsibility for their own learning and that of Māori learners</p>	<ul style="list-style-type: none"> • How do I advance the learning of my ākonga through critical inquiry within my professional learning? • How do I use professional literature about effective teaching and learning for ākonga Māori to refine my practice for my ākonga Māori? • How do I engage in shared professional learning conversations and communities to help me critically examine my practices for the benefit of ākonga Māori? • How do my own beliefs, including cultural beliefs, impact on the achievement of my ākonga Māori? 			<p>I need to:</p> <ul style="list-style-type: none"> • know what professional literature will help me refine my practice for the benefit of ākonga Māori, and where to get it from • know professional learning communities that can help • know where to go for help.

Graduating Teacher Standards: Aotearoa New Zealand

Aligning the Graduating Teacher Standards to the Cultural Competencies for Teachers of Māori Learners

Each standard in the GTS can be aligned to the Cultural Competencies for Teachers of Māori Learners. In some cases more than one competency is relevant to a particular standard, or two standards may align to one competency. The following tables identify the most obvious links, but through discussion about the standards and competencies, it will be possible to identify other links.

GRADUATING TEACHER STANDARDS Professional knowledge	CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Standard	Competency	Behavioural indicators	
		Entry to ITE	Graduating teachers
<p>Standard One: Graduating teachers know what to teach:</p> <p>a. Have content knowledge appropriate to the learners and learning areas of their programme.</p> <p>b. Have pedagogical content knowledge appropriate to the learners and learning areas of their programme.</p> <p>c. Have knowledge of the relevant curriculum documents of Aotearoa New Zealand.</p> <p>d. Have content and pedagogical content knowledge for supporting English as an additional language (EAL) learners to succeed in the curriculum.</p>	<p>TANGATA WHENUATANGA: 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</p>	<ul style="list-style-type: none"> • Knows about where they are from and how that informs and impacts on their own culture, values and beliefs. 	<ul style="list-style-type: none"> • Can explain the importance of local history in the New Zealand school setting and what this means for them. • Can explain how knowledge of local context and local iwi and community is important in supporting Māori learners to achieve in and through education. • Has the tools and skills to engage local knowledge and history (or the people who hold that knowledge) to support teaching and learning programmes. • Understands that Māori learners bring rich cultural capital to the learning environment and how to maximise that to enhance learning potential.

GRADUATING TEACHER STANDARDS Professional knowledge	CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Standard	Competency	Behavioural indicators	
		Entry to ITE	Graduating teachers
<p>Standard Two: Graduating teachers know about learners and how they learn:</p> <p>a. Have knowledge of a range of relevant theories and research about pedagogy, human development and learning.</p> <p>b. Have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.</p> <p>c. Know how to develop metacognitive strategies of diverse learners.</p> <p>d. Know how to select curriculum content appropriate to the learners and the learning context.</p>	<p>AKO: Takes responsibility for their own learning and that of Māori learners</p>	<ul style="list-style-type: none"> • Recognises the need to raise Māori learner academic achievement levels. • Is willing to learn about the importance of identity, language and culture ('cultural locatedness') for themselves and others. • Can explain their understanding of lifelong learning and what it means for them. • Positions themselves as a learner. 	<ul style="list-style-type: none"> • Are able to articulate a teaching philosophy that reflects their commitment to, and high expectations of, Māori learners succeeding, as Māori. • Understand that Māori learners come with prior knowledge underpinned by language, identity and culture. • Have a wide range of skills, strategies and tools to actively facilitate successful learning for every Māori learner. • Are open to ongoing learning and understand their own learning-style preferences.

GRADUATING TEACHER STANDARDS Professional knowledge	CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Standard	Competency	Behavioural indicators	
		Entry to ITE	Graduating teachers
Standard Three: Graduating teachers understand how contextual factors influence teaching and learning: <ol style="list-style-type: none"> Have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners. Have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand. Have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand. 	TANGATA WHENUATANGA: 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	<ul style="list-style-type: none"> Knows about where they are from and how that informs and impacts on their own culture, values and beliefs. 	<ul style="list-style-type: none"> Can explain the importance of local history in the New Zealand school setting and what this means for them. Can explain how knowledge of local context and local iwi and community is important in supporting Māori learners to achieve in and through education. Have the tools and skills to engage local knowledge and history (or the people who hold that knowledge) to support teaching and learning programmes. Understand that Māori learners bring rich cultural capital to the learning environment and how to maximise that to enhance learning potential.
	MANAAKITANGA: Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture	<ul style="list-style-type: none"> Values cultural difference. Demonstrates an understanding of core Māori values such as: manaakitanga, mana whenua, rangatiratanga. Shows respect for Māori cultural perspectives and sees the value of Māori culture for New Zealand society. Is prepared to be challenged, and contribute to discussions about beliefs, attitudes and values. Has knowledge of the Treaty of Waitangi and its implications for New Zealand society. 	<ul style="list-style-type: none"> Recognise own cultural beliefs and values. Demonstrate respect for hapū, iwi and Māori culture in curriculum design and delivery processes. Can explain the importance of acknowledging iwi and Māori values in school/centre and classroom practices. Understand that each Māori learner is part of a wider whānau and what that might mean for a teacher. Understand the Treaty of Waitangi and its implications for teaching in New Zealand.

GRADUATING TEACHER STANDARDS Professional knowledge	CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Standard	Competency	Behavioural indicators	
		Entry to ITE	Graduating teachers
<p>Standard Four: Graduating teachers use professional knowledge to plan for a safe, high quality teaching and learning environment:</p> <p>a. Draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.</p> <p>b. Use and sequence a range of learning experiences to influence and promote learner achievement.</p> <p>c. Demonstrate high expectations of all learners, focus on learning and recognise and value diversity.</p> <p>d. Demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.</p> <p>e. Use te reo Māori me ngā tikanga-a-iwi appropriately in their practice.</p> <p>f. Demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.</p>	<p>MANAAKITANGA: Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p>	<ul style="list-style-type: none"> • Values cultural difference. • Demonstrates an understanding of core Māori values such as: manaakitanga, mana whenua, rangatiratanga. • Shows respect for Māori cultural perspectives and sees the value of Māori culture for New Zealand society. • Is prepared to be challenged, and contribute to discussions about beliefs, attitudes and values. • Has knowledge of the Treaty of Waitangi and its implications for New Zealand society. 	<ul style="list-style-type: none"> • Recognise own cultural beliefs and values. • Demonstrate respect for hapū, iwi and Māori culture in curriculum design and delivery processes. • Can explain the importance of acknowledging iwi and Māori values in school/centre and classroom practices. • Understand that each Māori learner is part of a wider whānau and what that might mean for a teacher. • Understand the Treaty of Waitangi and its implications for teaching in New Zealand.
	<p>AKO: Takes responsibility for their own learning and that of Māori learners</p>	<ul style="list-style-type: none"> • Recognises the need to raise Māori learner academic achievement levels. • Is willing to learn about the importance of identity, language and culture ('cultural locatedness') for themselves and others. • Can explain their understanding of lifelong learning and what it means for them. • Positions themselves as a learner. 	<ul style="list-style-type: none"> • Are able to articulate a teaching philosophy that reflects their commitment to, and high expectations of, Māori learners succeeding, as Māori. • Understand that Māori learners come with prior knowledge underpinned by language, identity and culture. • Have a wide range of skills, strategies and tools to actively facilitate successful learning for every Māori learner. • Are open to ongoing learning and understands their own learning-style preferences.

GRADUATING TEACHER STANDARDS Professional knowledge	CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Standard	Competency	Behavioural indicators	
		Entry to ITE	Graduating teachers
Standard Five: Graduating teachers use evidence to promote learning: <ol style="list-style-type: none"> Systematically and critically engage with evidence to reflect on and refine their practice. Gather, analyse and use assessment information to improve learning and inform planning. Know how to communicate assessment information appropriately to learners, their parents/caregivers and staff. 	AKO: Takes responsibility for their own learning and that of Māori learners	<ul style="list-style-type: none"> Recognises the need to raise Māori learner academic achievement levels. Is willing to learn about the importance of identity, language and culture ('cultural locatedness') for themselves and others. Can explain their understanding of lifelong learning and what it means for them. Positions themselves as a learner. 	<ul style="list-style-type: none"> Are able to articulate a teaching philosophy that reflects their commitment to, and high expectations of, Māori learners succeeding, as Māori. Understand that Māori learners come with prior knowledge underpinned by language, identity and culture. Have a wide range of skills, strategies and tools to actively facilitate successful learning for every Māori learner. Are open to ongoing learning and understands their own learning-style preferences.
	WĀNANGA: Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement	<ul style="list-style-type: none"> Demonstrates an open mind to explore differing views and reflect on own beliefs and values. Shows an appreciation that views which differ from their own may have validity. 	<ul style="list-style-type: none"> Know how to support effective teaching interactions, co-construction and cooperative learner-focused activities. Understand and can describe the purpose and process of wānanga and its application in a classroom and community context. Have the skills to utilise wānanga in the classroom/centre and in interactions with parents, whānau, hapū, iwi and the community. Understand that Māori parents, whānau, hapū and iwi have expertise in their own right.

GRADUATING TEACHER STANDARDS Professional knowledge	CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Standard	Competency	Behavioural indicators	
		Entry to ITE	Graduating teachers
Standard Six: Graduating teachers develop positive relationships with learners and the members of learning communities: <ol style="list-style-type: none"> Recognise how differing values and beliefs may impact on learners and their learning. Have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities. Build effective relationships with their learners. Promote a learning culture which engages diverse learners effectively. Demonstrate respect for te reo Māori me ngā tikanga–a–iwi in their practice. 	WĀNANGA: Participates with learners and communities in robust dialogue for the benefit of Māori learners’ achievement	<ul style="list-style-type: none"> Demonstrates an open mind to explore differing views and reflect on own beliefs and values. Shows an appreciation that views which differ from their own may have validity. 	<ul style="list-style-type: none"> Know how to support effective teaching interactions, co–construction and cooperative learner–focused activities. Understand and can describe the purpose and process of wānanga and its application in a classroom and community context. Have the skills to utilise wānanga in the classroom/centre and in interactions with parents, whānau, hapū, iwi and the community. Understand that Māori parents, whānau, hapū and iwi have expertise in their own right.
	WHANAUNGATANGA: Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.	<ul style="list-style-type: none"> Can describe from their own experience how identity, culture and language impact on relationships. 	<ul style="list-style-type: none"> Understand the impact of their own identity, language and culture (‘cultural locatedness’) on relationships. Demonstrate a willingness to engage with iwi and Māori communities. Know the importance and impact of teacher–learner relationships and the school/centre–home partnership on Māori learner achievement. Recognise the need to have learning relationships with Māori learners, whānau and communities. Have the tools and strategies to develop successful relationships with Māori learners, whānau and communities.

GRADUATING TEACHER STANDARDS Professional knowledge	CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Standard	Competency	Behavioural indicators	
		Entry to ITE	Graduating teachers
Standard Six continued...	MANAAKITANGA: Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture	<ul style="list-style-type: none"> • Values cultural difference. • Demonstrates an understanding of core Māori values such as: manaakitanga, mana whenua, rangatiratanga. • Shows respect for Māori cultural perspectives and sees the value of Māori culture for New Zealand society. • Is prepared to be challenged, and contribute to discussions about beliefs, attitudes and values. • Has knowledge of the Treaty of Waitangi and its implications for New Zealand society. 	<ul style="list-style-type: none"> • Recognise their own cultural beliefs and values. • Demonstrate respect for hapū, iwi and Māori culture in curriculum design and delivery processes. • Can explain the importance of acknowledging iwi and Māori values in school/centre and classroom practices. • Understand that each Māori learner is part of a wider whānau and what that might mean for a teacher. • Understand the Treaty of Waitangi and its implications for teaching in New Zealand.

GRADUATING TEACHER STANDARDS Professional knowledge	CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS		
Standard	Competency	Behavioural indicators	
		Entry to ITE	Graduating teachers
Standard Seven: Graduating teachers are committed members of the profession: <ol style="list-style-type: none"> Uphold the Education Council Code of Ethics/Ngā Tikanga Matatika. Have knowledge and understanding of the ethical, professional and legal responsibilities of teachers. Work cooperatively with those who share responsibility for the learning and well-being of learners. Are able to articulate and justify an emerging personal, professional philosophy of teaching and learning. 	AKO: Takes responsibility for their own learning and that of Māori learners	<ul style="list-style-type: none"> Recognises the need to raise Māori learner academic achievement levels. Is willing to learn about the importance of identity, language and culture ('cultural locatedness') for themselves and others. Can explain their understanding of lifelong learning and what it means for them. Positions themselves as a learner. 	<ul style="list-style-type: none"> Are able to articulate a teaching philosophy that reflects their commitment to, and high expectations of, Māori learners succeeding, as Māori. Understand that Māori learners come with prior knowledge underpinned by language, identity and culture. Have a wide range of skills, strategies and tools to actively facilitate successful learning for every Māori learner. Are open to ongoing learning and understands their own learning-style preferences.
	WĀNANGA: Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement	<ul style="list-style-type: none"> Demonstrates an open mind to explore differing views and reflect on own beliefs and values. Shows an appreciation that views which differ from their own may have validity. 	<ul style="list-style-type: none"> Know how to support effective teaching interactions, co-construction and cooperative learner-focused activities. Understand and can describe the purpose and process of wānanga and its application in a classroom and community context. Have the skills to utilise wānanga in the classroom/centre and in interactions with parents, whānau, hapū, iwi and the community. Understand that Māori parents, whānau, hapū and iwi have expertise in their own right.