

Tātaiako Competencies in Practice

Competencies	Behavioural Indicators (Certificated Teacher)	Outcomes: Examples of learner voice	What practices do you use in your setting that connect with this competency?	Can you identify 2-3 behavioural indicators you would like to develop further in your teaching practice – what evidence could you use to demonstrate these?
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 whānau, hapū, iwi and the 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. 	<p>My teacher:</p> <ul style="list-style-type: none"> • 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. 		

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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, hapū and iwi that enhance Māori learner achievement. Actively seeks ways to work with whānau to maximise Māori learner success. 	My teacher: <ul style="list-style-type: none"> 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. 		

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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, 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. 	<p>My teacher:</p> <ul style="list-style-type: none"> 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. 		

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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 that 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) to support Māori learners' learning. 	<p>It feels good to be Māori at this school and my teacher:</p> <ul style="list-style-type: none"> 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 encourages 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. 		

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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 that 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. 	My teacher: <ul style="list-style-type: none"> 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. 		

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	<ul style="list-style-type: none">Ensures congruency between learning at home and at school.			
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