


TAPASĀ - THE FRAMEWORK

Turu 2	TAPASĀ INDICATORS	
	What this means for ...	
	A student teacher	A beginning teacher
<p>Collaborative and respectful relationships and professional behaviour</p> <p>Establishes and maintains collaborative and respectful relationships and professional behaviours that enhance learning and wellbeing for Pacific learners.</p> 	<p>2.1 Understands his or her worldviews and ways of building relationships differ from those of Pacific learners</p>	<p>2.4 Demonstrates understanding of the importance of collaborative and respectful relationships for successful learning</p>
	<p>2.2 Understands that there are different ways to engage and collaborate successfully with Pacific learners, parents, families and communities</p>	<p>2.5 Implements a range of strategies to communicate clearly and build effective relationships with Pacific parents, families and communities</p>
	<p>2.3 Is aware of the importance of respect, collaboration and reciprocity in building strong relationships with Pacific learners, their parents, families and communities.</p>	<p>2.6 Demonstrates understanding of Pacific values of reciprocity and respect in relationship building and communication</p> <p>2.7 Understands the importance of shared knowledge and power collaborative relationships</p> <p>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</p> <p>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.</p>



		LINKS WITH	
An experienced teacher	A leader	Standards for the Teaching Profession	Tātaiako
Who builds on previous successful theorising and behaviours to:			
<p>2.10 Engages with Pacific learners, their parents, families and communities in all aspects of teaching and learning pathways</p> <p>2.11 Extensively uses Pacific resources, tools, references and conceptual models to enhance communication and relationship building in planning, teaching and assessments</p> <p>2.12 Incorporates Pacific words, songs, activities, and artifacts to connect and engage with children and their parents</p> <p>2.13 Supports colleagues to strengthen their abilities to build and establish collaborative and respectful relationships and communicate clearly</p> <p>2.14 Critically reflects and examines whose knowledge is being taught and valued in the early learning setting or classroom in order to balance and enhance power sharing collaborative relationships.</p>	<p>2.15 Evidences and visibly demonstrates strong collaborative and respectful relationships and reciprocal partnerships with Pacific learners, parents, families and communities that is linked to learning outcomes and achievement</p> <p>2.16 Has strong relationships with Pacific communities and cultural leaders</p> <p>2.17 Prioritises resources and support for teachers, early learning service managers, school leadership and governance to strengthen their Pacific capability and capacity around building and establishing respectful and collaborative relationships</p> <p>2.18 Grows and leads authentic and respectful relationships with the Pacific sector and community leadership</p> <p>2.19 Recognises and supports initiatives to strengthen relationships and provide spaces for learner knowledge to be valued.</p>	<p>Professional learning, Professional relationships, Learning focused culture, Design for learning, Teaching</p>	<p>Wānanga, Whanaungatanga, Manaakitanga, Ako</p>