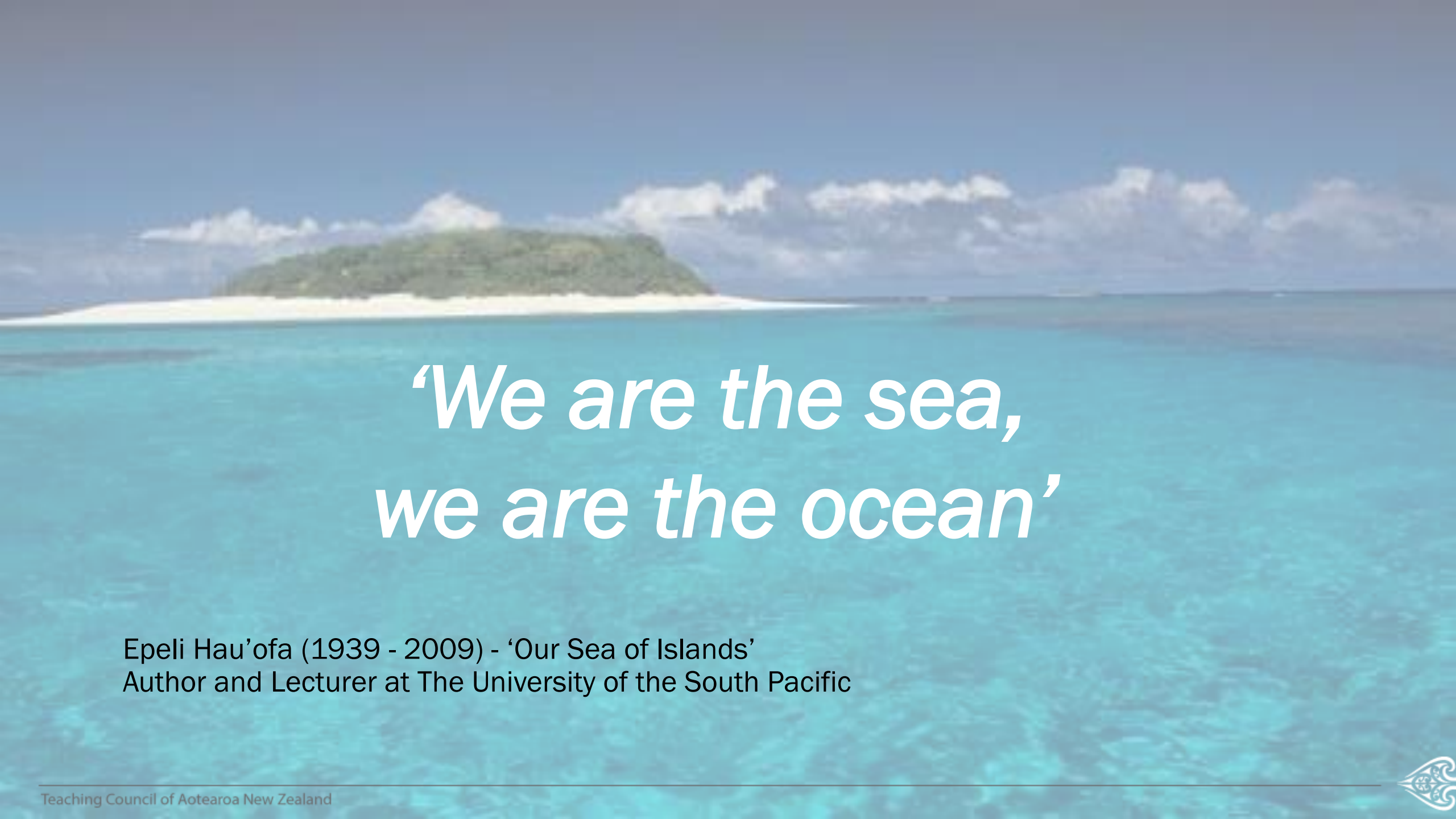


**TEACHING COUNCIL**

NEW ZEALAND | Matatū Aotearoa

# Tapasā Fono





*‘We are the sea,  
we are the ocean’*

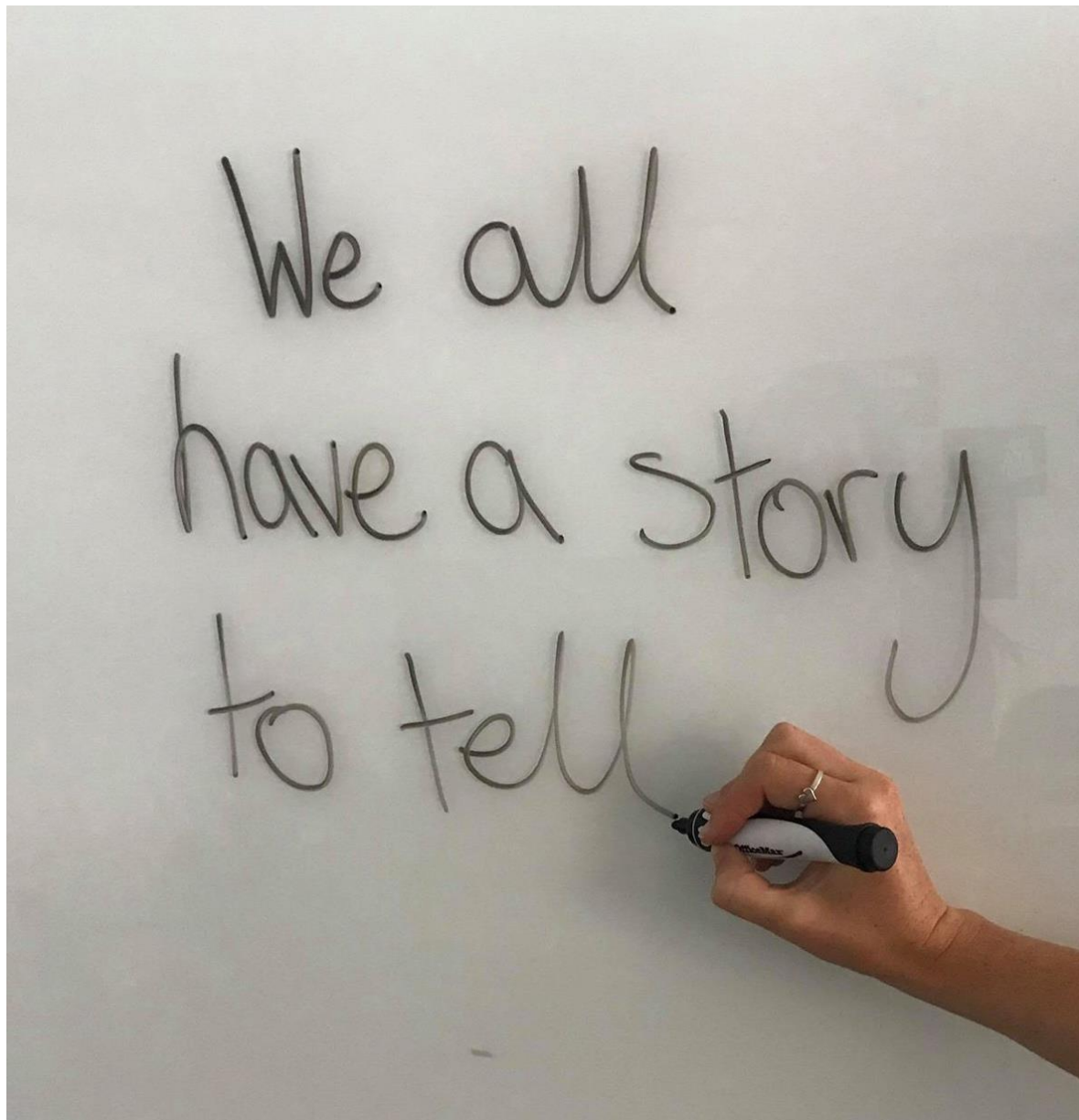
Epeli Hau’ofa (1939 - 2009) - ‘Our Sea of Islands’  
Author and Lecturer at The University of the South Pacific

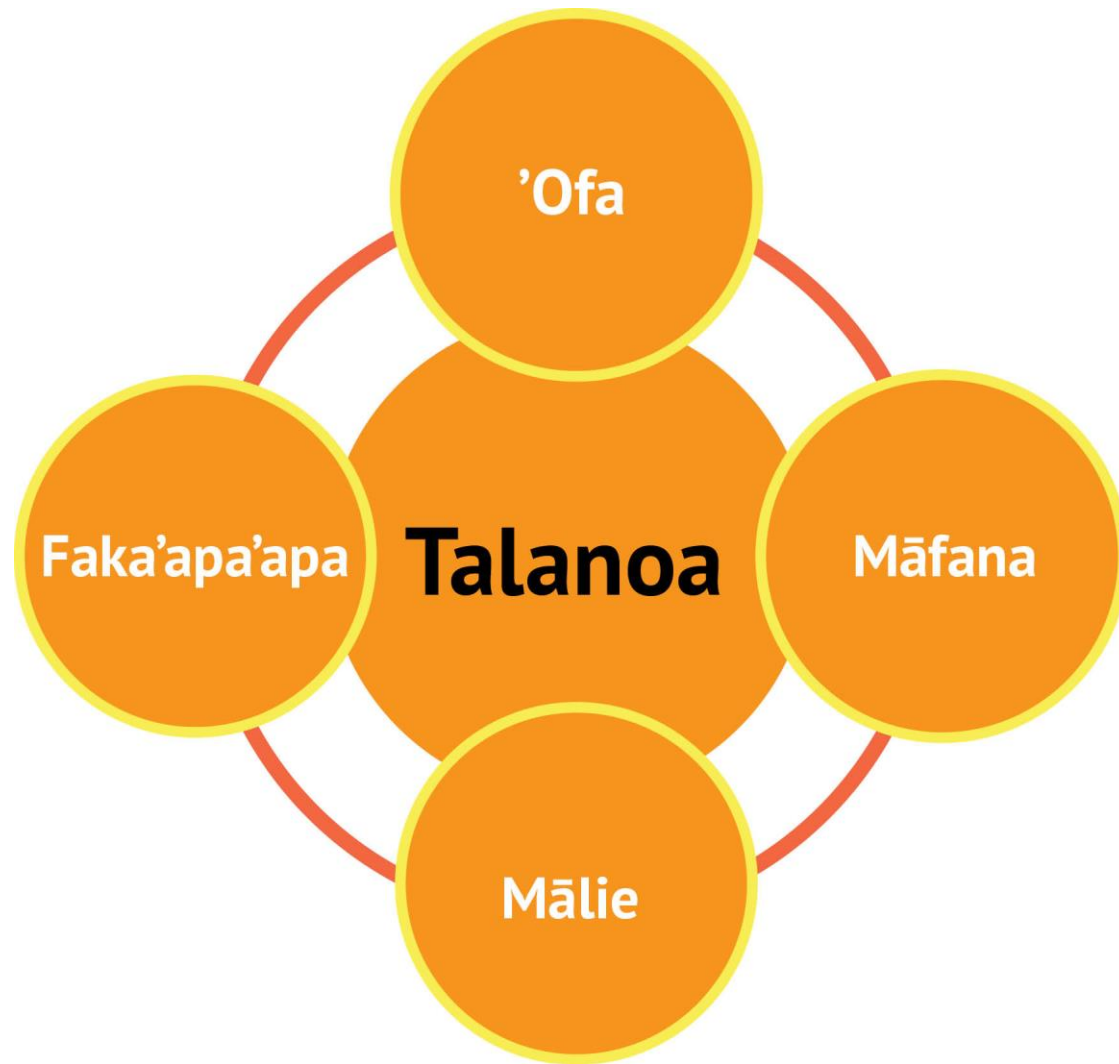


***‘We need to know our relational past in order to enact our reciprocal present...’***

Dr Rae Si`ilata, Lecturer in Biliteracy-Pasifika Education at the Faculty of Education and Social Work







Manuatu (2002), Vaioleti (2006), Mahina (1998), Seve-Williams (2009)





## Tapasā Expert Teacher Group initial fono held in Wellington, October 2018

Left to right, Cherie Chu, Myra Fidow, Dr Martyn Reynolds, Malia Tuala, Sepora Mauigoa, Phonderley Siohane, Dagmar Dyck, Clair Oliver, Taime Pareanga Samuel, (obscured Christina Thornley) Jayne Franklin, Lui Lorenc-Lafou, Roxy Burt and Sarah Hopkinson (not pictured: Helen Varney, Lisa Seuseu and Janis Bruges).





# Let's begin to talanoa ...

- What is your name?
- Where were you born?
- Which sector are you from?
- What is the name of your centre or school?
- Discuss a memory of a favourite teacher who impressed you.



# Why?

## 1. *Who was Tapasā developed for?*

Identify who ARE our Pacific learners - and once we see them what are their characteristics?

## 2. *What is Tapasā's location within Aotearoa's current societal context?*

Understand the need and urgency for this document - who is our diaspora Pacific community and what is its historical context in relation to Aotearoa?

## 3. *How is this document going to improve my practice as an educator in today's teaching landscape?*

Explore the contents of this document - what will this document do to assist my leadership role or teaching practice in relation to understanding Pacific learners and their kainga and community?

## 4. *Where do Tapasā and the Code and Standards intersect?*

Recognise the relationship Tapasā has with the Code and Standards. How do the Code and Standards support Tapasā?





A vibrant tropical beach scene with a white sandy shore, turquoise water, and a dense line of palm trees under a blue sky with scattered clouds. A portion of a blue boat is visible on the right side.

**PASIFIKA???**



*“I’m Tongan, yep,  
but I’m also Kiwi”*

*“Stereotypes are  
real and we’re  
constantly proving  
them wrong.”*

*“My culture is my identity. I  
wouldn’t be who I am if it wasn’t  
for my relation to the Pacific.”*

*“I want to carry their values and  
traditions and thrive in society  
without losing my sense of  
belonging and heritage.”*

Pacific Aotearoa Lalanga Fou, Ministry for Pacific Peoples  
Goal 4: Confident, thriving and resilient young people - p45



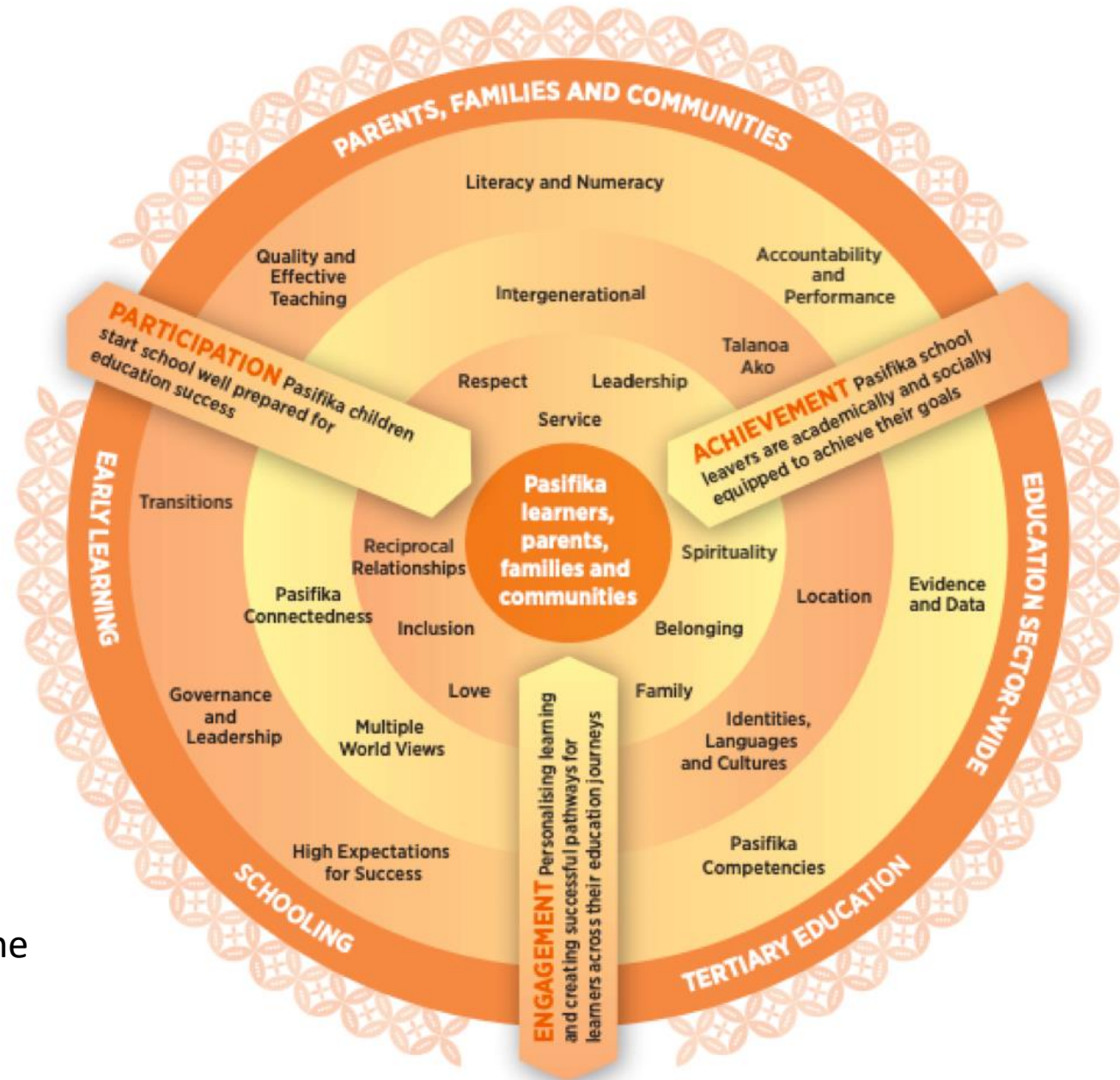


***‘Tapasā is designed to primarily support non-Pacific leaders, teachers and boards to engage with Pacific learners in culturally responsive ways.’***

***Hon Jenny Salesa, Associate Minister of Education***



# The Pasifika Success Compass



The *Pasifika Success Compass* captures the essence of the PEP. All activities, domains, principles and values are oriented around the Pasifika learner, parents, families and communities who are at the centre.



# Background to Tapasā

- It is estimated that Pacific learners will make up approximately 20% of the student population by 2050.
- A high performing teaching profession must be one that meets the needs of our Pacific learners.
- As part of the Pasifika Education Plan, the Ministry of Education commissioned work to develop a Pasifika Competency Framework (PCF), this has evolved into Tapasā.





***“We could do more, if people believed in us.”***

Pacific Aotearoa Lalanga Fou, Ministry for Pacific Peoples  
Goal 4: Confident, thriving and resilient young people - p47

# The historical relationship between Aotearoa and its Pacific neighbours



Hon Aupito William Sio

*“...the story of Pacific peoples in Aotearoa is one that is both familiar and ever-evolving. Waves of migration have laid the foundation for our Pacific story; a story that involves aspirations to be a confident, thriving prosperous and resilient Pacific Aotearoa.”*





# FLIGHT PATH

## THE GREAT PACIFIC MIGRATION

Our Pacific history in Aotearoa shows the efforts of our pioneers to belong and bring life to the voices of our Pacific communities. This journey has cultivated a confident and thriving Pacific population in Aotearoa.

### Timeline Key

- 🏆 Significant wins
- 👥 Community advocacy
- 📅 Landmark moments
- 🏛️ Government policy

## 1940-60's

### THE GOLDEN ERA

**1947** 🏛️  
Pacific Islanders' Congregational Church (PICC) was established

## 1970's

### RISE OF COMMUNITY ACTIVISM

**Winds of change:** High unemployment

#### DAWN RAIDS

**1971** 👥  
Polynesian Panthers movement was founded

**1975** 👥  
Pacific Islands Advisory Council established

**1976** 🏆  
Pacific Islanders' Educational Resource Centre (PIERC) established

**1976** 📅  
Polyfest hosted by Hillary College, Otago

**1977** 👥  
National NGO for Pacific women established - P.A.C.I.F.I.C.A Inc

**1978** 👥  
Pacific community education provider opened - The Pacific Islanders Education Resource Centre (now the Pasifika Education Centre)

## 1980's

### EARLY TRIUMPHS

**1984** 🏆  
Pacific Island Affairs Unit set up

**1984** 📅  
Pacific language nest opened - A'oga Amata (Samoan Language Nest), Newtown

**1985** 🏆  
Pacific Island Employment Development Scheme (now Pacific Business Trust) established

**1987** 📅  
Tagata Pasifika launched

## 1990's

### A DECADE OF SIGNIFICANT WINS

**1990** 🏆  
Ministry for Pacific Island Affairs was established

**1993** 👥  
The Auckland Pacific Island Community Radio Trust was established

**1997** 📅  
Ethnic specific healthcare service opened - Langimalie Health Centre

## 1999-2000's

### A WAVE OF POLICY WINS FOR PACIFIC

**1999** 🏛️  
Major Pacific policy drive - Pacific Vision Navigating the currents of the New Millennium

**2001** 🏛️  
Pasifika Education Plan was developed by the Ministry of Education

**2002** 🏆  
Pacific Media Network established

**2002** 🏛️  
Pacific Health and Disability Action Plan was developed by the Ministry of Health

**2005** 🏛️  
Pacific Analysis Framework Tool was launched

**2012** 🏛️  
Nga Vaka Ethnic Specific Frameworks were released to address family violence

**2014** 🏆  
Pasifika Futures established

**2016** 🏛️  
Kapasa - The Pacific Policy Analysis Tool was launched

**2018** 🏛️  
Yavu - Foundations of Pacific Engagement was launched

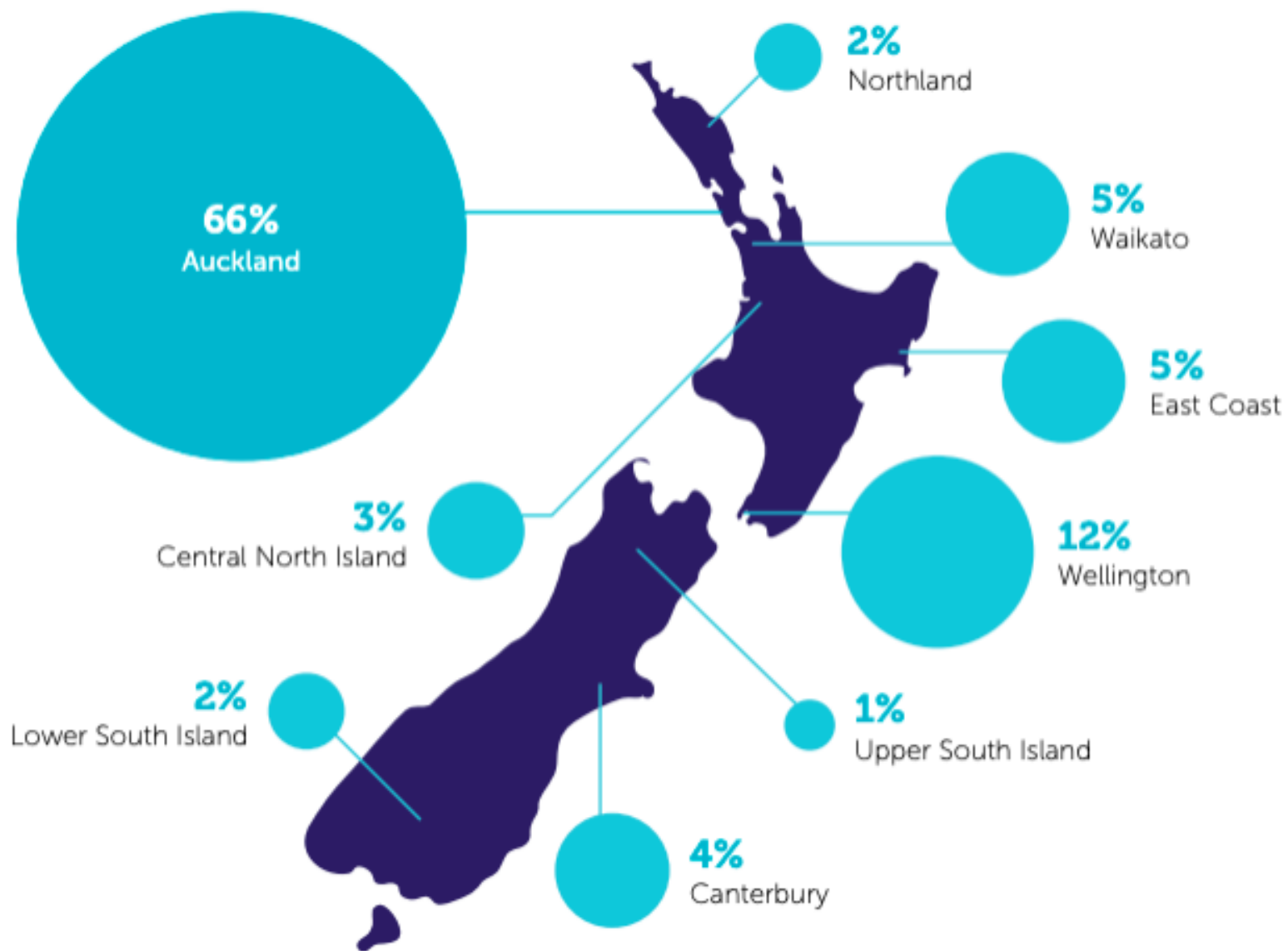
## 2018

### TODAY & BEYOND THE NEXT GREAT MOVE?



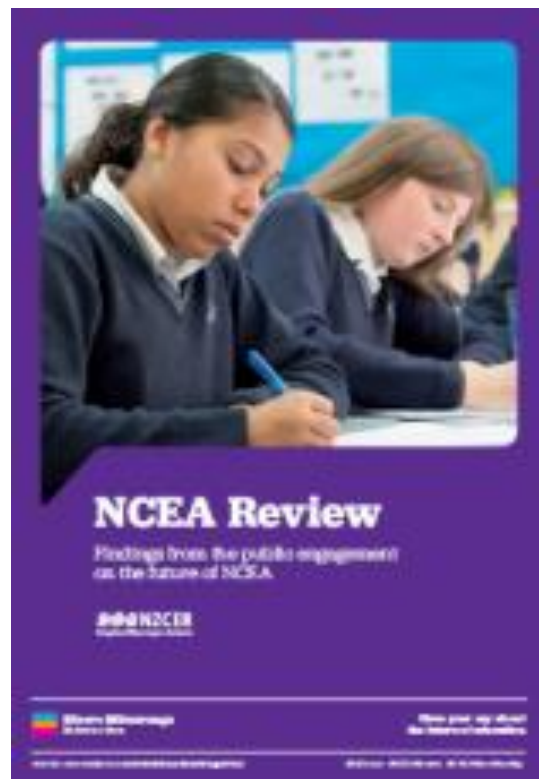
**POPULATION GROWTH**

There are increasing Pacific peoples living in regions in New Zealand.





*‘For example, 31% of services were found to have limited or no focus on supporting children’s oral language learning...’*



*‘Māori and Pasifika students are being streamed out of academic subjects.’ (WORKSHOP)*  
*‘Māori and Pasifika students are achieving a “different kind” of NCEA than students of other ethnicities.’ (WORKSHOP)*



*‘We struggle to address systemwide challenges because our current schooling system has been designed for autonomous self governing schools, not for networked and connected schools and their communities. ‘*



# A concept of Diversity

This frame rejects the notion of a 'normal' group and 'other' or minority groups of learners and constitutes diversity and difference as central to the classroom endeavour and central to the focus of quality teaching in Aotearoa , New Zealand . It is fundamental to the approach taken to diversity in New Zealand education that it honours the Treaty of Waitangi.



‘Knowing yourself is not only about your identity and self-reflection, it is to also understand one's’ own biases prejudices and actions of privileging’



Compare Alton-Lee's *Quality Teaching Practice list* with the *Characteristics of a Good Teacher* as noted by Pacific learners and their communities.



# Ngā Turu - The Competencies

## Turu 1

### **Identities, languages and cultures**

---

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



## Turu 2

### **Collaborative and respectful relationships and professional behaviour**

---

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



## Turu 3

### **Effective Pacific pedagogies**

---

Implements pedagogical approaches that are effective for Pacific learners.



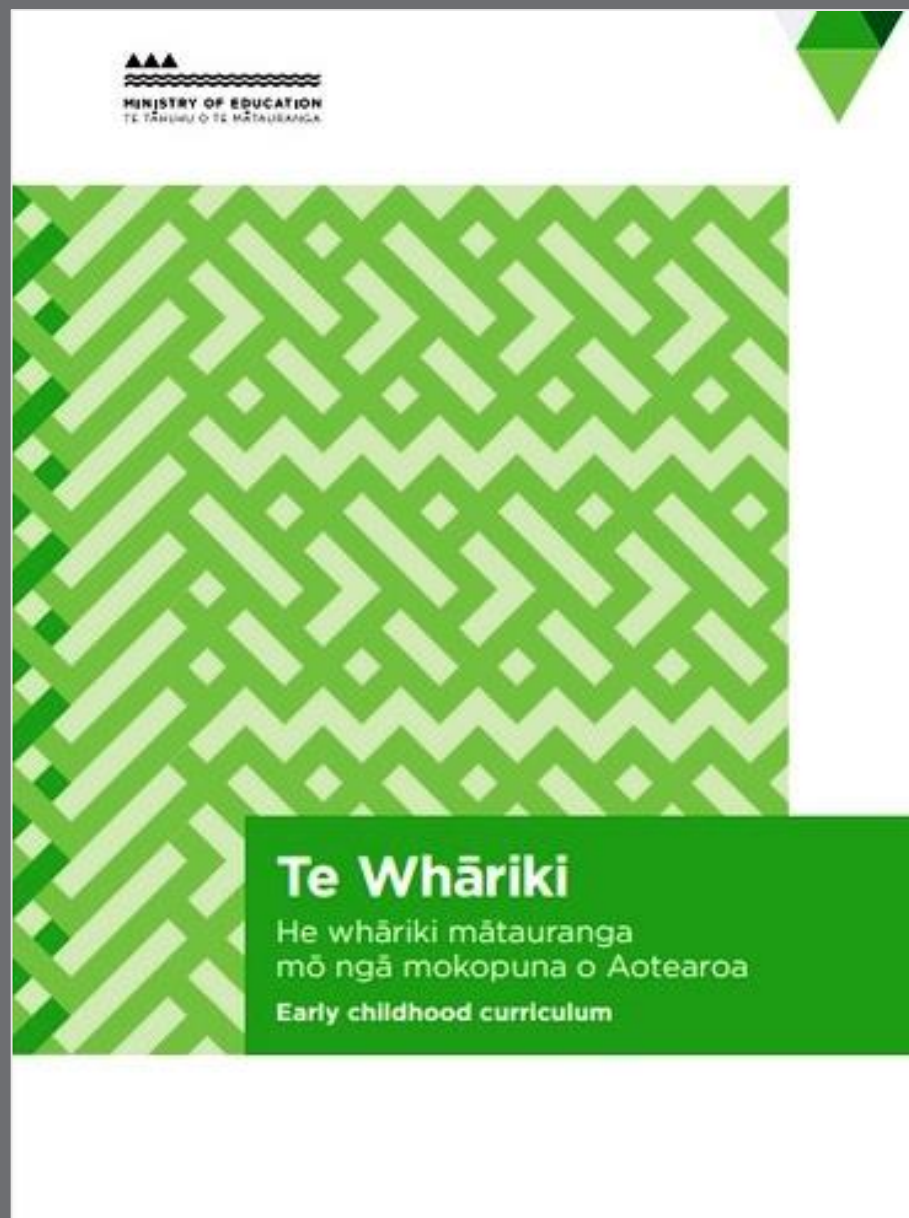
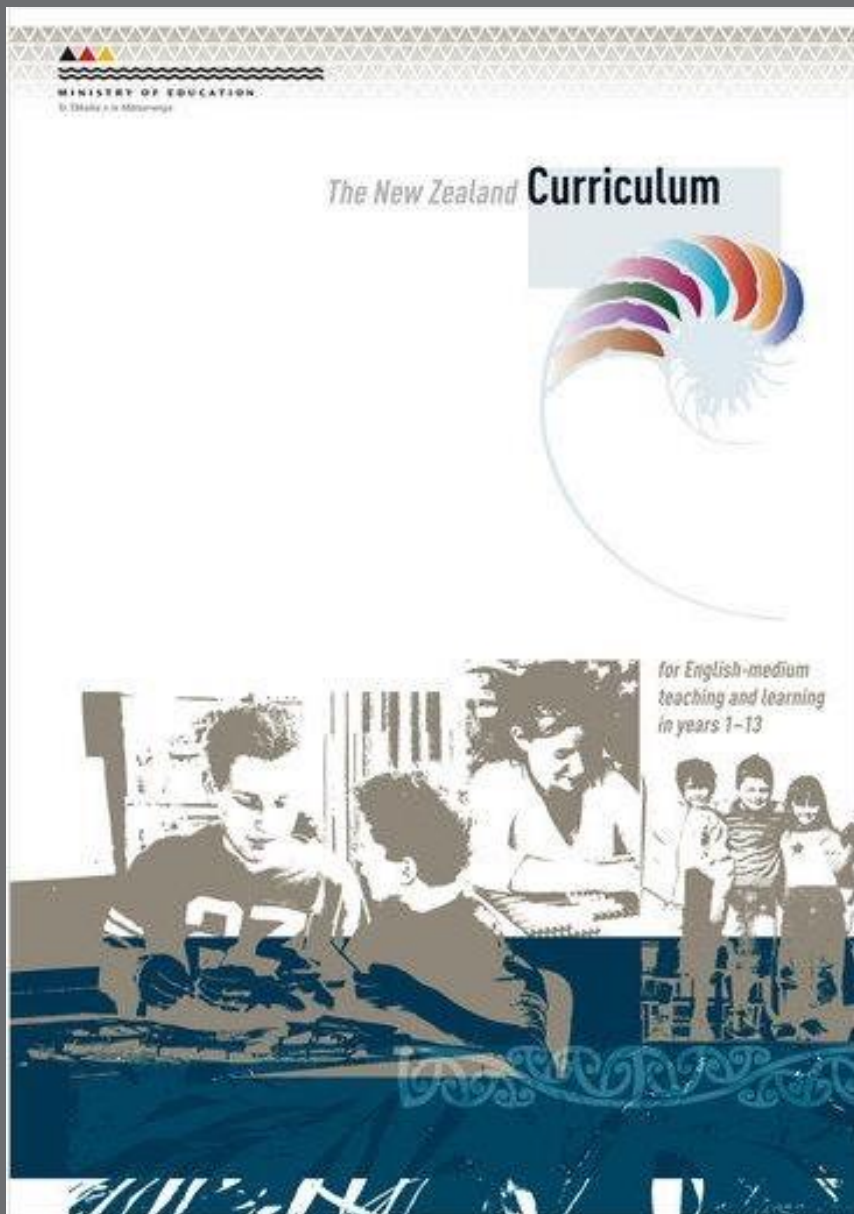
# TAPASĀ - THE FRAMEWORK

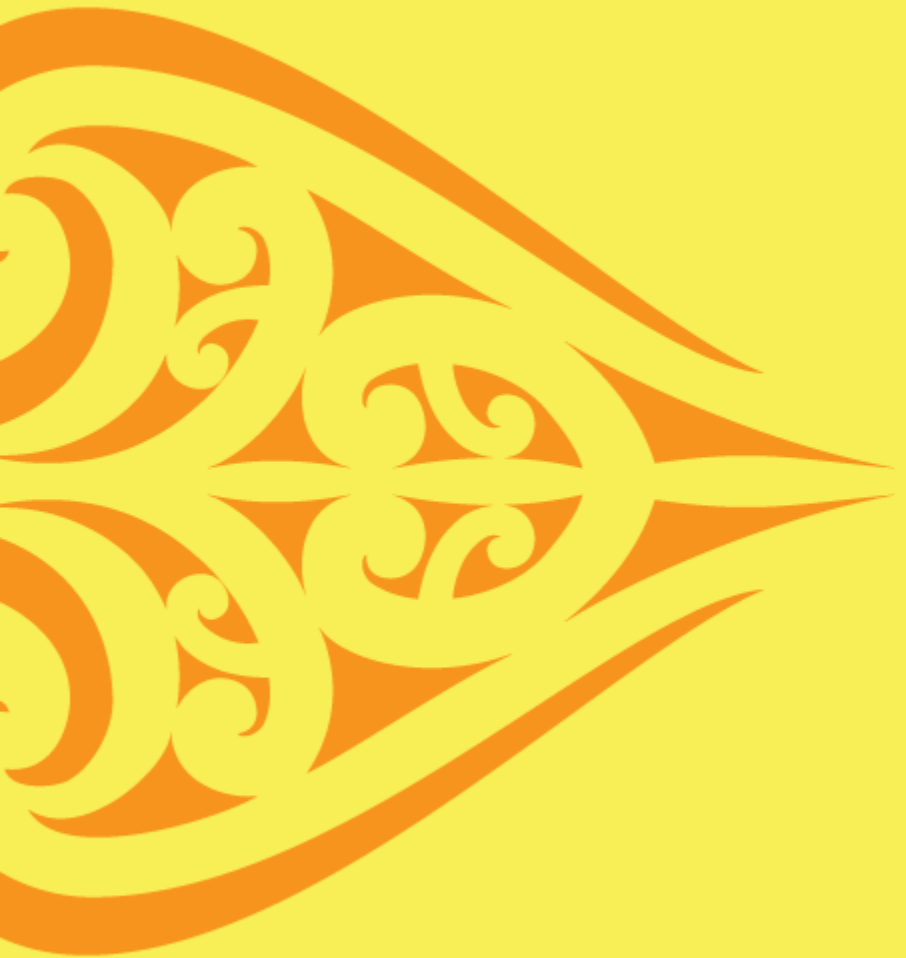
Turu 1	TAPASĀ INDICATORS			LINKS WITH		
	What this means for ...			Standards for the Teaching Profession	Tātaiako	
	A student teacher	A beginning teacher				An experienced teacher
<p><b>Identities, languages and cultures</b></p> <p>Demonstrate awareness of the diverse and ethnic-specific identities, 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>	<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<sup>6</sup></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 involvement of Pacific ethnic-specific identities, languages and cultures.</p>	<p>Te Tiriti o Waitangi partnership, Professional learning, Professional relationships, Learning focused culture, Design for learning, Teaching</p>	<p>Wānanga, Manaakitanga, Tangata Whenuatanga, Ako</p>
	<p>Who builds on previous successful theorising and behaviours to:</p>				<p>Standards for the Teaching Profession</p>	<p>Tātaiako</p>
<p><sup>6</sup> A useful resource to support development in this area can be found here: <a href="http://nzcurriculum.tki.org.nz/Inclusive-practices/Implementing-an-inclusive-curriculum">http://nzcurriculum.tki.org.nz/Inclusive-practices/Implementing-an-inclusive-curriculum</a></p>						











# Tapasā: Our Code and our Values



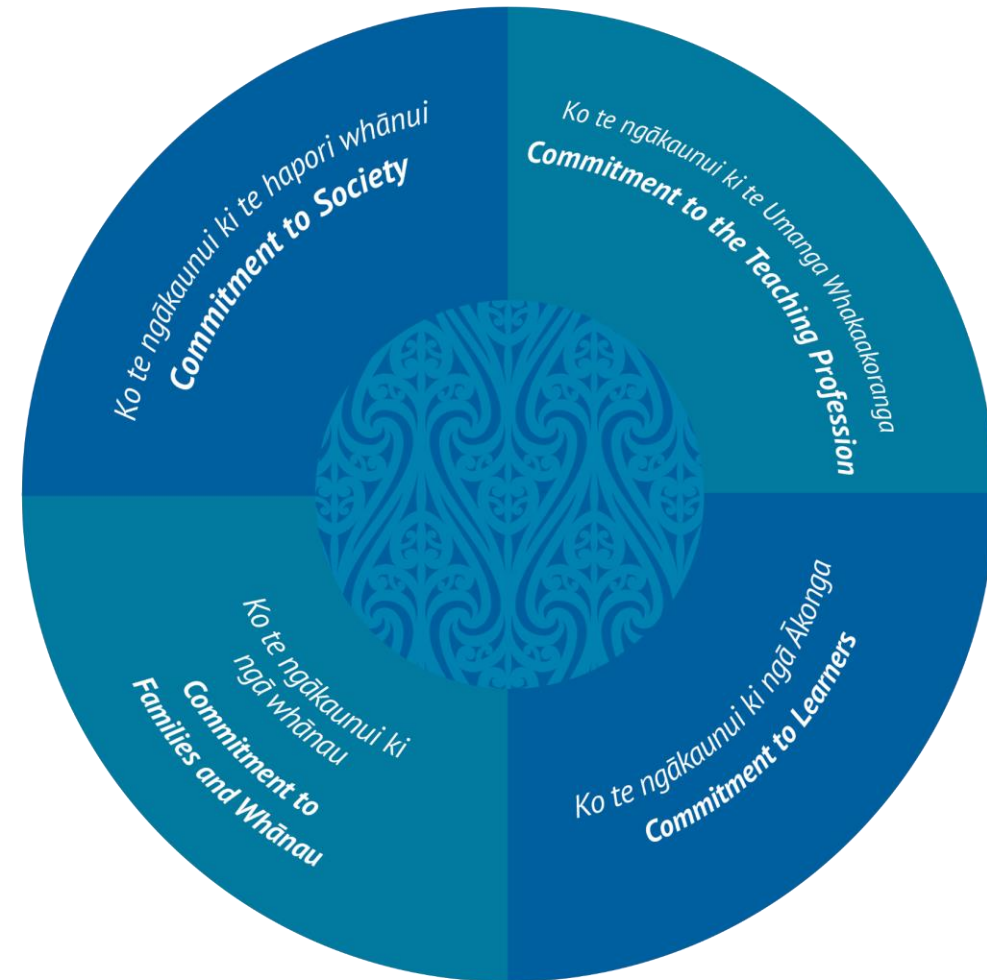
# Values

- WHAKAMANA: Empowering all learners to reach their highest potential by providing high quality teaching and leadership
- MANAAKITANGA: Creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity
- PONO: Showing integrity by acting in ways that are fair; honest, ethical and just
- WHANAUNGATANGA: Engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community



# As an expression of individual and collective values

- To guide conversations – ethical and professional behaviour
- For our communities to understand the expectations of the profession



# Tapasā helps teachers:

How can Tapasā be used to understand and explain these commitments in support of Pacific learners?

Two conversations:

- Understand our own culture
- Understand the Pacific communities' expectations of teachers



# Tapasā and Our Standards:



# For each teacher the Standards:

- Describe essential professional knowledge in practice and professional relationships and values of effective teaching
- Need to be interpreted and contextualised for each educational setting







# Tapasā: a lens to create or refine a *Quality Practice Template (QPT)*



# Quality Practice Template: Tapasā lens

Standard	Elaboration	Quality Practice	Evidence you use or see
<p><b>Professional Learning</b></p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p> <p>Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures</p> <p>Engage in professional learning and adaptively apply this learning in practice.</p> <p>Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.</p>		





Dr. Lesieli Tongati'o

As Pule Ma'ata Pasifika, Senior Manager Pacific Education MOE, Lesieli led the development of five Pacific Education Plans (PEP) from 2001 – 2017.



The late Dr Meaola Amituanai-Toloa, New Zealand's first Associate Dean Pasifika.

Meaola was Associate Director of the Woolf Fisher Research Centre and a Lecturer in the School of Arts, Languages and Literacies at the then Faculty of Education



Lili Tuioti - Chief Advisor Pasifika, NZQA

First High School Pasifika Principal - 1993-97, Western Spring College

First Pasifika rep to serve on Teachers' Council -2000 - 2004



Soana Pamaka is is an Advisor to the Board of Teach First NZ.

Soana is the first Tongan principal of a secondary school in New Zealand, Tamaki College.





# Create your action plan!

- What are you going to do tomorrow? *Take a minute and write down what you are going to share at your next school or centre meeting.*
- What are your biggest 'takeaways' from today's session?





# Reflective questions

- How can I implement Tapasā into my current practice? (*What do I do?*)
- How can I support my non-Pacific colleagues to implement Tapasā? (*What is my responsibility?*)
- How can I seek support from my Pacific colleagues and/or my Principal/SLT to implement Tapasā? (*Who is going to support me?*)





*There's no mystery about what creates success for Pasifika learners - it's what creates success for all learners. It's about teachers who are connected to and know the students deeply, who they are and what they are - their life experiences, their interests, dreams, aspirations, fears. It's about teachers with a deep knowledge of their craft that authentically build their teaching practice around the student. They make no assumptions about the learners in front of them and they are committed to learning about their craft and their learners!*

Final word from Barbara Ala'alatoa,  
Inaugural Chair of the Teaching Council of Aotearoa NZ.

