

TĀTAIAKO

CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS





KA HIKITIA
Managing for Success

MANAGING FOR SUCCESS KA HIKITIA MĀORI ACHIEVING EDUCATION SUCCESS AS MĀORI

FOREWORD

E ngā iwi, tēnā koutou katoa.

E ngā tohunga, ngā pukenga, ngā kaiako i ngā kura o te motu, tēnā koutou.

E ai ki te korero: *‘Whaia te iti kahurangi; ki te tuohu koe, me he maunga teitei’.*

Pursue the highest ideals; if you must submit, let it be to a lofty mountain.

All of us – families, communities, teachers – want our children to reach their full potential. This resource maps out a path to the pinnacle of excellence.

New Zealand’s education system is among the best in the world. We know that our top-achieving students rank among the highest in the OECD.

We also know that for too many generations, a significant proportion of Māori students have not achieved well; have left school young, without worthwhile qualifications, and without any real options for work.

This Government is committed to lifting achievement for all our students. To fulfil this commitment, and to ensure New Zealand’s future economic prosperity and social harmony, we must make the education system work better for Māori.

We are shifting the emphasis away from Māori students being responsible for under-achieving in our compulsory education programmes, to look at how education can be delivered in the context of the vibrant contemporary Māori values and norms, reflecting the cultural milieu in which Māori students live.

Genuine, productive relationships among teachers and their Māori students, whānau, iwi and wider communities are vital foundations for effective teaching and learning. This is the focus of *Tātaiako: Cultural Competencies for Teachers of Māori Learners*.

How much do the teachers know of their students’ history, tikanga, and worldview – and how is this reflected in the classroom curriculum and environment? What aspirations do whānau and iwi have for their young people? How visible and involved are whānau and iwi in the teaching and learning culture of the school or early childhood education service?

These are the kind of questions that *Tātaiako* will challenge teachers, teacher educators, early childhood education services, and schools to answer. I strongly endorse *Tātaiako* for everyone involved in education.

Ka taea e tātou te taumata e tika ana mō ā tātou tamariki kia piki. E kore tātou e tuohu!

Kia kaha, kia ora.

Hon Dr Pita Sharples
Associate Minister of Education

TĀTAIAKO:

CULTURAL COMPETENCIES FOR TEACHERS OF MĀORI LEARNERS

Tātaiako: Cultural Competencies for Teachers of Māori Learners is about teachers' relationships and engagement with Māori learners and with their whānau and iwi. Designed for teachers in early childhood education (ECE) services and in primary and secondary schools, it will support your work to personalise learning for and with Māori learners, to ensure they enjoy education success as Māori.

Ka Hikitia – Managing for Success, the Government's strategy for Māori achieving education success as Māori, emphasises the importance of the teacher-learner relationship:

Evidence shows that high-quality teaching is the most important influence the education system can have on high-quality outcomes for students with diverse learning needs. Evidence also shows that effective teaching and learning depends on the relationship between teachers and students and students' active engagement.¹

Ka Hikitia also stresses the importance of identity, language and culture – teachers knowing where their students come from, and building on what students bring with them; and on productive partnerships among teachers, Māori learners, whānau, and iwi.

Parents and whānau play a critical role in supporting their children's learning right from the start. Evidence shows that learning outcomes are enhanced when parental involvement in school is sustained and focused on learning activities.

Identity, language and culture count – knowing where students come from and building on what students bring with them. Productive Partnerships – Māori students, whānau and educators sharing knowledge and expertise with each other to produce better outcomes².

These principles form the basis of Tātaiako. The competencies are about knowing, respecting, and working with Māori learners and their whānau and iwi so their worldview, aspirations, and knowledge are an integral part of teaching and learning, and of the culture of the school or ECE service.

The competencies

Each competency describes related behaviours for teachers at different stages of their teaching career, and what the results could look like for learners and their whānau. Teachers will need to ensure they have the competencies of all stages up to their current level. The behavioural indicators listed are not exhaustive and can be developed

further by schools/ECE services together with iwi to include expectations relevant to the local context.

The competencies are:

- Wānanga: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- Whanaungatanga: actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- Manaakitanga: showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- Tangata Whenuatanga: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- Ako: taking responsibility for their own learning and that of Māori learners.

While the competencies are not formal standards or criteria, they are linked to the Graduating Teacher Standards and Registered Teacher Criteria developed by the New Zealand Teachers Council.

Cultural locatedness

Cultural locatedness refers to the focus of the competencies at different stages of a teaching career.

For people entering initial teacher education, and for graduating teachers, the focus is mārama: developing an understanding of one's own identity, language and culture; developing an understanding of the relevance of culture in New Zealand education; and developing an understanding of and openness to Māori knowledge and expertise.

For registered teachers, the focus is mōhio: knowing how to validate and affirm Māori and iwi culture, and applying that knowledge. For school and ECE service leaders, the focus is mātau: being able to lead and engage others in validating and affirming Māori and iwi culture.

Using the competencies

Tātaiako is an important resource for teachers, boards of trustees, educational leaders, and providers of professional learning development and initial teacher education.

The Teachers Council has produced guidance for schools and early childhood centres on using the competencies. You'll find it at www.teacherscouncil.govt.nz.

For an online version of this booklet, visit www.minedu.govt.nz/tataiako.

1 Ka Hikitia – Managing for Success: The Māori Education Strategy 2008 – 2012. <http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia.aspx>
2 Ibid.

TĀTAIAKO COMPETENCIES



WĀNANGA

Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement.

BEHAVIOURAL INDICATORS

Wānanga has links to Graduating Teacher Standards 5, 6, 7	
ENTRY TO ITE - 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.	GRADUATING TEACHER - Knows how to support effective teaching interactions, co-construction and co-operative learner-focussed activities. - Understands and can describe the purpose and process of wānanga and its application in a classroom and community context. - Has the skills to utilise wānanga in the classroom/ECE service and in interactions with parents, whānau, hapū, iwi and the community. - Understands that Māori parents, whānau, hapū and iwi have expertise in their own right.
Wānanga has links to Registered Teacher Criteria 5, 11, 12	
REGISTERED TEACHER - 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.	LEADER - Actively encourages, supports, and where appropriate challenges Māori parents, whānau, hapū, iwi and community to determine how they wish to engage about important matters at the school/ECE service. - Actively and routinely 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, and the Māori community. - Engages the expertise of parents, whānau, hapū, iwi and Māori communities in the school/ECE service for the benefit of Māori learners.

OUTCOMES

Outcomes: examples of learner voice

My teacher:

- 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.

Outcomes: examples of whānau voice (MGF* 3.4)

- Māori parents, whānau, hapū, iwi and Māori communities are key stakeholders in the school/ECE service.
- Our preferences are determining the kind of engagement we have with the school/ECE service.
- We can engage with staff and the school/centre on our own terms and in our own way.
- As parents and whānau, we are well-informed, feel confident and are part of what our children are doing at school.
- Our knowledge and perspectives are well respected, highly valued and fully integrated in ways that benefit our children's education.
- I have good discussions with the teachers about my child's learning.

* The Measurable Gains Framework (MGF) assesses progress towards achieving the goals and actions of Ka Hikitia.



WHANAUNGATANGA

Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.

BEHAVIOURAL INDICATORS

Whanaungatanga links to Graduating Teacher Standard 6		Whanaungatanga links to Registered Teacher Criteria 1	
ENTRY TO ITE	Can describe from their own experience how identity, language and culture impact on relationships.	REGISTERED TEACHER	LEADER
	- Understands the impact of their own identity, language and culture (cultural locatedness) on relationships. - Demonstrates a willingness to engage with iwi and Māori communities. - Knows the importance and impact of teacher-learner relationships and the school/ECE service-home partnership on Māori learner achievement. - Recognises the need to have learning relationships with Māori learners, whānau, hapū, iwi and communities. - Has the tools and strategies to develop successful relationships with Māori learners, whānau, hapū, iwi and communities.	- Has respectful working relationships with Māori learners and their whānau, hapū and iwi which enhance Māori learner achievement. - Actively seeks ways to work with whānau to maximise Māori learner success.	- 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/ECE service, teachers and whānau work together to maximise Māori learner success.

OUTCOMES

Outcomes: examples of learner voice

My teacher:

- 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/at local Māori community events.
- My teacher knows who my mates are.
- I know my teacher as a person.

Outcomes: examples of whānau voice (MGF 3.2)

- We feel welcome and included.
- We have great relationships with the school/ECE service.
- All of my interactions with the school have been good (even when there has been an issue, or I have had concerns)
- We have positive and productive relationships with teachers and leaders of the school/ECE service.
- I know my children's teachers and the principal and they know who I am.



MANAAKITANGA

Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture.

BEHAVIOURAL INDICATORS

Manaakitanga links to Graduating Teacher Standards 3, 4, 6	
ENTRY TO ITE - 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.	GRADUATING TEACHER - Recognises own cultural beliefs and values. - Demonstrates 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/ECE service and classroom practices. - Understands that each Māori learner is part of a wider whānau and what that might mean for a teacher. - Understands the Treaty of Waitangi and its implications for teaching in New Zealand.
Manaakitanga links to Registered Teacher Criteria 2, 7	
REGISTERED TEACHER - 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.	LEADER - 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/ECE service. - 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/ECE service.

OUTCOMES

Outcomes: examples of learner voice

My teacher:

- 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.

Outcomes: examples of whānau voice (MGF 3.2)

- The school/ECE service respects and embraces Māori language and culture.
- Being Māori is highly valued at this school/ECE service.
- Our perspectives and our values are respected.
- The teachers care about our children and always talk positively about them.



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.

BEHAVIOURAL INDICATORS

Tangata Whenuatanga links to Graduating Teacher Standards 1, 3	
ENTRY TO ITE	GRADUATING TEACHER
Knows about where they are from and how that informs and impacts on their own culture, values and beliefs.	- 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.
Tangata Whenuatanga links to Registered Teacher Criteria 3, 9, 10	
REGISTERED TEACHER	LEADER
- 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) to support Māori learners' learning.	- 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, hapū, Māori community, Māori learners, the environment, and the school/ECE service. - Actively acknowledges Māori parents, hapū, iwi and the Māori community as key stakeholders in the school/ECE service. - 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.

OUTCOMES

Outcomes: examples of learner voice

It feels good to be Māori at this school and my teacher:

- 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.

Outcomes: examples of whānau voice (MGF 3.2 and 3.4):

- The school/ECE service is like an extension of our community – you can tell it is a local school.
- Iwi and Māori language and culture are increasingly being included in the curriculum and school/ECE service activities.
- We are involved in the classroom programme.
- The local school curriculum includes a lot of local tikanga, language and culture.
- We feel good about the way the school includes te reo Māori and tikanga in the curriculum.
- They do a good job at linking what they teach to things our kids can relate to.



AKO

Takes responsibility for their own learning and that of Māori learners.

BEHAVIOURAL INDICATORS

Ako links to Registered Teacher Criteria 4, 6, 8, 12			
ENTRY TO ITE		GRADUATING TEACHER	REGISTERED TEACHER
• 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.		• Is able to articulate a teaching philosophy that reflects their commitment to, and high expectations of Māori learners achieving as Māori. • Understands that Māori learners come with prior knowledge underpinned by identity, language, and culture. • Has a wide range of skills, strategies, and tools to actively facilitate successful learning for every Māori learner. • Is open to ongoing learning and understands their own learning-style preferences.	• 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.
LEADER			
• 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/ECE service's ability to raise Māori learner achievement. • Actively ensures that Māori learners have access to high quality culturally relevant programmes and services. • Personally committed to, and actively works on their own professional learning and development with regard to Māori learner achievement.			

OUTCOMES

Outcomes: examples of learner voice

My teacher:

- 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.

Outcomes: examples of whānau voice (MGF 3.1 and 3.2):

- Every one of our children is achieving well at this school/ECE service.
- As Māori parents and whānau, we talk with teachers regularly about our children's learning.
- The teachers are all committed to ensuring our children do well.
- We determine the type of information we want to receive about our children's learning and also how that information is provided.
- As part of the Māori community, we can make decisions about the teaching and learning programme at the school/ECE service.
- We know what our children are learning at school and can support them at home.



TĀTAIAKO SUMMARY

Ako

Practice in the classroom and beyond

Ako - reciprocal teaching/learning; parent, whānau, hapū, learner, teacher (Ka Hikitia)

Effective learning by Māori learners

Effective pedagogy

Effective curriculum for Māori learners

GTS 2, 4, 5, 7

RTC 4, 6, 8, 12

Wānanga

Communication, problem solving, innovation

Students, whānau, and iwi engaging in discussions and robust debate

Effective learning and teaching

Interactions with students, whānau, and iwi

Reporting and co-constructing learning goals

GTS 5, 6, 7

RTC 5, 11, 12

Whanaungatanga

Relationships (students, school-wide, community) with high expectations

Effective relationships with Māori learners

Effective parent, whānau and iwi

Keeping connected

Productive partnerships (Ka Hikitia)

GTS 6

RTC 1

Māori learners achieving education success as Māori

Manaakitanga

Values - integrity, trust, sincerity, equity

Effective Teaching Profile (Te Kotahitanga)

Caring for Māori learners as culturally-located beings

Treating Māori students, whānau, and iwi equitably with sincerity and integrity

GTS 3, 4, 6

RTC 2, 7

Tangata Whenuatanga

Place-based, socio-cultural awareness and knowledge

Effective language and cultural practices for Māori learners

Te Reo Māori/reo ā-iwi

Tikanga Māori/tikanga-ā-iwi

Place-based education

All learning and interaction occurs within a cultural context

Knowledge of whakapapa - knowing who children are, where they are from and who they belong to

Identity, language, culture

GTS 1, 3

RTC 3, 9, 10

GRADUATING TEACHER STANDARDS:

LINKS WITH TĀTAIAKO

Each of the *Tātaiako* competencies has links with one or more of the New Zealand Teachers Council's Graduating Teacher Standards. The key links are set out below.

Professional Knowledge

Standard One:

Graduating Teachers know what to teach

Key competency: Tangata Whenuatanga

- a. have content knowledge appropriate to the learners and learning areas of their programme.
- b. have pedagogical content knowledge appropriate to the learners and learning areas of their programme.
- c. have knowledge of the relevant curriculum documents of Aotearoa New Zealand.
- d. have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

Standard Two:

Graduating Teachers know about learners and how they learn

Key competency: Ako

- a. have knowledge of a range of relevant theories and research about pedagogy, human development and learning.
- b. have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.
- c. know how to develop metacognitive strategies of diverse learners.
- d. know how to select curriculum content appropriate to the learners and the learning context.

Standard Three:

Graduating Teachers understand how contextual factors influence teaching and learning

Key competencies: Manaakitanga, Tangata Whenuatanga

- a. have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners.

- b. have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand.
- c. have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.

Professional Practice

Standard Four:

Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment

Key competencies: Manaakitanga, Ako

- a. draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.
- b. use and sequence a range of learning experiences to influence and promote learner achievement.
- c. demonstrate high expectations of all learners, focus on learning and recognise and value diversity.
- d. demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.
- e. use te reo Māori me ngā tikanga-ā-iwi appropriately in their practice.
- f. demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

Standard Five:**Graduating Teachers use evidence to promote learning***Key competencies: Wānanga, Ako*

- a. systematically and critically engage with evidence to reflect on and refine their practice.
- b. gather, analyse and use assessment information to improve learning and inform planning.
- c. know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.

Professional Values & Relationships**Standard Six:****Graduating Teachers develop positive relationships with learners and the members of learning communities***Key competencies: Wānanga, Whanaungatanga, Manaakitanga*

- a. recognise how differing values and beliefs may impact on learners and their learning.
- b. have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities.
- c. build effective relationships with their learners.
- e. promote a learning culture which engages diverse learners effectively.
- f. demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

Standard Seven:**Graduating Teachers are committed members of the profession***Key competencies: Wānanga, Ako*

- a. uphold the New Zealand Teachers Council Code of Ethics/Ngā Tikanga Matatika.
- b. have knowledge and understanding of the ethical, professional and legal responsibilities of teachers.
- c. work co-operatively with those who share responsibility for the learning and wellbeing of learners.
- e. are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.

REGISTERED TEACHER CRITERIA:

LINKS WITH TĀTAIAKO

The *Tātaiako* competencies have links to the New Zealand Teachers Council's Registered Teacher Criteria. The key links are set out below.

Professional relationships and professional values

1. establish and maintain effective professional relationships focused on the learning and well-being of all ākonga
Key competency: *Whanaungatanga*
2. demonstrate commitment to promoting the well-being of all ākonga
Key competency: *Manaakitanga*
3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand
Key competency: *Tangata Whenuatanga*
4. demonstrate commitment to ongoing professional learning and development of personal professional practice
Key competency: *Ako*
5. show leadership that contributes to effective teaching and learning
Key competency: *Wānanga*

Professional knowledge in practice

6. conceptualise, plan and implement an appropriate learning programme
Key competency: *Ako*
7. promote a collaborative, inclusive and supportive learning environment
Key competency: *Manaakitanga*
8. demonstrate in practice their knowledge and understanding of how ākonga learn
Key competency: *Ako*
9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga
Key competency: *Tangata Whenuatanga*
10. work effectively within the bicultural context of Aotearoa New Zealand
Key competency: *Tangata Whenuatanga*
11. analyse and appropriately use assessment information, which has been gathered formally and informally
Key competency: *Wānanga*
12. use critical inquiry and problem-solving effectively in their professional practice
Key competency: *Wānanga, Ako*



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