Tataiako- Cultural and Linguistic Responsiveness and Inclusiveness key areas

Teacher:_____   Date: _____   Key Focus: My teaching

Tataiako- Discussion and goal setting tool for self-initiated professional development. This is a dialogue focused on curriculum and instruction.			
Relationships for Learning	**Evidence Teacher**	**Evidence Learners**	**Evidence Environment**
Wānanga Participates with learners and communities in robust dialogue for the benefit of Māori learners achievement	□ Speaks with learner about their learning □ Listens to learners views □ Shares their views with the learners □ Demonstrates caring about what the learners think	□ Interacting with peers and learners □ Speak about learning with teacher and peers □ Share their views with the teacher and peers □ Learning happens with others- tuakana- teina	□ Mind mapping □ Models □ Success criteria □Learning intentions
Whanaungatanga Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community	□ Warm responsive relationship with learners evident □ Refers to learners home, experiences and interests □ Positive attitude displayed by teacher to learners	□ Warm responsive relationships with teacher and peers evident □ Bring own experiences, home and interests to the learning □ Positive attitude displayed by learners to teacher and peers □Exhibit a sense of comfort and belonging	□Models/photographs □Stories from students about home/ interests and experiences
Manaakitanga Demonstrate integrity, sincerity and respect towards Māori beliefs, language and culture	□ Creates opportunities for cultural knowledge/ values to be integrated into the learning □ Pronounces Māori names well, if not perfectly □ Local tikanga is part of the classroom culture □ Shows a good sense of humour □ Uses Te Reo in the class and encourages learners to speak Māori	□ Are seen as the experts of their cultural knowledge □ Confidently use Te Reo in the class with the teacher and peers	□Karakia □Whakatauki □Cultural values □Te Reo
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 are affirmed	□ Knows how to involve learners and what they bring to the learning □ Is interested in what they know already □ Knows how to make the learning relevant to the learners □ Encourages learners to explore and talk about what happens around here, at the marae and with their whānau	□ Are able to bring what they know to the learning □ Are engaged in the learning □ Speak confidently about what goes on around here, at the marae and with their whānau	□Pictures of cultural contexts (relevant to learning and learners) □Learner centred/ initiated contexts

Ako Takes responsibility for their own learning and that of Māori learners	□ Lets learners know when they are doing well in the learning □ Demonstrates a positive outlook of achievement for the learners □ Knows what works for the learners and their learning □ Models how to… □ Displays high expectations of achievement □ Communicates effectively the roles both the teacher and the learner have in achievement □ Seems to enjoy the learning □Lets learners know what they need to do next □Links to prior learning made	□ Demonstrate a positive attitude to learning □ Knows what they are doing well □ Able to say what they are doing, why they are doing it and how □ Know what success looks like □ Can describe what they need to do next to improve □ Seem to enjoy learning □Pictures of cultural contexts (relevant to learning) □Can choose from a range of activities	□Independent work routines □Routines for accessing resources □Keys to success models displayed □Positive behaviour for learning models □Learning intentions □Success criteria □Appropriate and readily accessible resources □Technology being used

Areas of Strength:	Areas for Development:

My goal(s)

Adapted from: Cultural and linguistic responsiveness and inclusiveness Tataiako Capability Walkthrough form - Developed from Tātaiako by R. Ngaamo and C. Dempsey, 2012