

The Effective Teacher Profile Activities and Resources



The ETP Activities and Resources

Use this resource to work through some training activities and resources on the Effective Teaching Profile.

The activities and resources in this module have been given the following names to help identify how they are to be used:

- PD activities can be used either with your facilitation team or with teachers in your school.
- Facilitation team activities are to be used within your facilitation team.
- Reflection activities can be used by facilitators for either individual or group reflection.



Deficit Theorising

The Characteristics of Effective Teachers of Māori students

Effective teachers of Māori students, first and foremost, create a culturally appropriate and responsive context for learning in their classrooms. In doing so, they demonstrate the following understandings:

- a) they positively reject deficit theorising as a means of explaining Māori students' educational achievement levels,
- b) they know and understand how to bring about change in Māori students' educational achievement and are professionally committed to doing so.



Manaakitanga - Caring for the person

Effective teachers of Māori students demonstrate, on a daily, basis that they care for the students as culturally located human beings above all else. The voices of the students make it clear that this is a fundamental prerequisite for teachers, a base on which all other characteristics rest.

Watch a video on Manaakitanga



Manaakitanga

Effective teachers who show manaakitanga:

- treat students and whānau with respect which leads to reciprocity
- are compassionate
- understand the world of the students as teenagers and as Māori
- have a sense of humour
- can be trusted to keep confidences
- are giving of themselves
- act in a fair and just manner
- are friendly and firm in relation to students
- learn and ensure Māori names are pronounced properly
- ensure actions are culturally located
- participate with students in a variety of ways
- want to be in the classroom with the students.

Mana Motuhake

Effective teachers of Māori students demonstrate, on a daily basis, that they care for the performance and learning of their students.

Watch a video on Mana Motuhake



Effective teachers who show mana motuhake:

- have high expectations of students and voice these often
- have clear teaching goals and communicate and negotiate these with students
- have a strong commitment to developing students' learning
- have a strong commitment to teaching students how to learn
- continually and critically reflect on their own teaching
- do not accept mediocrity from anyone (especially themselves)
- constantly support and reward efforts and learning by students
- take personal and professional responsibility for student learning
- clearly identify what is expected of students and what the learning actually involves
- have a clear philosophy of teaching, that is, understand "the why"
- are passionate about their subject and what is being taught
- teach in small chunks, if there is a need for such an approach
- make homework relevant and check carefully and responsively.

Whakapiringatanga

Effective teachers of Māori students demonstrate on a daily basis that they can create and maintain a secure, well-managed learning environment.

Watch a video on Whakapiringatanga



Use this video to stimulate discussion with other members of your team. What evidence can you see / hear of whakapiringatanga in these brief classroom clips.

Whakapiringatanga

Effective Teachers who demonstrate whakapiringatanga:

- stress the importance of respectful relationships (no put-downs)
- have excellent classroom management
- use non-confrontational classroom management strategies
- have a clean, tidy, organised room
- invite whānau to be involved at a variety of levels
- see their classroom as part of the whole school.

Reflecting on Culture — Culturally Appropriate and Responsive Contexts

Culturally Appropriate Context

Effective teaching requires the creation of culturally appropriate contexts for learning, that is, students are able to see evidence of their own culture within the classroom environment and the learning context.

She [teacher] needs to have a background in Māori life.
(Engaged student, School 2)

The pronunciation. When I started at this school, I had a Māori name, but none of the teachers could say it.

So now I am T.

(Engaged student, School 3)

Probably because we have all been saying we don't want to take it [taonga] off, they are beginning to understand that we really don't want to take it off. That it's something precious to you. Yeah, just like their wedding rings are precious to them.

(Non-engaged student, School 3)

The teacher I liked best wasn't Māori, but he could have been. He knew all about our stuff. Like he knew how to say

my name. He never did dumb things like sitting on tables or patting you on the head. He knew about fantails in a room. He knew about tangis ... All that sort of stuff.

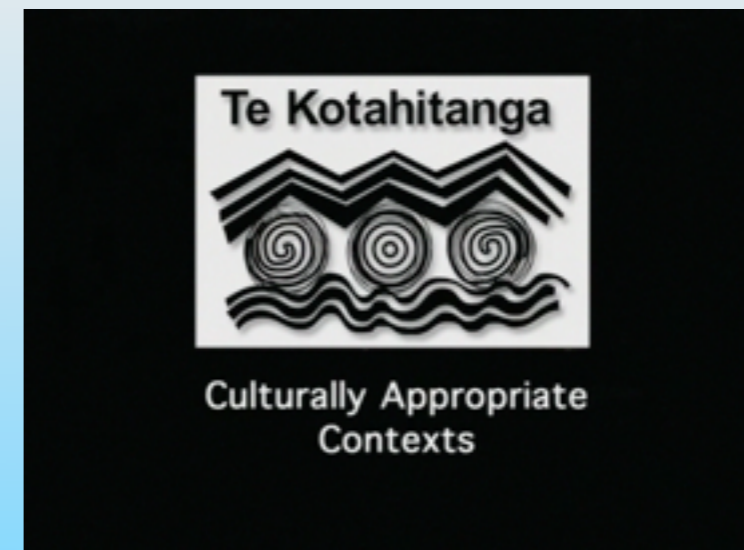
(Non-engaged student, School 1)

Students in all schools voiced their frustration with teachers who tried to display their understandings of a culturally appropriate context but who were reluctant to seek the advice of Māori students in defining what culture looked like to them. They saw this practice as tokenism.

They [teachers] should ask me about Māori things ... I've got the goods on this, but they never ask me. I'm a dumb Māori, I suppose. Yet they asked the Asian girl about her culture. They never ask us about ours.

(Engaged student, School 1)

Watch a video on culturally appropriate contexts



Culturally Responsive Contexts

Effective teaching of Māori students requires the creation of contexts that are responsive to the cultural experiences of the learner, that is, students are able to bring their own “cultural toolkit” (Bruner, 1996) or prior experiences to their classroom in order to make sense of their learning.

They never even actually make an effort to understand our culture. They don't try to understand where we are coming from.

(Non-engaged student, School 3)

They [teachers] recognise that I am Māori and I have things to bring with me to school. They take you for what you are and that stuff.

(Engaged student, School 1)

Watch a video on culturally responsive contexts



Strategies

Effective teachers of Māori students use a range of strategies to assist in the creation of culturally appropriate and culturally responsive contexts for learning.

Narrative Pedagogy

The aim of narratives as pedagogy is to create in the minds of those who are participants in the pedagogic process an image of relationships that are committed, connected, and participatory. Such images generate principles of an active, learner-centred education, where learning is problem based and integrated, and where a holistic approach to curriculum is fundamental to the practices developed (Bishop & Glynn, 1999).

Co-operative Learning

Co-operative learning practices provide students with a chance to work together to achieve a common goal. The first goal is to improve the academic skills of each student, and the second goal is to develop skills of getting along with each other in the group. Respecting the views of others, tolerance, teamwork, sharing ideas, and putting group goals ahead of individual goals are just some co-operative learning skills. Successful co-operative learning in classroom groups relies on five essential elements:

positive interdependence, individual accountability, group and individual reflection, small group skills, and face-to-face interaction (McGee & Fraser, 2001; Brown & Thomson, 2000).



Student-generated Questioning

Teacher dominated questioning tends to perpetuate the traditional discourse of classrooms where the power of any learning exchange rests with the teacher. When students are the initiators of the discourse, they will be drawing from their own cultural discourses (including sense-making processes) rather than those of the teachers. In this way, these interactions are based on the diverse realities that students bring to our classrooms. These student knowledges can then be validated and developed.

Assessment used for Formative Purpose

The use of assessment for formative purposes involves teachers and, at times, students interrogating learning outcomes as a means to informing the next teaching and learning steps. Oral and written feedback is focused around these learning intentions. Assessment used formatively may involve the organisation of achievement targets for individuals based on their previous achievement, as well as aiming for a higher level. It involves appropriate questioning that is intended to raise the student's self-esteem via the language of the classroom and the ways in which achievement is celebrated (Clarke, 2001).

Integrated Curricula

Curriculum is best co-constructed through the questions and concerns collaboratively developed by teachers and students. When this happens, learning is related to issues that have personal and social significance for the participants. When this doesn't occur, curriculum content is delivered following the traditional discourse and methodologies of the dominant culture. With curricula integration, students make connections between disciplines, make better sense of their world, and are encouraged to become life-long learners. Teachers have more flexibility over the components they include, and the integration reflects their students' reality (Bishop & Glynn, 1999).



Oral Language/Literacy across the curriculum

Teachers need to use as much oral language as possible in order to build an oral language base from which to extend the students' vocabulary and understandings. An "oral-rich" atmosphere provides students of all ages with the tools they need to process their own learning. To begin with, this needs to be focused on the prior or real-life experiences of the student.

Critical Reflection

Reflective practice is an essential element if the learning environment is to be a place of growth for both learners and teachers (Fraser & Spiller, in McGee and Fraser, 2001). It is not simply a matter of teachers changing or even critically reflecting on the principles that guide their practice. Rather, it is a matter of critically reflecting on the imagery we hold about the teaching process as well as the metaphors we use to conceptualise this process (Bishop & Glynn, 1999).



Differentiated Learning – Matching Strategies and Materials to Abilities and Addressing Learning Styles

Teachers need to explore ways to manipulate the learning environment to accommodate different learning styles and levels of competency of their students (Ysseldyke & Christenson, 1998).

Tuakana Teina

Tuakana teina relationships are often seen as paralleling that of a tutor working with a tutee or even work that is carried out with a partner. However, this definition misses the cultural context of the tuakana teina relationship.

Within a Māori context, the relationship carries with it more than just the connotation of peer tutoring or buddy support. It also carries cultural understandings to do with the relationship of an elder sibling towards a younger sibling, including the rights and responsibilities that each has towards the other in order for successful outcomes to be reached (Berryman et al., 1995).

Reciprocal Learning /Ako

Pere (1982) describes ako as not distinguishing between the roles of teachers and learners. Teaching and learning are seen as reciprocal activities. Metge (1983) describes ako as a “unified cooperation of learner and teacher in a single enterprise”. Ako views learning as interactive, where knowledge is co-constructed between teachers and learners. In this practice, the teacher does not have to be the one with all the knowledge but rather can be a partner in the learning conversation.

Watch Ruth's video



Resources

The Effective Teaching Profile

- [Reflection Activity](#)
- [The Effective Teaching Profile \(ETP\) overview](#)

Wānanga: Interactions

- [The Language of Interactions](#)
- [Defining the Interactions – Facilitation Team Activity](#)

The Effective Teaching Profile: Reflection Activity

Module 3: Reflection activity 1: Elements of effective teaching

Instructions

Print or save this document to work on in your own time.

Work by yourself or with another member of your school based team to reflect on and articulate your own beliefs and attitudes about elements of effective teaching as they apply to raising the achievement of Māori students.

What do you believe are elements of effective teaching for Māori students?



The Effective Teaching Profile: Overview

Module 3: The Te Kotahitanga Effective Teaching Profile Overview

Effective teachers of Māori students create a culturally appropriate and responsive context for learning in their classroom. In doing so they demonstrate the following:

- a) they positively reject deficit theorising as a means of explaining Māori students' educational achievement levels, and
- b) they know and understand how to bring about change in Māori students' educational achievement and are professionally committed to doing so in the following observable ways:

Manaakitanga: They care for the students as culturally-located human beings

(Mana refers to authority and aki, the task of urging someone to act. It refers to the task of building and nurturing a supportive and loving environment.)

Mana motuhake: They care for the performance of their Māori students.

(In modern times mana has taken on various meanings such as legitimation and authority and can also relate to an individual's or a group's ability to participate at the local and global level. Mana motuhake involves the development of personal or group identity and independence.)

Whakapiringatanga: They are able to create a secure, well-managed learning environment.

(Whakapiringatanga involves specific individual roles and responsibilities that are required in order to achieve individual and group outcomes. In this instance, they refer to teachers' roles and responsibilities.)

Wānanga: They are able to engage in effective teaching interactions with Māori students as Māori.

(As well as being known as Māori centres of learning, wānanga as a learning forum involves a rich and dynamic sharing of knowledge. Within this exchange of views, ideas are given life and spirit through dialogue, debate and careful consideration in order to reshape and accommodate new knowledge.)

Ako: They can use strategies that promote effective teaching and learning interactions and relationships with their Māori students.

(Ako means to learn as well as to teach. It is both the acquisition of knowledge and the processing and imparting of knowledge. More importantly ako is a teaching-learning practice that is culturally specific and appropriate to Māori pedagogy. In ako, the teacher learns from the student just as the student learns from the teacher.)

Kotahitanga: They promote, monitor and reflect on outcomes that in turn lead to improvements in educational achievement for Māori students.

(Kotahitanga is a collaborative response towards a commonly held vision, goal or other such purpose or outcome.)



Module 3: Examples of the Language of Interactions

Culturally responsive	<p>Take direction from the experiences of students and their communities.</p> <p>Listen to students.</p> <p>Use student generated questions.</p> <p>Invite people from the same cultural community to contribute.</p> <p>Use interactions that involve the use of prior knowledge and co-construction.</p>
Culturally appropriate	<p>Evaluate curriculum content to identify issues of cultural representation and legitimacy.</p> <p>Use resources that have student’s cultural group represented.</p> <p>Ensure that the learning context features culturally appropriate iconography and language.</p> <p>Use community expertise and resources.</p> <p>Use examples/analogies/metaphors from the student’s own culture.</p>
Co-construction	<p>Use stories as curriculum content catalysts (see <i>Culture Counts</i>, Chapter 5).</p> <p>Collaborate with students to decide which of a range of strategies will best suit the learning.</p> <p>Create contexts/settings where students’ questions initiate learning.</p> <p>Co-construct the interaction patterns—negotiate among the learners.</p>
FFA Feedforward academic	<p>+ve</p> <p>“Where can you take this from here?”</p> <p>“If you follow this train of thought you will probably find a solution or an appropriate way to solve the problem.”</p> <p>-ve</p> <p>“I don’t expect that you will be able to do this”</p> <p>“If you continue to use that method you will not find a solution.</p>
FBA Feedback academic	<p>+ve</p> <p>“Good idea. You are right on track with that process”</p> <p>“You have got that sussed.”</p> <p>Results from a variety of assessments, both summative and formative.</p> <p>-ve</p> <p>“That idea is off track.”</p>
Prior knowledge	<p>“Build on” student linguistic resources</p> <p>“Build on” students’ prior knowledge of a topic/issue (scaffold learning)</p> <p>“Build on” students’ interests and prior questions</p> <p>Use example and topics from students’ lives to help develop learning.</p>
FFB Feed forward behaviour	<p>+ve</p> <p>“If you continue to behave like this you will get a reward / do well in this subject.”</p> <p>“I will report favourably to your parents.”</p> <p>-ve</p> <p>“If you continue to behave like that you’ll get in trouble.”</p> <p>“Once more and you’re out, young man!”</p>

FBB Feedback behaviour	<p>Teacher tone, facial expression and body language are sometimes the determinants of whether an interaction is negative or positive</p> <p>+ve</p> <p>“Well done”</p> <p>“Good boy/girl”.</p> <p>-ve</p> <p>“I’m waiting”</p> <p>“That’s your first warning. That is not appropriate behaviour.”</p> <p>‘Come on! Sit down and be quiet! This is a Maths class not a PE lesson.’</p>
Monitoring	<p>To check if students know what is being taught, or to be learnt, to be produced or to make sure the learners understand what they are supposed to be doing or what they negotiated they should be doing or should understand.</p>
Instruction	<p>To teach something, to impart knowledge and / or information, to instruct or model how to produce or create something.</p>



Module 3: Defining and Making Links to the interactions

Print or save this document, and use this activity as a group activity for your facilitation team, or with teachers in your school who are part of Te Kotahitanga. Match the discourse examples on the right to the interactions on the left. Some interactions have more than one example.

<div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Discursive</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Traditional</div> <div style="font-size: 2em; margin: 0 10px;">↕</div> </div>	Co-construction	"You are going to fail this course!"
	FFA+	"What are your experiences about...?"
	FFA-	"If you keep working like this you're going to be finished on time."
	FBA+	"Put that ruler down and get on with your work."
	FBA-	"These answers are accurate and show a lot of thought."
	Prior knowledge	"Hine, why do you or your whānau go to the beach?"
	FFB+	"How are you going with that?"
	FFB-	"I want you all to write the date at the top of the page and the numbers 1- 10 down the side."
	FBB+	"Well done for getting that task finished before interval."
	FBB-	"To clarify the message in your poster what would happen if you...?"
	Monitoring	"What can you tell me about...?"
	Instruction	"That work is rubbish."
		"That's a great summary because you have clearly stated the main points."
		"What do we already know about....?"

References

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