

# Foundation Learning Professional Standards Framework

Tapatoru

FULL REPORT



Nā āheitanga ā-mātauranga,  
ko angitū ā-ākonga  
Building educational capability  
for learner success

Ako  
AOTEAROA

This resource is part of a wider Adult Literacy, Numeracy and Cultural Capability (ALNACC) package that includes the following:

- Foundation Learning Professional Standards Framework – Tapatoru
- Capability Building Model
- PLD Modules
- ALN Effective Practice Model
- Collaborative Reflective Practice Cycle
- Hallmarks of Excellence for Māori and Pacific Learner Success
- ALN Practices Report
- Practices Self-report Tool
- Practices Checklist and Interview Tool
- Pacific Cultural Centredness Pathway
- Māori Cultural Capability Pathway

Visit [www.ako.ac.nz/alnacc](http://www.ako.ac.nz/alnacc) for more information and to download all resources.

Tapatoru is a new framework for Professional Standards in Foundation learning. The cultural underpinning of Tapatoru is the proverb, 'Hūtia te rito o te harakeke' which represents caring and nurturing – values that teachers need. The Tapatoru triangular shape is reminiscent of the growing tip of the flax plant.

*“Hūtia te rito o te harakeke, kei hea te korimako e kō?”*

*Kī mai ki ahau he aha te mea nui o te ao,*

*Māku e kī atu, he tangata, he tangata, he tangata”*

*“If you pluck out the centre shoot of the flax, where will the bellbird sing?”*

*Ask me what the greatest thing in this world is,*

*And I will say, it is people, people, people”*



This publication was developed by Graeme Smith and Dr Joseph Te Rito as an output from Ako Aotearoa’s Adult Literacy, Numeracy and Cultural Capability contract for the Tertiary Education Commission.

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# Foreword

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## Ka pū te ruha, ka hao te rangatahi | As an old net withers, another is woven

Following a review of foundation-level capability building in 2017, the Tertiary Education Commission (TEC) contracted Ako Aotearoa to develop a new model for foundation-level capability building that would create greater cohesion between adult literacy and numeracy tools, resources and professional learning and development offerings, while also building cultural capability to achieve parity in achievement for Māori and Pacific learners.

Work began in early 2018 and involved Ako Aotearoa's Adult Literacy, Numeracy and Cultural Capability (ALNACC) team consulting widely with the foundation sector, and also gaining valuable input from representatives through an Advisory Group and Sector Expert Group. The result is a comprehensive and cohesive package of evidence-based models and frameworks to support the objective.

We are very proud to present this package to you. It incorporates professional standards and the provision of professional learning and development that leads to professional recognition against these standards.

Key features of the new model are the integration of adult literacy and numeracy development with cultural capability, the facilitation of communities of professional learning, and sustained engagement in professional learning and development to enhance capability and provide tangible measures of quality for practitioners and organisations.

Ako Aotearoa is committed to delivering consistently high-quality support for the

foundation education sector and building educational capability. We aim to do this by providing you with the best possible professional learning and development opportunities that are targeted to your needs and those of your organisation.

We'd like to introduce you to Ako Aotearoa's ALNACC team responsible for the development of this new model:

- Helen Lomax – Contract Manager
- Annette van Lamoen – Contract and Project Lead, Professional Learning and Development Model
- Dr Joe Te Rito and Graeme Smith – Project Co-Leads, Foundation Learning Professional Standards – Tapatoru
- Dr Damon Whitten – Project Lead ALN Effective Practice Model
- Dr Mei Winitana – Project Lead/ Kaiwhakahaere Māori, Foundation Learning Professional Standards and Professional Learning for Māori
- Pale Sauni – Senior Strategic Adviser for Pacific Peoples, Foundation Learning Professional Standards and Professional Learning for Māori
- Kolose Lagavale – Professional Learning Adviser Pacific Peoples
- Benita Tahuri – Professional Learning Adviser Māori



**Helen Lomax**

Director | Tumuaki

Ako Aotearoa

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# Introduction

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This document provides a brief background and overview of the Foundation Learning Professional Standards Framework – Tapatoru, including:

1. an outline of the framework
2. a summary of the awards covering the four papa, or skill levels, of the framework
3. a starting point by way of the Higher Education Academy (HEA) descriptors
4. some rules of engagement in terms of what the framework is and is not
5. a summary of the awards' three dimensions and four papa
6. candidate assessment
7. Tapatoru descriptors, including typical practitioner roles for each papa.

# Background

The framework and descriptors are part of a coherent pathway and system to describe, build, and enhance the capability of practitioners working in foundation learning and education.

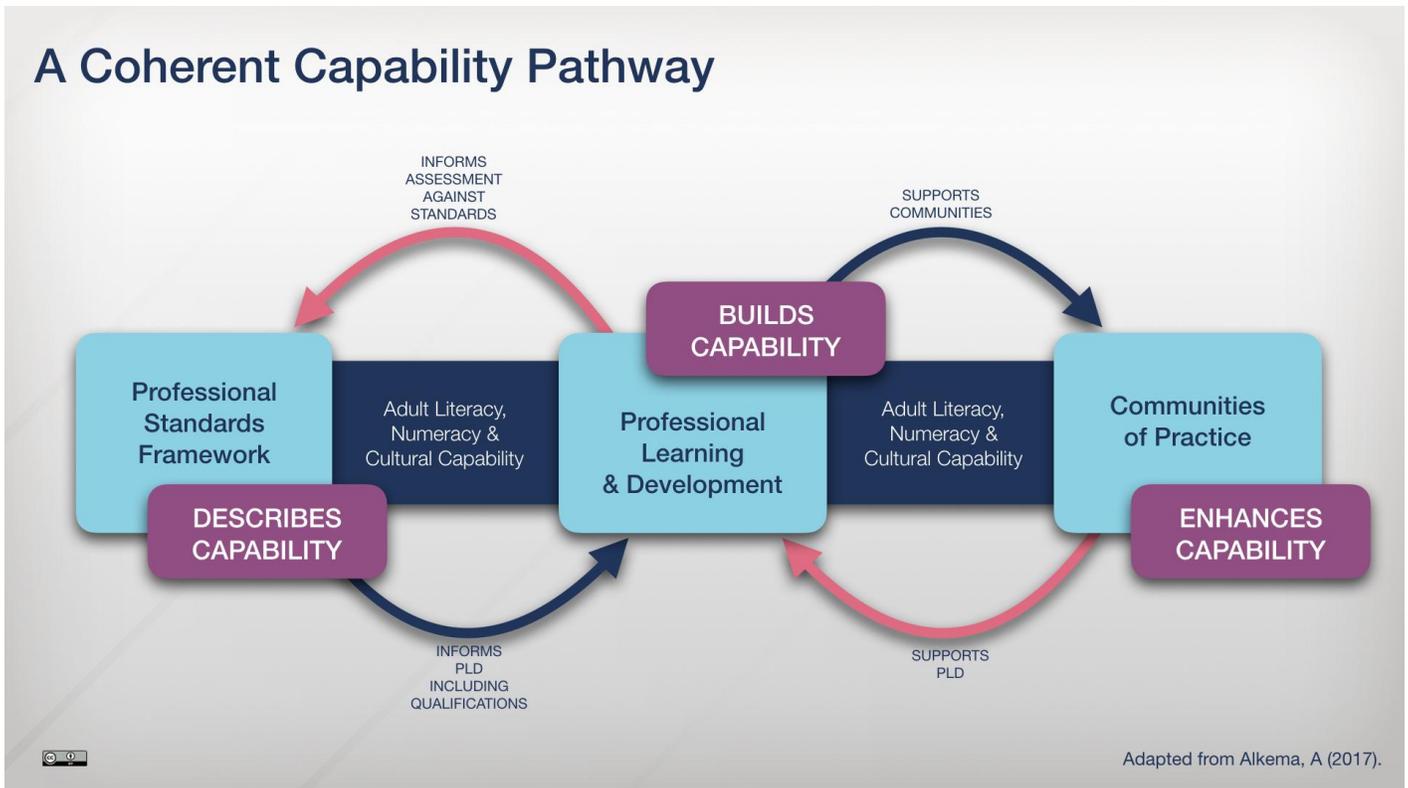


Figure 1. A coherent capability pathway

Apart from the Foundation Learning Professional Standards Framework - Tapatoru, this system includes:

- » a new model for adult literacy and numeracy capability building, incorporating cultural capability
- » a new adult literacy and numeracy effective practice model
- » new professional learning and development (PLD) modes and delivery.

For our purposes, practitioners include tutors, those in learning support roles and pastoral care, as well as others working in foundation learning and education.

# Overview of the Tapatoru

The Foundation Learning Professional Standards Framework - Tapatoru integrates three dimensions. These are:

- » Professional values: Ō tātou uara - What we value
- » Professional knowledge: Ō tātou mohiotanga - What we understand
- » Professional practice: Ā Tātou mahi - What we do

We represent this visually as follows:

## Professional values include:

### Whanaungatanga – Relationships

- » Foster meaningful and positive relationships and support systems.

### Manaakitanga – Pastoral Care

- » Maintain and promote the wellbeing of our learners, their communities and the land.

### Wairuatanga – Wellbeing

- » Foster a sense of wellbeing. Recognise and respect other belief systems.

### Aroha – Compassion

- » Treat others with compassion, respect and empathy.

## Professional knowledge includes:

### Kiko – Context

- » Understand foundation learning in Aotearoa New Zealand and the impact on own contexts, teaching or support.

### Ahunga – Approaches

- » Use approaches and concepts that contribute to learner-centred teaching.

### Rauemi – Resources

- » Use appropriate resources that enhance foundation learning experiences.

### Tikanga – Culture

- » Work effectively with Māori, Pacific, youth and/or learners from diverse ethnic and/or other backgrounds.

## Professional practice includes:

### Whakahoahoa – Design

- » Design and plan learning that strengthens learners' foundation learning skills.

### Tautoko – Support

- » Facilitate foundation learning and/or support foundation learners.

### Whakautuutu – Give Feedback

- » Use assessment as a learning tool and give feedback to foundation learners.

### Tūhonohono – Engage

- » Engage with stakeholders and own professional learning and development.



Figure 2. Tapatoru - Dr Joseph Te Rito and Graeme Smith

# Ko Ngā Tohu - The awards

The awards comprise three integrated dimensions of professional values, knowledge and practice spanning four different skill levels or papa.

The foundation learning professional standards awards cover four different skill levels reflecting a variety of contexts, including:

1. Pastoral care or learning support staff with no or limited teaching responsibilities or new practitioners.
2. Teaching and learning support practitioners seeking to expand their understanding and practice.
3. More experienced practitioners seeking to extend or verify their understanding and practice as well as a relevant specialisation.
4. Highly experienced practitioners with a demonstrated record of effective leadership in the field of foundation-level education.



Figure 3. Ko ngā tohu - Dr Joseph Te Rito and Graeme Smith

Each papa or skill level describes a broad set of practitioner capabilities encompassing a wide variety of roles and integrating the three dimensions of the standards.

The standards and skill levels of the awards should inform existing or planned professional learning and development offerings and opportunities. This may include qualifications where they are relevant or appropriate to practitioners and their particular contexts.

In turn, relevant professional learning and development offerings should inform assessment against the standards and awards.

# Higher Education Academy (HEA) starting point

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The Tapatoru standards used the HEA descriptors (2011) for higher education teachers as their starting point. They are not the same and the two contexts are different, but the HEA descriptors need to be explicitly referenced in the development of the Tapatoru.

An initial review of these descriptors was carried out during the drafting of the Tapatoru.

The HEA descriptors were reviewed again and assessed for relevance to the New Zealand foundation education sector prior to drafting this document. The Tapatoru standards are written from the point of view of our context in Aotearoa New Zealand.

## **Other frameworks of professional standards reviewed**

In addition to the HEA as already noted, other frameworks reviewed include:

- » the Ako Aronui Philosophy and Framework at Auckland University of Technology (n.d.)
- » Ministry of Education Professional Standards for Secondary School Teachers - Criteria for Quality Teaching (2015)
- » Education Council Standards for the Teaching Profession (2017)
- » Adult Community Education sector professional standards (2018).

Each of these frameworks operate in a different context to foundation learning and education. However, the Ako Aronui framework is closest for our purposes due to the influence of the HEA in its design and operation.

# What the framework is and is not

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The Foundation Learning Professional Standards Framework - Tapatoru is:

- » designed to describe the capability of practitioners working with foundation-level learners. This includes tutors and learning support staff as well as others working with learners needing embedded literacy, numeracy, and other skills. Typically, these learners are engaged in programmes at or below Level 3 on the NZQF. However, some programmes may find they have enrolled learners with these needs up to Level 4. This means that application of the Tapatoru is defined more by what type of learners, staff, or workforce need to be engaged rather than any particular NZQA level or programme type.
- » a high-level document with broad descriptions designed to encompass the wide range of practitioner roles across different contexts for foundation-level learning, including within education and training, workplace and employment, and, where relevant, adult community education.
- » informed by and informs other activities and actions relevant to building and enhancing capability. This includes relevant and appropriate professional learning and development opportunities, as well as communities of professional learning.

The Foundation Learning Professional Standards Framework - Tapatoru is not:

- » a set of prescriptions like you would find in a job description, unit standard, qualifications document, curriculum, or professional learning and development plan.
- » for lecturers, teachers, tutors, and others working with learners in adult higher education.
- » specifically for adult community education (ACE) tutors, although there may be some contexts where ACE tutors wish to participate. In the first instance, ACE tutors should consult the professional standards available in their own sector.

## Candidate assessment

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Assessment against the descriptors is by way of a practitioner evidence portfolio or *kete*. This is linked to the professional learning and development modules currently under development by Ako Aotearoa.

One key component of the evidence portfolio is a practitioner narrative that demonstrates professional knowledge and practice underpinned by and integrated with professional values.

This *professional kōrero* is supported by other forms of portfolio evidence, including professional references and successful engagement with the PLD activities where relevant or appropriate.

# Tapatoru descriptors

## Skill Level 1 - Pūkenga Papa Tahī

Descriptor 1	Typical practitioner roles
<p>Demonstrates an understanding of specific aspects of effective teaching and/or learning support with evidence of:</p> <ol style="list-style-type: none"> <li>1. a commitment to appropriate professional values in supporting learners and/or facilitating their learning</li> <li>2. appropriate base-level knowledge in at least two areas of professional knowledge</li> <li>3. successful engagement with at least two of the four areas of professional practice and activities relating to these</li> <li>4. successful engagement in relevant professional learning and development activity related to teaching and learning and/or supporting adult learners.</li> </ol>	<p>Individuals able to provide evidence of effectiveness in relation to their professional roles which typically will include at least some teaching and/or learning support responsibilities with foundation-level learners.</p> <p>Typically, practitioners and others who are likely to be at Skill Level 1 - Pūkenga Papa Tahī, include:</p> <ul style="list-style-type: none"> <li>» pastoral care or support staff with no or limited teaching responsibilities</li> <li>» practitioners new to or seeking an introduction to working with foundation-level learners and programmes, including adult language, literacy, numeracy, and cultural capability</li> <li>» managerial staff seeking to enhance their awareness and knowledge of language, literacy and numeracy, and cultural capability.</li> </ul> <p>Specific roles may include:</p> <ul style="list-style-type: none"> <li>» <b>Education and training:</b> programme managers, TEO management, new vocational or trades tutors, learning support or pastoral care staff including from Iwi Investment Initiatives (III)</li> <li>» <b>Workplace and employment:</b> workplace trainers, ITO work brokers, ITO management</li> <li>» <b>Community:</b> youth workers, Whānau Ora navigators.</li> </ul> <p>Candidates at Skill Level 1 - Pūkenga Papa Tahī may be working towards badged training awards and micro-credentials at this level from Ako Aotearoa.</p>

## Skill Level 2 - Pūkenga Papa Rua

Descriptor 2	Typical practitioner roles
<p>Demonstrates a broad understanding of effective approaches to teaching and/or learning support with evidence of:</p> <ol style="list-style-type: none"> <li>1. a commitment to all the professional values</li> <li>2. appropriate base-level knowledge across all four areas of professional knowledge</li> <li>3. successful engagement in appropriate teaching and/or learner support practices across all four areas of professional practice</li> <li>4. successful engagement in continuing professional learning and development in relation to foundation education. This encompasses teaching, learning, assessment, learning support, pastoral care, and other areas as appropriate.</li> </ol>	<p>Individuals able to provide evidence of broad effectiveness in relation to more substantive teaching or learner support roles working with foundation-level learners.</p> <p>Typically, those who are likely to be at Skill Level 2 - Pūkenga Papa Rua include:</p> <ul style="list-style-type: none"> <li>» practitioners seeking to expand their understanding and practice of working with foundation-level learners and programmes, including adult language, literacy, numeracy, and cultural capability. Practitioner roles encompass both teaching and learning support, and typically include those who embed literacy and numeracy into vocational training and support.</li> </ul> <p>Specific roles may include:</p> <ul style="list-style-type: none"> <li>» <b>Education and training:</b> Tertiary Education Organisation (TEO) vocational and trades tutors teaching below Level 4 on the New Zealand Qualifications Framework (NZQF), learning support or pastoral care staff including from Iwi Investment Initiatives (III)</li> <li>» <b>Workplace and employment:</b> ITO training advisors, workplace literacy and numeracy tutors</li> <li>» <b>Community:</b> educators working in an iwi-facing context, Adult Community Education (ACE) tutors, if relevant.</li> </ul> <p>Candidates at Skill Level 2 - Pūkenga Papa Rua may be working towards badged training awards and micro-credentials at this level from Ako Aotearoa.</p> <p>They may also be working toward or already have gained an appropriate adult teaching or other relevant qualification, such as one of the following:</p> <ul style="list-style-type: none"> <li>» New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (40 credits, Level 5)</li> <li>» New Zealand Certificate in Adult and Tertiary Teaching (60 credits, Level 5).</li> </ul>

## Skill Level 3 - Pūkenga Papa Toru

Descriptor 3	Typical practitioner roles
<p>Demonstrates a thorough understanding of effective approaches to teaching and/or learning support as a key contribution to learner success with evidence of:</p> <ol style="list-style-type: none"> <li>1. a commitment to all the professional values</li> <li>2. appropriate knowledge across all four areas of professional knowledge, including extended knowledge and evidence-based best practice in at least one area</li> <li>3. successful engagement in appropriate teaching and/or learner support practices across all four areas of professional practice including specialisation</li> <li>4. successful engagement in continuing professional learning and development in relation to, where appropriate, teaching, learning, assessment, learning support.</li> </ol>	<p>Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching, learning, and/or learner support incorporating, for example, an area of expertise or specialisation, management, and/or leadership of specific aspects of teaching and learning provision.</p> <p>Typically, practitioners who are likely to be at Skill Level 3 Pūkenga Papa Toru include:</p> <ul style="list-style-type: none"> <li>» more experienced practitioners seeking to extend or verify their understanding and practice of working with foundation-level learners and programmes as well as a relevant specialisation or area of expertise.</li> </ul> <p>Specific roles may include:</p> <ul style="list-style-type: none"> <li>» <b>Education and training:</b> ILN tutors, ESOL teachers, instructional designers, programme managers in vocational programmes.</li> <li>» <b>Workplace and employment:</b> workplace literacy and numeracy tutors</li> <li>» <b>Community:</b> community-based LLN experts.</li> </ul> <p>Candidates at Skill Level 3 - Pūkenga Papa Toru may be working towards badged training awards and micro-credentials at this level from Ako Aotearoa.</p> <p>They may also be working toward or already have gained an appropriate adult teaching or other relevant qualification such as one of the following:</p> <ul style="list-style-type: none"> <li>» New Zealand Certificate in Adult Literacy and Numeracy Education (Educator) (80 Credits, Level 5)</li> <li>» New Zealand Diploma in Adult Literacy and Numeracy Education (120 credits, Level 6).</li> </ul>

## Skill Level 4 - Pūkenga Papa Whā

Descriptor 4	Typical practitioner roles
<p>Demonstrates a sustained record of effective strategic leadership in foundation-level educational practice and development as a key contribution to learner success with evidence of:</p> <ol style="list-style-type: none"> <li>1. active commitment to and active championing of professional values and all dimensions of the framework through work with learners, staff, and in institutional or other developments</li> <li>2. successful incorporation of evidence-based best practice and research into professional practice across all areas, including specialisation</li> <li>3. a sustained and successful commitment to, and engagement in, continuing professional learning and development related to academic, institutional, and/or other professional practices</li> <li>4. successful coordination, support, supervision, management, and/or mentoring of others in relation to evidence-based best practice teaching and learning.</li> </ol>	<p>Highly experienced practitioners able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching, learning, and/or learner support as part of a wider commitment to the field of foundation education. This may be within their institution or wider national or international settings.</p> <p>Typically, those who are likely to be at Skill Level 4 - Pūkenga Papa Whā include:</p> <ul style="list-style-type: none"> <li>» highly experienced practitioners seeking to extend or verify their understanding and practice of working with foundation-level learners and programmes as well as a relevant specialisation or area of expertise and demonstrated record of effective leadership in the field of foundation-level education.</li> </ul> <p>Specific roles may include:</p> <ul style="list-style-type: none"> <li>» LLN leaders, experts, coordinators, mentors, coaches, professional learning and development facilitators in a range of contexts across education and training, workplace and employment as well as community education.</li> </ul> <p>Candidates at Skill Level 4 - Pūkenga Papa Whā may be working towards badged training awards and micro-credentials at this level from Ako Aotearoa.</p> <p>They may also be working toward or already have gained appropriate higher-level adult teaching or other relevant qualifications.</p>

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# Tapatoru

## Foundation Learning Professional Standards Framework

### Professional values include:

#### Whanaungatanga – Relationships

- » Foster meaningful and positive relationships and support systems.

#### Manaakitanga – Pastoral Care

- » Maintain and promote the wellbeing of our learners, their communities and the land.

#### Wairuatanga – Wellbeing

- » Foster a sense of wellbeing. Recognise and respect other belief systems.

#### Aroha – Compassion

- » Treat others with compassion, respect and empathy.

### Professional knowledge includes:

#### Kiko – Context

- » Understand foundation learning in Aotearoa New Zealand and the impact on own contexts, teaching or support.

#### Ahunga – Approaches

- » Use approaches and concepts that contribute to learner-centred teaching.

#### Rauemi – Resources

- » Use appropriate resources that enhance foundation learning experiences.

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- » Work effectively with Māori, Pacific, youth and/or learners from diverse ethnic and/or other backgrounds.

### Professional practice includes:

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- » Design and plan learning that strengthens learners' foundation learning skills.

#### Tautoko – Support

- » Facilitate foundation learning and/or support foundation learners.

#### Whakautuutu – Give Feedback

- » Use assessment as a learning tool and give feedback to foundation learners.

#### Tūhonohono – Engage

- » Engage with stakeholders and own professional learning and development.



# Ko Ngā Tohu

## The Awards

The foundation learning professional standards awards cover four different skill levels reflecting a variety of contexts, including:

1. Pastoral care or learning support staff with no or limited teaching responsibilities or new practitioners.
2. Teaching and learning support practitioners seeking to expand their understanding and practice.
3. More experienced practitioners seeking to extend or verify their understanding and practice as well as a relevant specialisation.
4. Highly experienced practitioners with a demonstrated record of effective leadership in the field of foundation-level education.



**NGĀ ĀHUATANGA**  
DIMENSIONS

**Ako**  
AOTEAROA