

Talanoa Ako Fakataha/Talatalanoaga Faalea'oa'oga Cycle (the “Talanoa Ako Cycle”)

This table combines the principles of Pasifika success, assessment for learning, tauhi vā/vā fealoha'i (relationships), governance and leadership, roles and responsibilities, and student learning theory. The processes outlined are based on effective reporting practices identified in the education research literature (Mitchell, 2009, 2010, 2015). The Talanoa Ako Cycle presented is intended as a guide for schools to use when developing their own Talanoa Ako Cycle.



Principles	Process	Suggested main actions	Expected outcome(s)
<ul style="list-style-type: none"> » Successful Pacific students secure and confident in their identities, languages, and cultures (Action Plan for Pacific Education 2020-2030) » Strong governance and leadership for change 	<p>Developing a shared vision for educational success</p> <p>Embedding a framework for a Talanoa Ako Fakataha/Talatalanoaga Faalea'oa'oga Cycle within the school assessment policy as a core part of engaging parents in their children's learning and establishing strong home-school partnerships about learning and assessment</p>	<ul style="list-style-type: none"> » School leadership team (SLT) to actively engage with parents to develop a shared vision for educational success » SLT to actively prioritise engaging (more) parents more effectively in students' learning progress at school; include statements in school policy documents to this effect » SLT, in consultation with staff, board of trustees and parent representatives to establish indicators for what successfully achieving this would look like » Ensure everyone in the school understands and strives to achieve the vision » Establish initial steps to connect with wider group of parents and the community » Provide relevant professional development for staff and parents » Promote consistency of approach across the school 	<p>Agreement and understanding are reached among those involved in the development process about the vision of what the school is seeking to achieve; a Talanoa Ako Cycle is agreed and enacted</p>
<ul style="list-style-type: none"> » Involves and benefits students' self-efficacy, locus of control, and motivation (New Zealand Curriculum) » Contributes to parents' knowledge about how to support their child's learning (New Zealand Curriculum) » Contributes to a teacher's knowledge about how to support the child's learning (New Zealand Curriculum) » Supports teaching and learning goals (New Zealand Curriculum) 	<p>Setting expectations for Talanoa Ako Fakataha/Talatalanoaga Faalea'oa'oga</p>	<ul style="list-style-type: none"> » School asks parents to help by sharing their cultural expectations and knowledge » School seeks support from community members to translate documentation » School communicates to parents the annual process for reporting, in a range of languages » School welcomes parents to speak in their first language or to bring a support person for language assistance to any meetings with the teacher » Teachers talk with students about the annual reporting process 	<p>Parents, students, and teachers understand the school's Talanoa Ako Cycle</p>
<ul style="list-style-type: none"> » Contributes to a teacher's knowledge about how to support the child's learning (New Zealand Curriculum) » Supports teaching and learning goals (New Zealand Curriculum) 	<p>Beginning of year Talanoa Ako</p>	<ul style="list-style-type: none"> » Learning conversation between the parent, teacher, and student » Informed by students' interests and strengths, parents' knowledge of their child, achievement data (wider curriculum) » Incorporates goal setting: to establish and agree on challenging and achievable student learning goals » Ideas for helping at home shared 	<p>Everyone is clear about:</p> <ul style="list-style-type: none"> » the student's current interests and strengths, achievements, and prior learning » the learning goals » their role in supporting the student
<ul style="list-style-type: none"> » Supports teaching and learning goals (New Zealand Curriculum) 	<p>First six months – plan in action</p>	<ul style="list-style-type: none"> » Effective teaching and learning » Valuing and incorporating identities, languages, and cultures as contexts for learning » Regular feedback and feed forward to students » Student agency strengthened » Regular talanoa with parents about their child's progress » Parents supporting learning at home 	<ul style="list-style-type: none"> » The student is able to evaluate their own progress » The student regulates actions based on feedback » Parents understand and support learning
<ul style="list-style-type: none"> » Is planned and communicated (New Zealand Curriculum) » Is suited to purpose (New Zealand Curriculum) 	<p>Preparation for mid-year Talanoa Ako</p>	<ul style="list-style-type: none"> » Mid-year report written by the teacher and shared with the student before it goes home; students understand what has been written about them in their reports » Students and teachers decide what they will share with parents to show students' progress and achievement » Parents will receive the mid-year written report, see their children's portfolios, and have access to information about possible questions to ask » Parents plan what questions they might ask about their children's learning and progress and decide what questions they will ask 	<p>Everyone is well prepared to participate in the mid-year Talanoa Ako (reporting meeting or three-way conference)</p>
<ul style="list-style-type: none"> » Is valid and fair (New Zealand Curriculum) » Celebrates the progress and achievement made by the student (New Zealand Curriculum) 	<p>Mid-year Talanoa Ako</p>	<ul style="list-style-type: none"> » Learning conversation between the parent, teacher, and student » Mid-year written report discussed » Informed by achievement data (wider curriculum) » Goals are reviewed and reset » Ideas for helping at home shared 	<p>Everyone is clear about:</p> <ul style="list-style-type: none"> » progress and achievement to date » the next learning goals » their role in supporting the student
	<p>Second six months – plan in action</p>	<ul style="list-style-type: none"> » Effective teaching and learning » Valuing and incorporating identities, languages, and cultures as contexts for learning » Regular feedback and feed forward to students » Student agency strengthened » Regular talanoa with parents about their child's progress » Parents supporting learning at home 	<ul style="list-style-type: none"> » The student is able to evaluate their own progress » The student regulates actions based on feedback » Parents understand and support learning
	<p>Preparation for end-of-year reporting</p>	<ul style="list-style-type: none"> » Students and teachers decide what they will share with parents to show progress and achievement » Students know about and understand what has been written about them in their reports and understand their progress and next steps 	<ul style="list-style-type: none"> » Students understand what has been written about them in their reports and understand their progress and next steps » The written report provides accurate information about progress and achievement
	<p>End-of-year report</p>	<ul style="list-style-type: none"> » Written by the teacher and shared with the student before it goes home » Is sent home to the parents who discuss the report with their child » Ideas for maintaining learning at home shared » Parents given opportunity to ask questions of teachers and the school, if they wish 	<p>School and families are able to celebrate student success (progress and achievement)</p> <p>Parents and students can maintain progress over the summer break</p>