

Kōrero

Mātauranga

Me kōrero tātou

Action Plan *for* Pacific Education 2020–2030



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Foreword by Hon Jenny Salesa

I am humbled to share the new *Action Plan for Pacific Education 2020-2030*. This was developed in partnership with Pacific communities across New Zealand in response to our learners' education needs and aspirations and to support Pacific educational success.



Hon Jenny Salesa
Associate Minister of Education
Minita Tuarua mō te Mātauranga

The vision for this Action Plan is ‘*diverse Pacific learners and families are safe, valued and equipped to achieve their education aspirations*’. This was developed following a series of fono across New Zealand with Pacific learners, families and communities. The Action Plan sets out five key shifts that have been prioritised by Pacific communities and a series of associated actions as the first step to achieving this vision.

The Action Plan also draws on the resilience and creativity of our Pacific communities whose contribution to education and community life in Aotearoa New Zealand, along with their innovation and commitment to collective values and aspirations, are very real strengths.

The Action Plan's release coincides with a world changed by the COVID-19 pandemic. During this unprecedented time, as we heal and grow together, the resilience and creativity of our Pacific communities has come to the fore. The Action Plan is a key part of our Government's strategy to partner with families and it highlights some of the ways we will work with them, and be guided by them, to recover from COVID-19. The first phase of the Action Plan builds on the investment of \$80.2 million to meet the education-related needs of Pacific learners and families, as outlined in the first COVID-19 response package.

This Action Plan follows the educational life of our learners – from early childhood education, through the compulsory schooling system and into our tertiary education institutions and into employment. It seeks to ensure that the doors to all education pathways are open and stay open for Pacific learners to pursue life-long learning.

Put simply, it's about Pacific communities being essential partners in the design and delivery of our learning systems.

Communities told us that government agencies must work reciprocally with them to address the complex issues of racism and discrimination, to ensure that every teacher is the best teacher for Pacific learners, to increase the number of Pacific teachers, leaders and educational professionals, and partner with families to plan for the future and respond to their needs and aspirations. Again, it can be as simple as teachers learning to correctly pronounce Pacific children's names.

This Action Plan captures what matters to different Pacific communities and sets us on a path to get there. It draws on evidence and demonstrated Pacific expertise to inform how we can move our education system towards equity, excellence and wellbeing. The vision and the priorities outlined in this Action Plan will support the work of those who serve Pacific learners and their families across the education pathway for the next 10 years.

We know there is more work to be done and that this will not happen overnight. The Action Plan is just the beginning, but it shows our commitment to work with Pacific communities in a new way, founded on the principles of reciprocity, growing our understanding of Pacific diversity, dedication to a sustained effort and collective action.

The real work of how we transform our education system to better serve our Pacific learners starts now. My hope is that this Action Plan will mean real change for our Pacific children, young people and lifelong learners. I look forward to continuing this journey together – drawing on our unique strengths, and continuing to support Pacific learning success.

Action Plan for Pacific Education 2030 Vision

The Action Plan for Pacific Education 2020-2030 maps the Government’s commitment to transforming outcomes for Pacific learners and families and includes \$80.2m to protect Pacific learners and families from the education impacts of COVID-19. It signals how early learning services, schools and tertiary providers can achieve change for Pacific learners and their families.

We also want to acknowledge the significant role that families and communities play in supporting their children and young people. We value and thank them for the contributions they make every day. The guidance and resources provided in the full Action Plan can also be used by families and communities to further support their children to achieve their aspirations.

Pacific Education 2030 Vision

“Diverse Pacific learners and their families are safe, valued, and equipped to achieve their education aspirations”



30 Year Education Vision

Whakamaua te pae tata kia tina
Take hold of your potential so it becomes your reality...

Whaia te pae tawhiti kia tata
Explore beyond the distant horizon and draw it near!

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

The 30 year vision and the education objectives form the core of our overall approach to education. This Action Plan maps how we will achieve system change to better support Pacific learners and families in five key areas. This will be critical to give life to the 30 year vision for all learners and families in Aotearoa, New Zealand.



Overarching objectives for the education system

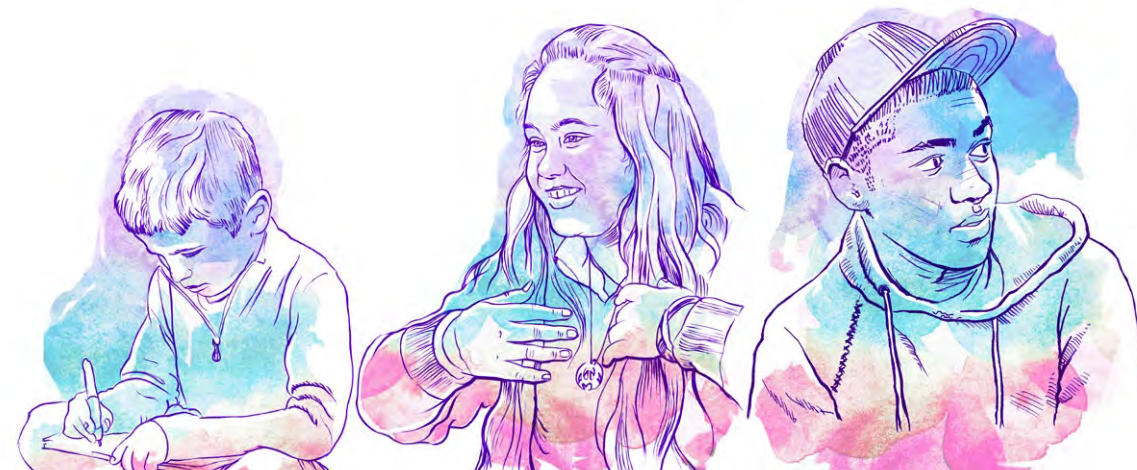
Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner.	World class Inclusive Public Education: New Zealand education is trusted and sustainable.	Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau.	Learners at the centre: Learners with their whānau are at the centre of education.	Future of learning and work: Learning that is relevant to the lives of New Zealanders today and throughout their lives.	Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau.
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Five key system shifts needed for Pacific learners and families to meet the objectives

Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic Pacific learners and families are diverse and have different needs and aspirations. This is further exacerbated by COVID-19 and the way it has impacted Pacific communities differently. Working reciprocally at a local level to respond to unique needs and aspirations will better ensure that all Pacific learners have great education opportunities and outcomes.	Confront systemic racism and discrimination in education Pacific learners and families have identified racism as a major barrier in our education system. We will work to confront and eliminate racism, discrimination and stigma, including for Pacific learners who identify as LGBTQIA+ MVPFAFF ¹ and/or disabled. This will ensure that Pacific learners and their families have a strong sense of belonging and education is a trusted, inclusive space.	Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners Pacific learners and families have told us that one of the most important influences is their educators and leaders. Great educators and leaders do their best to value and understand Pacific learners’ unique identities, languages and cultures and support them to thrive. Taking coordinated action to support educators and leaders to be the best for Pacific learners and families will make a significant difference to the experiences of Pacific learners and families in education.	Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met Pacific learners and families describe learning and succeeding as a collective activity. Decisions regarding learning, pathways and employment are often based on the needs and aspirations of the wider family and/or community. We will support Pacific learners and their families to be informed and confident in supporting their education aspirations. We will also support Pacific learners and their families to plan and pursue the education pathways that they aspire to, in partnership with educators.	Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages Pacific learners and families shared that teachers and leaders of Pacific heritage are seen as role models and can often relate to them in ways that make learners and families feel comfortable and safe. Teachers and leaders of Pacific heritage also told us that they often have additional responsibilities to support Pacific learners and families and sometimes it can be difficult to manage these responsibilities. Valuing and growing the number of teachers and leaders with Pacific heritage is a key part of ensuring quality teaching and leadership that is reflective of and responsive to Pacific learners and their families.
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¹ The term MVPFAFF was developed by community activist and worker Phylesha Brown-Acton to encourage and facilitate wider use of traditional Pacific terms such as mahu, vakasalewalewa, palopa, fa’afafine, akava’ine, fakaleiti or leiti, and fakafifine (Kerekere, 2017).

What is the Government doing to support these shifts?



Key

The colours in the government actions table represent the levers government can directly influence:

- Curriculum and guiding documents
- Support for places of learning (Professional Learning and Development, resources)
- Funding
- Supporting families and communities to engage in education
- Legislation and expectations
- Staff development
- R Region-specific action

Government actions:

Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic



Progress work on a **Ministry policy on Pacific medium education**, to guide future investment

COVID-19 RESPONSE

Expand Food in Schools to provide free schools lunches for learners in areas with high levels of disadvantage R

Investing in Trades and Apprenticeships Training, including making targeted vocational training courses free for all ages R

Deliver **Leo Au Lea**, a pilot initiative, to support Pacific children and families in Katikati, Te Puke and Tauranga to engage in early learning R

COVID-19 RESPONSE

Translate and distribute key education materials in 10 Pacific languages to digitally excluded Pacific families

Establish a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive R

Confront systemic racism and discrimination in education



Deliver the **Give Nothing to Racism project** *[Teaching Council]*
New locally-focused Professional Learning and Development priorities will have a focus on cultural capability, inclusion and critical consciousness
Te Hurihanganui – new investment to address racism and bias and support whānau engaging in learning. This will be tested in six communities over three years R

Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners



Develop resources based on the **Tapasā: cultural competencies framework** for teachers of Pacific learners
 Deliver evidence-based, targeted, intensive **Developing Mathematical Communities of Inquiry (DMIC)** to schools with high numbers of Pacific learners R
Provide online training for teachers to recontextualise assessment and to collect evidence for Pacific learners *[NZQA]*

COVID-19 RESPONSE

Expand Tautai o le Moana, an educational leadership collaboration for principals of schools with high numbers of Pacific learners R
Introduce a Pacific Education Innovation fund to support innovative Pacific education initiatives to respond to curriculum and wellbeing needs exacerbated by COVID-19

Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met



Deliver strengthened **Talanoa Ako** programme to support families R
 Deliver NCEA **ma le Pasifika** programme *[NZQA]* R
Whānau Toolkit to guide parents through changes to NCEA *[MoE and NZQA]*

COVID-19 RESPONSE

Fund Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families from COVID-19 and to support them to maintain strong relationships with education providers R

Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages



Develop goals and actions in the **Education Workforce Strategy** to support and grow the number of Pacific teachers

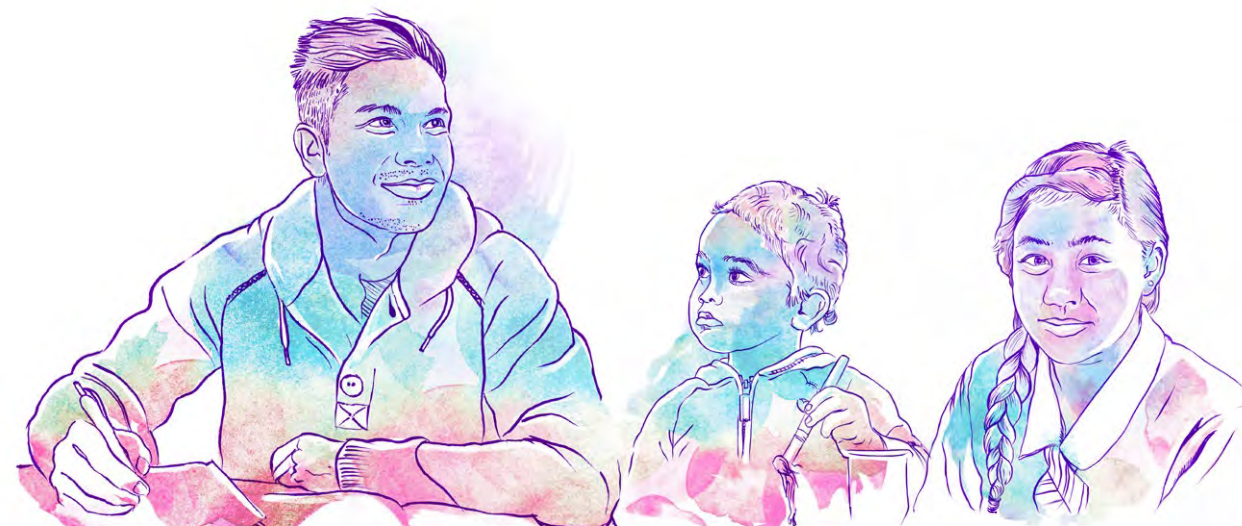
Raise awareness of the 2019 changes to Teaching Council's English language requirements for registration through a targeted communications project and investigate the impact of the changes *[Teaching Council and MoE]*

COVID-19 RESPONSE

Provide tailored professional learning and development (PLD), guidance and support to strengthen the governance and management of Pacific early learning centres R

Undertake a formative evaluation of the implementation of the new requirements for Initial Teacher Education programme approval *[Teaching Council]*

What can we do to support these shifts as part of our early learning service, school or tertiary organisation?



Key

The colours in the potential actions table represent the levers places of learning can influence:

- Data, monitoring and evaluation
- Attitudes of educators
- Governance and leadership
- Place of learning policies
- Family and community engagement
- Teaching practice

Potential actions for places of learning:

Investigate whether your measures of success reflect family and community aspirations for learning

Connect with your Pacific families to see if there are any new barriers to them accessing education in the post-COVID-19 period. Seek to minimise these barriers, where possible
Find out **how Pacific communities are responding to the pandemic** and how you can help

Start an open discussion around what racism, discrimination and bias mean to you and the communities in your organisation. What do you know about students and families' experiences? What's happening in your learning environment? What needs to be addressed? By whom?

Be prepared to take action and get support when you see racism or discrimination in your organisation

Review your enrolment processes to ensure they honour the rights of Pacific students with disabilities and additional learning needs to access education

Commit to professional learning and development around anti-racism and discrimination

Commit to professional learning and development around culturally sustaining and culturally responsive practices. Use Tapasā to guide this development

Build your understanding of specific Pacific cultural values, histories, experiences, customs and languages

Discuss whose histories and stories are being taught and shared, and consider whether this reflects the communities in your learning environment. Identify new texts and stories to include that reflect learners' experiences

Ensure that there are representatives with Pacific whakapapa on your board of trustees and take proactive steps to bring people with Pacific whakapapa onto the board

Review how you currently connect with Pacific families. How do you connect? How often? Is communication only on your terms? What languages do you use? What forms of communication? How accessible are they?

Find out about the different understandings and relationships for families with Pacific whakapapa and consider how this might impact how and when you engage and who with

Look at the diversity of your staff – does it reflect the diversity of the student body?

Explore the option of paid positions or allowances to **recognise and value teachers who contribute to the cultural life of the school** and connecting with Pacific families

Create a place to hear from your staff with Pacific whakapapa about their experiences teaching and leading and how they are supported and valued in their roles

Potential actions for families and communities

Apply to Ministry for Pacific Peoples' **language innovation fund** if you have community initiatives that support languages

Use the template provided in the full Action Plan to support your church, family or community group to **develop your own Education plan**

Speak with places of learning about your **needs due to the COVID-19 pandemic**, make sure they know what you need

If you feel comfortable and safe, **initiate a conversation about experiences of racism and discrimination** in education with your family or community. What's happening in the community? What's happening in learning environments?

Ask your local early learning service, school or organisation about their **policies and practices around racism, discrimination, inclusion and bullying**

Ask your local school or tertiary organisation for the **qualification and achievement data for Pacific learners and for all learners**: Are they supporting equitable outcomes?

Ask your early learning service or school if they are using **Tapasā**
Ask learning environments about the **opportunities to learn about different Pacific cultures and experiences**

Download the **Talanoa Ako app** to get information on supporting young people to learn (available in 10 Pacific languages and audio)

Follow 531pi on Facebook and look for the 10 week **Talanoa Ako video series** for tips on how to support your children (Pacific language versions are also available – see all the details here: <https://learningfromhome.govt.nz/pacific-communities#Talanoa-Ako-radio>)

Email Pasifika@nzqa.govt.nz to arrange your own **NCEA workshop** for your church, community or school parent's group

Show young people, and others who are looking to change careers, the **Kupe, Teach NZ or Ako Mātātupu scholarships** that are available if they are interested in teaching

How we will know we're making progress

Pacific families and communities told us that the way we measure progress and success doesn't reflect what matters to them. Communities across New Zealand told us what success looks like to them.

Six outcomes stood out as the most important. We will use these outcomes to monitor the Action Plan and see what progress is being made. We have developed a measurement framework, based on these key outcomes, to monitor the Action Plan. Each year we will report on these indicators and on how the actions in the Action Plan are progressing.

We will also monitor each of the actions in the Action Plan and other relevant measures such as achievement, progress and qualification attainment.



We will know we have been successful when...

Key outcomes (identified by Pacific communities through fono)	Pacific learners and families are free from racism and discrimination in education	Pacific learners and their families feel accepted and included	Pacific learners' cultures, faith and beliefs are valued in education	Pacific families feel confident supporting their children in education	There are no financial barriers to accessing education for Pacific learners and families	The Pacific workforce is grown, valued and supported
	<p>We will see reductions in reported experiences of:</p> <ul style="list-style-type: none">» Racism in teaching practice» Ability grouping» Bullying <p>And improvements in reported experiences of:</p> <ul style="list-style-type: none">» Wellbeing and belonging» Pacific learners with disabilities being included and valued in all education opportunities» Mixed ability grouping	<p>We will see improvements in reported experiences of:</p> <ul style="list-style-type: none">» Cultural safety» Wellbeing and belonging» Caring, collaborative, inclusive learning communities [ERO]» Pacific learners with disabilities being included and valued in all education opportunities» Access to resources and support for Pacific LGBTQIA I MVPFAFF learners¹ to feel safe and included	<p>We will see improvements in reported experiences of:</p> <ul style="list-style-type: none">» Learning environments that value cultures, faith and beliefs» Cultural safety» Culturally sustaining pedagogy²» Effective, culturally responsive pedagogy that supports and promotes learning [ERO]	<p>We will see improvements in reported experiences of:</p> <ul style="list-style-type: none">» Families actively leading decisions about learning goals/pathways» Families receiving regular, helpful and meaningful communication» Families being familiar with practical strategies to help their children» Places of learning and communities engaged in reciprocal, learning-centred relationships [ERO]	<p>We will see reductions in reported experiences of:</p> <ul style="list-style-type: none">» Financial barriers to accessing education» Attendance issues related to affordability of uniform, transport or food <p>We will see improvements in:</p> <ul style="list-style-type: none">» The number of Pacific learners with access to devices and internet	<p>We will see increases in:</p> <ul style="list-style-type: none">» Proportion of the profession who have Pacific whakapapa» Teachers with Pacific whakapapa reporting their cultural knowledge and competencies are valued» Teachers with Pacific whakapapa moving into leadership roles» Teachers of Pacific languages and cultures report they are supported to grow assessment capabilities and confidence» Families have access to quality Pacific-led early learning provision

¹ The term MVPFAFF was developed by community activist and worker Phylesha Brown-Acton to encourage and facilitate wider use of traditional Pacific terms such as mahu, vakasalewalewa, palopa, fa'afafine, akava'ine, fakaleiti or leiti, and fakafifine (Kerekere, 2017).

² Culturally sustaining pedagogy is teaching that helps ethnically and linguistically diverse students develop and maintain cultural competence, academic success, and a critical consciousness (Au, 2011; Gay, 2000; Ladson- Billings, 1995; Paris, 2012).

The journey so far...

Pacific communities across New Zealand are diverse and dynamic, with rich and varied whakapapa, histories, languages, cultures and identities.

Pacific communities whakapapa from across Polynesia, Melanesia and Micronesia, and include many and multiple ethnic and cultural identities, including from the Pacific Realm countries of Niue, Tokelau and the Cook Islands.

Te Tiriti o Waitangi (Te Tiriti) is a key framework for Pacific people in New Zealand and for the education system. Throughout our fono, many Pacific communities expressed their commitment to Te Tiriti and tino rangatiratanga for tangata whenua. Diverse Pacific communities are reflected in Te Tiriti as partners through their position as tauwi. Achieving equitable outcomes in education as tauwi is an essential part of working in partnership with Māori because it honours the intent of Te Tiriti.

This Action Plan builds on past Pacific Education Plans and the innovative, responsive and courageous work of diverse Pacific communities. It seeks to outline both the Government's responsibility and actions to support Pacific learners, whilst providing practical information and tools that can be used by teachers, educators, leaders, families and learners in classrooms, lecture theatres, churches and community centres across the country.



How the Action Plan was developed

In 2018, as part of a broader conversation on Education, we heard from diverse Pacific communities and educators across New Zealand. We knew we needed to build and strengthen relationships. We heard from around 2,000 people on a wide range of issues and opportunities in education and beyond.

Pacific communities shared that our education system needs to acknowledge and value their identities, languages and cultures, learner and family wellbeing, and collective success. Many Pacific young people also shared that racism, discrimination and bullying are prevalent in our education system.

We identified key changes that needed to happen in education based on what was shared with us and in 2019, we went back to Pacific communities to design an Action Plan for Pacific Education together. We held 28 fono across the country and asked:

- » Have we honoured and valued your voices in our proposed vision for Pacific education and the changes we need to see to get there?
- » How do we know that we are making progress toward these changes?

Communities shared that these changes were important and also provided feedback on what was missing and what they wanted to see changed. You can read about what was said in your region from the 2018 and 2019 fono here:

<https://conversation.education.govt.nz/conversations/pacific-education/>

These fono led us to produce this Action Plan to identify actions to respond to community aspirations and support, and to launch the first phase of the Action Plan.



COVID-19

In early 2020, the impacts of the COVID-19 pandemic were felt in New Zealand, with the country entering a nationwide lockdown. The subsequent ramifications for education, employment and health are significant, but Pacific communities banded together to find innovative ways to ensure that education and material needs were met and continue to be met. The vision, principles and outcomes sought in the Action Plan remain relevant in this unprecedented situation. The Action Plan prioritises responding to the unmet needs of Pacific communities and building on their innovation. This is particularly important in this context.

What will the next 10 years look like?

In conversation with Pacific communities, there is a strong desire to see the Ministry, other agencies and places of learning work differently, not just regarding what they do, but also how they collaborate with Pacific communities.

Communities told us that we need to work genuinely, reciprocally, and build off both the innovation of Pacific communities and schools as well as evidence of what works. This Action Plan is designed to be useful for early learning centres, schools, tertiary organisations, teachers and leaders, as well as for Government agencies.

Four principles will guide the way the Ministry seeks to engage with and support Pacific communities moving forward.

Being guided by these principles means that this Action Plan will be different from previous plans for Pacific education in a number of ways:

Before 2020

5 year Pacific Education Plans have not given sufficient time and support for change to happen.

Previous plans have focused solely on Government actions with the Ministry of Education and other agencies as the main users.

Previous plans have been national level plans.

Previous plans were not monitored frequently and findings were not systematically used to inform changes to the plans.

Ministry of Education data usually focuses on Pacific as one group and previous plans had actions that were not ethnic-specific.

Previous Government actions for Pacific education have often been fragmented and have not been the core focus of broader Government strategies.

Action Plan for Pacific Education (2020 – 2030)

This Action Plan has a 10 year vision and 5 key shifts needed to realise the vision. Actions will be updated annually to respond to current needs and aspirations. This means that actions must be formulated off of unmet needs to see real change.

This Action Plan maps actions of the Government and education partners and also provides tools for places of learning and communities so that they can create their own actions.

The implementation of this Action Plan will involve the development of local regional plans that can respond to the unique and diverse needs of each region.

This Action Plan will be monitored and reported on annually and findings will be used to inform new actions and investment.

Where possible, this Action Plan will seek to use data that is ethnic specific so that actions and regional plans are responsive to the experiences and aspirations of diverse groups.

Many of the actions in the Action Plan will be undertaken as part of core Ministry business. Information gathered through monitoring will be shared broadly across the Ministry to make sure all Ministry actions are supportive of Pacific success, as well as keeping communities, schools and agencies informed and involved in the next phases of implementation.

Four principles for engaging with and supporting Pacific communities:

Reciprocity

“[We need to] build and maintain positive, collaborative and reciprocal relationships with all stakeholders.”

Adult, Auckland Tongan fono 2018

Pacific diversity

“We are unique... How is New Zealand’s education system going to accommodate the diverse Pasifika population?”

Adult, Porirua fono, 2018

Sustained effort

“Equity [needs to be] a priority for the government. We need an honest commitment from the government to where the resources are needed.”

Adult, Lower Hutt fono, 2018

Collective action

“Push the boundaries about the health and education funding - thinking about the child first not the departmental boundaries.”

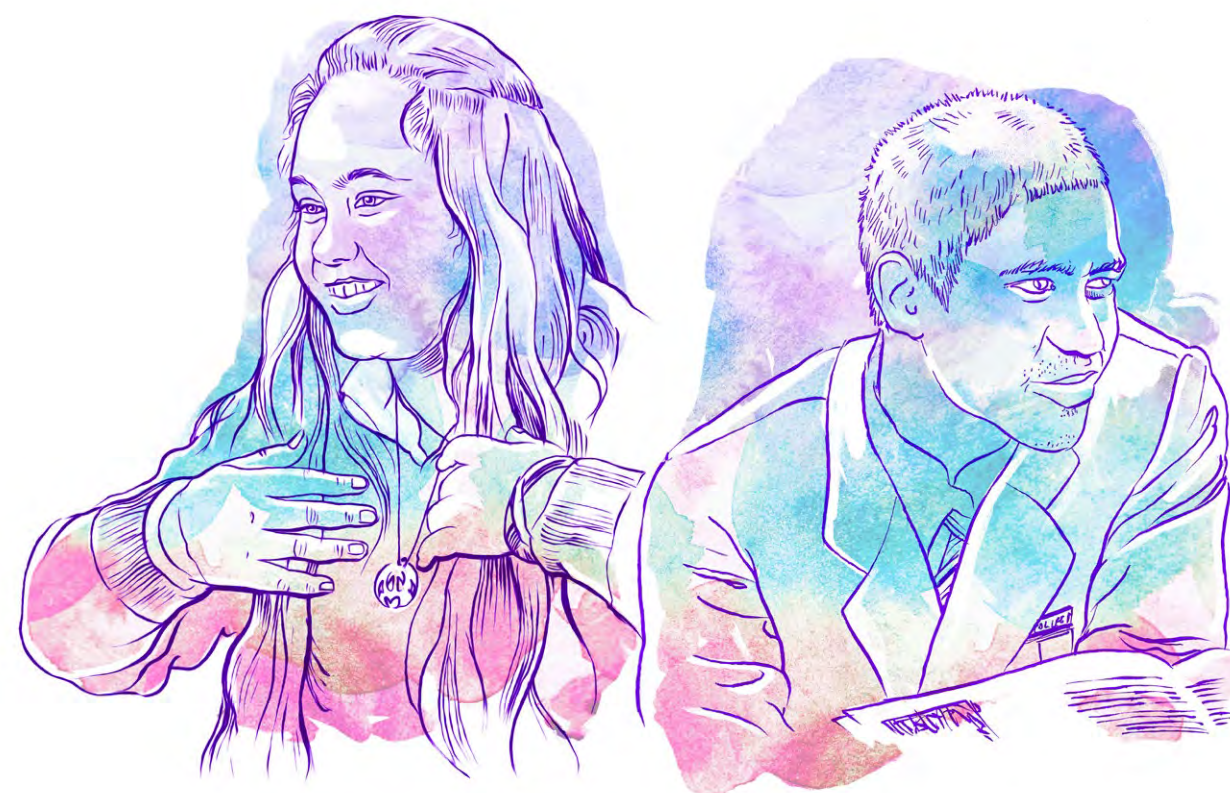
Adult, Porirua fono, 2018

We are already supporting Pacific success

Alongside the key actions in the Plan, we will also be working on other important projects and initiatives to support Pacific education across the education sector. All of these actions are already funded and planning or action is underway.

We know that learning in and through Pacific languages was an area of interest for many Pacific communities across the country. As part of the Tomorrow's Schools Review, the Government committed to exploring the possibility of growing Pacific medium pathways as part of this work.

One of the actions to work reciprocally to respond to unmet needs include the development of bilingual resources. This is funded from Budget 19 and is a small step. We want to continue working with you to explore the options for growing quality Pacific language provision.



Key

The colours in the government actions table represent the levers government can directly influence:

- Curriculum and guiding documents
- Support for places of learning (Professional Learning and Development, resources)
- Funding
- Supporting families and communities to engage in education
- Legislation and expectations
- Staff development
- Ⓡ Region-specific action

Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic



Develop further bilingual resources in gagana Sāmoa, lea faka Tonga and te reo Māori Kūki 'Āirani, as well as gagana Tokelau language storybooks and support resources for teachers

Produce case studies of effective practice in Pacific bilingual education [ERO]

Run fono for contracted teachers of Pacific languages to ensure a shared understanding of quality assessment [NZQA]

Address financial barriers with the removal of NCEA fees, changes to school donations and the development of an equity index

Confront systemic racism and discrimination in education



Review of Relationship, Gender and Sexuality guidelines to reflect diverse Pacific worldviews

Deliver pilot projects to support learners and families with Pacific Realm country heritage Ⓡ

Courageous Conversations about Race training for staff [MoE and ERO]

Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners



Update the National Curriculum to include New Zealand's histories

Review Achievement Standards for NCEA to produce guidance to teachers to help them contextualise learning and assessment for Pacific learners

Expand the Pasifika Early Learning Project (PELP) to further support early development of Pacific learners Ⓡ

Establishment of the New Zealand Institute of Skills and Technology to create a more culturally responsive institute that will support Pacific success in vocational and trades training

Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met



Establish feedback hubs to get input from Pacific students, families and communities (including in Niue and the Cook Islands) on the design and development of NCEA products Ⓡ

Establish Pacific People's NCEA Panel to advise and ensure there is specific consideration given to the inclusion of Pacific voices in the development of the NCEA programme

Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages



Invest in Ako Mātātupu | Teach First NZ

Provide Kupe and TeachNZ Scholarship programmes to support Māori and Pacific high achievers to train to be teachers

Provide assessment training to teachers contracted to moderate or develop NCEA assessments of Pacific languages that enables quality assurance [NZQA]



Working together to support Pacific wellbeing

During the fono, Pacific communities told us that they wanted to see government agencies working together to support their wellbeing.

The Action Plan for Pacific Education is one component of supporting Pacific learners and their families but it is part of the Government's wider commitment to take coordinated action to support the wellbeing of our diverse Pacific communities.

“Push the boundaries about the health and education funding - thinking about the child first not the departmental boundaries.”

Adult, Porirua fono, 2018





Key Shifts and Guiding Resources for Places of Learning

Key Shift 1:



Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic



Pacific communities are diverse and have different aspirations and needs. We want to give space for communities to identify their own education aspirations and needs, and to ensure the Ministry works responsively with communities to address these. Through the 2018 and 2019 fono we heard that in some communities there is unmet demand for bilingual education options and in others the financial cost of education is an urgent issue. We also know that the COVID-19 pandemic has affected Pacific communities differently and there will be a wide variety of needs as a result. Ensuring these needs are met is a priority so that Pacific learners and families are ready and able to learn.

“We are unique. How is New Zealand’s education system going to accommodate the diverse Pasifika population?”

Adult, Porirua, 2018

“Use our community resources to support bilingual education in every learning environment.”

Adult, Lower Hutt fono, 2019

“We would love a Pacific Island liaison person. Someone who can give us the answers we need - or help us when communicating with family”

Teacher, Oamaru fono, 2019

Government Actions

Currently underway

Progress work on a **Ministry policy on Pacific medium education**, to guide future investment

COVID-19 RESPONSE

Expand Food in Schools to provide free schools lunches for learners in areas with high levels of disadvantage **R**

Investing in Trades and Apprenticeships Training, including making targeted vocational training courses free for all ages **R**

Deliver Leo Au Lea, a pilot initiative, to support Pacific children and families in Katikati, Te Puke and Tauranga to engage in early learning **R**

COVID-19 RESPONSE

Translate and distribute key education materials in 10 Pacific languages to digitally excluded Pacific families

Establish a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive **R**

Upcoming work programme (funding dependent)

Continue work on the potential to grow Pacific medium pathways
Introduce a managed network approach to the early learning system to promote the growth of Pacific-specific centres and Pacific language service provision where needed **[Early Learning Action Plan]**

Areas to explore

Support for Pacific language learning through Adult and Community Education – including subsidised language classes for realm country languages

Using connections to education systems in the Pacific to support equity and excellence



Key

The colours in the Government Actions table represent the levers Government can directly influence:

- | | | |
|---|--|------------------------------|
| Curriculum and guiding documents | Funding | Legislation and expectations |
| Support for places of learning (Professional Learning and Development, resources) | Supporting families and communities to engage in education | Staff development |
| | | Region-specific action |

Key Shifts and Guiding Resources for Places of Learning

Key Shift 1:



Work reciprocally with diverse Pacific communities to respond to unmet needs, such as growing Pacific bilingual and immersion education pathways

What can we do to support this shift as part of our early learning service, school, tertiary organisation and community?

Learning environments:

- » Hold regular fono to ensure you know what the needs and aspirations of your Pacific learners and their families are and whether you're meeting them.
- » Consider how you might connect with families where they feel comfortable, outside of your centre, school, or institution.
- » Identify the specific needs of the Pacific families in your community, for example, access to devices/ internet or English language support and whether this impacts how you work with them.
- » Use what you know from your Pacific communities to set priorities so that you are actively supporting Pacific learners and families to achieve their aspirations.
- » Find out what is happening in your community that is furthering the success of Pacific learners and families and see how you can support that.
- » Make sure that the leaders and teachers in your place of learning know who your families and learners are, what different Pacific whakapapa do they have? How does this make them unique? What does this mean for your work?
- » Design curriculum based on community needs and values, such as developing a Pacific bilingual class to support language development and broader success.
- » Investigate whether your measures of success reflect family and community aspirations for learning.

Communities:

- » Keep your languages alive by speaking them with your children every day.
- » Apply to the Ministry for Pacific Peoples' Community Languages fund if you have community initiatives that support languages.
- » Use the template provided to support your church, family or community group to develop your own Action Plan.
- » Speak with places of learning about any needs that you have from the COVID-19 pandemic.
- » Keep up to date on COVID-19 <https://preparepacific.nz/>

	Early Learning	Schooling	Tertiary
Resources available*			
Read what Pacific communities shared is important for them in education in 2018 on Kōrero Mātauranga Pacific Education page https://conversation.education.govt.nz/conversations/pacific-education/what-you-said-2018-fono/	✓	✓	✓
The Language Enhancing the Achievement of Pasifika (LEAP) shows how to support Pacific bilingual students' learning http://pasifika.tki.org.nz/LEAP	✓	✓	
Te Whāriki Online has webinars around partnering with families and designing a responsive curriculum https://tewhariki.tki.org.nz/en/professional-learning-and-development/te-whariki-webinars-nga-kauhaurangi/	✓		
Watch videos and read guidance on connecting with Pasifika families and communities from Te Kete Ipurangi https://tewhariki.tki.org.nz/en/professional-learning-and-development/te-whariki-webinars-nga-kauhaurangi/		✓	
To support early English language learners, find resources at ESOL online. https://esolonline.tki.org.nz/		✓	

*Resources will be updated as appropriate.

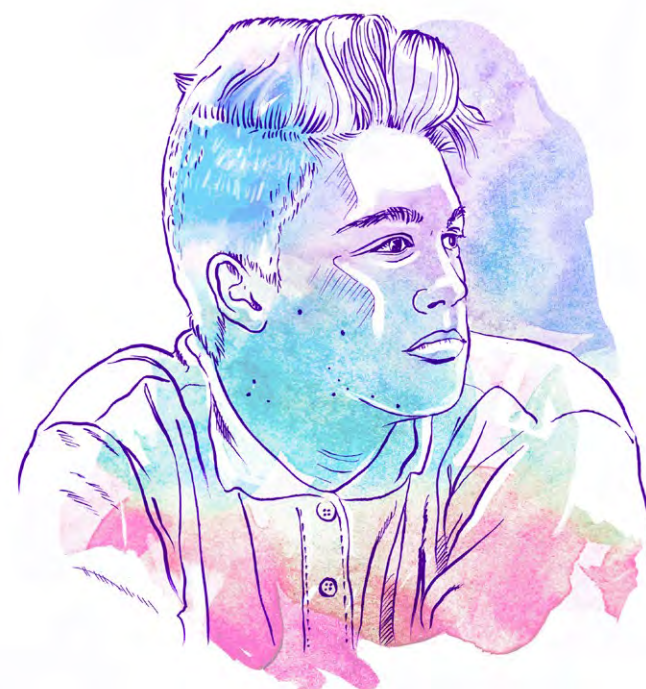


Key Shifts and Guiding Resources for Places of Learning

Key Shift 2:



Confront systemic racism and discrimination in education



“I felt transphobia growing up – but I didn’t know the term. Having a policy or even definitions up in a classroom will create talk.”

Auckland LGBTQIA+ fono

“[It’s] very important to call out racism as it greatly impacts the self-esteem of our students”

Tuvalu adult, Tuvalu fono, 2019

“Don’t assume I’m naughty, pronounce my name correctly, don’t compare me to Asian and Indian students and say they’re smarter.”

Youth, Lower Hutt fono, 2018

Pacific communities told us that they continue to experience the legacy of colonisation and ongoing racist and discriminatory practices in our education system. The privileging of dominant ways of thinking, teaching and learning create barriers for Pacific learners, and for those within the Pacific community who identify as LGBTQIA+/MVPFAFF³ and/or disabled. Our system needs to change to embrace, value and support a thriving Pacific community.

³ The term MVPFAFF was developed by community activist and worker Phylesha Brown-Acton to encourage and facilitate wider use of traditional Pacific terms such as mahu, vakasalewalewa, palopa, fa’afafine, akava’ine, fakaleiti or leiti, and fakafifine (Kerekere, 2017).

Government Actions

Currently underway

Deliver the **Give Nothing to Racism project** [Teaching Council]

New locally-focused Professional Learning and Development priorities will have a focus on cultural capability, inclusion and critical consciousness

Te Hurihanganui – new investment to address racism and bias and support whānau engaging in learning. This will be tested in six communities over three years **R**

Upcoming work programme (funding dependent)

Actions will come from work as part of the Child and Youth Wellbeing Strategy

Areas to explore

Development of NZ-based resources for tertiary organisations to address racism and discrimination

Building teacher capability in mixed ability grouping practice to mitigate harmful effects of streaming

Ensuring all Pacific learners have access to a uniform option that is affordable and inclusive

Explore accessibility of learning support interventions for Pacific learners including ORS funding

Investigate the impacts of stand down, suspension, expulsion and exclusion practices on Pacific learners and their families



Key

The colours in the Government Actions table represent the levers Government can directly influence:

Curriculum and guiding documents

Support for places of learning (Professional Learning and Development, resources)

Funding

Supporting families and communities to engage in education

Legislation and expectations

Staff development

R Region-specific action

Key Shifts and Guiding Resources for Places of Learning

Key Shift 2:



Confront systemic racism and discrimination in education


What can we do to support this shift as part of our early learning service, school, tertiary organisation and community?

Learning environments:

- » Start an open discussion around what racism, discrimination and bias mean to you and your organisation. What do you know about learners' and families' experiences? What's happening in your learning environment? What needs to be addressed? By whom?
- » Listen to and learn more about your learners and families regarding their experiences. What do they want to change? What's stopping them learning and developing? How safe do they feel?
- » Commit to Professional Learning and Development around anti-racism and discrimination.
- » Explicitly teach about the histories of injustice and inequity, including, for example, the Dawn Raids. Reflect on whose stories are taught and whose voices and experiences are hidden. Discuss racism and discrimination in age appropriate ways.
- » Review policies around racism, discrimination and bullying. What's informing these policies? What happens to create barriers to understanding and addressing racism?
- » Establish a process to confirm how to pronounce names and how to identify learners correctly, including gender identity markers. Record correct ways to identify students.
- » Review policies around inclusion, adapting and accommodating teaching practices.
- » In early learning services – undertake internal review to ensure Pacific children experience high quality learning and a rich local curriculum. Support kaiako to interrogate their beliefs and assumptions and consider how their decisions may affect children differently.
- » In schools - review policies and practices around same-ability grouping and streaming. Who is being affected by these policies and how?
- » Regularly reflect on and engage with learners and families about what's happening.

Communities:

- » If you feel comfortable and safe, initiate a conversation about experiences of racism and discrimination in education with your family or community. What's happening in the community? What's happening in learning environments?
- » Ask your local early learning service, school or organisation about their policies and practices around racism, discrimination, inclusion and bullying.
- » Ask your local school or tertiary organisation for the qualification and achievement data for Pacific learners and for all learners? Are they supporting equitable outcomes?



	Early Learning	Schooling	Tertiary
Resources available*			
The @theconsciouskid Instagram for education advice and experience through a critical race lens (US perspective) https://www.instagram.com/theconsciouskid/?hl=en	✓	✓	✓
TKI's Inclusion hub has practical advice and resources to support learners with diverse needs https://www.inclusive.tki.org.nz/	✓	✓	
Guidance, information and resources for students with learning support needs produced by the Ministry of Education https://www.education.govt.nz/school/student-support/special-education/	✓	✓	
Everyone's In – an inclusive planning tool to support all learners, including those with disabilities and additional learning needs https://everyones-in.tki.org.nz/	✓	✓	
Read case studies of St Anne's Catholic School and Allenvale School as they support learners with disabilities http://www.throughdifferenteyes.org.nz/case-studies	✓	✓	
Promote the NetSafe anti-bullying Txt service 4282 to students and families		✓	✓
Dr Anne Milne's blog provides insights and resources for culturally sustaining practices to decolonise education https://www.annmilne.co.nz/blog		✓	✓
Gender Minorities Aotearoa has information resources on different Pacific gender and sexuality identities https://genderminorities.com/tag/mvpfaff/		✓	
Inside Out has resources around designing safe, inclusive places of learning for LGBTQIA+ / MVPFAFF youth http://insideout.org.nz/resources/		✓	
The NZCER Wellbeing@School helps schools understand the experiences of their learners and school community https://wellbeingatschool.org.nz/		✓	
BullyingFree NZ has PLD resources and other activities to bring in student voice and respond to incidents of bullying https://www.bullyingfree.nz/schools/		✓	
Research from ERO and the OECD found that same-ability grouping negatively impacts learners https://www.ero.govt.nz/assets/Uploads/Maths-in-Years-4-to-8-2013.pdf https://www.oecd-ilibrary.org/education/equity-excellence-and-inclusiveness-in-education_9789264214033-en		✓	

*Resources will be updated as appropriate.

Key Shifts and Guiding Resources for Places of Learning

Key Shift 3:



Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners



“Being a quality teacher is a teacher who has strong Pacific Cultural knowledge and knows their learners, who values each of the cultures, languages and identity - regardless of the teacher’s ethnicity.”

Adult, South Auckland fono, 2019

“What deliberate steps are we taking to change teachers’ expectations? Pacific kids are being streamed into subjects that won’t get them UE.”

Adult, Hamilton fono, 2019

“Learning and identity don’t even mix at the moment. You learn and then you go to the Poly group. They don’t even meet. Why? There is no correlation between learning and identity. There needs to be.”

Lower Hutt youth, Lower Hutt fono, 2018

The biggest in-school influence on a Pacific child or young person’s educational experience is the quality of their teachers. If teachers, leaders and other educational professionals employ culturally sustaining practices,⁴ then they will critically reflect on their own privilege, build relationships with learners and explicitly support learners’ cultural identities. They will do this by reflecting their languages, cultures and histories in the content of their classes and the culture of their service, school or institution. They will support learners and their families to critique and challenge stereotypes and the ways in which our system fails to serve and value Pacific communities.

⁴ The term ‘culturally sustaining pedagogy’ was proposed by Django Paris, Associate Professor of language and literacy at Michigan State University. It builds on the concepts of cultural responsiveness and cultural relevance, which are more focused on acceptance and inclusion and encourages pedagogy that explicitly supports aspects of learners’ languages, literacies and cultural traditions. It seeks to perpetuate and foster – to sustain the diversity of languages, literacies and cultures and counter current pressures that lead to schools being monolingual and monocultural. For an in-depth explanation, see here: <https://web.stanford.edu/class/linguist159/restricted/readings/Paris2012.pdf>.

Government Actions

Currently underway

Develop resources based on the Tapasā: cultural competencies framework for teachers of Pacific learners
Deliver evidence-based, targeted, intensive **Developing Mathematical Communities of Inquiry (DMIC)** to schools with high numbers of Pacific learners **R**
Provide online training for teachers to recontextualise assessment and to collect evidence for Pacific learners [NZQA]

COVID-19 RESPONSE

Expand Tautai o le Moana, an educational leadership collaboration for principals of schools with high numbers of Pacific learners **R**
Introduce a Pacific Education Innovation fund to support innovative Pacific education initiatives to respond to curriculum and wellbeing needs exacerbated by COVID-19

Upcoming work programme (funding dependent)

Co-construct culturally appropriate tools to support assessment in early learning, with Pacific communities [Early Learning Action Plan]
Improve guidance for teachers to contextualise learning and assessment for their Pacific learners [Review of Achievement Standards and Curriculum Progress Maps]

Areas to explore

Investigate resources already developed by Pacific education departments that would be relevant for New Zealand schools



Key

The colours in the Government Actions table represent the levers Government can directly influence:

- | | | |
|---|--|------------------------------|
| Curriculum and guiding documents | Funding | Legislation and expectations |
| Support for places of learning (Professional Learning and Development, resources) | Supporting families and communities to engage in education | Staff development |
| | | Region-specific action |

Key Shifts and Guiding Resources for Places of Learning

Key Shift 3:



Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners

What can we do to support this shift as part of our early learning service, school, tertiary organisation and community?

Learning environments:

- » Discuss what you know about the diverse Pacific learners in your learning environment. How do we get to know learners and families? What data and information do you have? What do you not know about?
- » Have regular discussions with families on what’s important to them. Use this to plan learning programmes. Ask learners and families what they want to learn about.
- » Commit to professional learning and development around culturally sustaining and culturally responsive practices.⁴ Use Tapasā to guide this development.
- » Build your understanding of specific Pacific cultural values, histories, experiences, customs and languages.
- » Celebrate and value Pacific success in learning environments, including community contributions that are relevant such as Pacific youth fighting climate change.
- » Discuss whose histories and stories are being taught and shared, and consider whether it reflects the communities in your learning environment. Identify new texts and stories to include that reflect learners’ experiences.
- » Identify where to go to find information and support on incorporating different Pacific histories and stories in the classroom.

Communities:

- » Ask your early learning service or school if they are using Tapasā.
- » Ask learning environments about the opportunities to learn about different Pacific cultures and experiences.
- » Follow 531pi on Facebook and look for the 10 week Talanoa Ako video series for tips on how to support your children. Pacific language versions are also available – follow link to find out how to download: <http://www.education.govt.nz/news/talanoa-ako-digital-app-now-available/>

4 Culturally sustaining pedagogy is teaching that helps ethnically and linguistically diverse students develop and maintain cultural competence, academic success, and a critical consciousness (Au, 2011; Gay, 2000; Ladson- Billings, 1995; Paris, 2012).

	Early Learning	Schooling	Tertiary
Resources available*			
The Land of Voyagers has resources and multimedia stories of the journeys of Polynesian ancestors across the Pacific https://www.thevoyage.co.nz/en/landing	✓	✓	✓
The Pacific Evidence Brief summarises best practice for teaching Pacific learners (released alongside this Plan)	✓	✓	✓
Tapasā gives guidance on how to be culturally responsive in teaching and guiding Pacific learners https://pasifika.tki.org.nz/Tapasā	✓	✓	
The Language Enhancing the Achievement of Pasifika (LEAP) shows how to support Pacific bilingual students’ learning http://pasifika.tki.org.nz/LEAP	✓	✓	
The Pasifika digital legends website provides resources and stories for different legends and stories http://wicked.org.nz/Pasifika-Digital-Legends	✓	✓	
Pasifika Dual language resources on Te Kete Ipurangi to support the early literacy of Pacific new entrant students http://wicked.org.nz/Pasifika-Digital-Legends	✓		
Resources for kaiako on Te Whāriki Online to enable them to support the identities, languages, and cultures of all children http://wicked.org.nz/Pasifika-Digital-Legends	✓		
The Pacific Voices Spotlight on Te Whāriki Online to help Pacific learners’ identities to thrive https://tewhariki.tki.org.nz/en/professional-learning-and-development/te-whariki-online-spotlights/	✓		
Stories of practice on Te Whāriki Online highlight ways to support identity, language and culture https://tewhariki.tki.org.nz/en/professional-learning-and-development/els-centres-professional-learning-stories-of-practice/	✓		
Ako Aotearoa has resources to support Pacific learners and runs workshops to upskill in supporting Pacific learners https://ako.ac.nz/knowledge-centre/pasifika-learner-success/supporting-resource-me-myself-i/ https://ako.ac.nz/professional-learning/in-house-workshop/supporting-pacific-learners/			✓
Ako Aotearoa report: Educational practices that benefit Pacific learners in tertiary education https://ako.ac.nz/assets/Knowledge-centre/NPF-10-001A-Pasifika-Learners-and-Success-in-Tertiary-Education/6d7e53028e/RESEARCH-REPORT-Educational-Practices-that-Benefit-Pacific-Learners-in-Tertiary-Education.pdf			✓
Ako Aotearoa also has a module on Pacific Cultural Centeredness to support engaging with Pacific learners https://ako.ac.nz/knowledge-centre/pasifika-learner-success/pacific-cultural-centredness-pathway/			✓

*Resources will be updated as appropriate.

Key Shifts and Guiding Resources for Places of Learning

Key Shift 4:



Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met



“It’s about my parents and family being included in my education. It must be a safe place otherwise I won’t bring my parents or family in. The system prevents them from coming in.”

Lower Hutt fono, 2018

“Education is easier when its family orientated and we relate and enjoy it.”

Tokoroa fono, 2019

“Reading Together has been embraced ... in the community. This programme needs to be built on - can the Ministry’s next PEP focus on the home/family”

Parent, Christchurch fono, 2019

Learning is a collective, communal activity. Parts of our education system support Pacific families and communities to engage in education, such as the Talanoa Ako (Pacific PowerUP) programme.⁵ However we know that this partnership and collaboration doesn’t happen across the whole education system. We need to make sure families and communities are supported and enabled as partners in education. We also know that some pedagogy embraces collaborative ways of learning and this too aligns with the core values and ways of being that exist in many Pacific-ethnic groups.

⁵ Formerly the Pacific PowerUP programme.

Government Actions

Currently underway

Deliver strengthened **Talanoa Ako** programme to support families **R**

Deliver NCEA **ma le Pasifika** programme [NZQA] **R**

Whānau Toolkit to guide parents through changes to NCEA [MoE and NZQA]

COVID-19 RESPONSE

Fund Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families from COVID-19 and to support them to maintain strong relationships with education providers **R**

Upcoming work programme (funding dependent)

Work with Pacific families to create culturally appropriate tools to support formative assessment and teaching practice in Early Learning [Early Learning Action Plan]

Develop records of learning that provide a holistic view of progress to support family engagement [Curriculum, Progress and Achievement]

Support families to navigate choices in early learning through better access to information and support [Early Learning Action Plan]

Areas to explore

Education agencies work together to develop more effective subject and career pathway advice and guidance tailored to the needs of Pacific learners and families

Investigate options to support networks of Pacific families to influence their children’s education experience



Key

The colours in the Government Actions table represent the levers Government can directly influence:


Curriculum and guiding documents
Support for places of learning (Professional Learning and Development, resources)

Funding
Supporting families and communities to engage in education

Legislation and expectations
Staff development
R Region-specific action

Key Shifts and Guiding Resources for Places of Learning

Key Shift 4:

 Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met

What can we do to support this shift as part of our early learning service, school, tertiary organisation and community?

Learning environments:

- » Review how you currently connect with Pacific families – how do you connect? How often? Is communication only on your terms? What languages do your families use? What forms of communication do you use? How accessible are they?
- » If you hold fono or meetings with Pacific parents, families and communities, ensure you prioritise space for them to share, not just give, information.
- » Find out about the different understandings and relationships for families with Pacific whakapapa and consider how this might impact how and when you engage and who with.
- » Ensure that there are representatives with Pacific whakapapa on your board of trustees and take proactive steps to bring people with Pacific whakapapa onto the board.
- » Consider the potential for a Pacific liaison role to connect with families. Consider fono (meetings) in places that families are familiar with and comfortable in.

Communities:

- » Download the **Talanoa Ako** app to get information on supporting young people to learn (available in 10 Pacific languages and audio).
- » Follow 531pi on Facebook and look for the 10 week Talanoa Ako video series for tips on how to support your children (Pacific language versions are also available – see all the details here: <https://learningfromhome.govt.nz/pacific-communities#Talanoa-Ako-radio>
- » Email Pasifika@nzqa.govt.nz to arrange your own NCEA workshop for your church, community or school parent group.
- » Ask your early learning service or primary school if they have thought about running Reading Together or Early Reading Together workshops for parents.
- » As a church or community group, consider offering support to local schools on how to best connect with Pacific families in the area.

	Early Learning	Schooling	Tertiary
Resources available*			
ERO guides for families – including questions to ask your school or centre, how to form relationships with places of learning and more https://www.ero.govt.nz/publications/category/guides-for-parents	✓	✓	
Check out Tapasā to improve understanding of what good teaching for Pacific learners and their families looks like https://pasifika.tki.org.nz/Tapasa	✓	✓	
Parents can listen to or watch the Talanoa Ako videos on 531pi or on PMN language Facebook pages. For more information go here: https://learningfromhome.govt.nz/pacific-communities#Talanoa-Ako-radio	✓	✓	
Te Whāriki Online has webinars around partnering with families and designing a responsive curriculum https://tewhariki.tki.org.nz/en/professional-learning-and-development/te-whariki-webinars-nga-kauhaurangi/	✓		
Watch videos and read guidance on connecting with Pasifika families and communities from Te Kete Ipurangi http://elearning.tki.org.nz/Beyond-the-classroom/Engaging-with-the-community/Connecting-with-families-and-communities-of-Pacific-learners		✓	
Find out more about NCEA ma le Pasifika workshops or NCEA information (translated into 6 Pacific languages) https://www.nzqa.govt.nz/ncea/understanding-ncea/ncea-ma-le-pasifika/ https://www.nzqa.govt.nz/about-us/publications/nzqa-brochures/		✓	

*Resources will be updated as appropriate.



Key Shifts and Guiding Resources for Places of Learning

Key Shift 5:



Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages



“More Pacific teachers: Yes, probably most important for me as I believe the more we have in the system, the more propensity for change.”

Niue whakapapa parent, West Auckland fono, 2019

“When I see a Pacific teacher, I see a role model, someone who made it.”

Young adult, West Auckland fono, 2018

“[to ensure everyone is learning we should] grow Pacific leadership in schools and education - more Pacific principals and language teachers.”

Pacific adult, West Auckland fono, 2018

We must have high quality, responsive teachers for all Pacific learners. We know that having teachers, educators and leaders who can easily relate to and empathise with diverse Pacific learners helps make Pacific learners feel secure. Pacific learners report that they feel particularly supported by teachers and educators with diverse Pacific whakapapa. We need to make sure we are growing the number of Pacific people becoming teachers, educators, leaders and education professionals, and that we are supporting and keeping them within the education system.

Government Actions

Currently underway

Develop goals and actions in the Education Workforce Strategy to support and grow the number of Pacific teachers

Raise awareness of the 2019 changes to the Teaching Council's English language requirements for registration through a targeted communications project and investigate the impact of the changes [Teaching Council and MOE]

COVID-19 RESPONSE

Provide tailored professional learning and development, guidance and support to strengthen the governance and management of Pacific early learning centres **R**

Undertake a formative evaluation of the implementation of the new requirements for Initial Teacher Education programme approval [Teaching Council]

Upcoming work programme (funding dependent)

Build leadership capability and diversity through the development of a Leadership Centre or College and develop actions to grow the number of teachers with Pacific whakapapa within the Education Workforce Strategy [Teaching Council]

Areas to explore

Share best practice for supporting Pacific learners to take Science, Technology, Engineering and Mathematics (STEM) subjects and to pursue a teaching career in STEM

Investigate whether changes to English language requirements have supported greater numbers of people from diverse Pacific heritages undergoing initial teacher education and registering as teachers



Key

The colours in the Government Actions table represent the levers Government can directly influence:

- Curriculum and guiding documents
- Funding
- Legislation and expectations
- Support for places of learning (Professional Learning and Development, resources)
- Supporting families and communities to engage in education
- Staff development
- R Region-specific action

Key Shifts and Guiding Resources for Places of Learning

Key Shift 5:



Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages

What can we do to support this shift as part of our early learning service, school, tertiary organisation and community?

Learning environments:

- » Look at the diversity of your staff and whether or not this reflects the diversity of the student body.
- » Create a place to hear from your staff with Pacific whakapapa about their experiences teaching and leading and how they are supported and valued in their role.
- » Support staff with Pacific whakapapa with their leadership aspirations and opportunities. Explore the option of paid positions or allowances to recognise and value teachers who contribute to the cultural life of the school and connect with Pacific families.
- » Explore the possibilities of supporting and engaging with networks of teachers educators and researchers with Pacific whakapapa.
- » Prioritise upskilling all staff on values, practices and worldviews of diverse Pacific ethnic groups so the responsibility doesn't fall only on those with Pacific whakapapa.

Communities:

- » Encourage Pacific youth to consider teaching as a career path where they can make a difference.
- » Show young people, and others who are looking to change careers, the Kupe, Ako Mātātupu | Teach First and Teach NZ scholarships that are available if they are interested in teaching.



	Early Learning	Schooling	Tertiary
Resources available*			
PPTA's workload report (p.54 & p.130) outlines some of the additional pressures on teachers with Pacific whakapapa https://www.ppta.org.nz/dmsdocument/133		✓	
Apply for a scholarship to train as a teacher and address educational inequality through Ako Mātātupu Teach First NZ https://teachfirstnz.org/		✓	
The Teaching Council's updated Language competency requirements for teacher registration https://teachfirstnz.org/	✓	✓	
Apply to study towards your teaching qualification with a Kupe Scholarship or a TeachNZ scholarship https://www.teachnz.govt.nz/studying-to-be-a-teacher/scholarships/kupe-scholars/	✓	✓	

*Resources will be updated regularly.





Responding to the Action Plan in your place of learning and your community

Get involved

During the fono series, we heard that there's a need for helpful resources and guidance to plan for Pacific success. We know every community is different and has different needs, and needs resources and guidance that reflect this.

We've developed a template and guidance as a starting point, to support you to respond to the Action Plan in your own early learning service, school and tertiary institution or in your local community. We want to see whether you think these are helpful and what other supports and guidance are needed.

If you are keen to get involved and let us know how these are working for you, you can get in touch with us by emailing: pacific.educationconversation@education.govt.nz



Planning Template for places of learning

Action Plan for Pacific Education 2030 Vision

“Diverse Pacific learners and their families are safe, valued, and equipped to achieve their education aspirations”

1. What is the current reality for our Pacific learners? What does our data say? What do we know from our Pacific learners' lived experiences?

This is about working out what you already know. Have the Pacific learners and families you work with shared their experiences of what is working well or what is not working well in your centre / service / school / unit / place of learning? If they have, what did you learn?

If you need to do more in this area, what is your first step?

What is the data telling you about how well you are supporting your Pacific learners to feel safe, valued and able to achieve? This might be achievement data, surveys you undertake, or other ways you collect information.

4. What measures do we have / need to have to track changes in behaviour?

Existing sources of information / evidence / voice:

You will already collect some information, whether through parent meetings, course evaluations, learning conversations, surveys or achievement data. Have you specifically looked at your information and evidence relating to Pacific learners? Have you looked beyond narrow measures like achievement to broader experiences? Do you know if your Pacific children or young people feel comfortable to be who they are in your place of learning? Do your families feel confident to support their children? Do your young people know how to access the support they need?

New sources of information / evidence / voice:

You might find there is some information you want to know but don't currently have. Think about whether there are new ways you can understand the experiences and aspirations of your Pacific learners and families. An important question to ask is what success means/looks like for those learners and their families? If it is broader than narrow achievement measures, how will you reflect that in the information you collect, report on or analyse?

2. In Pacific learners' own words and in the words of their families and communities, what needs to change?

Research tells us that our efforts are most effective when we have a narrow set of priorities that are known, valued and supported throughout our organisations, schools, centres, services and institutions.

What the learners need in your setting will be unique to who they are and how you support them to thrive. Based on data and learner and community voices, what areas do you need to focus on? Work to ask yourselves, if we are the problem, what do we need to change?

5. To maintain focus and progress, in the next year we will:

To keep the focus on supporting Pacific learners and their families to feel safe, valued and equipped to achieve their education aspirations, what would you like to commit to as your next steps? Maybe you will check back in on the data and information you have in 6 months, or sooner, to see what is or isn't changing and why.

3. What actions will we take to support Pacific learner success?

Time, money and other resources are always finite and stretched, however when everyone has a clear understanding of what your priorities are, opportunities to do things differently or to work together to improve things often present themselves.

This section asks you to think about what you would like to do differently to respond to the needs and aspirations of Pacific learners. This might be something to do with the Professional Learning focus in your setting, the design of curriculum, the building of relationships with families and communities, and/or creating spaces within your setting for Pacific families and/or Pacific young people to regularly share their experiences.

It may also mean looking for opportunities that are out there that you haven't taken up before or drawing on local and community expertise and innovation that is already happening in your community.



Helpful resources

This section directs you to already existing resources that might be helpful in your planning and ongoing work.

Early learning

- » You can read what Pacific communities across the country have said is important to them in education. <https://conversation.education.govt.nz/conversations/pacific-education/what-you-said-2019-fono/>
- » Tapasā is the cultural competencies framework for teachers of Pacific learners that gives guidance on how to be culturally aware, competent and confident in teaching Pacific learners. <https://pasifika.tki.org.nz/Tapasā>
- » Te Whāriki Online has guidance and resources, including webinars, spotlights of practice around partnering with families and designing a responsive local early learning curriculum. <https://tewhariki.tki.org.nz/en/early-childhood-curriculum/> <https://tewhariki.tki.org.nz/en/professional-learning-and-development/te-whariki-webinars-nga-kauhaurangi/>

Schooling

- » You can read what Pacific communities across the country have said is important to them in education. <https://conversation.education.govt.nz/conversations/pacific-education/what-you-said-2019-fono/>
- » The NZCER Wellbeing@School helps schools understand what's happening for their learners and school community, including how they are feeling. <https://wellbeingatschool.org.nz/>
- » Tapasā is the cultural competencies framework for teachers of Pacific learners that gives guidance on how to be culturally aware, competent and confident in teaching Pacific learners. <https://pasifika.tki.org.nz/Tapasā>
- » TKI's Inclusion hub has practical advice and resources to support learners with diverse needs. <https://www.inclusive.tki.org.nz/>
- » BullyingFree NZ has PLD resources, classroom activities, resources to bring in student voice and resources to respond to incidents of bullying. <https://www.bullyingfree.nz/schools/>
- » The Language enhancing the achievement of Pasifika (LEAP) resources give guidance on how to support Pacific bilingual students' learning. <http://pasifika.tki.org.nz/LEAP>

Tertiary

- » You can read what Pacific communities across the country have said is important to them in education here. <https://conversation.education.govt.nz/conversations/pacific-education/what-you-said-2019-fono/>
- » Ako Aotearoa runs workshops to support Pacific success in tertiary, and has resources available to support Pacific learners. <https://ako.ac.nz/>
- » You can find practical recommendations to design and deliver teaching to tertiary students here. <http://ako.ac.nz/knowledge-centre/pasifika-learner-success-tertiary-education/educational-practices-that-benefit-pacific-learners-in-tertiary-education/>
- » Ako Aotearoa has a module on Pacific Cultural Centeredness to support engaging with Pacific learners. <https://ako.ac.nz/knowledge-centre/pasifika-learner-success/pacific-cultural-centredness-pathway/>

Planning Template for places of learning

Action Plan for Pacific Education 2030 Vision

“Diverse Pacific learners and their families are safe, valued, and equipped to achieve their education aspirations”

1. What is the current reality for our Pacific learners? What does our data say? What do we know from our Pacific learners’ lived experiences?

2. In Pacific learners’ own words and in the words of their families and communities, what needs to change?

3. What actions will we take to support Pacific learner success?

4. What measures do we have / need to have to track changes in behaviour?

Existing sources of information / evidence / voice:

New sources of information / evidence / voice:

5. To maintain focus and progress, in the next year we will:



Helpful resources

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Planning Template for families and communities

Action Plan for Pacific Education 2030 Vision

“Diverse Pacific learners and their families are safe, valued, and equipped to achieve their education aspirations”

What do we know about the needs of our community/church/families etc?

What are we already doing that is working well?

What do we want to start doing and what do we need to be able to do this?

Helpful resources

- » The @theconsciouskid Instagram shares advice and experience around education through a critical race lens, from a US perspective. <https://www.instagram.com/theconsciouskid/?hl=en>
- » Tapasā is the cultural competencies framework for teachers of Pacific learners that gives guidance on how to be culturally aware, competent and confident in teaching Pacific learners. <https://pasifika.tki.org.nz/Tapasa>
- » The Land of Voyagers website provides resources and multimedia stories of the journeys of Polynesian ancestors across the Pacific. <https://www.thevoyage.co.nz/en/landing>
- » The Pasifika digital legends website provides resources and stories for different legends and stories. <http://wicked.org.nz/Pasifika-Digital-Legends>
- » Apply to study towards your teaching qualification with a Kupe Scholarship or a TeachNZ scholarship. <https://www.teachnz.govt.nz/studying-to-be-a-teacher/scholarships/kupe-scholars/>
Find out more about NCEA ma le Pasifika workshops or NCEA information translated into a number of Pacific languages (including i-Kiribati) <https://www.nzqa.govt.nz/ncea/understanding-ncea/ncea-ma-le-pasifika/>
<https://www.nzqa.govt.nz/about-us/publications/nzqa-brochures/>
- » Knowing your rights as a family if your child is being bullied, has been suspended or is not getting the support they need. <https://www.occ.org.nz/childrens-rights-and-advice/education-rights/>



[illegible]

**“A child will feel safe
if they are wrapped
in their culture”**

Tokelau adult. Hutt Valley, 2019

