

# Pacific Values Framework

## Learning Area Guides



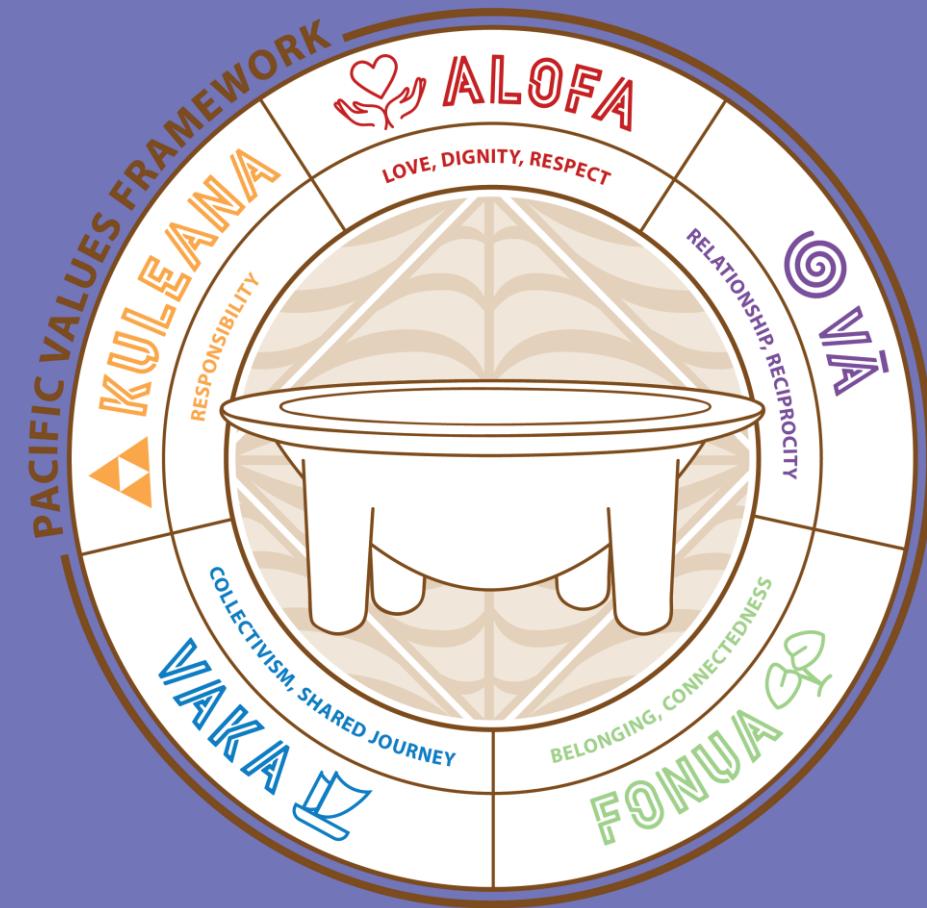
# How to use this guide

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To support kaiako to bring Pacific values into their programme design, the following resource has been developed to show connections to the Pacific Values Framework and each New Zealand Curriculum Learning Areas and includes examples of what the values may look like in practice.

The guidance provided in this resource are examples from kaiako who have successfully woven Pacific values into their programme design. You are encouraged to use these examples to inform your own contextualised programme design.

*Kaiako and school subject departments are encouraged to utilise this guide as they work through the Pacific Values Framework workbook.*



# English

## Understanding our values



In English, Alofa might be defined as valuing the diverse identities that enter the 'English space', both in the form of students and text voices. Alofa involves creating a culture of care in the classroom.



In English, Kuleana might be understood as responsibly forging new conceptualisations as students navigate text and working to understand the cultural nuances within those texts without generalisation or judgement.



In English, nurturing the Vā is celebrating the relationships that are created by the use of and the appreciation and creation of language. This could include working to understand the complexity of relationships within a text and exploring why characters have made decisions because of their own understanding of the Vā.



In English, Vaka might be understood as accompanying students in their identity journey as they engage with texts from sources and seek to create texts with meaning.



In English, Fonua might be understood as connecting and honoring the origins and contexts of the voices that enter the English space.

## Our values in practice...

Examples of Alofa in practice include choosing texts that value Pacific stories, experiences, and story-tellers which encourage a critical appreciation of them as a link between language and identity.

In practice, Kuleana in English includes culturally scaffolding teaching and learning responsibly for students to be able to create meaning in a Pacific context. It might mean teachers improving understanding of Pacific knowledges and world views for students to create original uses of language, flowing from a place of cultural strength.

Nurturing the Vā in the English classroom might mean giving students authentic and legitimate platforms to use their voices and language in a way that can be celebrated. This could include the delivery of an oral text and understanding that it is appropriate for some Pacific cultures to be sitting down (on the floor, in a circle) and delivering with confidence, which creates a different vā to a person who stands at the front of a class.

An example of Vaka in practice might be using a Pacific-centric text in the context of a majority non-Pacific class which requires the teacher to take the class with them on a journey of understanding cultural, traditional and social elements of Pacific communities. Activities need to engage students and activate prior knowledge in order to privilege Pacific. A textual example might be a film study of No. 2 by Toa Fraser, and through this understanding of migration stories and Pacific food traditions. Classes can engage in Pacific food tasting and make links between the concept of food as a unifying factor across different cultures.

An example of Fonua in English might be exploring, valuing and honoring the origins of Pacific authors, poets, creators and directors in the context of the text or language being studied, and fostering understanding in students that the teller is part of the tale.



# The Arts

## Understanding our values



In the Arts, Alofa might be defined as creating artworks and fostering practices with care and understanding for both the process and product, including working within artistic traditions with respect and ethical practices.



In the Arts, Kuleana might be understood as the responsibility to uphold the mana and integrity of artists, their works and the cultural traditions they are passing on, working within or subverting. This responsibility includes respectful treatment and ethical consideration.



The Vā might be understood in the Arts as understanding the relationships between artists, artforms and artworks, and how art is not produced in isolation. If students understand that creativity sparks creativity, then they are developing an understanding of the Vā and relationships.



In the Arts, Vaka might be understood as the study of the ongoing development and refinement of artforms as artists work to push boundaries while maintaining artistic integrity (or not).



In the Arts, Fonua is understanding one's own identity as an artist and working to understand the various places and spaces from which different artforms have emerged over time. Fonua will mean working to understand the origin and development of different artistic forms and practices.

## Our values in practice...

An example of Alofa in the Arts might be if the Visual Art teacher creates a unit around identity and the students are able to bring in and tell the stories of their whānau through art-making. In turn, these stories are honored and valued in the classroom in tasks and assessment.

An example of Kuleana in the classroom might be creating a Drama exchange of a topical issue in the community - perhaps engaging with a local primary school and working with the younger students to devise a story, and then presenting that story back to that community as a piece of Drama.

An example of Vā in the classroom is a teacher taking the time getting to know their students, their values, their interests and aspirations as they work with them to create an inclusive culture where each student is aware of their place and belonging in the classroom and will work towards the success of the class as a whole.

An example of Vaka in the Arts might be a study of how Indigenous artforms have been appropriated for Western audiences and what has been gained and lost in the process. For example, in Dance, learners might study a traditional dance that the Tongan group is taking to Polyfest and reflect on how it has changed (or not).

An example of Fonua might be creating a study of oral history and the importance of Pacific song and dance in the classroom. For example, examining Queen Salote's compositions in Dance and Music.



# Health and Physical Education

## Understanding our values



In Health & Physical Education, Alofa might be defined as care and respect for the holistic health and well-being of self, others and the community.



In Health & Physical Education, Kuleana might be understood as responsibility to oneself, one's family and peoples to maintain the health and wellbeing in the household and community.



In Health & Physical Education, the Vā might be nurturing relationships inside and outside of the classroom. This includes creating a culture of care within groups as well as valuing self-care.



In Health & Physical Education, Vaka could be understanding the importance of the journey to pursue excellence and accepting that this will require practice and learning from mistakes in order to improve and achieve success.



In Health & Physical Education, Fonua might mean understanding one's own heritage and identity and how this will support a holistic understanding of their health and wellbeing.

## Our values in practice...

An example of Alofa in Health & Physical Education might include teachers and learners engaging in talanoa with local knowledge holders on relevant but sensitive issues, such as food sovereignty, non-communicable diseases, and equitable access to healthcare.

An example of Kuleana in Health & Physical Education might be the creation of a family wellbeing plan, including exercise and nutrition, over the course of a month, and equipping students with the capacity to put this into practice. Another example could be understanding one's place and responsibility to their sports team to enhance the performance of the unit as a whole.

An example of Vā in Health & Physical Education might include learners examining the importance of the vā in hauora and creating a diagram of their own community of care, indicating all of the relationships that help them sustain their wellbeing. This might include relationships with places and objects.

An example of Vaka in practice might be a collaboration between learners in interpreting and presenting their understandings of the Fonofale model for health and wellbeing. These presentations may be oral, visual or written. In their model, they might give examples from their own cultures of the different parts of the fale, and how this relates to their health and wellbeing.

An example of Fonua in practice might begin with an investigation of cultural identity, and the wellbeing customs and traditional practices of Pacific peoples in their homelands.



# Learning Languages

## Understanding our values



In Learning Languages, Alofa might be defined as care and respect for the language, culture and peoples being studied. It will mean always treating this teaching and learning with the greatest of respect for other world views.



In Learning Languages, Kuleana might be understood as the responsibility for the protection of language and culture - including the language being learnt and recognising all of the cultures and languages in the room.



In Learning Languages, Vā might be understood as the relationships between the people in the classroom, but also the relationship between the people and the language itself, its accompanying customs and practices, and the study of how relationships 'work' within the language and culture being learnt. An important aspect of this is to understand that everything is founded on relationships.



In Learning Languages, Vaka might be understood as the study of how various languages came to be here in Aotearoa, what their make-up is (including language structures, parts of speech and grammar), and how they reflect and serve to strengthen their home culture.



In Learning Languages, Fonua means students deepening their understanding of their own identity and of who they are and where they come from, as well as learning the new language and culture.

## Our values in practice...

An example of Alofa in Learning Languages might mean inviting students to bring their own languages into the classroom and not consciously or implicitly privileging the English language.

In practice, Kuleana in the Learning Languages classroom might be providing students with multiple opportunities to access the language being taught, either via English or via their Pacific languages.

Vā in the context of Learning Languages, could be a teacher initiating a study of oratory as an important (Pacific) chiefly quality. Teachers and learners might explore the traditions, customs and structures of formal speech-making in Pacific cultures and compare these with those of the language being taught.

In Learning Languages, Vaka might lead to an exploration of navigation, and examining how the language being taught has arrived in Aotearoa. This will highlight the shared journey of peoples and the responsibility of all to respect the language being taught.

An example of Fonua in Learning Languages might mean creating maps on the classroom walls that show where all the students in the class trace their origins back to, and as such highlight the diverse identities present.



# Mathematics & Statistics

## Understanding our values



Mathematics & Statistics, Alofa might be understood as creating an environment where mathematical and statistical experimentation is encouraged and learning from each other, and from mistakes is valued and respected.



Kuleana might be understood as the responsibility to use Mathematics & Statistics to evaluate claims and options and make decisions so learners can participate fully in society.



In Mathematics & Statistics the Vā might be understood through the positioning of the teacher as the mediator between the mathematical and statistical world and the community. To investigate, analyze, justify and stimulate logical argument, so there is an understanding and appreciation of both spaces.



Vaka might be understood as the Mathematics & Statistics journey learners undertake together to connect ideas that can be used to explore and think about the world critically, logically and creatively.



Fonua might be understood as honoring the knowledge and perspectives learners bring with them to Mathematics & Statistics and offering opportunities for meaningful enquiry that draw on their own understanding of the world.

## Our values in practice...

An example of Alofa in practice in Mathematics & Statistics might be solving low floor high ceiling problems that allow for multiple ways of exploring mathematical and statistical representation. As such, this example of Alofa in practice provides learners the opportunity to learn from each other but also, play on their individual strengths.

An example of Kuleana in practice in Mathematics & Statistics might be solving real life problems and presenting findings to a client. Real life scenarios and contexts are presented to the students for which they gather and analyze the data, and report on their findings. Through this, learners will understand the importance of shared responsibility by ensuring that the needs of the client is addressed appropriately.

An example of Vā in practice in Mathematics & Statistics might be bringing in leaders in the community to share with learners how the Learning Area plays a role in their lives. This encourages learners to form an appreciation of both spaces - in and out of the classroom, enabling them to be more involved in their communities.

An example of Vaka in practice in Mathematics & Statistics might be providing opportunities for learners to communicate mathematical and statistical ideas with each other. This can be achieved by making sense of the problem and by using strategies such as retelling, identifying relevant information, and creating mental images to build collective knowledge.

An example of Fonua in practice in Mathematics & Statistics might be using previous knowledge, observations and insights from learners to mathematically or statistically model, investigate, generalise or reason to make sense of their world.



# Science

## Understanding our values



In Science, Alofa might be defined as promoting practices that maintain and enhance the mana of people, environment and space. Alofa also means that there is no deficit thinking about any students.



Kuleana might be defined in Science as the responsibility to navigate, explore, investigate knowledge with a responsibility to generations to come.



In Science, the Vā might mean investigating relationships between people and the environment, to develop an understanding of its importance.



In Science, Vaka might mean evoking student agency utilizing the knowledge developed by engaging students' capital. It will include a connection to a people and humanitarian collectivism. It will consider the impacts of Science on, with and in the environment.



Fonua, in Science, means that the 'why' is important. Learners need to understand the relevance of Science to their everyday lives, their worlds and their journeys - both metaphoric and literal.

## Our values in practice...

Examples of Alofa in practice in Science include caring for people, process and environment. It might mean digging deeper into the systemic causes of ill-health amongst communities suffering from low socio-economics, rather than taking these at surface value.

In practice, an example of Kuleana in Science might be an exploration of Pacific relationships with the land including the cultivation of sustainable environmental practices, for example, aqueducts in Hawai'i.

Examples of the Vā in practice will pay attention to relationship, not just transaction. Examples will be based on care of and for people and the environment. Teachers might also consider the relationship between chemicals and the reactions caused and observed.

An example of Vaka in Science might be examining how advancements in technology have moral and cultural impacts that should be considered while pushing scientific boundaries (eg. cloning). This highlights that all technological advancements need to be cognizant of how this may impact on the collective in order to ensure there is a duty of care throughout.

Examples of Fonua in Science might include opportunities to explore and understand the learners' local environments. In NCEA Biology, teachers might deepen and expand on the Rocky Shore assignment, allowing learners to physically engage with environment ecosystems.



# Social Sciences

## Understanding our values



In the Social Sciences, Alofa might be defined in terms of care and compassion as the foundation of all values, learning, knowledge, attitudes, and actions.



In the Social Sciences, Kuleana might be understood as the responsibility we have as kaitiaki or guardians of each other, our peoples and the environment.



In Social Sciences, understanding the Vā could include clarifying, knowing, and learning about the space and time between significant relationships across different Pacific cultures.



In Social Sciences, understanding the value of Vaka involves studying our Pacific past to understand the present and plan for future collectively.



In the Social Sciences, an understanding of Fonua emphasises the importance of fostering a sense of belonging that draws connections to a person's social, cultural and personal values.

## Our values in practice...

An example from the Social Sciences might be the choice of learning contexts and resources that enable all to appreciate and demonstrate Alofa. In practice, teachers might design a unit based on the importance of human relationships by exploring indigenous models of collective leadership.

Kuleana in practice might include a task where learners will work together to design, develop and implement the school's plan for recycling. This might involve collaborating on a research proposal, communicating with school leadership, sourcing and resourcing recycling processes (anything from finding the appropriate bins, to composting, to contacting businesses to remove waste) and reflection and review. It could involve presenting this recycling plan to the school and board.

An example of Vā in practice could be a teacher inviting cultural knowledge holders or grandparents to share their first-hand experiences of the MAU movement in a safe space where students are encouraged to engage and ask questions. This highlights the importance of creating spaces that nurture the vā and recognise the complex dynamics and relationships between people.

An example of Vaka, could be designing an activity that explores Pacific migration and the long history and shared whakapapa of Māori and Pacific peoples in Aotearoa. Students could reflect on the differences and similarities in their shared histories, as well as identify actions to collectively address contemporary issues, such as climate change.

An example of Fonua within the classroom, could be an activity where Pacific learners are encouraged to share their cultural heritage through a mode that is appropriate to them. This could be through sharing a practice from their culture that is of value to them and providing space for reflection to take place.



# Technology

## Understanding our values



In technology, Alofa include manaaki (respect, care) to address needs and opportunities by people and for people, within cultural, social, and environmental contexts



Kuleana might be defined as the responsibility to adapt and use technologies to care for and serve one's family, peoples and community.



In Technology, caring for the Vā will include developing an understanding of the reciprocal relationship within and between peoples and technologies to understand how things work and are generated.



Vaka is a value very aligned to Technology as it describes the pushing of boundaries, new navigations and explorations, and the shared journey of all involved within the overall enterprise.



Fonua might be defined in Technology as a strong understanding of and connection to the traditional technologies of one's home culture, and how these have changed, developed and travelled over space and time.

## Our values in practice...

An example of Alofa in Technology might be experts and novices, working together to share technological learning and advancements, to apply in the development of a design brief.

An example of Kuleana might be learners developing technology-based interventions (e.g., robotic or virtual/augmented/mixed reality tools) to support families who are caregivers for others and require health or social support.

An example of Vā might be learners working together to develop post-earthquake spatial designs in a community, for the rebuilding of a town center, and approaching the topic with sensitivity recognizing the various relationships at play within that topic.

An example of Vaka might be learners working together to design and develop responses to food security issues in Aotearoa New Zealand; using a range of knowledges to develop innovative and local responses.

An example of Fonua in Technology might include an understanding of the symbols and storytelling of traditional carvings, architectures and workmanship, and how they have changed due to technological advancements.