

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

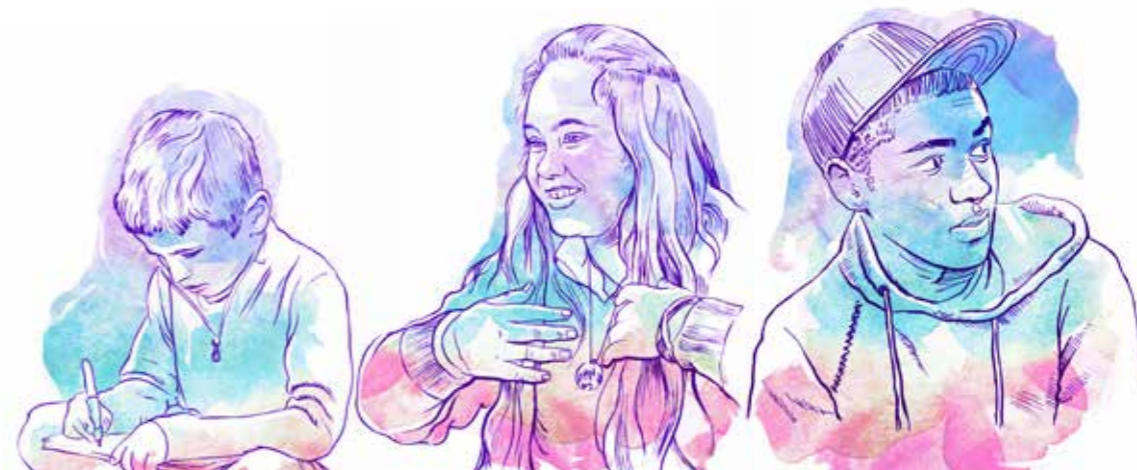
Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner.	World class Inclusive Public Education: New Zealand education is trusted and sustainable.	Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau.	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

<p>Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic</p> <p>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.</p> <p>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.</p>	<p>Confront systemic racism and discrimination in education</p> <p>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+ MVPFAFF¹ and/or disabled.</p> <p>This will ensure that Pacific learners and their families have a strong sense of belonging and education is a trusted, inclusive space.</p>	<p>Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners</p> <p>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.</p> <p>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.</p>	<p>Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met</p> <p>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.</p> <p>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.</p>	<p>Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages</p> <p>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.</p> <p>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.</p> <p>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.</p>
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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

- We will see reductions in reported experiences of:
 - » Racism in teaching practice
 - » Ability grouping
 - » Bullying
- And improvements in reported experiences of:
 - » Wellbeing and belonging
 - » Pacific learners with disabilities being included and valued in all education opportunities
 - » Mixed ability grouping

Pacific learners and their families feel accepted and included

- We will see improvements in reported experiences of:
 - » 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

Pacific learners' cultures, faith and beliefs are valued in education

- We will see improvements in reported experiences of:
 - » Learning environments that value cultures, faith and beliefs
 - » Cultural safety
 - » Culturally sustaining pedagogy²
 - » Effective, culturally responsive pedagogy that supports and promotes learning [ERO]

Pacific families feel confident supporting their children in education

- We will see improvements in reported experiences of:
 - » 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]

There are no financial barriers to accessing education for Pacific learners and families

- We will see reductions in reported experiences of:
 - » Financial barriers to accessing education
 - » Attendance issues related to affordability of uniform, transport or food
- We will see improvements in:
 - » The number of Pacific learners with access to devices and internet

The Pacific workforce is grown, valued and supported

- We will see increases in:
 - » 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).