



Te Tāhuhu o  
te Mātauranga  
Ministry of Education



# Action Plan for Pacific Education

**2020–2030**

**2023 Refresh**



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

Tokelau, Hutt Valley, 2019

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New Zealand, **July 2023**.

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# Foreword by Minister Jo Luxton



**Hon Jo Luxton**

Associate Minister of Education

It is my pleasure to share this 2023 refresh of the Action Plan for Pacific Education 2020-2030.

The Action Plan was developed in partnership with Pacific communities across Aotearoa in response to our learners' education needs and aspirations and to support Pacific educational success. Through a series of fono with Pacific learners, families and communities, the Action Plan was shaped, setting the vision that *'diverse Pacific learners and families are safe, valued and equipped to achieve their education aspirations'*.

To respond to that vision, the Action Plan sets out five key system shifts and a series of associated actions as the first step to achieving this vision.

The launch of the Action Plan in 2020 coincided with the COVID-19 pandemic, a truly challenging and ongoing journey for Aotearoa. The last three years have been a time of significant change for Pacific communities. COVID-19 has highlighted and increased many existing inequities for Pacific learners and families and the recent effects of extreme weather, including Cyclone Gabrielle, have challenged many of our communities. This has been a frustrating and demanding time for families and communities across the motu.

The Government response to COVID-19 supported education providers and communities to work collectively and reciprocally to meet the needs of our Pacific ākongā and families. I want to acknowledge the innovation, generosity and service that Aotearoa Pacific communities have shown to each other and to Aotearoa during this time.



The Government has committed through Budget 21, Budget 22 and Budget 23 a further \$40m of investment in Pacific education. This investment is focussed on our priority areas of Pacific bilingual and immersion education, more opportunities for teacher professional learning and development, particularly with Tapasā, and the development of gagana Tokelau and vagahau Niue as NCEA achievement standard subjects. I am very happy to hear of the high-quality practices many of our communities, services, schools and tertiary providers are demonstrating to enable Pacific success.

It is timely that we reflect on the progress that has been made since the launch of the Action Plan and I am pleased to say that the majority of Government actions identified in 2020 have commenced or are completed, and we are seeing some gains in educational outcomes for Pacific learners and families.

The 2023 Action Plan sets out the new actions we started since 2020 to further support Pacific success, as well as the actions we are continuing from 2020. It articulates the Government's commitment to Pacific languages in education and to growing Pacific bilingual and immersion education.

We know there is more work to do and that is why the Government has committed to a living Action Plan, an Action Plan that is updated regularly to respond effectively and quickly to the changing needs of Aotearoa Pacific learners and families and that works successfully across Government agencies and local communities.

I want to acknowledge the passion, commitment and dedication of Pacific communities and the education sector in guiding the experiences and outcomes of Pacific learners and families. Let us continue to work together for the educational success of all Aotearoa Pacific learners and families.

# Action Plan for Pacific Education 2020-2030

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The Action Plan for Pacific Education 2020-2030 maps the Government's commitment to transforming outcomes for Pacific learners and families. 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.

The Action Plan aligns with the strategic commitments for Pacific Aotearoa success and the vision for education for all Aotearoa ākonga. You can read how these strategies are related below.

## 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.

### Vision for Pacific Education:

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



**Our work in education aligns to the objectives for Pacific Wellbeing**

[Pacific Wellbeing Strategy]

<b>Vaka Moana   Performance and Improvement</b>	<b>Lalaga Potu   Pacific Cultural Values and Principles</b>	<b>Lalaga Potu   Pacific Cultural Values and Principles</b>
-------------------------------------------------	-------------------------------------------------------------	-------------------------------------------------------------

**Our work in education aligns to the objectives for Pacific Languages**

[Pacific Languages Strategy]

<b>Key Objective 2:</b> Strengthen pathways and resources to learn Pacific languages and learn through Pacific languages	<b>Key Objective 1:</b> Raise the value of Pacific languages	<b>Key Objective 3:</b> Create opportunities to use Pacific languages more in more spaces
-----------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------	----------------------------------------------------------------------------------------------

**Our work in education aligns to the overarching objectives for the Education System**

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

Here is how the five key system shifts needed for Pacific learners and families map with these objectives



**Key Shift 1:**



**Key Shift 2:**



**Key Shift 3:**

**Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific bilingual and immersion education pathways**

**Confront systemic racism and discrimination in education**

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

<b>Fale Fono   Partnership and Governance</b>	<b>Te Kupega   Capability</b>
-----------------------------------------------	-------------------------------

<p><b>Key Objective 3:</b></p> <p>Create opportunities to use Pacific languages more in more spaces</p>	<p><b>Key Objective 2:</b></p> <p>Strengthen pathways and resources to learn Pacific languages and learn through Pacific languages</p>
---------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------

<p><b>Learners at the centre:</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>Future of learning and work:</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>Quality Teaching and Leadership:</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>
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**Key Shift 4:**



**Key Shift 5:**

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

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

# What is the Government doing to support these shifts?

» This page sets out the actions from 2020 we are continuing and the new actions the Government has committed to from 2020. We have also completed some of the actions in the 2020 Action Plan. You can see these on **pages 40-41** of the 2023 Action Plan.



## Key Shift 1:

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



## Key Shift 2:

Confront systemic racism and discrimination in education



## Key Shift 3:

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

### Sector:

Early learning  
  Schooling  
  Tertiary  
  Community

### We're continuing these actions from the 2020 Action Plan

- |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Ka Ora Ka Ako   Food in Schools to provide free schools lunches for learners in areas with high levels of disadvantage (led by MoE) <input checked="" type="radio"/></li> <li>• Delivering Tuli Takes Flight scholarships, as part of Government's goodwill package for the apology for the Dawn Raids<sup>1</sup> (led by MoE) <input type="radio"/></li> </ul> | <ul style="list-style-type: none"> <li>• Delivering the Unteach Racism programme, with a move to phase 2 which will include a focus on Pacific peoples' experiences (led by Teaching Council) <input type="radio"/> <input checked="" type="radio"/></li> <li>• Delivering locally-focused Professional Learning and Development priorities with a focus on cultural capability, inclusion and critical consciousness (led by MoE) <input checked="" type="radio"/></li> <li>• Delivering Te Hurihanganui – new investment to address racism and bias and support whānau engaging in learning, with the Ministry of Education working with partners to implement the kaupapa and evaluate that implementation (led by MoE) <input type="radio"/></li> </ul> | <ul style="list-style-type: none"> <li>• Delivering evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMIC) to schools with high numbers of Pacific learners (led by MoE) <input checked="" type="radio"/></li> <li>• Providing online training for teachers to recontextualise assessment and to collect evidence for Pacific learners (led by NZQA) <input checked="" type="radio"/></li> <li>• Delivering Tautai o le Moana to grow the capability of principals to improve outcomes and support the wellbeing of Pacific learners (led by MoE) <input checked="" type="radio"/></li> <li>• Delivering the Pacific Education Innovation Fund, for example rolling out a Pacific wellbeing model in targeted schools (led by MoE) <input type="radio"/></li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<sup>1</sup> The Joint Initiative action was changed to deliver the Tuli Takes Flight scholarships, included in the Government's goodwill package in response to the Apology for the Dawn Raids.



### Key Shift 4:

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



### Key Shift 5:

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

- Delivering NCEA ma le Pasifika programme (led by NZQA) ●
- Whānau Toolkit to guide parents through changes to NCEA, including Development of tailored Pacific resources for Pacific whānau (led by MoE and NZQA) ●
- Delivering strengthened Talanoa Ako programme to support families (led by MoE) ●
- Delivering the Pacific Education Support Fund, *for example working with Funding providers to support ākongā and families to navigate the education system to re-engage and continue engaging with education* (led by MoE) ●

- Providing tailored professional learning and development (PLD), guidance and support to strengthen the governance and management of Pacific early learning centres (led by MoE) ○
- Raising 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 (led by Teaching Council and MoE) ○●
- Developing goals and actions in the Education Workforce Strategy to support and grow the number of Pacific teachers<sup>2</sup> (led by MoE) ●

<sup>2</sup> Work on an Education Workforce Strategy was paused in 2021, as efforts focused on supporting all education providers to manage and operate in the context of COVID-19. Progressing work on the strategic direction for early learning and school workforce remains on the Ministry of Education's work programme.





### Key Shift 1:



### Key Shift 2:

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

Confront systemic racism and discrimination in education

#### Sector:

Early learning  
  Schooling  
  Tertiary  
  Community

#### Since 2020 we have started these new actions

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Reviewing equity and targeted funding so that they best support children to benefit from access to high quality early learning experiences <b>(led by MoE)</b><br/><input type="radio"/></li> <li>• Developing and implementing Level 1- 3 gagana Tokelau and vagahau Niue as NCEA achievement standard subjects <b>(led by MoE)</b><br/><input checked="" type="radio"/></li> <li>• Developing and implementing the Level 2-3 Pacific Studies as an NCEA achievement standard subject <b>(led by MoE)</b><br/><input checked="" type="radio"/></li> <li>• Producing more curriculum resources for Pacific bilingual units in schools in gagana Sāmoa, lea faka-Tonga, te reo Māori Kūki 'Āirani, vagahau Niue and gagana Tokelau, including Instructional readers, mathematics resources, digital resources and assessment tools <b>(led by MoE)</b><br/><input checked="" type="radio"/></li> <li>• Designing a quality framework for teaching in Pacific bilingual settings in schools <b>(led by ERO)</b><br/><input checked="" type="radio"/></li> <li>• Supporting Pacific Bilingual and Immersion units through the ongoing provision of Pacific Bilingual and Immersion Programme Funding as part of the operating grant for schools <b>(led by MoE)</b><br/><input checked="" type="radio"/></li> <li>• Better supporting Pacific school leaver transitions into tertiary education <b>(led by TEC)</b><br/><input checked="" type="radio"/></li> <li>• Making Pacific school leaver transitions a priority for investment <b>(led by TEC)</b><br/><input checked="" type="radio"/></li> </ul> | <ul style="list-style-type: none"> <li>• Implementing network management proposal for new early learning services, including identifying Pacific bilingual and Pacific language and immersion services as priorities in the National Priority Statement <b>(led by MoE)</b><br/><input type="radio"/></li> <li>• Implementing Fakailoga Tino – programme to support teachers to name, negotiate and navigate racism so they can better support Pacific learners, parents, families and communities <b>(led by MoE)</b><br/><input checked="" type="radio"/></li> <li>• Delivering Tu'u Mālohi   Stand Strong – Pacific Wellbeing initiative <b>(led by MoE)</b><br/><input checked="" type="radio"/></li> </ul> |
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### Key Shift 3:

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



### Key Shift 4:

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



### Key Shift 5:

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

- Integrating expectations for teacher competence in working with diverse Pacific learners woven into initial teacher education (ITE) programmes, using the Tapasā cultural competency framework **(led by Teaching Council)**  
○ ●
- Expanding the provision of Professional Learning and Development (PLD) based on the Tapasā: cultural competencies framework for teachers of Pacific learners in the regions **(led by MoE)**  
○ ●
- Developing new online curriculum hub to make it easier for kaiako to access resources that help them to improve outcomes and support wellbeing of Pacific ākonga **(led by MoE)**  
●

- Delivering Saili Mālō resources and summits for Pacific learners **(led by MoE)**  
●
- Delivering Rising Stars resources and videos **(led by NZQA)**  
●
- Delivering Inspiring the Futures programme **(led by TEC)**  
●
- Delivering Tupu Aotearoa - connects Pacific people with local providers who support them to access work or learning opportunities **(led by MPP)**  
●
- Delivering Toloa programme - supports Pacific Peoples in STEAM pathways through key interventions such as funding, scholarships, pilot programmes and other initiatives **(led by MPP)**  
●

- Reviewing qualification settings for Pacific bilingual and immersion early learning education and care services **(led by MoE)**  
○
- Supporting Pacific people to meet the current English language requirements to train and/or register as an early learning teacher **(led by MoE)**  
○ ●
- Reviewing language competency requirements for entry into Initial Teacher education and for teacher registration, to support increased number of speakers of Pacific languages able to teach in Pacific bilingual/immersion settings **(led by Teaching Council)**  
○ ●
- Investigating the value of introducing scopes of practice (or similar) to recognise expertise such as skills/knowledge of Pacific languages **(led by Teaching Council)**  
○ ●
- Providing Reo Moana, targeted professional learning and development (PLD) for teachers and leaders in Pacific bilingual settings **(led by MoE)**  
●



### Key Shift 1:



### Key Shift 2:

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

Confront systemic racism and discrimination in education

#### Sector:

Early learning  
  Schooling  
  Tertiary  
  Community

- Funding transition programmes that show successful outcomes for Pacific school leavers and meet the TEC's investment criteria for such programmes **(led by TEC)**  
●
- Supporting data and information use between secondary schools and tertiary education organisations to enhance Pacific school leaver transitions **(led by TEC)**  
●
- Providing support for communities through the Tatou Fa'amalosi programme, to support Pacific community-based initiatives **(led by MoE)**  
●
- Collaborating across key Government agencies to implement the Pacific Languages Strategy and Pacific Languages Government Action Plan **(led by MPP)**  
●
- Undertaking Leo Moana o Aotearoa Project every 4 - 5 years to understand the use of and attitudes towards Pacific languages across Aotearoa **(led by MPP)**  
●



### Key Shift 3:

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



### Key Shift 4:

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



### Key Shift 5:

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

- Requiring Ōritetanga Learner Success Plans for all tertiary education institutions (**led by TEC**)



- Working with tertiary education organisations to use the Learner Success Framework to implement learner-centric operating models (**led by TEC**)



- Embedding the Ōritetanga Learner Success approach across the tertiary sector (**led by TEC**)



- Expanding professional learning and development (PLD) for Teacher Aides, supporting learners with English as an additional language, through Pasifika Teacher Aide Project (PTAP) (**led by MoE**)



- Delivery of two new Pacific-focused primary initial teacher education (ITE) programmes (**led by Teaching Council**)



- Delivering the Tagaloa Scholarships to support growing Pacific capacity and capability within communities and the education sector (**led by MoE**)





### Key Shift 1:

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



### Key Shift 2:

Confront systemic racism and discrimination in education

#### Sector:

Early learning  
  Schooling  
  Tertiary  
  Community

#### We will

- Investigate the development of bespoke Pacific initial teacher education (ITE) options for the early learning and schooling workforces (led by MoE with Teaching Council)
  -
- Review property settings around early learning services on school sites (led by MoE)
  -
- Investigate options to support growing the network of Pacific early learning centres (led by MoE)
  -
- Grow Pacific language resources for early learning (led by MoE)
  -
- Design a quality framework for teaching in Pacific bilingual settings in early learning services (led by ERO)
  -
- Explore reviewing staffing settings and ratios for Pacific bilingual units in schools to make sure units have the staffing they need to succeed (led by MoE)
  -
- Refresh the New Zealand Curriculum documents, including Learning Languages learning area, to explicitly include the place and value of Pacific languages in the New Zealand Curriculum in 2025 (led by MoE)
  -
- Provide guidance on interpretation of the New Zealand Curriculum in Pacific bilingual contexts (led by MoE)
  -
- Promote access to the Guidance for Establishing a Pacific Bilingual or Immersion Unit and review settings for network planning and provision (led by MoE)
  -
- Strengthen universal and targeted initiatives, information and tools supporting safe, inclusive learning environments and positive relationships that respond to diverse Pacific learners and families, including
  - Refresh of PB4L School-wide tier one framework
  - Evaluation of Bullying-Free NZ website (led by MoE)
  -



### Key Shift 3:

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



### Key Shift 4:

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



### Key Shift 5:

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

- Develop common practice model to support literacy & communication and maths learning for culturally and linguistically diverse ākongā (led by MoE)
- Develop professional learning supports that reflect Tapasā as part of implementing the curriculum and assessment work programme, including the common practice model and refreshed NZC (led by MoE)

- Implement National Careers System Strategy (led by TEC)
- Expand NCEA ma le Pasifika programme (led by NZQA)
- Update Māori and Pasifika Trades Training (MPTT) programme eligibility settings to align with changes to the vocational education and training system, and to education system legislation (led by MoE)
- Consider options to fund the Pacific Education Support and the Pacific Education Innovation Funds (led by MoE)
- Expand delivery of Talanoa Ako, including providing professional learning and development (PLD) for guided resources (led by MoE)

- Improve ratios of adults to children under the age of 3 in teacher-led centre based early learning services (led by MoE)
- Implement a mechanism to improve level and consistency of teacher salaries and conditions (led by MoE)
- Develop pathways for Pacific language teachers | kaiako seeking to teach in a range of education settings including investigating the value of introducing scopes of practice to recognise specific expertise, for example to recognise expertise in Pacific languages (led by Teaching Council)
- Explore opportunities to design initiatives to grow the number of Pacific language teachers with Pacific communities (led by MoE)
- Introduce a Pacific bilingual and immersion teaching allowance for Pacific bilingual teachers in primary schools (led by MoE)



### Key Shift 1:



### Key Shift 2:

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

Confront systemic racism and discrimination in education

#### Sector:

Early learning  
  Schooling  
  Tertiary  
  Community

- Review property and network settings for Pacific bilingual units in schools **(led by MoE)**
  -
- Clarify property settings for special programmes in schools, including Pacific bilingual units in schools **(led by MoE)**
  -
- Investigate opportunities to grow Pacific language pathways through Te Kura **(led by MoE)**
  -
- Provide supports and opportunities to tailor assessment of Pacific Languages subjects in NCEA **(led by NZQA)**
  -
- Investigate options to have a New Zealand Scholarship pathway for Pacific languages **(led by MoE)**
  -
- Grow Pacific language resources for schooling, including for senior secondary and NCEA level learning **(led by MoE)**
  -
- Support learner success by increasing the focus on tertiary education organisations to improve successful transitions in and out of tertiary education and training **(led by TEC)**
  -
- Foster collective engagement between tertiary education organisations to support the alignment of the different transition programmes that each tertiary education organisation offers **(led by TEC)**
  -
- Fund a more comprehensive selection of secondary to tertiary transition programmes that show successful outcomes for Pacific school leavers in future investment rounds **(led by TEC)**
  -



**Key Shift 3:**

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



**Key Shift 4:**

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



**Key Shift 5:**

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







### Key Shift 1:



### Key Shift 2:

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

Confront systemic racism and discrimination in education

#### Sector:

Early learning    
  Schooling    
  Tertiary    
  Community

- Support Pacific school leavers and their families to make informed study decisions through the Careers System Strategy and Tahatū (led by TEC)
  -
- Explore levers to strengthen Pacific language delivery through tertiary education, including to grow pathways to learn, and learn in, Pacific languages at the tertiary level and to support the work to grow the Pacific Languages in Education workforce (led by MoE with TEC)
  -
- Explore potential to grow accredited language learning pathways in Tertiary education to build capability for careers in education, translation, interpretation, and other relevant fields (led by MoE with TEC)
  -
- Expand Early Reading Together and Reading Together Programmes (led by MoE)
  -
- Provide information to Pacific learners, families and communities about Pacific Languages in Education (led by MoE)
  -
- Invest in Pacific Community Organisations to enable them to provide leadership and advocacy for Pacific Languages in Education (led by MoE)
  -
- Develop a comprehensive communication campaign to raise awareness and promote the value of Pacific languages and the benefits of multilingualism (led by MPP)
  -
- Create an online resource hub for language learning resources and resources in Pacific languages (led by MPP)
  -





### Key Shift 3:

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



### Key Shift 4:

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



### Key Shift 5:

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



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



## Key Shift 1:

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



## Key Shift 2:

Confront systemic racism and discrimination in education



## Key Shift 3:

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

### 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 period. Seek to minimise these barriers, where possible
- Find out how **Pacific communities are responding to the ongoing impacts of the pandemic** and how you can help
- **Continue to support families to equip their children** with the right educational tools to access the curriculum
- **Investigate options within your timetable** to support sustained Pacific languages subjects
- **Communicate the importance of Pacific languages** and first and home languages to families and communities
- **Start an open discussion around what racism, discrimination and bias** means 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** so that 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
- Make sure **annual self-review processes** include approaches to gather feedback from ākongā, staff, whānau and communities about their experiences in the organisation
- **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, languages, identities and cultures
- Support **teachers and leaders of Bilingual units to access appropriate Professional Learning and development** i.e Reo Moana
- **Commit to PLD** that values Pacific ākongā identity, languages and culture that they bring to their learning

### Potential actions for families and communities

- Apply to Ministry for Pacific Peoples' **language innovation funds** 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: Cultural competencies for teachers and leaders of Pacific learners** and how they monitor their use of Tapasā
- Ask learning environments about the **opportunities to learn about different Pacific cultures and experiences**
- Ask your local school for your children to have the **option to learn in your language or to learn your language**



### Key Shift 4:

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

- **Work to make sure that there are representatives with Pacific whakapapa on your school board** or governing board and take proactive steps to bring people with Pacific whakapapa onto the board and support them
- **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



### Key Shift 5:

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

- **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, grown and valued in their roles
- Ensure **proposed pathways of Pacific teachers/staff towards leadership** are developed in a timely fashion
- Provide **appropriate courses** to grow Pacific language speaking teachers to be employed in Early learning, and schools with Immersion and Bilingual settings
- **Learn and upskill your understanding of bilingualism** and bilingual education and its benefits

- Download the **Talanoa Ako** app to get information on supporting young people to learn (available in 10 Pacific languages and audio)
- Follow the **Talanoa Ako on Air series** via radio and Facebook for information and tips on Pacific parents and families can better support their children. The series is delivered in English and multiple Pacific languages
- Email [Pasifika@nzqa.govt.nz](mailto: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 will we know we're making progress?

### What does success look like for Pacific learners and families?

Pacific learners, families and communities told us that how we measure success and progress does not reflect what matters to them. During our 2018 and 2019 education fono series to develop the Action Plan, they outlined **six outcomes** that stood out to them as the most important, which we have also used to inform the development of our Measurement Framework.



Those six outcomes are:

- » **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.**

Additionally, we know that to monitor the actions against improved wellbeing outcomes in the knowledge and skills domain,<sup>3</sup> we need to assess measures of achievement, progress and qualification attainment. A seventh outcome that reflects this is:

- » **Pacific learners are equitably supported to reach their education aspirations.**

<sup>4</sup>See: [Living Standards Framework - Dashboard \(treasury.govt.nz\)](https://www.treasury.govt.nz/living-standards-framework)







### Measurement Framework

The Action Plan for Pacific Education Measurement Framework is intended to be used across the 10-year lifespan of the Action Plan and has been developed to facilitate monitoring of progress on the five key shifts by linking those with 14 relevantly identified indicators which are measurable with existing data. This will help us to track progress on the Action Plan's five key shifts over time. Potential indicators that do not have available measures have not been included in the Measurement Framework but may be at a later date when more data becomes available. Where we were unable to define a suitable measure (e.g. due to a lack of existing datasets from which to measure indicators), we have provided supplementary qualitative data in the Progress Report alongside the baseline data measures.





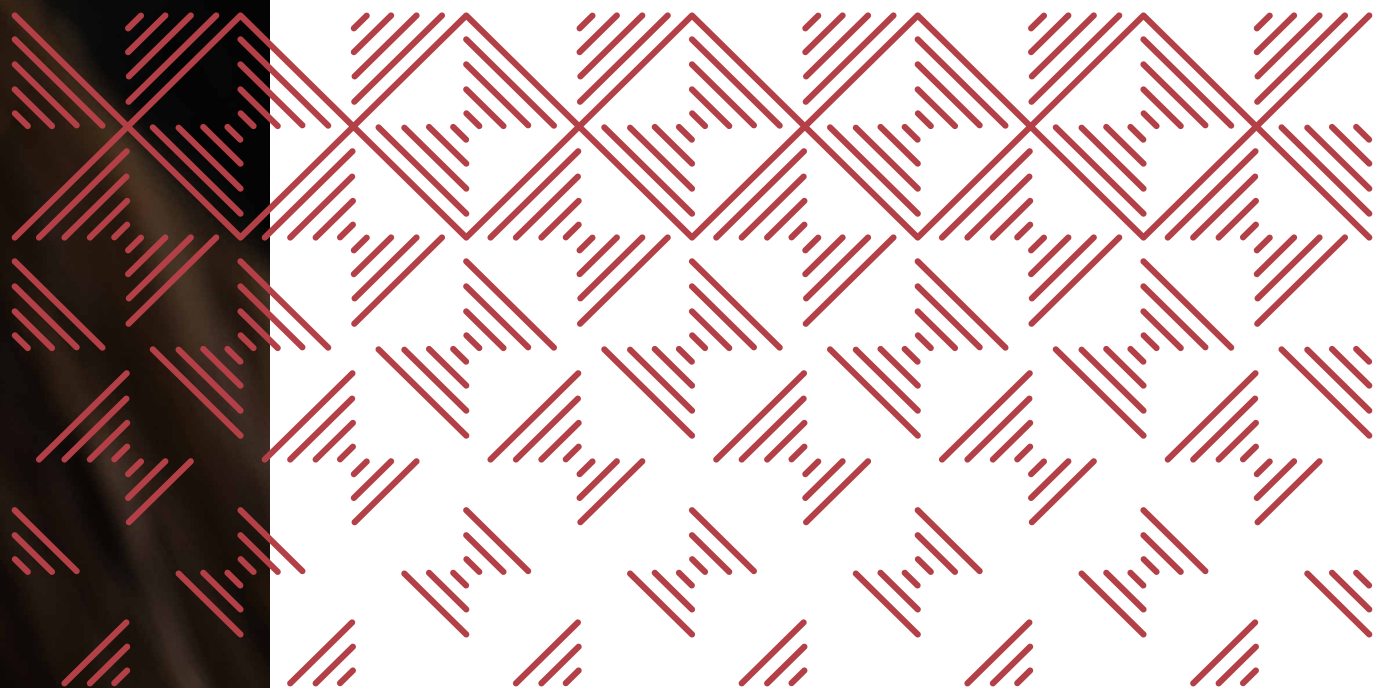


# Context

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## Aotearoa Pacific Peoples

Pacific communities across New Zealand are diverse and dynamic, with rich and varied whakapapa, histories, languages, cultures and identities. Pacific communities whakapapa from across the Pacific region, and include many and multiple ethnic and cultural identities, including connections to tangata whenua and the Realm countries of Niue, Tokelau and the Cook Islands.







**We acknowledge tangata Māori as tangata whenua and acknowledge Te Tiriti o Waitangi as the guiding foundation for Aotearoa. We acknowledge te reo Māori as the indigenous language of Aotearoa, a taonga of iwi, hapū and whānau Māori and an official language of Aotearoa New Zealand. We honour and commit to Te Tiriti o Waitangi. We acknowledge the past, present and future unique and familial relationships between tangata whenua and tagata moana nui a Kiwa.**

Te Tiriti o Waitangi (Te Tiriti) is the guiding document for Pacific people in New Zealand and for the education system. Throughout our 2018 and 2019 education fono series, many Pacific communities expressed their commitment to Te Tiriti and tino rangatiratanga for tangata whenua. Diverse Pacific communities are reflected in Te Tiriti 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 and articles of Te Tiriti.

We have specific, strong obligations to value and protect Pacific peoples and Pacific languages within Aotearoa, including:

- » Constitutional relationships with Pacific Realm nations in legacy of colonisation
- » Indigeneity of Pacific realm languages in realm of New Zealand and indigeneity of Pacific languages to Pacific region
- » Treaty of Friendship with Sāmoa in legacy of colonisation
- » International obligations and human rights-based language promotion rights, including the United Nations' Declaration on the Rights of Indigenous Peoples and UNESCO's International Decade of Indigenous Languages.





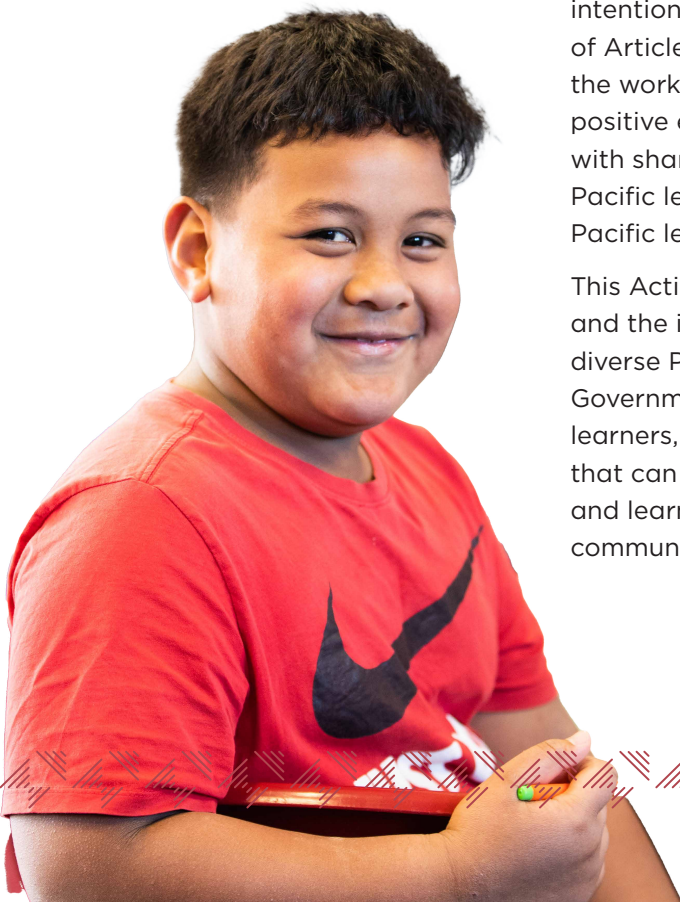
**These obligations sit within a wider context of the collection of Aotearoa Pacific people’s experience in New Zealand and New Zealand’s position as a Pacific Island, including New Zealand’s role as a coloniser with an ongoing post-colonial role in the region.**

This includes:

- » History of migration between New Zealand and other Pacific countries
- » Active colonisation by New Zealand of Cook Islands, Niue, Tokelau and Sāmoa, leading to physical, social, cultural, spiritual and linguistic harm
- » Contribution by New Zealand to colonisation and exploitation in other Pacific countries, including Fiji and Nauru
- » Active immigration policies to benefit New Zealand at expense of Pacific peoples, including push for migration in 1950s and 1960s, and the subsequent racist, response to economic downturn in 1970s and 1980s, including Dawn Raids attacks
- » Lack of recognition and re-dress of colonisation, ongoing colonial efforts, including limited valuing of bilingualism and Pacific languages, and self-determination efforts.

The Action Plan for Pacific Education aligns with and contributes to the Crown obligations under and to the intentions of Te Tiriti, by contributing to the delivery of Article Three of equitable outcomes. It aligns with the work of Ka Hikitia and Tau Mai te Reo. It supports positive educational outcomes for learners and families with shared Māori and Pacific whakapapa, around 7% of Pacific learners, by transforming education outcomes for Pacific learners.

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 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/action-plan-for-pacific-education/>

### COVID-19

The impacts of the COVID-19 pandemic have been felt in Aotearoa since 2020, with the country experiencing multiple lockdowns, alert levels and the tragic loss of life from COVID-19. The subsequent ramifications for education, employment and health are significant, but Pacific communities are continuing to work together to find innovative ways so that that education and material needs are met and continue to be met. We acknowledge the massive impacts of COVID-19 on Aotearoa Pacific communities.



## What has happened since 2020?

The Action Plan was launched in July 2020 at Ōtāhuhu School in a celebration of the work and commitment from Pacific communities and the education sector.

**Since 2020, we have completed or commenced 21 of the 22 actions identified in the 2020 version of the Action Plan. A 22nd action was overtaken by COVID-19 events and the funding was therefore used to support the Tuli Takes Flight scholarships. We have also been responding to the COVID-19 pandemic, supporting Pacific learners and families to access education.**

We have been monitoring the impact of the Action Plan since 2020. We have seen that while some Pacific learners are experiencing the benefits of participating in education, many are not, and the ongoing impact of COVID-19 has made this worse. You can learn more about the impact of the 2020 Action Plan actions and what is happening in Education for Pacific learners, their families and communities in the Action Plan for Pacific Education Progress Report.

It is now time to update the Action Plan so it includes the next investment from Government and captures our focus on Pacific languages in education. This version of the Action Plan:

- » Has a strengthened strategic focus on Pacific bilingual and immersion education and Pacific Languages in Education through a change to the wording of Key Shift 1 and a new section on Pacific languages in education on **pages 34-39** of the Action Plan
- » Includes the next set of further Government actions to give effect to the vision and key shifts in the Action Plan.



## What will the next 10 years look like?

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

Aotearoa Pacific 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 for engaging with and supporting Aotearoa Pacific communities:**

### Reciprocity

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

(Tongan adult, small fono 2018)

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### Pacific diversity

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

(Adult, Porirua fono, 2018)

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### 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)

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### Collective action

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

(Porirua fono, 2018)

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

<b>Before 2020</b>	<b>Action Plan for Pacific Education (2020 - 2030)</b>
<p>5 year Pacific Education Plans have not given sufficient time and support for change to happen.</p>	<p>This Action Plan has a 10 year vision and 5 key shifts needed to realise the vision. Actions will be updated every two years to respond to current needs and aspirations. This means that actions must be formulated on the basis of unmet needs to see real change.</p>
<p>Previous plans have focused solely on Government actions with the Ministry of Education and other agencies as the main users.</p>	<p>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.</p>
<p>Previous plans have been national level plans.</p>	<p>The implementation of this Action Plan will involve the development of local regional plans that can respond to the unique and diverse needs that each region has.</p>
<p>Previous plans were not monitored frequently, and findings were not systematically used to inform changes to the plans.</p>	<p>We aim to regularly monitor and report on the Action Plan. Where possible, findings will be used to inform new actions and investment.</p>
<p>Ministry of Education data usually focuses on Pacific as one group and previous plans had actions that were not ethnic-specific.</p>	<p>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.</p>
<p>Previous Government actions for Pacific education have often been fragmented and have not been the core focus of broader Government strategies.</p>	<p>Many of the actions in the Action Plan will be undertaken as part of core Ministry business and 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.</p>



# Growing Pacific Languages in Education

## Our Commitment

Pacific languages have a special place within Aotearoa and within our education system.

**We will support the growth of Pacific Languages in Education** across early learning, schooling and tertiary education. This includes supporting the **growth of bilingual and immersion** education settings

**Our commitment is built off the place and benefit of Pacific languages and Pacific bilingualism in Aotearoa.**

This new section will mean different things for the different groups of people in our education system.

- » For the Ministry of Education and partner agencies, this section sets out our commitment to grow Pacific language pathways by taking specific actions.
- » For teachers, leaders and educators, you can use this section to plan for Pacific language pathways in your service, school, institute and community and to understand what actions the Ministry of Education and partner agencies are taking.
- » For families and communities, you can use this section to work with services, schools and providers to grow and support Pacific language pathways in your community and to understand what actions the Ministry of Education and partner agencies are taking.

There is significant domestic and international evidence that learners who are supported in their community languages **achieve improved education and wellbeing outcomes**<sup>5</sup>. Learning and using your language creates a greater sense of belonging, a strong sense of identity and makes you feel safe and valued in your place of learning<sup>6</sup>. This research aligns with the goals of the [statement of National Education and Learning Priorities](#) and the [Tertiary Education Strategy](#).

Supporting Pacific Languages in Education will also **make a significant contribution to the overall health of these languages**, the vision of the [Pacific Languages Strategy](#) for **thriving Pacific Languages to build a prosperous Aotearoa** and the key objectives to strengthen pathways and resources for learning Pacific languages and learning in Pacific languages.

In this work, we acknowledge te reo Māori as the indigenous language of Aotearoa, a taonga of iwi, hapū and whānau Māori and an official language of New Zealand<sup>7</sup>. We will look for opportunities to strengthen connections between our focus on Pacific Languages in Education and te reo Māori.

<sup>5</sup>May, S. 2020. *Research to understand the features of quality Pacific Bilingual Education: Review of Best Practices*. [Research to understand the features of quality Pacific bilingual education: Review of best practices | Education Counts](#).

<sup>6</sup>You can read more about these benefits here- [Research to understand the features of quality Pacific bilingual education: Review of best practices | Education Counts](#) and [ERO's quality framework](#) and the supporting [evidence brief](#), available online

<sup>7</sup>Te Ture mō te Reo Māori 2016







“Schools need to be open to the basket of knowledge that our children take in with them”

Tokoroa 2022



“We need to provide opportunities for those children and those families that would thrive under a bilingual and immersion system.”

Tauranga 2022



#### Alignment with Pacific Languages Strategy 2022 -2032

The New Zealand Government has some specific responsibilities and commitments to Pacific languages. The first *Pacific Languages Strategy* was published in September 2022. It identified nine target languages and described the status, current health and aspirations for these languages in Aotearoa. It also described a tailored approach to different languages to recognise these circumstances.





## We will tailor provision to reflect communities' aspirations and circumstances

We've worked with Pacific communities and the education sector to understand their aspirations for Pacific languages in education. We engaged with communities in 2022, as well as learning from the conversations we had on the Action Plan for Pacific Education in 2018 and 2019 and the [Pacific Languages Strategy](#) in 2021. We have also learnt from the Leo Moana o Aotearoa survey in 2021.

What we have heard from communities and the education sector has shaped this policy statement. We're committed to tailoring provision, based on what we know about community aspirations for different language pathways and on the three factors identified in the [Pacific Languages Strategy](#): the current state of the language, the demographics of the population, and their relationship to Aotearoa<sup>8</sup>.

We will use the three categories set out in the [Pacific Languages Strategy](#) to guide us:

Urgent revitalisation	Strengthening Transmission and Maintenance	Support Community-Led Action for Language Revitalisation and Maintenance
<p><i>Te Gagana Tokelau</i> <i>Vagahau Niue</i> <i>Te Reo Māori Kūki 'Āirani</i></p>	<p><i>Gagana Sāmoa</i> <i>Lea Faka-Tonga</i></p>	<p><i>Te Gana Tuvalu</i> <i>Fāeag Rotuqm ta</i> <i>Vosa vaka-Viti</i> <i>Te Taetae ni Kiribati</i></p>
<p>This group is characterised by high levels of language endangerment, low numbers of speakers, low intergenerational transmission and strong constitutional ties to Aotearoa with specific constitutional obligations to revitalise these languages. The largest populations of these groups in the world are found in Aotearoa, often in concentrated communities.</p>	<p>This group is characterised by their large populations and relatively high numbers of speakers but also their sharp decline in total speakers and intergenerational transmission rates. New Zealand has a special relationship with Sāmoa, as expressed through the 1962 Treaty of Friendship. This group is a high priority for retention and maintenance efforts.</p>	<p>This group is characterised by smaller, emerging populations of language speakers with some degree of formal relationship with New Zealand. There are smaller numbers of people from these communities who are New Zealand-born and varying levels of language endangerment.</p>

<sup>8</sup>See [Page 33 of the Pacific Languages Strategy- Pacific-Languages-Strategy-2022-2032.pdf \(mpp.govt.nz\)](#)

### We will tailor provision to reflect communities

There are many possible approaches to Pacific Languages in Education, including bilingual and immersion education, teaching Pacific languages within the New Zealand Curriculum and supporting community education<sup>9</sup>. These approaches can be actioned across early learning, schooling and tertiary education.

We will work with Pacific language communities to develop a pathway forward which best responds to their aspirations for Pacific Languages in Education, together with their community and sociolinguistic circumstances and relationships with the New Zealand Government. This work will be located within the context of our overall education system and will respond to the direction of the [Pacific Languages Strategy](#).

In practical terms, we will have an initial focus on growing new and supporting current education pathways for gagana Sāmoa and lea faka-Tonga in secondary and tertiary, and for gagana Tokelau, vagahau Niue and te reo Māori Kuki 'Āirani in early learning.

These pathways will include bilingual early learning services, bilingual and immersion provision in primary schools, opportunities for teaching these languages as subjects in primary and secondary education, including NCEA, and pathways into tertiary education.

We know there are high levels of demand for bilingual and immersion education within the gagana Sāmoa language community and we will have an early focus on responding to this demand. We will also work with the Ministry of Pacific Peoples to support community-led action for gana Tuvalu, Vosa vaka-Viti, te taetae ni Kiribati and Fāeag Rotuqm that responds to local aspirations and needs.

We also recognise that there are other Pacific languages and communities in Aotearoa. We will work with the Ministry for Pacific Peoples to identify opportunities to support these communities in education settings.

Information about the learner populations from these language communities and current levels of Pacific Languages in Education provision is set out at in the supporting evidence brief. It will be important for the Ministry to continue to grow its data about learners and the workforce and providers of Pacific Languages in Education.

<sup>9</sup>For the purpose of this policy statement, 'bilingual and immersion education' is where a Pacific language is used as a medium of instruction for 51% of class time; 'teaching Pacific languages within the New Zealand curriculum' means teaching a Pacific languages as a subject or as a medium of instruction for less than 50% of class time; and 'community education' means learning provided by community organisations.



### **We will use a range of levers to support Pacific Languages in Education**

*“Empower our knowledge holders in communities with the resources and tools, to share their wisdom”*, Wellington, 2022

The Ministry of Education and partner agencies will use a range of levers across early learning, schooling and tertiary education to support the growth of Pacific Languages in Education. Some of these levers have already been established, while some are still under development. We will work with Pacific communities to support their leadership of Pacific Languages in Education.

We will use the levers by progressing the key actions identified in this Action Plan. You can see the actions we are continuing and starting and the actions we will take to grow Pacific languages in education in Key Shift 1 on **pages 48-53** and Key Shift 5 on **pages 69-73** of the Action Plan.

### **We will measure and report on progress on a regular basis**

The Ministry of Education will measure progress and reporting to Pacific communities on a two-yearly basis through the Action Plan Progress Reports and the reporting on the Pacific Languages Strategy.

The Education Review Office is developing a Pacific Bilingual and Immersion Education Quality Framework to provide clear and consistent guidance on best practice pedagogy to early learning services and schools. This will become the basis for its review of relevant services and schools.

### **There is more work to do**

There is more work to do to support Pacific Languages in Education in Aotearoa. In this Action Plan, we have identified the first wave of actions to provide a platform for growth. It will be necessary to update these actions on an ongoing basis.



## We are already supporting Pacific success

Alongside the new 2023 actions, we have completed some and are continuing with some of the actions from 2020.



### Key Shift 1:



### Key Shift 2:



### Key Shift 3:

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

Confront systemic racism and discrimination in education

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

### Sector:

Early learning  
  Schooling  
  Tertiary  
  Community

## We have completed these actions from the 2020 Action Plan

- Delivered Leo Au Lea, a pilot initiative, to support Pacific children and families in Katikati, Te Puke and Tauranga to engage in early learning (led by MoE)



- Progressed work on a Ministry policy on Pacific medium education, to guide future investment (led by MoE)



- Invested in Trades and Apprenticeships Training, including making targeted vocational training courses free for all ages<sup>11</sup> (led by MoE)



- Translated and distributed key education materials in 10 Pacific languages to digitally excluded Pacific families (led by MoE)



- Developed resources based on the Tapasā: cultural competencies framework for teachers of Pacific learners (led by MoE)



<sup>11</sup>The Targeted Training and Apprenticeship Fund was introduced in July 2020. It targeted industry skill needs, where demand from employers for these skills was expected to grow during New Zealand's recovery period from the impacts of COVID-19. The TTAF covered learner fees from 1 July 2020 until 31 December 2022 for study and training in apprenticeships, and targeted areas. While enrolled in TTAF eligible courses and programmes, learners were not using their entitlement to Fees Free. Learners who started using Fees Free entitlement prior to accessing TTAF will be able to continue to use Fees Free until they have used their full entitlement. Learners who wish to access Fees Free for eligible programmes or courses continuing into, or starting in 2023 and beyond will need to check the eligibility criteria on [feesfree.govt.nz](https://feesfree.govt.nz).



### Key Shift 4:

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



### Key Shift 5:

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

- Undertaken a formative evaluation of the implementation of the new requirements for Initial Teacher Education programme approval (led by Teaching Council)<sup>12</sup>



<sup>12</sup> Phase one completed in 2020. Next phase paused as funding was withdrawn.



### 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



### Key Shift 2:

Confront systemic racism and discrimination in education



### Key Shift 3:

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

#### Sector:

Early learning  
  Schooling  
  Tertiary  
  Community

#### We're continuing these actions from the 2020 Action Plan

- |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Ka Ora Ka Ako   Food in Schools to provide free schools lunches for learners in areas with high levels of disadvantage (led by MoE) <input checked="" type="radio"/></li> <li>• Delivering Tūlī Takes Flight scholarships, as part of Government's goodwill package for the apology for the Dawn Raids<sup>13</sup> (led by MoE) <input type="radio"/></li> </ul> | <ul style="list-style-type: none"> <li>• Delivering the Unteach Racism programme, with a move to phase 2 which will include a focus on Pacific peoples' experiences (led by Teaching Council) <input type="radio"/> <input checked="" type="radio"/></li> <li>• Delivering locally-focused Professional Learning and Development priorities with a focus on cultural capability, inclusion and critical consciousness (led by MoE) <input checked="" type="radio"/></li> <li>• Delivering Te Hurihanganui - new investment to address racism and bias and support whānau engaging in learning, with the Ministry of Education working with partners to implement the kaupapa and evaluate that implementation (led by MoE) <input type="radio"/></li> </ul> | <ul style="list-style-type: none"> <li>• Delivering evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMIC) to schools with high numbers of Pacific learners (led by MoE) <input checked="" type="radio"/></li> <li>• Providing online training for teachers to recontextualise assessment and to collect evidence for Pacific learners (led by NZQA) <input checked="" type="radio"/></li> <li>• Delivering Tautai o le Moana to grow the capability of principals to improve outcomes and support the wellbeing of Pacific learners (led by MoE) <input checked="" type="radio"/></li> <li>• Delivering the Pacific Education Innovation Fund, for example rolling out a Pacific wellbeing model in targeted schools (led by MoE) <input type="radio"/></li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<sup>13</sup>The Joint Initiative action was changed to deliver the Tūlī Takes Flight scholarships, included in the Government's goodwill package in response to the Apology for the Dawn Raids.





### Key Shift 4:

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



### Key Shift 5:

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

- Delivering NCEA ma le Pasifika programme (led by NZQA) ●
- Whānau Toolkit to guide parents through changes to NCEA, including Development of tailored Pacific resources for Pacific whānau (led by MoE and NZQA) ●
- Delivering strengthened Talanoa Ako programme to support families (led by MoE) ●
- Delivering the Pacific Education Support Fund, for example working with Funding providers to support ākonga and families to navigate the education system to re-engage and continue engaging with education (led by MoE) ●

- Providing tailored professional learning and development (PLD), guidance and support to strengthen the governance and management of Pacific early learning centres (led by MoE) ○
- Raising 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 (led by Teaching Council and MoE) ○●
- Developing goals and actions in the Education Workforce Strategy to support and grow the number of Pacific teachers<sup>14</sup> (led by MoE) ●

<sup>14</sup>Work on an Education Workforce Strategy was paused in 2021, as efforts focused on supporting all education providers to manage and operate in the context of COVID-19. Progressing work on the strategic direction for early learning and school workforce remains on the Ministry of Education's work programme.



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

Adult, Porirua fono, 2018

## Working together to support Pacific wellbeing

During the 2018 and 2019 education fono series, 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 thread in the weave of the Government's wider commitment to the wellbeing and success of diverse Aotearoa Pacific communities.

<p><b>Health and wellbeing</b></p>	<p><b>Ministry of Health</b> <u>Ola Manuia: Pacific Health and Wellbeing Action Plan 2020 – 2024</u></p> <p><b>Ministry for Pacific Peoples</b> <i>Pacific Youth Mental Health and Wellbeing Project</i> <u>The All of Government Pacific Wellbeing Strategy</u></p>	<p><b>DPMC</b> <u>Child and Youth Wellbeing Strategy</u></p>
<p><b>Pacific Languages</b></p>	<p><b>Ministry for Pacific Peoples</b> <u>Pacific Languages Strategy</u> <i>Pacific Languages Innovation Fund</i></p>	
<p><b>Supporting families and communities</b></p>	<p><b>Ministry of Social Development</b> <i>Pasefika Proud</i> <i>Pasefika Proud Malie Young People Aotearoa Project</i> <u>Pacific Strategy- Pacific Prosperity- Our People, Our Solutions, Our Future</u></p>	<p><b>Ministry for Pacific People</b> <u>Lalanga Fou</u> <i>The Pacific Aotearoa Community COVID-19 Recovery Fund</i></p>
<p><b>Employment</b></p>	<p><b>Ministry for Pacific Peoples</b> <u>Pacific Employment Action Plan</u> <i>Tupu Aotearoa programme</i></p> <p><b>Ministry of Business, Innovation and Employment</b> <i>Tupu Tai Pasifika Public Sector Programme</i> <i>Auckland Pacific Skills Shift Initiative</i></p>	<p><b>Ministry of Social Development</b> <i>Mana and Mahi (Strength in Work)</i> <i>Pacific Youth Building and construction Programme</i> <i>Accelerator</i></p>
<p><b>Education</b></p>	<p><b>Ministry of Education</b> <u>Action Plan for Pacific Education</u> <u>Education Work Programme</u> <u>Early Learning Action Plan</u> <u>Statement of National Education and Learning Priorities</u> <u>Learning Support Action Plan</u> <u>Tertiary Education Strategy</u></p> <p><b>Ministry for Pacific Peoples</b> <i>Toloa Programme</i></p>	<p><b>NZQA</b> <u>Takiala Pasifika 2020-2023 Action Plan for Pacific Learner Success</u></p> <p><b>ERO</b> <u>Pacific Strategy – Driving Success for Pacific Learners 2019-2022</u></p> <p><b>TEC</b> <u>Ōritetanga- Tertiary Success for Everyone</u></p> <p><b>Teaching Council</b> <u>Our Path to the Future: Strategic Plan 2022-2027</u></p>

Key *Italic*: Initiative Underline: Strategy

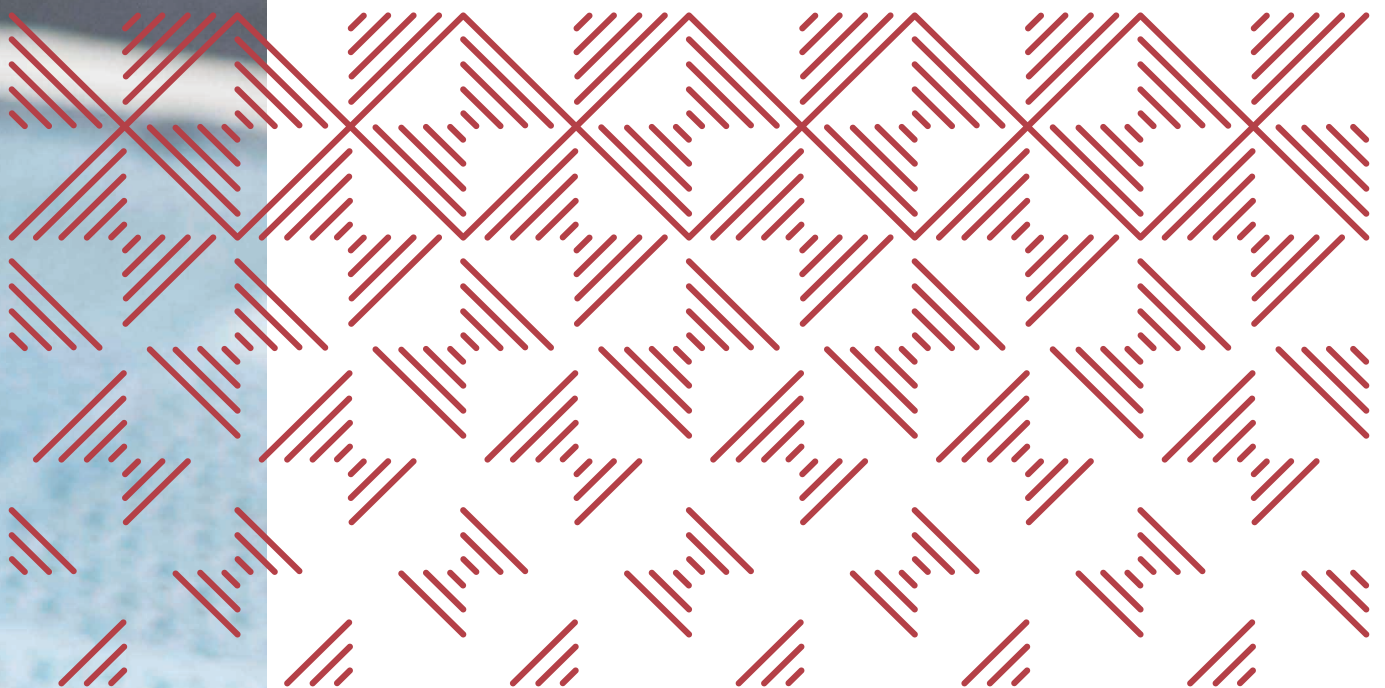






# Key Shifts and Guiding Resources for Places of Learning

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## Key Shift 1:



### Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific bilingual and immersion education pathways

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 for the Ministry to work responsively with communities to address these. Through the 2018, 2019 and 2022 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 and the 2023 extreme weather events have affected Pacific communities differently and there will be a wide variety of needs as a result. Making sure 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 fono, 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.”*

Adult, Oamaru fono, 2019





## Government actions

### Sectors:

- Early learning   ● Schooling   ● Tertiary   ● Community

### We have completed these actions from the 2020 Action Plan

- • Delivered Leo Au Lea, a pilot initiative, to support Pacific children and families in Katikati, Te Puke and Tauranga to engage in early learning (led by MoE)
- ● ● • Progressed work on a Ministry policy on Pacific medium education, to guide future investment (led by MoE)
- • Invested in Trades and Apprenticeships Training, including making targeted vocational training courses free for all ages<sup>15</sup> (led by MoE)
- • Translated and distributed key education materials in 10 Pacific languages to digitally excluded Pacific families (led by MoE)

### We're continuing these actions from the 2020 Action Plan

- • Ka Ora Ka Ako | Food in Schools to provide free schools lunches for learners in areas with high levels of disadvantage (led by MoE)
- • Delivering Tuli Takes Flight scholarships, as part of Government's goodwill package for the apology for the Dawn Raids<sup>16</sup> (led by MoE)

### We have started these new actions

- • Reviewing equity and targeted funding so that they best support children to benefit from access to high quality early learning experiences (led by MoE)
- • Developing and implementing Level 1- 3 gagana Tokelau and vagahau Niue as NCEA achievement standard subjects (led by MoE)
- • Developing and implementing the Level 2-3 Pacific Studies as an NCEA achievement standard subject (led by MoE)
- • Producing more curriculum resources for Pacific bilingual units in schools in gagana Sāmoa, lea faka-Tonga, te reo Māori Kūki 'Āirani, vagahau Niue and gagana Tokelau, including instructional readers, mathematics resources, digital resources and assessment tools (led by MoE)
- • Designing a quality framework for teaching in Pacific bilingual settings in schools (led by ERO)
- • Supporting Pacific Bilingual and Immersion units through the ongoing provision of Pacific Bilingual and Immersion Programme Funding as part of the operating grant for schools (led by MoE)

<sup>15</sup>The Targeted Training and Apprenticeship Fund was introduced in July 2020. It targeted industry skill needs, where demand from employers for these skills was expected to grow during New Zealand's recovery period from the impacts of COVID-19. The TTAF covered learner fees from 1 July 2020 until 31 December 2022 for study and training in apprenticeships, and targeted areas. While enrolled in TTAF eligible courses and programmes, learners were not using their entitlement to Fees Free. Learners who started using Fees Free entitlement prior to accessing TTAF will be able to continue to use Fees Free until they have used their full entitlement. Learners who wish to access Fees Free for eligible programmes or courses continuing into, or starting in 2023 and beyond will need to check the eligibility criteria on [feesfree.govt.nz](https://feesfree.govt.nz).

<sup>16</sup>The Joint Initiative action was changed to deliver the Tuli Takes Flight scholarships, included in the Government's goodwill package in response to the Apology for the Dawn Raids.

- - Better supporting Pacific school leaver transitions into tertiary education (**led by TEC**)
  - Making Pacific school leaver transitions a priority for investment (**led by TEC**)
  - Funding transition programmes that show successful outcomes for Pacific school leavers and meet the TEC's investment criteria for such programmes (**led by TEC**)
  - Supporting data and information use between secondary schools and tertiary education organisations to enhance Pacific school leaver transitions (**led by TEC**)
- - Providing support for communities through the Tatou Fa'amalosi programme, to support Pacific community-based initiatives (**led by MoE**)
  - Collaborating across key Government agencies to implement the Pacific Languages Strategy and Pacific Languages Government Action Plan (**led by MPP**)
  - Undertaking Leo Moana o Aotearoa Project every 4 - 5 years to understand the use of and attitudes towards Pacific languages across Aotearoa (**led by MPP**)

## We will

- - Review property settings around early learning services on school sites (**led by MoE**)
  - Investigate options to support growing the network of Pacific early learning centres (**led by MoE**)
  - Grow Pacific language resources for early learning (**led by MoE**)
  - Design a quality framework for teaching in Pacific bilingual settings in early learning services (**led by ERO**)
- ●
  - Investigate the development of bespoke Pacific initial teacher education (ITE) options for the early learning and schooling workforces (**led by MoE with Teaching Council**)
- - Explore reviewing staffing settings and ratios for Pacific bilingual units in schools to make sure units have the staffing they need to succeed (**led by MoE**)
  - Refresh the New Zealand Curriculum documents, including Learning Languages learning area, to explicitly include the place and value of Pacific languages in the New Zealand Curriculum in 2025 (**led by MoE**)
  - Provide guidance on interpretation of the New Zealand Curriculum in Pacific bilingual contexts (**led by MoE**)
  - Promote access to the Guidance for Establishing a Pacific Bilingual or Immersion Unit and review settings for network planning and provision (**led by MoE**)
  - Review property and network settings for Pacific bilingual units in schools (**led by MoE**)
  - Clarify property settings for special programmes in schools, including Pacific bilingual units in schools (**led by MoE**)
  - Investigate opportunities to grow Pacific language pathways through Te Kura (**led by MoE**)
  - Provide supports and opportunities to tailor assessment of Pacific Languages subjects in NCEA (**led by NZQA**)
  - Investigate options to have an New Zealand Scholarship pathway for Pacific languages (**led by MoE**)
  - Grow Pacific language resources for schooling, including for senior secondary and NCEA level learning (**led by MoE**)



- - Support learner success by increasing the focus on tertiary education organisations to improve successful transitions in and out of tertiary education and training (**led by TEC**)
  - Foster collective engagement between tertiary education organisations to support the alignment of the different transition programmes that each tertiary education organisation offers (**led by TEC**)
  - Fund a more comprehensive selection of secondary to tertiary transition programmes that show successful outcomes for Pacific school leavers in future investment rounds (**led by TEC**)
  - Support Pacific school leavers and their families to make informed study decisions through the Careers System Strategy and Tahatū (**led by TEC**)
  - Explore levers to strengthen Pacific language delivery through tertiary education, including to grow pathways to learn, and learn in, Pacific languages at the tertiary level and to support the work to grow the Pacific Languages in Education workforce (**led by MoE with TEC**)
  - Explore potential to grow accredited language learning pathways in Tertiary education to build capability for careers in education, translation, interpretation, and other relevant fields (**led by MoE with TEC**)
- - Expand Early Reading Together and Reading Together Programmes (**led by MoE**)
  - Provide information to Pacific learners, families and communities about Pacific Languages in Education (**led by MoE**)
  - Invest in Pacific Community Organisations to enable them to provide leadership and advocacy for Pacific Languages in Education (**led by MoE**)
  - Develop a comprehensive communication campaign to raise awareness and promote the value of Pacific languages and the benefits of multilingualism (**led by MPP**)
  - Create an online resource hub for language learning resources and resources in Pacific languages (**led by MPP**)



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

**Learning environments can**

- Hold regular fono so you know what the needs and aspirations of Pacific learners and their families are and whether you are meeting them.
- Consider how you might connect with families where they feel comfortable which may be 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 together.
- Use what you know from Pacific communities in your area 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 the families and learners are, what different Pacific whakapapa they have. What does this mean for your work?
- Design local / responsive curriculum based on community needs and values like 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 can**

- Keep your languages alive by speaking your languages 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/>



Resources*	Early Learning	Schooling	Tertiary
Use this Action Plan document to find specific resources on addressing racism, upskilling teachers and educators, connecting with Pacific families and communities	✓	✓	✓
Read what Pacific communities shared is important for them in education in 2018 on Kōrero Mātauranga Pacific Education page <a href="https://conversation.education.govt.nz/conversations/action-plan-for-pacific-education/">https://conversation.education.govt.nz/conversations/action-plan-for-pacific-education/</a>	✓	✓	✓
Te Whāriki Online has webinars about partnering with families and designing a responsive curriculum <a href="https://tewhariki.tki.org.nz/en/professional-learning-and-development/te-whariki-webinars-nga-kauhaurangi/">https://tewhariki.tki.org.nz/en/professional-learning-and-development/te-whariki-webinars-nga-kauhaurangi/</a>	✓		
The Language Enhancing the Achievement of Pasifika (LEAP) resources show how to support Pacific bilingual students' learning <a href="http://pasifika.tki.org.nz/LEAP">http://pasifika.tki.org.nz/LEAP</a>	✓	✓	
Use the information on setting up a Pacific bilingual unit in your school to start a Pacific bilingual programme <b><a href="#">Establishing a Pacific bilingual or immersion unit in a school – Education in New Zealand</a></b>		✓	
Check if your school is eligible for operational funding to support your Pacific bilingual unit <b><a href="#">Operational funding components – Education in New Zealand</a></b> <b><a href="#">Pacific-Bilingual-Programme-funding_factsheet-and-FAQ.pdf (education.govt.nz)</a></b>		✓	
Watch videos and read guidance on connecting with Pasifika families and communities at Te Kete Ipurangi (TKI) <a href="https://tewhariki.tki.org.nz/en/professional-learning-and-development/te-whariki-webinars-nga-kauhaurangi/">https://tewhariki.tki.org.nz/en/professional-learning-and-development/te-whariki-webinars-nga-kauhaurangi/</a>	✓	✓	
Find resources to support early English language learners at ESOL online <a href="https://esolonline.tki.org.nz/">https://esolonline.tki.org.nz/</a>		✓	
Apply for a Pacific Education Foundation scholarship or a Tuli Takes Flight scholarship to support study at a tertiary institute <b><a href="#">Pacific Education Foundation Scholarships (PEF) – Education in New Zealand</a></b> <b><a href="#">Tuli Takes Flight Scholarships</a></b>			✓

\*Resources will be updated as appropriate.

## Key Shift 2:



### Confront systemic racism and discrimination in education

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 Pākehā ways of thinking, teaching and learning create barriers for Pacific learners, and those within the Pacific community who have a disability and learning support needs and who are LGBTQIA+/MVPFAFF<sup>17</sup>. Our system needs to change and embrace, value and support diverse and thriving Pacific communities.



*“[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.”*

Lower Hutt youth, Lower Hutt fono, 2018

*“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, 2019

<sup>17</sup>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

### Sectors:

○ Early learning   ● Schooling   ● Tertiary   ● Community

### We're continuing these actions from the 2020 Action Plan

- ● • Delivering the Unteach Racism programme, with a move to phase 2 which will include a focus on Pacific peoples' experiences (**led by Teaching Council**)
- • Delivering locally focused Professional Learning and Development priorities with a focus on cultural capability, inclusion and critical consciousness (**led by MoE**)
- • Delivering Te Hurihanganui – new investment to address racism and bias and support whānau engaging in learning, with the Ministry of Education working with partners to implement the kaupapa and evaluate that implementation (**led by MoE**)

### We have started these new actions

- • Implementing network management proposal for new early learning services, including identifying Pacific bilingual and Pacific language and immersion services as priorities in the National Priority Statement (**led by MoE**)
- • Implementing Fakailoga Tino – programme to support teachers to name, negotiate and navigate racism so they can better support Pacific learners, parents, families and communities (**led by MoE**)
- • Delivering Tu'u Mālohi | Stand Strong – Pacific Wellbeing initiative (**led by MoE**)

### We will

- • Strengthen universal and targeted initiatives, information and tools supporting safe, inclusive learning environments and positive relationships that respond to diverse Pacific learners and families, including
  - Refresh of PB4L School-wide tier one framework
  - Evaluation of Bullying-Free NZ website
 (**led by MoE**)



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

**Learning environments can**

- 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 learners' and families' experiences. What do they want changed? 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 make sure 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 streaming. Who is being affected by these policies and how? Plan to use flexible grouping and collaborative and adaptive approaches to grouping work.
- Regularly reflect on and engage with learners and families on what's happening.

**Communities can**

- 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 around their policies on streaming. Is your school using flexible, adaptive approaches to grouping?
- 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?



Resources*	Early Learning	Schooling	Tertiary
Use the Unteach Racism tool from the Teaching Council to support your journey to identify and confront racism <a href="#">Unteach Racism - Home</a>	✓	✓	✓
Use the 'Fa'amolosi' website to pronounce Pacific names correctly <a href="#">Maori &amp; Pasifika Names   Fa'amalosi - Say It Right   BVC Porirua (faamalosi.com)</a>	✓	✓	✓
Learn more about Pacific values and how to integrate them into the classroom with NZCER's Pacific educators speak: Valuing our values resource <a href="#">Pacific educators speak: Valuing our values   New Zealand Council for Educational Research (nzcer.org.nz)</a>	✓	✓	
TKI's Inclusion hub has practical advice and resources to support learners with diverse needs <a href="https://www.inclusive.tki.org.nz/">https://www.inclusive.tki.org.nz/</a>	✓	✓	
Use the guidance, information and resources for students with learning support needs produced by Ministry of Education <a href="https://www.education.govt.nz/school/student-support/special-education/">https://www.education.govt.nz/school/student-support/special-education/</a>	✓	✓	
Learn from Everyone's In - an inclusive planning tool to support all learners, including those with disabilities and additional learning needs <a href="https://everyones-in.tki.org.nz/">https://everyones-in.tki.org.nz/</a>		✓	
Read case studies of St Anne's Catholic School and Allenvale School as they support learners with disabilities <a href="http://www.throughdifferenteyes.org.nz/case-studies">http://www.throughdifferenteyes.org.nz/case-studies</a>		✓	
Use the <a href="#">Not Part of My World — School Kit</a>		✓	
Use the <a href="#">Challenging Racism — School Kit</a>		✓	

<p>Learn about the harms of streaming learners and how to move to flexible, adaptive practices to grouping and use Kōkirihiā   the Plan for removing streaming from our schools</p> <p><b><u><a href="https://maorifutures.co.nz">Stream – Tokona Te raki (maorifutures.co.nz)</a></u></b></p> <p><b><u><a href="https://core-ed.org/en_NZ/professional-learning/kokirihiā-the-plan-for-removing-streaming-from-our-schools/">https://core-ed.org/en_NZ/professional-learning/kokirihiā-the-plan-for-removing-streaming-from-our-schools/</a></u></b></p>	
<p>Watch the videos on mixed ability grouping from Developing Mathematical Inquiry Communities</p> <p><b><u><a href="#">Developing Mathematical Inquiry Communities   Education Counts</a></u></b></p>	
<p>Gender Minorities Aotearoa has information resources on different Pacific gender and sexuality identities</p> <p><b><u><a href="https://genderminorities.com/tag/mvpfaff/">https://genderminorities.com/tag/mvpfaff/</a></u></b></p>	
<p>Use the interactive workbook 'Ending Rainbow-focused bullying and discrimination' designed by Inside-OUT with the Ministry of Education</p> <p><b><u><a href="http://insideout.org.nz/resources/">http://insideout.org.nz/resources/</a></u></b></p>	
<p>The NZCER Wellbeing@School helps schools understand the experiences of their learners and school community</p> <p><b><u><a href="https://wellbeingatschool.org.nz/">https://wellbeingatschool.org.nz/</a></u></b></p>	
<p>BullyingFree NZ has professional learning and development resources and other activities to bring in student voice and respond to incidents of bullying</p> <p><b><u><a href="https://www.bullyingfree.nz/schools/">https://www.bullyingfree.nz/schools/</a></u></b></p>	
<p>Research from ERO and the OECD found that same-ability group negatively impacts learners <b><u><a href="https://www.ero.govt.nz/assets/Uploads/Maths-in-Years-4-to-8-2013.pdf">https://www.ero.govt.nz/assets/Uploads/Maths-in-Years-4-to-8-2013.pdf</a></u></b></p>	
<p>Find out more about how to move away from streaming at:</p> <p><b><u><a href="#">Evidence about the 'how' of a shift away from 'ability grouping' in education   Education Counts</a></u></b></p>	
<p>Promote the NetSafe anti-bullying Txt service 4282 to students and families</p>	
<p>Dr Anne Milne's blog provides insights and resources for culturally sustaining practices to decolonise education</p> <p><b><u><a href="https://www.annmilne.co.nz/blog">https://www.annmilne.co.nz/blog</a></u></b></p>	 
<p>Use the <b><u><a href="#">Anti-racism information and resources – Belong Aotearoa</a></u></b></p>	 

\*Resources will be updated as appropriate.



## Key Shift 3:



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

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 educational professionals employ culturally sustaining practices,<sup>18</sup> 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.



*“Being a QUALITY teacher is a teacher 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

<sup>18</sup>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

### Sectors:

- Early learning   
  Schooling   
  Tertiary   
  Community

### We have completed these actions from the 2020 Action Plan

- Developed resources based on the Tapasā: cultural competencies framework for teachers of Pacific learners (**led by MoE**)

### We're continuing these actions from the 2020 Action Plan

- Delivering evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMIC) to schools with high numbers of Pacific learners (**led by MoE**)
  - Providing online training for teachers to recontextualise assessment and to collect evidence for Pacific learners (**led by NZQA**)
  - Delivering Tautai o le Moana to grow the capability of principals to improve outcomes and support the wellbeing of Pacific learners (**led by MoE**)

- Delivering the Pacific Education Innovation Fund, *for example rolling out a Pacific wellbeing model in targeted schools* (**led by MoE**)

### We have started these new actions

- Integrating expectations for teacher competence in working with diverse Pacific learners woven into initial teacher education (ITE) programmes, using the Tapasā cultural competency framework (**led by Teaching Council**)
  - Expanding the provision of Professional Learning and Development (PLD) based on the Tapasā: cultural competencies framework for teachers of Pacific learners in the regions (**led by MoE**)

- Developing new online curriculum hub to make it easier for kaiako to access resources that help them to improve outcomes and support wellbeing of Pacific ākonga (**led by MoE**)

- Requiring Ōritetanga Learner Success Plans for all tertiary education institutions (**led by TEC**)
  - Working with tertiary education organisations to use the Learner Success Framework to implement learner-centric operating models (**led by TEC**)
  - Embedding the Ōritetanga Learner Success approach across the tertiary sector (**led by TEC**)

### We will

- Develop common practice model to support literacy & communication and maths learning for culturally and linguistically diverse ākonga (**led by MoE**)
  - Develop professional learning supports that reflect Tapasā as part of implementing the curriculum and assessment work programme, including the common practice model and refreshed NZC (**led by MoE**)





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

### Learning environments can

- 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 yet know?
- Have regular discussions with families about 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 practices<sup>19</sup> and 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 this reflects the communities in your learning environment. Identify and include new texts and stories that reflect learners' and families' experiences.
- Identify where to go to find information and support to incorporate different Pacific histories and stories in the classroom and across the curriculum.

### Communities can

- Ask your early learning service or school if and how they are using Tapasā: Cultural competencies for teachers of Pacific learners.
- 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/>



Resources*	Early Learning	Schooling	Tertiary
The Land of Voyagers has resources and multimedia stories of the journeys of Polynesian ancestors across the Pacific <a href="https://www.thevoyage.co.nz/en/landing">https://www.thevoyage.co.nz/en/landing</a>	✓	✓	✓
The Pacific Evidence Brief summarises best practice for teaching Pacific learners <a href="https://www.educationcounts.govt.nz/publications/pacific/best-practice-for-teaching-pacific-learners-pacific-evidence-brief">https://www.educationcounts.govt.nz/publications/pacific/best-practice-for-teaching-pacific-learners-pacific-evidence-brief</a>	✓	✓	✓
Resources for kaiako on Te Whāriki Online to enable them to support the identities, languages, and cultures of all children <b>Pacific learners – supporting and enhancing success   Te Whāriki Online (tki.org.nz)</b>	✓		
Stories of practice on Te Whāriki Online highlight ways to support identity, language and culture <a href="https://tewhariki.tki.org.nz/en/professional-learning-and-development/els-centres-professional-learning-stories-of-practice/">https://tewhariki.tki.org.nz/en/professional-learning-and-development/els-centres-professional-learning-stories-of-practice/</a>	✓		
Tapasā gives guidance on how to be culturally responsive in teaching and guiding Pacific learners <a href="https://pasifika.tki.org.nz/Tapasā">https://pasifika.tki.org.nz/Tapasā</a>	✓	✓	
The Language Enhancing the Achievement of Pasifika (LEAP) resources show how to support Pacific bilingual students' learning <a href="http://pasifika.tki.org.nz/LEAP">http://pasifika.tki.org.nz/LEAP</a>	✓	✓	
Pasifika Dual language resources on TKI to support the early literacy of Pacific new entrant students <b>PELP Pacific dual language books   Te Whāriki Online (tki.org.nz)</b>	✓	✓	
Use the resources to support planning of local curriculum for Aotearoa New Zealand's Histories with a Pacific focus <a href="https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/belonging/aotearoa-new-zealands-histories/te-whariki-and-aotearoa-new-zealands-histories/">https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/belonging/aotearoa-new-zealands-histories/te-whariki-and-aotearoa-new-zealands-histories/</a> <b>Home Page   Aotearoa NZ's Histories (education.govt.nz)</b> <b>Connections across the Pacific Years 4–6   Aotearoa NZ's Histories (education.govt.nz)</b> More supports, including PLD options and Networks of Expertise, are described at: <a href="https://aotearoahistories.education.govt.nz/about/support-schools-and-kura">https://aotearoahistories.education.govt.nz/about/support-schools-and-kura</a>	✓	✓	
Complete the online learning module on culturally responsive assessment in NZQA's Pūtake Learning management system <a href="https://lms.nzqa.govt.nz/">https://lms.nzqa.govt.nz/</a>		✓	



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/assets/Knowledge-centre/Capability-pathways/Pacific-Cultural-Centeredness-Pathway-Flyer.pdf>



*\*Resources will be updated as appropriate.*



## Key Shift 4:



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

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 programme. However we know that this partnership and collaboration does not happen across the whole education system. We need to make sure Pacific 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.



*“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 it’s family orientated, and we relate to and enjoy it.”*

Tokoroa fono, 2019

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

Parent, Christchurch fono, 2019



## Government actions

### Sectors:

○ Early learning   ● Schooling   ● Tertiary   ● Community

### We're continuing these actions from the 2020 Action Plan

- - Delivering NCEA ma le Pasifika programme (led by NZQA)
  - Whānau Toolkit to guide parents through changes to NCEA, including Development of tailored Pacific resources for Pacific whānau (led by MoE and NZQA)
- - Delivering strengthened Talanoa Ako programme to support families (led by MoE)
  - Delivering the Pacific Education Support Fund, for example working with Funding providers to support ākonga and families to navigate the education system to re-engage and continue engaging with education (led by MoE)

### We have started these new actions

- - Delivering Saili Mālō resources and summits for Pacific learners (led by MoE)
  - Delivering Rising Stars resources and videos (led by NZQA)
  - Delivering Inspiring the Futures programme (led by TEC)
- - Delivering Tupu Aotearoa - connects Pacific people with local providers who support them to access work or learning opportunities (led by MPP)
  - Delivering Toloa programme - supports Pacific Peoples in STEAM pathways through key interventions such as funding, scholarships, pilot programmes and other initiatives (led by MPP)

### We will

- - Implement National Careers System Strategy (led by TEC)
  - Expand NCEA ma le Pasifika programme (led by NZQA)
- - Update Māori and Pasifika Trades Training (MPTT) programme eligibility settings to align with changes to the vocational education and training system, and to education system legislation (led by MoE)
- - Consider options to fund the Pacific Education Support and the Pacific Education Innovation Funds (led by MoE)
  - Expand delivery of Talanoa Ako, including providing professional learning and development (PLD) for guided resources (led by MoE)

<sup>19</sup>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).

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

**Learning environments can**

- Review how you currently connect with Pacific families. How and how often do you connect? Is communication only on your terms? What languages do 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, prioritise time for them to share, not just time to give them information or for them to listen.
- 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.
- Make sure that there are representatives with Pacific whakapapa on your school board or governing board 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.

**Communities can**

- Download the Talanoa Ako app to get information on supporting young people to learn (available in 10 Pacific languages and audio).
- Follow the Talanoa Ako on Air series via radio and Facebook for information and tips on how Pacific parents and families can better support their children. The series is delivered in English and multiple Pacific languages. Email: [talanoa.ako@education.govt.nz](mailto:talanoa.ako@education.govt.nz) to find out more about the Talanoa Ako on Air series.
- Email [Pasifika@nzqa.govt.nz](mailto: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.



Resources*	Early Learning	Schooling	Tertiary
<p>Listen to the Talanoa Ako Community Voice video stories to hear about dreams and aspirations for Pacific success</p> <p><a href="https://pasifika.tki.org.nz/Talanoa-Ako/(tab)/1940">https://pasifika.tki.org.nz/Talanoa-Ako/(tab)/1940</a></p>	✓	✓	
<p>Learn from and use the Talanoa Ako guided resources to support quality practices for Pacific learners, including Talanoa Ako Building Pacific capable boards</p> <p><a href="https://pasifika.tki.org.nz/Talanoa-Ako">https://pasifika.tki.org.nz/Talanoa-Ako</a></p>	✓	✓	
<p>Engage with the Tapasā resources, including videos and workbook, to support engaging with Pacific parents, families and communities</p> <p><a href="https://tapasa.tki.org.nz/teaching-stories/parent-and-whanau-engagement/">https://tapasa.tki.org.nz/teaching-stories/parent-and-whanau-engagement/</a></p>	✓	✓	
<p>Use the NZQA Rising Stars resources, booklet and videos to navigate education to employment pathway</p> <p><a href="https://www2.nzqa.govt.nz/pasifika/navigating-pathways/rising-stars/">https://www2.nzqa.govt.nz/pasifika/navigating-pathways/rising-stars/</a></p>		✓	
<p>Learn more about STEM pathways for Pacific learners with the STEM It Up resource</p> <p><a href="https://www.nzqa.govt.nz/assets/About-us/Publications/Brochures/STEM-It-Up.pdf">https://www.nzqa.govt.nz/assets/About-us/Publications/Brochures/STEM-It-Up.pdf</a></p>		✓	
<p>ERO guides for families – including questions to ask your school or centre, how to form relationships with places of learning and more</p> <p><a href="https://www.ero.govt.nz/publications/category/guides-for-parents">https://www.ero.govt.nz/publications/category/guides-for-parents</a></p>	✓	✓	
<p>Check out Tapasā to improve understanding of what good teaching for Pacific learners and their families looks like</p> <p><a href="https://pasifika.tki.org.nz/Tapasā">https://pasifika.tki.org.nz/Tapasā</a></p>	✓	✓	
<p>Parents can listen to or watch the Talanoa Ako videos on 531pi or on PMN language Facebook pages. For more information go here</p> <p><a href="https://learningfromhome.govt.nz/pacific-communities#Talanoa-Ako-radio">https://learningfromhome.govt.nz/pacific-communities#Talanoa-Ako-radio</a></p>	✓	✓	
<p>Te Whāriki Online has webinars, around partnering with families and designing a responsive curriculum</p> <p><a href="https://tewhariki.tki.org.nz/en/supporting-whanau/">https://tewhariki.tki.org.nz/en/supporting-whanau/</a></p>	✓		
<p>Watch videos and read guidance on connecting with Pasifika families and communities from TKI</p> <p><a href="http://elearning.tki.org.nz/Beyond-the-classroom/Engaging-with-the-community/Connecting-with-families-and-communities-of-Pacific-learners">http://elearning.tki.org.nz/Beyond-the-classroom/Engaging-with-the-community/Connecting-with-families-and-communities-of-Pacific-learners</a></p>		✓	



Find out more about NCEA ma le Pasifika workshops or NCEA information (translated into 6 Pacific languages) <a href="https://www.nzqa.govt.nz/ncea/understanding-ncea/ncea-ma-le-pasifika/">https://www.nzqa.govt.nz/ncea/understanding-ncea/ncea-ma-le-pasifika/</a> <a href="https://www.nzqa.govt.nz/about-us/publications/nzqa-brochures/">https://www.nzqa.govt.nz/about-us/publications/nzqa-brochures/</a>	✓
Use the Saili Malo career activity books to support meeting the aspirations of Pacific learners <a href="https://pasifika.tki.org.nz/Talanoa-Ako/(tab)/1925">https://pasifika.tki.org.nz/Talanoa-Ako/(tab)/1925</a>	✓
Build your capability in designing senior secondary and NCEA programmes for Pacific learners with the Pacific Values Framework and supporting resources <a href="https://ncea.education.govt.nz/pacific-values-framework-delivering-pacific-learners-and-contexts#:~:text=The%20Pacific%20Values%20Framework%20(PVF,to%20Pacific%20learners%20and%20contexts">https://ncea.education.govt.nz/pacific-values-framework-delivering-pacific-learners-and-contexts#:~:text=The%20Pacific%20Values%20Framework%20(PVF,to%20Pacific%20learners%20and%20contexts</a>	✓
Find more information on NCEA, including whānau pocket guides in 7 Pacific languages <a href="https://parents.education.govt.nz/secondary-school/learning-at-school/information-for-akonga-and-whanau/">https://parents.education.govt.nz/secondary-school/learning-at-school/information-for-akonga-and-whanau/</a>	✓

\*Resources will be updated as appropriate.



## Key Shift 5:



### Grow, retain and value highly competent teachers, leaders and educational professionals with diverse Pacific whakapapa

We must have high quality, responsive teachers for all Pacific learners. We also know that having teachers, educators and leaders who can easily relate to and empathise with diverse Pacific learners helps 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, leaders and education professionals, and that we are supporting and keeping them within the education system.



*“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 can and is learning we should] grow Pacific leadership in schools and education - more Pacific principals and language teachers.”*

Pacific adult, West Auckland  
fono, 2018

## Government actions

### Sectors:

- Early learning   
  Schooling   
  Tertiary   
  Community

### We have completed these actions from the 2020 Action Plan

- Undertaken a formative evaluation of the implementation of the new requirements for Initial Teacher Education programme approval **(led by Teaching Council)**<sup>20</sup>

### We're continuing these actions from the 2020 Action Plan

- Providing tailored professional learning and development (PLD), guidance and support to strengthen the governance and management of Pacific early learning centres **(led by MoE)**
- Raising 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 **(led by Teaching Council and MoE)**
- Developing goals and actions in the Education Workforce Strategy to support and grow the number of Pacific teachers<sup>21</sup> **(led by MoE)**

### We have started these new actions

- Reviewing qualification settings for Pacific bilingual and immersion early learning education and care services **(led by MoE)**
- Supporting Pacific people to meet the current English language requirements to train and/or register as an early learning teacher **(led by MoE)**
- Reviewing language competency requirements for entry into Initial Teacher education and for teacher registration, to support increased number of speakers of Pacific languages able to teach in Pacific bilingual/immersion settings **(led by Teaching Council)**
- Investigating the value of introducing scopes of practice (or similar) to recognise expertise such as skills/knowledge of Pacific languages **(led by Teaching Council)**
- Providing Reo Moana, targeted professional learning and development (PLD) for teachers and leaders in Pacific bilingual settings **(led by MoE)**
- Expanding professional learning and development (PLD) for Teacher Aides, supporting learners with English as an additional language, through Pasifika Teacher Aide Project (PTAP) **(led by MoE)**
- Delivery of two new Pacific-focused primary initial teacher education (ITE ) programmes **(led by Teaching Council)**
- Delivering the Tagaloa Scholarships to support growing Pacific capacity and capability within communities and the education sector **(led by MoE)**

<sup>20</sup>Phase one completed in 2020. Next phase paused as funding was withdrawn.

<sup>21</sup>Work on an Education Workforce Strategy was paused in 2021, as efforts focused on supporting all education providers to manage and operate in the context of COVID-19. Progressing work on the strategic direction for early learning and school workforce remains on the Ministry of Education's work programme.



### We will

- • Improve ratios of adults to children under the age of 3 in teacher-led centre based early learning services (led by MoE)
- • Implement a mechanism to improve level and consistency of teacher salaries and conditions (led by MoE)
- ○ • Develop pathways for Pacific language teachers | kaiako seeking to teach in a range of education settings including investigating the value of introducing scopes of practice to recognise specific expertise, for example to recognise expertise in Pacific languages (led by Teaching Council)
- • Explore opportunities to design initiatives to grow the number of Pacific language teachers with Pacific communities (led by MoE)
- • Introduce a Pacific bilingual and immersion teaching allowance for Pacific bilingual teachers in primary schools (led by MoE)

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

#### Learning environments can

- 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 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 leadership aspirations and opportunities. Explore the option of paid positions or Management Units 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 can




- Encourage Pacific youth to consider teaching as a career path.
- Direct young people and others who are looking to change careers and are interested in teaching to the Kupe and Teach NZ scholarships that are available.



Resources*	Early Learning	Schooling	Tertiary
Get tips and tricks on finding a teaching job <a href="https://www.teachnz.govt.nz/finding-a-teaching-job/maori-and-pacific-teachers/">https://www.teachnz.govt.nz/finding-a-teaching-job/maori-and-pacific-teachers/</a>	✓	✓	
Read about the current Teaching Council's language competency requirements to train and register as a teacher in 9 Pacific languages and English <b>Become a real influencer. Go Teach – Careers in Education</b> <b>Language competency requirements :: Teaching Council of Aotearoa New Zealand</b>	✓	✓	
Apply to study towards your teaching qualification with a Kupe Scholarship or a TeachNZ scholarship <a href="https://www.teachnz.govt.nz/studying-to-be-a-teacher/scholarships/kupe-scholars/">https://www.teachnz.govt.nz/studying-to-be-a-teacher/scholarships/kupe-scholars/</a>	✓	✓	
Find out more about other scholarships that are available for tertiary study before you go into a teaching career: <b>Where to find scholarships (careers.govt.nz)</b> <a href="https://studyspy.ac.nz/search/scholarships">https://studyspy.ac.nz/search/scholarships</a>	✓	✓	
Get more support for teaching in your subject area through <b>Networks of Expertise – Professional Learning &amp; Development (education.govt.nz)</b>		✓	
Recognise the cultural and language competencies of your teacher aides and make sure their skills and competencies are recognised in their remuneration <a href="https://www.education.govt.nz/school/people-and-employment/employment-agreements/collective-agreements/support-staff-in-schools-collective-agreement/part-3a-teacher-aide-remuneration/">https://www.education.govt.nz/school/people-and-employment/employment-agreements/collective-agreements/support-staff-in-schools-collective-agreement/part-3a-teacher-aide-remuneration/</a>		✓	
Access the JobFind Assistance programme to help Pacific teachers find a job <b>Māori and Pacific teachers   TeachNZ</b>		✓	
Read about experiences of Pacific peoples working in tertiary <b>Why isn't my professor Pasifika? A snapshot of the academic workforce in New Zealand universities (auckland.ac.nz)</b> <b>I Didn't Come to Play™: Pasifika Women in the Academy (auckland.ac.nz)</b>			✓
Join a group of Pacific educators, such as the Tautai Pacific RTLB group, to build connections and relationships and support Pacific staff		✓	
Access support from Tautai o le Moana <a href="https://www.tolm.co.nz/">https://www.tolm.co.nz/</a>		✓	





<p>PPTA's workload report (p.54 &amp; p.130) outlines some of the additional pressures on teachers with Pacific whakapapa</p> <p><a href="https://www.ppta.org.nz/dmsdocument/133">https://www.ppta.org.nz/dmsdocument/133</a></p>	
<p>Apply for a scholarship to train as a teacher and address educational inequality through <b><u>Ako Mātātupu   Teach First NZ</u></b></p>	
<p>Apply for a TESSOL (Teaching English in Schools to Speakers of Other Languages) tuition fees scholarship</p> <p><b><u>Scholarships for Teaching English in Schools to Speakers of Other Languages (TESSOL) - Education in New Zealand</u></b></p>	

*\*Resources will be updated as appropriate*





# Responding to the Action Plan in your place of learning and your community — Get involved

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During the 2018 and 2019 education fono series, we heard that there is a need for helpful resources and guidance to plan for Pacific success.

We know every community is different with different needs that require appropriate resources that guide and reflect their unique differences.

We have 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 or tertiary institution. We want to see whether you think these are helpful and what other support and guidance is 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](mailto:pacific.educationconversation@education.govt.nz)



## Planning Template for places of learning

### **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.

### **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?

### 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.

### 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?

### 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.



## Planning Template for places of learning

**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:**

## Planning Template for families and communities

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

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

**What are we already doing that is working well?**

## Resources

### Resources for places of learning

This section directs you to already existing resources that might be helpful in your planning and ongoing work. Use the Talanoa Ako- Make it HAPPEN tool to develop your own Action Plan for Pacific Education <https://pasifika.tki.org.nz/Talanoa-Ako>

#### Early learning

- » You can read what Pacific communities across the country have said is important to them in education here: <https://conversation.education.govt.nz/conversations/action-plan-for-pacific-education/>
- » Tapasā is the cultural competencies framework for teachers of Pacific learners that gives guidance on how to be culturally 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/supporting-whanau/>

#### Schooling

- » You can read what Pacific communities across the country have said is important to them in education here: <https://conversation.education.govt.nz/conversations/action-plan-for-pacific-education/>
- » 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 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/> <https://inclusive.tki.org.nz/guides/supporting-pacific-learners/>
- » BullyingFree NZ has professional learning and development resources, classroom activities, resources to bring in student voice and resources to respond to incidents of bullying, including resources for families <https://www.bullyingfree.nz/schools/> <https://bullyingfree.nz/parents-and-whanau/tackling-bullying-a-guide-for-parents-and-whanau/>
- » The Language Enhancing the Achievement of Pasifika (LEAP) resources give guidance on how to support Pacific bilingual students' learning <https://pasifika.tki.org.nz/LEAP>
- » Learn about the harms of streaming learners and how to use grouping - [Stream - Tokona Te raki \(maorifutures.co.nz\)](https://www.maorifutures.co.nz/stream-tokona-te-raki/)



## 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/action-plan-for-pacific-education/>
- » Ako Aotearoa runs workshops to support Pacific success in tertiary, and has resources available to support Pacific learners <https://ako.ac.nz/professional-learning/in-house-workshop/supporting-pacific-learners/>
- » You can find practical recommendations to design and deliver teaching to tertiary students here: <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 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 for families and communities

- » Use the Talanoa Ako- Make it HAPPEN tool to develop your own Action Plan for Pacific Education <https://pasifika.tki.org.nz/Talanoa-Ako>
- » 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>
- » Resources to support your child at early learning are available online on [tewhariki.tki.org.nz/en/design-your-curriculum/pacific-learners-supporting-and-enhancing-success/](http://tewhariki.tki.org.nz/en/design-your-curriculum/pacific-learners-supporting-and-enhancing-success/)
- » 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 other scholarships that are available for tertiary study before you go into a teaching career: [\*\*Where to find scholarships \(careers.govt.nz\)\*\*](http://Where to find scholarships (careers.govt.nz)) and <https://studyspy.ac.nz/search/scholarships>
- » Find out more about NCEA ma le Pasifika workshops or NCEA information translated into Pacific languages <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/>

# Notes

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Find more information on the website:

<https://conversation.education.govt.nz/action-plan-for-pacific-education>



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education



**Te Kāwanatanga  
o Aotearoa**  
New Zealand Government