**Action Plan for Pacific Education**

**2030 Vision**

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

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

**Barrier-Free Access:**
Great education opportunities and outcomes are within reach for every learner.

**World class Inclusive Public Education:**
New Zealand education is trusted and sustainable.

**Quality Teaching and Leadership:**
Quality teaching and leadership make the difference for learners and their whānau.

**Learners at the centre:**
Learners with their whānau are at the centre of education.

**Future of learning and work:**
Learning that is relevant to the lives of New Zealanders today and throughout their lives.

**Quality Teaching and Leadership:**
Quality teaching and leadership make the difference for learners and their whānau.

**Overarching objectives for the education system**

- **Barrier-Free Access:**
  Great education opportunities and outcomes are within reach for every learner.

- **World class Inclusive Public Education:**
  New Zealand education is trusted and sustainable.

- **Quality Teaching and Leadership:**
  Quality teaching and leadership make the difference for learners and their whānau.

- **Learners at the centre:**
  Learners with their whānau are at the centre of education.

- **Future of learning and work:**
  Learning that is relevant to the lives of New Zealanders today and throughout their lives.

**Five key system shifts needed for Pacific learners and families to meet the objectives**

1. **Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic**
   - Pacific learners and families are diverse and have different needs and aspirations. This is further exacerbated by COVID-19 and the way it has impacted Pacific communities differently. Working reciprocally at a local level to respond to unique needs and aspirations will better ensure that all Pacific learners have great education opportunities and outcomes.

2. **Confront systemic racism and discrimination in education**
   - Pacific learners and families have identified racism as a major barrier in our education system. We will work to confront and eliminate racism, discrimination and stigma, including for Pacific learners who identify as LGBTIQAA+ or MVVPAFF and/or disabled.
   - This will ensure that Pacific learners and their families have a strong sense of belonging and education is a trusted, inclusive space.

3. **Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners**
   - Pacific learners and families have told us that one of the most important influences is their educators and leaders. Great educators and leaders do their best to value and understand Pacific learners’ unique identities, languages and cultures and support them to thrive.
   - Taking coordinated action to support educators and leaders to be the best for Pacific learners and families will make a significant difference to the experiences of Pacific learners and families in education.

4. **Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met**
   - Pacific learners and families have shared that teachers and leaders of Pacific learners and families have told us that our education system is their educators and leaders. Great educators and leaders do their best to value and understand Pacific learners’ unique identities, languages and cultures.
   - We will support Pacific learners and their families to plan and pursue the education pathways that they aspire to, in partnership with educators.

5. **Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages**
   - Pacific learners and families shared that teachers and leaders of Pacific heritages are often highly competent teachers, leaders and educational professionals of diverse Pacific heritages.
   - Pacific learners and families have told us that our education system is their educators and leaders. Great educators and leaders do their best to value and understand Pacific learners’ unique identities, languages and cultures.
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1 The term MVVPAFF was developed by community activist and worker Rhysha Brown-Acton to encourage and facilitate wider use of traditional Pacific terms such as matua, vakealale'alae, palapa, fa'afafine, akava'i (male, fakafale or leiti); and fa'afafine (Kerekere, 2017).

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**Pacific Education 2030 Vision**

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

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**30 Year Education Vision**

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

Whai 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.
# What is the Government doing to support these shifts?

## Government actions:

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

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

### Confront systemic racism and discrimination in education

- **Develop resources based on the Tapasaki: cultural competencies framework** for teachers of Pacific learners
- **Deliver evidence-based, targeted, intensive Developing Mathematical Communities of inquiry (DMIC) to schools with high numbers of Pacific learners**
- **Provide online training for teachers to recontextualise assessment and to collect evidence for Pacific learners** [NZQA]
- **Introduce a Pacific Education Innovation fund to support innovative Pacific education initiatives to respond to curriculum and wellbeing needs exacerbated by COVID-19**

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

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

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

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

### Key

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

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

### Region-specific action

- **Develop goals and actions in the Education Workforce Strategy to support and grow the number of Pacific teachers**
- **Raise awareness of the 2019 changes to Teaching Council’s English language requirements for registration through a targeted communications project and investigate the impact of the changes** [Teaching Council and MoE]
- **Provide tailored professional learning and development (PLD), guidance and support to strengthen the governance and management of Pacific early learning centres**
- **Undertake a formative evaluation of the implementation of the new requirements for Initial Teacher Education programme approval** [Teaching Council]
What can we do to support these shifts as part of our early learning service, school or tertiary organisation?

### Potential actions for places of learning:

- **Investigate** whether your measures of success reflect family and community aspirations for learning.
- **Connect with your Pacific families** to see if there are any new barriers to them accessing education in the post-COVID-19 period. Seek to minimise these barriers, where possible.
- **Review your enrolment processes** to ensure they honour the rights of Pacific students with disabilities and additional learning needs to access education.
- **Commit to professional learning and development** around anti-racism and discrimination.
- **Start an open discussion around what racism, discrimination and bias mean to you and the communities in your organisation**. What do you know about students and families’ experiences? What’s happening in your learning environment? What needs to be addressed? By whom?
- **Be prepared to take action and get support when you see racism or discrimination in your organisation**.
- **Review your enrolment processes** to ensure they honour the rights of Pacific students with disabilities and additional learning needs to access education.
- **Commit to professional learning and development** around culturally sustaining and culturally responsive practices. Use Tapasā to guide this development.
- **Build your understanding of specific Pacific cultural values, histories, experiences, customs and languages**.
- **Discuss whose histories and stories are being taught and shared, and consider whether this reflects the communities in your learning environment**. Identify new texts and stories to include that reflect learners’ experiences.
- **Ensure that there are representatives with Pacific whakapapa on your board of trustees and take proactive steps to bring people with Pacific whakapapa onto the board**.
- **Review how you currently connect with Pacific families**. How do you connect? How often? Is communication only on your terms? What languages do you use? What forms of communication? How accessible are they?
- **Find out about the different understandings and relationships for families with Pacific whakapapa and consider how this might impact how and when you engage and who with**.

### Potential actions for families and communities

- **Apply to Ministry for Pacific Peoples’ language innovation fund** if you have community initiatives that support languages.
- **Use the template provided in the full Action Plan to support your church, family or community group to develop your own Education plan**. Speak with places of learning about your needs due to the COVID-19 pandemic, make sure they know what you need.
- **If you feel comfortable and safe, initiate a conversation about experiences of racism and discrimination in education with your family or community. What’s happening in the community? What’s happening in learning environments?**
- **Ask your local early learning service, school or organisation about their policies and practices around racism, discrimination, inclusion and bullying**.
- **Ask your local school or tertiary organisation for the qualification and achievement data for Pacific learners and for all learners**: Are they supporting equitable outcomes?
- **Download the Talanoa Ako app** to get information on supporting young people to learn (available in 10 Pacific languages and audio).
- **Follow S3Pi on Facebook and look for the 10 week Talano Ako video series for tips on how to support your children (Pacific language versions are also available - see all the details here: [https://learningfromhome.govt.nz/pacific-communities/Talanoa-Ako](https://learningfromhome.govt.nz/pacific-communities/Talanoa-Ako))**.
- **Email Pasifika@nzqa.govt.nz to arrange your own NCEA workshop for your church, community or school parent’s group**.

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**Key**

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

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

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**Parents’ group**

**church, family or community group to develop your own Education plan**

**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**.

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

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

**Create a place to hear from your staff with Pacific whakapapa about their experiences teaching and leading and how they are supported and valued in their roles**.
How we will know we’re making progress

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

We will know we have been successful when...

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

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

### Key outcomes

- 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

#### Pacific learners and families told us that the way we measure progress and success doesn’t reflect what matters to them.

Communities across New Zealand told us what success looks like to them.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
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| Pacific learners and families are free from racism and discrimination in education | We will see reductions in reported experiences of:  
- Racism in teaching practice  
- Ability grouping  
- Bullying  
And improvements in reported experiences of:  
- Wellbeing and belonging  
- Pacific learners with disabilities being included and valued in all education opportunities  
- Mixed ability grouping |
| Pacific learners and their families feel accepted and included | We will see improvements in reported experiences of:  
- Cultural safety  
- Wellbeing and belonging  
- Caring, collaborative, inclusive learning communities [ERO]  
- Pacific learners with disabilities being included and valued in all education opportunities  
- Access to resources and support for Pacific LGBTQIA MVPFAFF learners 1 to feel safe and included |
| Pacific learners’ cultures, faith and beliefs are valued in education | We will see improvements in reported experiences of:  
- Cultural safety  
- Culturally sustaining pedagogy 2  
- Effective, culturally responsive pedagogy that supports and promotes learning [ERO] |
| Pacific families feel confident supporting their children in education | We will see improvements in reported experiences of:  
- Families actively leading decisions about learning goals/ pathways  
- Families receiving regular, helpful and meaningful communication  
- Families being familiar with practical strategies to help their children  
- Places of learning and communities engaged in reciprocal, learning-centred relationships [ERO] |
| There are no financial barriers to accessing education for Pacific learners and families | We will see reductions in reported experiences of:  
- Financial barriers to accessing education  
- Attendance issues related to affordability of uniform, transport or food  
We will see improvements in:  
- The number of Pacific learners with access to devices and internet |
| The Pacific workforce is grown, valued and supported | We will see increases in:  
- Proportion of the profession who have Pacific whakapapa  
- Teachers with Pacific whakapapa reporting their cultural knowledge and competencies are valued  
- Teachers with Pacific whakapapa moving into leadership roles  
- Teachers of Pacific languages and cultures report they are supported to grow assessment capabilities and confidence  
- Families have access to quality Pacific-led early learning provision |

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