

## Learning

- More active role for students – as leaders and co-designers in what is taught.
- Group learning gives students more confidence to talk about their ideas and allows them to be more comfortable asking for support.
- Curriculum suited to individual needs and inclusive of all.
- Faith-based values reflected in the schooling environment.
- More Pacific languages/history/traditions and knowledge taught.
- More about career pathways and experiences of work beyond school.
- Parents want to know more about the wide variety of career pathways available.

**“As Pacific students we acknowledge our culture as an important theme in our life...It is who we are, so if our learning had something to do with our culture, our learning would become important to us all.”**

*Youth, Oamaru*

## Teaching

- **Build good relationships** – find what students are interested in and use it in the classroom.
- **Role is more than just teaching** – being aware when things are not right with students.
- **Good practice** – engaging, learning, listening, sharing.
- **Be culturally aware** – know who your Pacific students are and what interests them. Understand Pacific students’ cultural responsibilities outside of school.
- **Teacher appraisal** – teacher training and teacher professional learning and development to support cultural understanding.
- **More teachers of Pacific heritage** – students see them as role models.
- **English language testing** – current requirements identified as a barrier.

**“[Pacific] children and young people have many worlds that they have to walk in e.g. Pasifika world, the world at school, the world of a New Zealander.”**

*Adult, Porirua*

## Wellbeing

- Strong positive relationships with family are a protective factor for children and young people’s wellbeing.
- Bias, racism and bullying are negatively impacting on our young people and leading to mental health issues.
- Wellbeing relies on being physically, emotionally and culturally safe in homes, schools, and online.
- Providing nutritional food, stable housing, sanitary products and stationery... are important to being healthy and safe.

**“If schools felt safe you would see higher attendance. We need to tackle bullying, racism, discrimination. We need policies in place in schools.”**

*Youth, South Auckland (Otahuhu)*

For more information on Pacific education go to [conversation.education.govt.nz](https://conversation.education.govt.nz)



**Kōrero Mātauranga**  
Me kōrero tātou

**Pacific**  
**FO**  
**NO**  
**What you told us**

## Relationships

- Parents see education as a communal activity and are best able to support their children when they learn alongside them.
- Parents want to learn how NCEA works; how to use technology; how to plan pathways, and what schools' expectations are for their children.
- Parents want to advocate for their children and to keep schools accountable.
- Important to Pacific communities to support one another. Church often identified as a hub within the community when engaging children, families and communities. Strong focus on giving back to the community.
- Community hubs to access technology and careers advice.

**“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”**

*Youth, Lower Hutt*

## Valued Skills

- **Critical thinking** – give opinions; negotiate and interact; challenge the system and the norm.
- **Practical life skills** – numeracy and literacy; budgeting, healthy eating; getting a driver’s licence; interview skills; managing conflict; applying for loans and parental skills.
- **Strong sense of identity** – focus on speaking our languages and familiarity with cultural practices.
- **Soft skills** – confidence in who you are and what you can achieve, compassion, empathy, determination, open-mindedness, resilience and collaboration.

**“[We need ] to encourage the Pacific child to value their way of thinking... The Pacific child has a lot to offer, a lot to bring to the table, that will make this country richer, abundant and vibrant with life.”**

*Adult, Dunedin*



**“I think the system is failing our Pacific children, not our children failing in their education.”**

*Adult, Auckland*

**“Stop institutional racism and bias! We as Pacific are successful, value us and our children.”**

*Adult, West Auckland*

## Access

- Need for improved access to digital technology and the training that goes with it.
- Access to community services to properly participate in education (health services, transport, counselling and housing).
- Free education is not free – cost of NCEA, uniforms, school and ECE fees.
- Racism is a barrier – incorrect pronunciation of names; teachers being surprised when Pacific kids are smart. Desire from young people to know how to challenge racist practices.
- System more inclusive of Pacific values.
- Need for equity in access to resources – more English as Second Language teachers (ESOL); resourcing for learning support and bilingual education programmes; more scholarships and Pacific language teaching.
- Better access to wider range of vocational and educational pathways.

**“Please listen to me, allow me to use my language, allow me to use my culture so I can grow up and prosper.”**

*Youth, Porirua*

## Success and Identity

- Success for Pacific people is a collective and not a competitive concept. It’s about the achievements of family and community. Not just the individual. School view is too narrow.
- Need to acknowledge the diversity of the Pacific population.
- Practices such as streaming and individualised assessment are inconsistent with collective success.
- More coherent pathways through education strengthening Pacific identity, language and culture.