

PASIFIKA VALUES
RECIPROCAL RELATIONSHIPS
RESPECT
LEADERSHIP
INCLUSION
SPIRITUALITY
FAMILY
LOVE
BELONGING
RECIPROCAL RELATIONSHIPS
SERVICE
LEADERSHIP
INCLUSION
SPIRITUALITY
FAMILY
LOVE
BELONGING



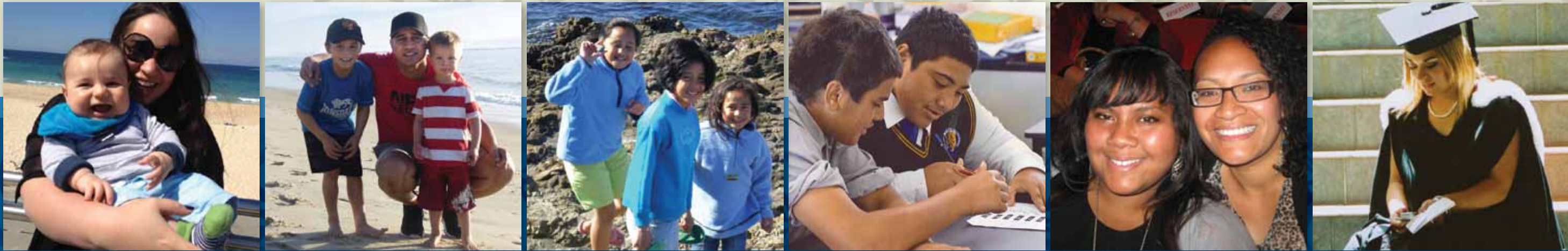
PASIFIKA IDENTITIES
IDENTITIES
LOCATION
DIVERSE
CULTURES
CONNECTEDNESS
INTERGENERATIONAL
LANGUAGES
TALANOA AKO
MULTIPLE WORLD VIEWS

Ministry of Education Statement of Intent

- PRIORITY OUTCOME 1** Improving education outcomes for Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds.
- PRIORITY OUTCOME 2** Maximising the contribution of education to the New Zealand economy.



Pasifika Education Plan 2013–2017



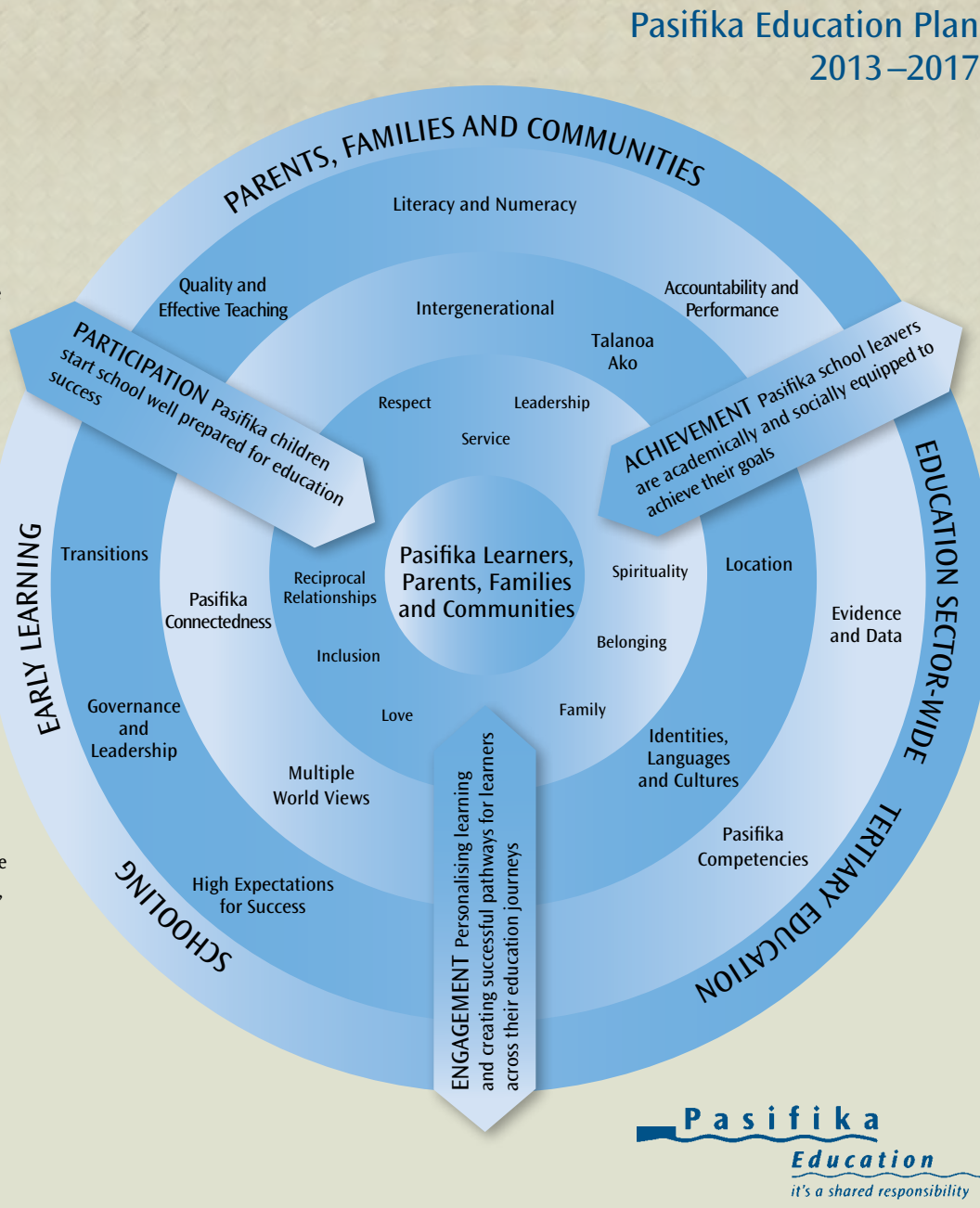
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Pasifika Success

The Pasifika Education Plan 2013–2017 (PEP) personalises all of the Ministry of Education and Education Partner Agencies' work to Pasifika. Personalising is used to show that the PEP puts Pasifika learners, their parents, families and communities at the centre, so that all activities ensure the Ministry of Education and Education Partner Agencies are responding to the identities, languages and cultures of each Pasifika group. This requires the PEP to take account of processes, methodologies, theories and knowledges that are fa'asamoa (the Samoan way), faka-Tonga (the Tongan way), faka-Tokelau (the Tokelau way), faka-Niue (the Niue way), akano'anga Kūki 'Airani (the Cook Islands way), and vaka-Viti (the Fijian way), for the major Pasifika populations.

Pasifika Success will be characterised by demanding, vibrant, dynamic, successful Pasifika learners, secure and confident in their identities, languages and cultures, navigating through all curriculum areas such as the arts, sciences, technology, social sciences and mathematics.

Data and information will be used to increase the knowledge and voice of Pasifika learners, parents, families and communities, so they can demand better outcomes and influence the education system from within.



Vision: Five out of five Pasifika learners participating, engaging and achieving in education, secure in their identities, languages and cultures and contributing fully to Aotearoa New Zealand's social, cultural and economic wellbeing.

The Pasifika Education Plan 2013–2017 (PEP) aims to achieve optimum learning by promoting closer alignment and compatibility between:

- the learner's educational environment, and
- their home and/or cultural environment,

so that communities, education providers and services, are using their individual, collective and cultural connections and affiliations to work together towards better outcomes and better results.

The Pasifika Education Implementation Plan is the accompanying document designed as a guide to support Pasifika learners, their parents, families, communities, education providers, stakeholders, the Ministry of Education and Education Partner Agencies to achieve the goals and targets of the PEP. It outlines the resources and support available from the Ministry of Education and Education Partner Agencies.

The Pasifika Education Implementation Plan will be available from January 2013 at Pasifika Online www.pasifika.tki.org.nz and other Education Partner Agency websites.

Ministry of Education and Education Partner Agencies' Contacts

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CAREERS NEW ZEALAND
www.careers.govt.nz

EDUCATION REVIEW OFFICE
www.ero.govt.nz

NEW ZEALAND QUALIFICATIONS AUTHORITY
www.nzqa.govt.nz

NEW ZEALAND TEACHERS COUNCIL
www.teacherscouncil.govt.nz

TERTIARY EDUCATION COMMISSION
www.tec.govt.nz

NEW ZEALAND SCHOOL TRUSTEES ASSOCIATION
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Foreword

Talofa lava, Kia orana, Fakaalofa lahi atu, Talofa ni, Malō e lelei, Ni sa bula, Greetings, Tenā koutou katoa.

A key goal for our Government is to create the conditions for strong, vibrant and successful Pasifika communities – communities that can help build a more productive and competitive economy for all New Zealanders.

We are pleased to present the Pasifika Education Plan 2013–2017 which sets out the Government's strategic direction for improving Pasifika education outcomes over the next five years. It is one of the Government's key strategies that will contribute to economic growth and social well-being.

We have been working to improve outcomes for Pasifika learners through increased participation in early childhood education, enhanced school experiences, and a sharper focus on provider performance. As a result, Pasifika learners' participation, engagement and achievement in education have improved markedly during the last five years. More Pasifika learners are achieving NCEA Level 2 or equivalent qualifications and gaining entrance to university.

We have seen an increase in the number of Pasifika students gaining Level 4 and above qualifications, or equivalent, by age 25 from 18% (836) in 2007 to 26% (1,300) in 2010.

The Pasifika Education Plan puts Pasifika learners, their parents, families and communities at the centre of the education system, where they can demand better outcomes. The Pasifika Education

Plan also aims to lift the level of urgency and pace in delivering change more quickly, in sustainable and collaborative ways between parents and teachers, community groups and education providers.

Practically, this means increasing participation in quality early childhood education to drive higher literacy, numeracy and achievement of qualifications in schooling, which in turn will contribute to higher participation and completion of qualifications in tertiary education, resulting in the greatest social, cultural and economic benefits.

Higher level tertiary qualifications bring people the greatest benefits, including better income and employment opportunities. When compared with all other groups, despite the progress we have made, Pasifika people still have the second lowest proportion with degrees or higher qualifications.

We need Pasifika learners to be achieving at all levels at least on a par with other learners.

The Pasifika Education Plan aims to not only keep up the momentum we have achieved to date but also step up the pace by increasing the responsibility and accountability of everyone in the education system. The Pasifika Education Plan will also contribute to achieving the Government's education priorities by focusing on achieving the Better Public Services (BPS) targets for education.

We look forward to seeing a significant lift in outcomes for Pasifika learners with the implementation of the new Pasifika Education Plan 2013–2017. We expect the Ministry of Education and its Education Partner Agencies to ensure that everything they do works well so that successful Pasifika participation, engagement and achievement in education are a sustained reality.

Hekia Parata
Hon Hekia Parata
Minister of Education

Steven Joyce
Hon Steven Joyce
Minister for Tertiary Education Skills and Employment



A Message from the Secretary for Education and Chief Executives of Partner Agencies

Talofa lava, Malō e lelei, Kia orana, Talofa ni, Fakaalofa lahi atu, Ni sa bula and greetings to you all.

New Zealand's education system must work better for Pasifika learners. The Pasifika Education Plan 2013–2017 (PEP) seeks to build on what is working well and raise achievement for all Pasifika learners.

The PEP highlights the importance of the Ministry of Education and Education Partner Agencies working with Pasifika communities to improve outcomes for Pasifika learners. Working together ensures that activities that are required to lift achievement also respond to the identities, languages and cultures of the different Pasifika groups. Also, working with parents, families and communities, means better outcomes will be achieved by learners.

The PEP adopts a Pasifika connected way of working. This 'connectedness' highlights the importance of Pasifika collective partnerships, relationships and responsibilities and demands consistently high quality and effective education for Pasifika success. The PEP aims to promote closer alignment and compatibility between learners' educational environments and their home and cultural environments. Implementing actions raised in the PEP will lift quality early childhood education, strengthen engagement in all areas of learning and raise achievement for Pasifika learners.

The Ministry of Education alongside the Ministry of Pacific Island Affairs, the Education Review Office (ERO), the Tertiary Education Commission (TEC), the New Zealand Qualifications Authority

(NZQA), Careers New Zealand (CareersNZ), New Zealand School Trustees Association (NZSTA) and the New Zealand Teachers Council (NZTC) are working together to deliver results for all Pasifika learners.

The PEP is the overarching education strategy from which other Education Partner Agencies' Pasifika frameworks and strategies link. These links are seen through the NZQA's Pasifika Strategy 2012–2015, TEC's Pasifika Framework 2013–2017 and ERO's Pacific Strategy.

Lesley Longstone
Lesley Longstone
Secretary for Education
Ministry of Education

Graham Stoop
Dr Graham Stoop
Chief Review Officer & Chief Executive
Education Review Office

Belinda Clark
Belinda Clark
Chief Executive
Tertiary Education Commission

Peter Lind
Dr Peter Lind
Director
New Zealand Teachers Council

By prioritising the achievement of Pasifika learners, Education Partner Agencies will ensure all our performances in lifting achievement are measured and transparent. The Ministry will closely monitor the implementation of the PEP and expects to see increased Pasifika participation, engagement and outcomes.

Together we will work towards achieving the goals that Pasifika learners, their parents, families and communities demand as citizens of Aotearoa New Zealand.

Pauline Winter
Pauline Winter
Chief Executive
Ministry of Pacific Island Affairs

Karen Poutasi
Dr Karen Poutasi
Chief Executive
New Zealand Qualifications Authority

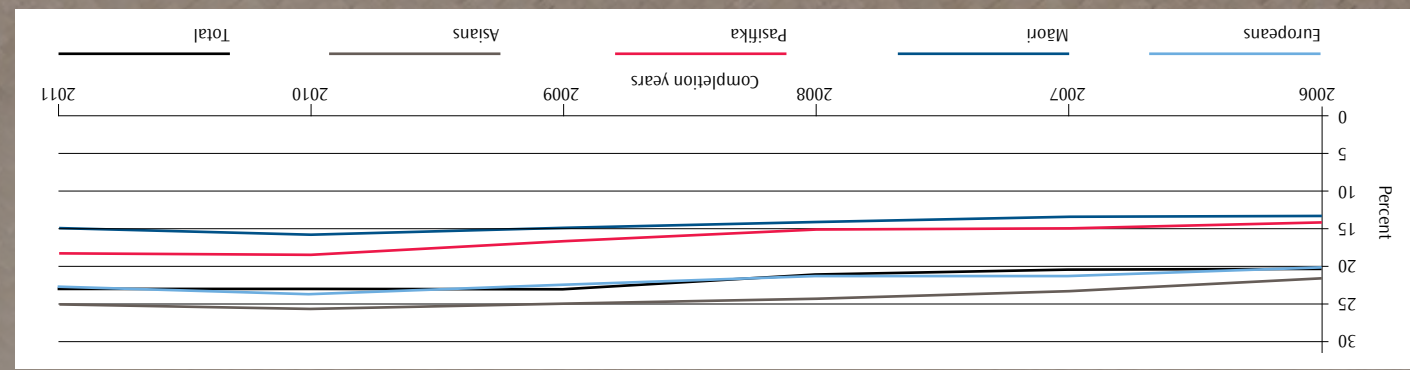
Graeme Benny
Dr Graeme Benny
Chief Executive
Careers New Zealand

Lorraine Kerr
Lorraine Kerr
President
New Zealand School Trustees Association

Level of study	2006	2007	2008	2009	2010	2011
Non-degree	9050	9547	9934	11392	12406	12459
Degree and higher	4527	4834	5111	5715	6241	6562
Total enrolments	13171	13958	14602	16393	18142	18529

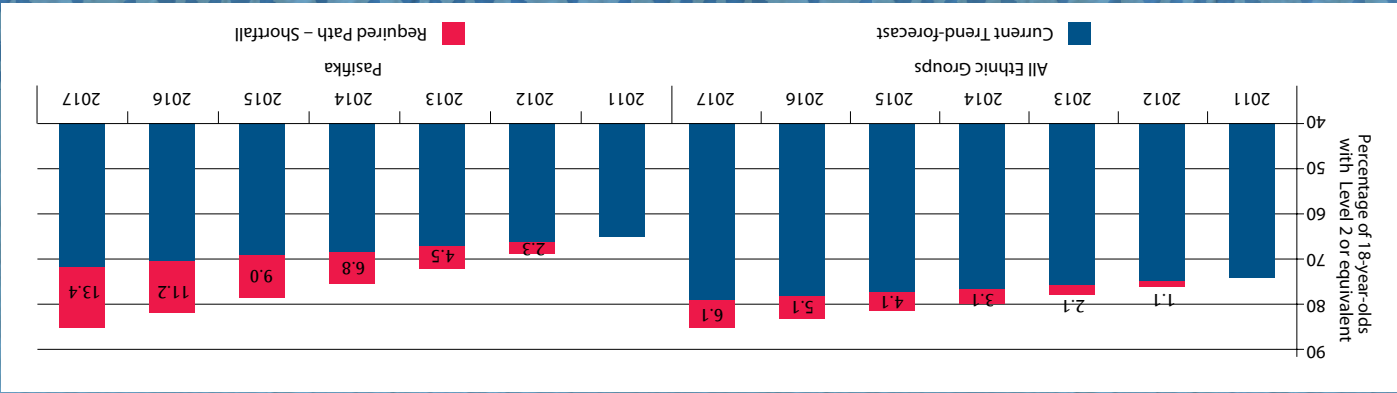
Level of study	2006	2007	2008	2009	2010	2011
Non-degree	28603	30806	31499	33805	35561	35084
Degree and higher	8759	9293	10552	11382	12470	11723
Total enrolments	20647	22341	22730	24163	25167	24310

Pasifika formal enrolments (including international students) by qualification level

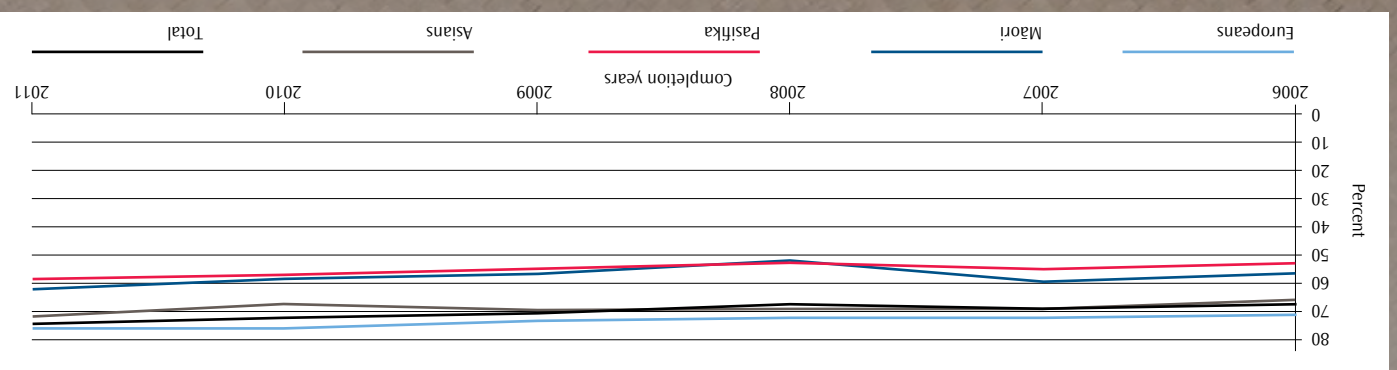


Level of study	2006	2007	2008	2009	2010	2011
Certificates level 4	50%	55%	55%	50%	52%	58%
Diploma levels 5-7	49%	49%	48%	46%	51%	50%
Bachelors degrees	52%	47%	68%	72%	75%	73%
Postgraduate	58%	74%	68%	72%	75%	73%
Level 4 and above	49%	51%	51%	50%	52%	55%

Five-year completion rates of full-time Pasifika students, aged 24 years and under, by qualification level (including international students)

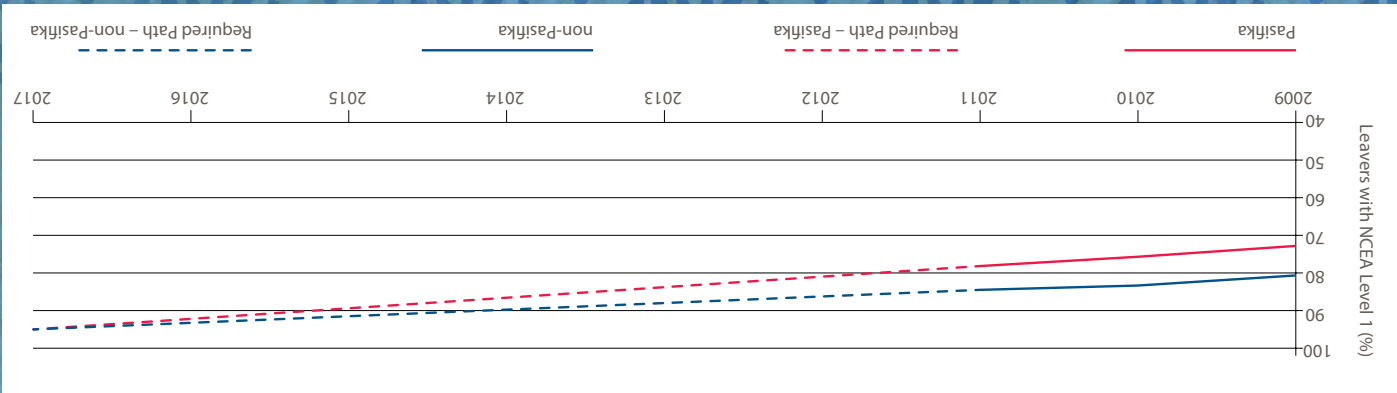


BPS target: 85% of 18 year olds will achieve NCEA Level 2 qualification or equivalent in 2017

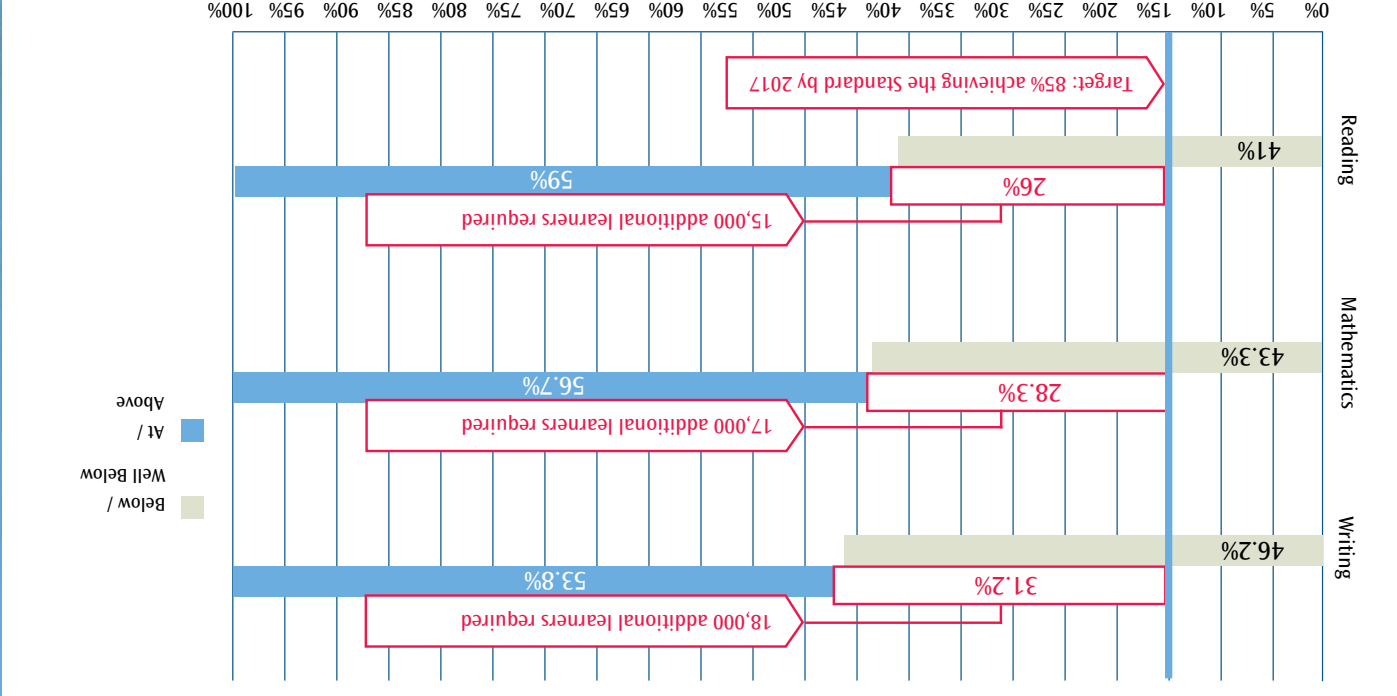


Level of study	2006	2007	2008	2009	2010	2011
Certificates level 4	56%	57%	56%	58%	51%	61%
Diploma levels 5-7	50%	52%	54%	53%	55%	51%
Bachelors degrees	50%	48%	46%	46%	52%	54%
Postgraduate	58%	73%	78%	73%	74%	74%
Level 4 and above	53%	55%	54%	55%	58%	59%

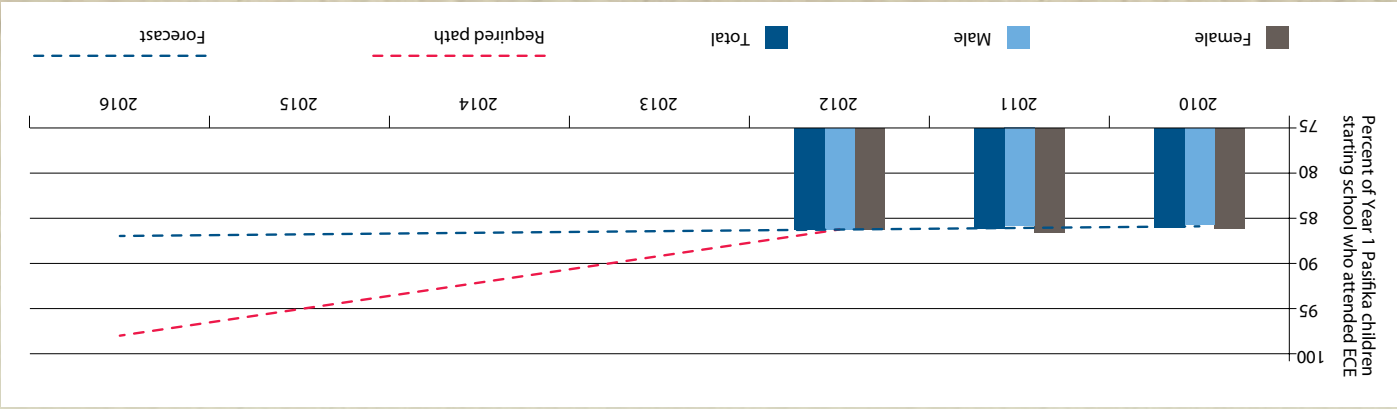
Five-year completion rates of full-time Pasifika students (including international students) by qualification level



Percentage of School Leavers achieving NCEA Level 1 and path required to reach target of 95% in 2017



Pasifika National Standards Achievement: required progress to meet 85%



Total – actual performance vs. performance required to meet 2016 target of 98% in New Zealand

98%	90.9%	90.8%	95%
Pasifika	Māori	All Children	

Pasifika children have low participation rates in Early Childhood Education

TERTIARY KEY STATISTICS

SCHOOLING KEY STATISTICS

EARLY LEARNING KEY STATISTICS

EARLY LEARNING

The focus is on increasing participation in quality early learning and building a strong foundation for life-long education.

GOALS

1. Pasifika children start school well prepared for education success.
2. All Pasifika parents, families and communities understand and value the importance of early learning.
3. Early childhood education (ECE) services are culturally intelligent and effectively engage Pasifika children, parents, families and communities.

TARGETS

- » The proportion of Pasifika children starting school who have participated in ECE will increase from 86.2 percent in 2012 to 98 percent in 2016.
- » By 2016, increase the number of Pasifika ECE Language Services teaching in a Pasifika language or culture over 50 percent of the time.
- » Increase the percentage of Pasifika learners with special education needs, aged 0-5 years, accessing early intervention services from 9 percent in 2012 to 13 percent in 2016.
- » By 2017, 85 percent of ECE services reviewed by ERO are effective for Pasifika children.

ACTIONS

The Ministry of Education and Education Partner Agencies will:

- » Improve information collection to identify vulnerable Pasifika children.
- » Introduce new approaches to engage parents, families and communities (PFC) with ECE for example through Supported Playgroups and the Engaging Priority Families initiative.
- » Change funding policies to incentivise better support for and participation by Pasifika learners.
- » Gain support from schools to:
 - identify and engage Pasifika learners under six;
 - effectively transition and support Pasifika learners into English medium schooling using language acquisition strategies, such as strengthening learners' first languages, as a foundation for learning English;
 - plan for Pasifika children with no ECE experiences before enrolling at school.
- » Increase the percentage of Pasifika learners and reduce the average age at which they start accessing Early Intervention services.
- » Strengthen accountability processes by reviewing early childhood education services' responses and actions to promote the participation, attendance and engagement of Pasifika children, their parents, families and communities.

SCHOOLING

The focus is on accelerating literacy and numeracy achievement and gaining NCEA Level 2 qualifications as a stepping stone to further education and/or employment.

GOALS

1. Pasifika learners excel in literacy and numeracy and make effective study choices that lead to worthwhile qualifications.
2. Pasifika school leavers are academically and socially equipped to achieve their goals for further education, training and/or employment.
3. Pasifika parents, families and communities engage with schools in supporting their children's learning.

TARGETS

- » 85 percent of year 1-10 Pasifika learners will meet literacy and numeracy expectations, including achieving at or above in National Standards across years 1-8, in 2017.
- » The rate of Pasifika suspensions to reduce from the July 2011 level of 5.4/1000 to 3.6/1000 in 2017, expulsions to reduce from 3.3/1000 to 1.5/1000 in 2017 and the Pasifika exclusion rate to reduce from 2.2/1000 to 1.3/1000 in 2017.
- » 85 percent of Pasifika 18 year olds to achieve NCEA Level 2 or equivalent qualifications in 2017.
- » Increase the number of Pasifika school leavers with University Entrance to achieve at least parity with non-Pasifika school leavers in 2017.
- » 80 percent of schools demonstrate fully inclusive practices by 2014 and the remaining 20 percent of schools demonstrate some inclusive practices by 2014. This will see every Pasifika child with special education needs welcomed, participating, enjoying and achieving at any New Zealand school.

ACTIONS

The Ministry of Education and Education Partner Agencies will:

- » Implement focused programmes and activities in targeted secondary and primary schools with high Pasifika rolls to increase and accelerate Pasifika achievement.
- » Use Professional Learning and Development to upskill educators in what works for Pasifika learners.
- » Provide alternative learning opportunities and pathways that support Pasifika learners to succeed and provide tools to increase the capability of schools to deliver for Pasifika learners.
- » Improve the provision of information to PFC about National Standards, NCEA, ERO reports, Youth Guarantee and vocational planning for further education and/or employment.
- » Provide secondary school learners with choice, flexibility and clear pathways leading to tertiary qualifications and/or employment and also provide Pasifika learners with a wider range of education opportunities to achieve NCEA Level 2 or equivalent qualifications at senior secondary and foundation tertiary levels.
- » Fully implement the Youth Guarantee programme and support effective transitions to further education, training and employment.
- » Strengthen accountability processes. For example goals and targets for Pasifika learners in school charters and ERO will review schools' performance on programmes targeting Pasifika learners, implementation of the PEP and Pasifika learner achievement.
- » Implement programmes and interventions to increase presence, participation and achievement of Pasifika learners with special education needs, and accelerate implementation of Positive Behaviour for Learning (PB4L) and the Incredible Years Teacher initiative.
- » Provide language and learning intervention to support a smooth transition to school for learners coming from Pasifika immersion early childhood centres, and particularly Pasifika learners that have not participated in early childhood education.
- » Use engagement initiatives such as the Pasifika School Community Liaison Project to engage with parents, families, communities and schools.
- » Increase the Pasifika capability of school Boards of Trustees utilising new resources.

TERTIARY EDUCATION

The focus is on enabling Pasifika learners to attain higher levels of tertiary education through increasing participation, retention and completion of tertiary level qualifications.

GOALS

1. Pasifika people are a highly skilled and highly educated workforce that fully contributes to New Zealand's economy and society.
2. Use research and evidence effectively to achieve the goals of the Pasifika Education Plan.
3. Pasifika learners participate and achieve at all levels at least on a par with other learners in tertiary education.

TARGETS

- » Pasifika learners participate and achieve at all levels at least on a par with other learners in tertiary education.

ACTIONS

The Ministry of Education and Education Partner Agencies, in particular the Tertiary Education Commission will:

- » Increase Pasifika learner enrolments by incentivising providers.
- » Improve the quality of tertiary education and achievement of Pasifika learners.
- » Improve foundation education to lift the language, literacy and numeracy skills of the working-age Pasifika population and provide clear pathways into study at NZ Qualifications Framework Level 4 and above.
- » Increase transparency to drive higher system performance and support well-informed study choices by Pasifika learners and their parents, families and communities.
- » Incentivise providers to ensure Pasifika completions and progression into higher level tertiary education.
- » Enable more Pasifika people to obtain skilled employment in high growth, high demand industries.
- » Support Pasifika research priorities and build on current research and analysis about Pasifika learners to drive further performance gains.
- » Create Pasifika tertiary research priorities to help researchers, including post graduate learners and teacher researchers, to select topics that will foster better achievement by Pasifika learners at all levels and ensure the Performance-Based Research Fund (PBRF) gives due emphasis to both research by Pasifika researchers and research into Pasifika matters.
- » Monitor and publish information about the performance of the tertiary education system for Pasifika learners, including progress against the PEP's tertiary targets.

EDUCATION SECTOR-WIDE

The focus is on the Ministry of Education and Education Partner Agencies working together to deliver results for all Pasifika learners more urgently, monitor and report on the PEP's progress.

GOALS

1. The Ministry of Education provides strong leadership to education providers and Education Partner Agencies for Pasifika education success.
2. Strengthen relationships and develop closer collaboration on Pasifika education by increasing the knowledge, confidence and skills of the education workforce and education providers to deliver effectively for Pasifika learners.

TARGETS

- » Build Pasifika competencies across the education workforce.
- » Deliver specialist education services to Pasifika learners in line with national population data.
- » Increase by 20 percent the number of Pasifika registered teachers working in ECE, schools and specialist education services in 2017.

ACTIONS

The Ministry of Education and Education Partner Agencies will:

- » Build and maintain relationships and partnerships for Pasifika education success and continually build and disseminate evidence about what works for Pasifika learners with Education Partner Agencies.
- » Work collaboratively to become more urgent, more measurement driven and more transparent about Pasifika achievement.
- » Develop, implement and report on an Auckland Pasifika Education Strategy that is personalised to the needs of Pasifika learners, their parents, families and communities in the Greater Auckland Region.
- » Increase the knowledge, confidence and skills of staff delivering specialist education services to Pasifika and provide cultural supervision and training for specialist education service delivery staff.
- » Build Pasifika competencies across the education workforce through developing a framework for Pasifika competencies for teachers as a basis for initial teacher education programmes, graduating teacher standards and criteria for teacher registration.
- » Support special education practices through developing the network of regional Pasifika practice advisors.
- » Work with the Ministry of Foreign Affairs and Trade (MFAT) and NZQA and other Education Partner Agencies as required to respond to requests from Ministries of Education across the Pacific region, share evidence about what works for Pasifika learners and support dialogue.

PARENTS, FAMILIES AND COMMUNITIES

The focus is on more informed and demanding parents, families and communities supporting and championing their children's learning and achievements

GOALS

1. Pasifika parents, families and communities support and champion their children's learning and achievements.
2. Pasifika parents, families and communities are better informed, more knowledgeable and demanding consumers of education services.

TARGETS

- » Increase Pasifika participation on School Boards of Trustees to be proportionate to the number of Pasifika students at the school.
- » Increase the proportion of ECE services and schools identified by ERO as successfully engaging with their Pasifika parents, families and communities.

ACTIONS

The Ministry of Education and the Education Partner Agencies will:

- » Improve the provision of information to Pasifika parents, families and communities about the benefits of early learning, particularly literacy and numeracy, National Standards, NCEA, ERO reports, Youth Guarantee and vocational planning for further education and/or employment.
- » Provide information to ensure Pasifika learners, their parents, families and communities understand the qualifications on offer, their links to industry and the outcomes for graduates.
- » Use existing and prospective communities, venues and networks to support learners, parents, families and communities in their well being and learning from end to end.
- » Strengthen partnerships to ensure parents, families and communities are engaged in their children's learning, such as Achieving Through Pasifika Languages (ATPL) centres where learners are supported through the use of Pasifika languages as well as being hubs for providing education information.
- » Increase the number of Pasifika members on school Boards of Trustees.
- » Strengthen partnerships to support Pasifika identities, languages and cultures.
- » Provide information to parents, families and communities to raise awareness of Early Intervention services, build their trust and confidence and raise their understanding of special education services.



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