Cabinet Paper material
Proactive release

Minister & portfolio  Hon Jenny Salesa, Associate Minister of Education
Name of package   Education (2020 School Staffing) Order 2019
Date considered    5 August 2019

These documents have been proactively released:

**Cabinet paper: A whole of system approach for Pacific success**
Date considered: 31 July 2019, Cabinet Social Wellbeing Committee
Author: Ministry of Education

**Annex 1: Foundation for development of Action Plan for Pacific Education**
Date considered: 31 July 2019, Cabinet Social Wellbeing Committee
Author: Ministry of Education

Date considered: 31 July 2019, Cabinet Social Wellbeing Committee
Author: Ministry of Education

**Annex 3: Strategic Framework for Pacific Education**
Date considered: 31 July 2019, Cabinet Social Wellbeing Committee
Author: Ministry of Education

**Annex 4: Pacific fono voice**
Date considered: 31 July 2019, Cabinet Social Wellbeing Committee
Author: Ministry of Education

**Cabinet Social Wellbeing Committee minute – SWC-19-MIN-0090**
Date considered: 31 July 2019
Author: Cabinet Office

**Cabinet minute – CAB-19-MIN-0383**
Date considered: 5 August 2019
Author: Cabinet Office

Material redacted
Some deletions have been made from the documents in line with withholding grounds under the Official Information Act 1982. Where information has been withheld, no public interest has been identified that would outweigh the reasons for withholding it.

The applicable withholding grounds under the Act are as follows:
Section 9(2)(f)(iv) to protect the confidentiality of advice tendered by Ministers of the Crown and officials

Some deletions have been made from the documents as the information withheld does not fall within scope of the Minister's portfolio responsibilities, and is not relevant to the proactive release of this material.

A whole of system approach for Pacific success

Proposal

1 This paper seeks Cabinet agreement to commence public engagement on the development of the new Action Plan for Pacific Education.

Executive Summary

2 The traditional approach to supporting Pacific success has been fragmented and relied on Pacific-specific programmes that are neither designed, nor funded, to shift the system to consistently and effectively promote Pacific success.

3 To see Pacific learners, families and communities thrive, we must draw on what matters to them and the evidence about what works for them and demand that every part of the education work programme understands, acknowledges and proactively responds to this.

4 I have heard from over 2,000 Pacific young people, families and communities through the Pacific fono, as part of the Education Conversation I Kōrero Mātauranga, and at these fono they shared that education is a white privileged space that does not reflect their unique identities, languages and cultures. For Pacific learners and families, being culturally safe is critical to wellbeing, including academic success, and they are frustrated that previously identified issues persist.

5 Whilst Pacific-specific programmes, including an Action Plan for Pacific Education, are necessary in responding to these concerns, they are not sufficient. A whole of system approach, with every decision and every lever responding to what we have heard, and to the evidence about what works for Pacific learners and families, is the only way we will shift the system to consistently support Pacific success.

6 I have already begun to influence the design and implementation of key parts of the Education Work Programme. I developed a Strategic Framework for Pacific Education [Annex 3], based on the voices of Pacific communities and the evidence of what works, to identify opportunities to respond to their voices through the wider Education Work Programme.

7 I also intend to model how to work collectively with communities in a reciprocal way through the development of an Action Plan for Pacific Education (the Action Plan) that values Pacific diversity and commits to sustained effort. I will use the learnings from this work to feed into the wider Education Work Programme to ensure that the vision and objectives of the Work Programme can be fully realised.

8 A collective approach to the Action Plan acknowledges Pacific communities as innovators and drivers of their own success. It means creating opportunities for
joint ownership by all stakeholders, with collaborative actions and solutions developing over time. Success measures will be agreed collectively and valued by the diverse Pacific population as we build a shared vision for Pacific education. A 10 year Action Plan will maintain focus and commitment and will allow those involved to learn and adapt. The Action Plan will be agile and responsive and will be flexible to change when required, recognising Pacific diversity and changing needs.

9 The learnings from this collective approach to the Action Plan will feed into our wider, longer term whole of system approach to supporting Pacific success.

10 I am seeking approval to engage on the shared vision for change and to design success measures to respond in partnership to what I have heard from 26 August until the 4 October 2019. This will inform the publication of a new Action Plan for Pacific Education by the end of 2019.

Background

11 Pacific learners and their families are resilient, innovative and aspirational. They are a young, diverse and growing population which contributes to building New Zealand society. Education plays a pivotal role in supporting, developing and valuing Pacific potential. It is vital that we listen to and learn from Pacific communities to ensure we do the right things, at the right time and in the right way, to help Pacific learners and their families achieve their educational aspirations.

12 A high quality education for Pacific learners is also essential for improving employment, wage outcomes and adaptability in the changing world of work; a key aspiration of the Government’s Employment Strategy and Youth Employment Action Plan.

13 Our approach to supporting Pacific learners, including an Action Plan for Pacific education, is critical to delivering on our Government’s vision and objectives for Education.

14 The current Pacific strategic direction is set out in the Pasifika Education Plan 2013-2017 (PEP). The PEP was extended until the end of 2019, so that a new plan can align with wider changes being delivered through our Education Work Programme. Its final monitoring report is attached in Annex 2.

15 The current PEP sets out a series of goals, targets and actions to be carried out by education partners and the Ministry for Pacific Peoples to improve outcomes for Pacific learners across the education pathway. The PEP was designed in consultation with Pacific communities and the education sector and focused on initiatives led by the Ministry of Education (the Ministry) and partner organisations.

The current approach to Pacific Education is not working

16 There are pockets of good practice in the education system for Pacific learners. Evidence suggests that Pacific learners thrive in learning environments with high expectations, culturally responsive pedagogy, reciprocal learning relationships and

---

1 Pacific learners refers to learners of any age across the education system, from early learning to tertiary education. When this document refers to Pacific children, these are children in early learning and primary education and Pacific young people are those in secondary and tertiary education.

2 Then named the Ministry of Pacific Island Affairs.
opportunities for collaborative learning where identities, languages and cultures are valued and educationally powerful connections with families and communities are made.

17 The current PEP supports these good practices through initiatives such as Pacific PowerUP. Whilst funding individual initiatives to support Pacific success has had some positive results and has created pockets of good practice and accelerated achievement, this approach falls short of the systemic changes needed to address inequities for Pacific learners.

18 Positive progress has been made against the 17 measurable targets in the current PEP, however the final monitoring report shows that not a single target has been met. The inability to scale and embed good practice has resulted in persistent gaps for Pacific learners in early learning participation, numeracy and literacy learning and achievement at primary level, NCEA attainment, and participation, retention and completion in secondary and tertiary education.

19 Progress has relied on small-scale programmes, owned and led by the Ministry and education partners, happening in isolated pockets with limited resourcing. The knowledge and insights gained from these programmes has not been embedded or shifted ‘business as usual’ across the wider Education Work Programme to ensure Pacific learners and their families are consistently valued, safe and equipped to achieve their education aspirations. This fragmented approach has meant that the immense contribution, knowledge and expertise of Pacific communities has largely been ignored.

Communities have told us we need a new approach

20 In 2018, as part of the Education Conversation | Kōrero Mātauranga, I championed a series of Pacific fono around the country and heard from over 2,000 Pacific learners and their families and communities across the country. The purpose of these fono was to inform the wider Education Work Programme and to contribute to the development of a refreshed Action Plan. The overarching themes are included in Annex 4, alongside the youth voice and voices from families with children with disabilities and/or learning support needs.

21 Pacific communities told me that education in New Zealand is a white privileged space and curriculum, pedagogy and learning environments do not consistently reflect or value different Pacific identities, languages, cultures and values. They told me that being culturally safe is key to wellbeing and improving experiences in education for Pacific learners and their families. When Pacific learners and their families do not feel culturally safe in their learning environments, they feel they have to ‘leave their culture at the door’.

22 Pacific families and those in the education sector strongly believe in the power of education to support their aspirations. However, communities are frustrated that issues persist despite repeated feedback and engagement. They want to see a better, collective, culturally responsive way of working that delivers real change.

3 Education partners include: Education Review Office, Tertiary Education Commission, New Zealand Teachers Council (now Teaching Council of Aotearoa New Zealand), Ministry of Pacific Island Affairs (now Ministry for Pacific Peoples), New Zealand Qualifications Authority and New Zealand School Trustees Association.

4 A phrase used a number of times at the Pacific fono in relation to wellbeing.
This means:

1. taking a ‘whole of system’ approach using every lever\(^5\) to ensure every Pacific child, young person and their family is safe, valued and equipped to achieve their education aspirations; and

2. embracing and harnessing the knowledge and skills that exist within Pacific communities and across the education system, with all groups working together to achieve a common goal.

The Ministry for Pacific Peoples’ Pacific Aotearoa Lalanga Fou Report outlines similar messages from communities and seeks to work in a way that sees Pacific peoples as owners and leaders of change. It acknowledges Pacific communities as the drivers of their own innovative solutions.

A whole of system approach to supporting Pacific success

Initiatives such as Pacific PowerUP have created culturally safe spaces where Pacific children, young people and their families can learn together, ask questions and upskill\(^6\). However programmes like PowerUP are not universally available nor are they designed or funded, to shift ‘business as usual’ in schools and other learning environments. A whole of system response to supporting Pacific success would embed the learnings from these successful initiatives across the system meaning that all schools and learning environments would be culturally safe spaces that would support all learners and their families to succeed.

A new approach to supporting Pacific success must prioritise, commit to and be accountable for Pacific success across the whole education portfolio. We have a unique opportunity to ensure this happens through our ambitious change programme for education.

We must embed a strong understanding of the experiences of our Pacific learners and their families and a commitment to responsive, meaningful education for Pacific learners and families. This includes an understanding of Pacific diversity – including the nuanced ethnic specific differences, multiple ethnicities, generational differences and the difference between those born in New Zealand versus in the Islands. Through the fono that were part of Kōrero Mātauranga | Education Conversation, we have developed a rich set of findings that we can use to better understand the experiences and aspirations of our diverse Pacific communities.

The Education Work Programme must also pay particular attention to the evidence regarding policies and practices that support Pacific learners, their families and their communities and what policies and practices are harmful or create barriers to their success. To support this, I have commissioned an evidence brief from the Ministry of Education which analyses and summarises research on effective practice for Pacific learners and their families.

I have already begun to influence the design and implementation of key pieces of work. The first phase of this involved using a Strategic Framework for Pacific Education, which was developed based on the voices from the fono and the

---

\(^5\) Levers include: funding, regulation, legislation, information provision, curriculum, Initial Teacher Education, Professional Learning and Development and governance and leadership settings.

evidence of what works for Pacific learners and families [see Annex 3], to identify opportunities to honour the voices of Pacific communities within key pieces of work. The second phase of this process will be the development of the Action Plan, which will further concentrate effort on what matters most for Pacific success.

30 If we ensure explicit visibility and commitment to all Pacific ākonga, their families and communities across the Education Work Programme, this could shift ‘business as usual’ to support not only Pacific ākonga and their communities to consistently feel safe, valued and equipped to achieve their education aspirations, but would have multiple benefits for our diverse ethnic minorities who thrive in culturally responsive environments.

31 The system shifts in paragraph 40 demonstrate the key changes needed to transform outcomes for Pacific learners, families and communities.

Working collectively to develop an Action Plan for Pacific Education

32 Pacific learners are concentrated in a relatively small number of early learning services, schools and tertiary institutions. 270 early learning services provide for around 50% of the Pacific children enrolled in early learning and 235 of these services are in Auckland. 132 primary and secondary schools provide for around 50% of the Pacific student population, with 121 of these in Auckland. 26 schools provide for 50% of Pacific learners between years 7 and 15, with 25 of these in Auckland.

33 An Action Plan for Pacific education that targets support to these Pacific learners, their families and those who provide education in the short to medium term is a critical component to supporting the longer term effort to embed responsive practices for Pacific learners across the Education portfolio.

34 Following feedback from communities, three clear principles have emerged. The three principles will characterise a new way of working across the education work programme and for developing an Action Plan – growing reciprocity, valuing Pacific diversity, and committing to sustained effort.

35 In order to grow reciprocity, the Action Plan will be jointly owned by families and communities, the education sector and government, and it will value and support the actions of everyone involved. This will build reciprocal relationships and rebuild trust between communities, the sector and education partners.

36 The Action Plan will be flexible enough to recognise, value and respond to Pacific diversity. This means it will recognise diversity in key areas such as ethnic specific differences, language difference, multiple ethnicities, generational differences, gender identity and sexuality differences and differences between those born in New Zealand versus in the Islands.

37 I propose that the Action Plan will span a 10 year duration. This is a longer timeframe than previous Pacific education plans, to support sustained effort and to allow time for real change to happen and for learning to feed into the whole of system approach to support Pacific success.
I am proposing the principles above should underpin a collective approach to supporting Pacific success. This approach is supported by international evidence. It involves five key elements:

1. A **common agenda** – a shared understanding of the problem and a vision for change. All those involved can view the problem through a shared lens and actions will be coordinated.

2. **Mutually reinforcing activities** coordinated through a joint plan of action. This involves the coordinated actions each party will undertake in their areas of influence, and collective actions in partnership across different actors.

3. **A shared way of measuring shifts** that supports a system that learns and ensures shared accountability. This includes creating shared measures that reflect what Pacific people value and will enable us to track improvement in a meaningful way and to understand what is and isn’t working under what circumstances and why and how behaviours need to change to better improve outcomes.

4. **Consistent communication** - open communication across the many parties involved to build trust, agree mutual objectives, and build capability and support working together.

5. **Support** from an organisation with the resources and skills to coordinate those involved. The Ministry will act as the supporting organisation to create the conditions for coordinated actions to flourish. The Ministry will coordinate the measurement, communication and ongoing learning of all those involved.

Taking a collective approach to the new Action Plan means joint ownership by all stakeholders and allows for coordinated actions and solutions to develop over time. Success will be measured in a way that is valued by the diverse Pacific population. The Action Plan has a greater chance of sustained focus and commitment through collective ownership and spans 10 years allowing for continued learning and adaptation acknowledging Pacific diversity.

Establishing a common agenda and mutually reinforcing activities

Since the fono series last year, the Ministry has brought together the aspirations of the diverse Pacific community with the evidence about what works to support Pacific success to articulate a shared vision for change. The vision that has emerged from this process is:

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

The five key system shifts required to realise this vision are:

1. **Eliminate racist and discriminatory practices and policies**, and build **culturally sustaining approaches** that affirm Pacific learners’ diverse identities, languages and cultures;

---

2. **Target resources** and **interventions** to ensure Pacific learners: access education opportunities, including growing bilingual pathways and develop skills needed to succeed in education, employment and community life;

3. **Actively support**, learn from and partner with **families to co-design** meaningful education;

4. **Grow, value and retain educators** and **leaders** that reflect diverse Pacific learners; and

5. **Redefine success** by ensuring data, improvement measures and forms of assessment reflect the diverse aspirations of Pacific communities.

42 Across the Education Work Programme and in consultation across education partners and with the Ministry for Pacific Peoples, I have instructed officials to identify potential coordinated actions and actions that can be done in partnership across these partners. A key part of the ongoing, reciprocal process of implementing the Action Plan will involve conversations with targeted communities and the sector regarding their own actions and actions that could be done in partnership with education partners, communities and the sector.

43 I have considered this vision for Pacific Education in the context of the wider Education Work Programme, including the expected to be confirmed 30 year Vision for Education, development of the Statement of National Education Learning Priorities and the Tertiary Education Strategy and in the broader context of our Child and Youth Wellbeing Strategy and the Ministry for Pacific Peoples’ vision and goals in Pacific Aotearoa Lalanga Fou. There is strong alignment across these pieces of work.

44 The five system shifts, the evidence and voice from Pacific communities and potential actions to work towards making these shifts are attached in Annex 1. This document will form the basis of the engagement materials.

**Shared way of measuring success**

45 To support the activities, actions and initiatives operating to achieve our common agenda, we need a measurement framework to track improvements and understand what is working and why under what circumstances, and where change is needed, so that we can learn and adapt quickly to improve outcomes.

46 The measurement framework will provide an accountability mechanism for the system, helping officials to understand what is effective and why, so there is confidence that efforts and resources are being used effectively in order to achieve our goals.

47 In the past, communities have been concerned that the way the Ministry defines success does not accurately reflect the aspirations of a diverse Pacific community. They have said that the definition of success is pre-determined and that trying to put Pacific children and young people into this idea of success is like “putting a triangle in a square” (Pacific adult, Lower Hutt). One Pacific adult at the Porirua fono described how success for them is equated with “being part of the community, reciprocity, interdependency, humbleness and humility"
The development of the Action Plan will involve working with communities to create shared measures of success that reflect what Pacific people value. During the engagement I will share what we think we have heard at previous fono regarding what success looks like for them and their families and communities and whether this accurately reflects what they shared. This will inform a process to identify data that education partners, communities and the sector already have available that could support monitoring of progress, as well as identifying gaps in current data sources.

This will require commitment to new ways of understanding success and for agencies to expand their definition of data and evidence. This process will be supported through the work on the Child and Youth Wellbeing Strategy and the indicator framework developed to monitor improvement. Because there is significant crossover with this work and the shifts required for Pacific learners, there will likely be overlaps in relevant data sources used to monitor improvements.

The role of the Ministry: consistent communication and support

For a collective approach to work, the Ministry needs to act as a supporting organisation to create the conditions for effective, coordinated actions to flourish. The role of the Ministry will be to coordinate the measurement, communication and ongoing learning of all those involved.

Working collectively will require growing responsive resourcing and flexible support to aid working differently with communities. Funding from the Budget 2019 Pacific Education package will support a process of intensive communication, coordination and support targeted at a small number of communities with high numbers of Pacific learners. This will support the Ministry’s ability to develop their capability to respond directly to learner, community and sector needs in a more reciprocal way. Insights from this process will inform how the Ministry and other education agencies can evolve practice and target resourcing over time to better respond to the needs and aspirations of Pacific communities.

Approach to engagement

From 26 August until 4 October 2019, the Ministry will undertake a comprehensive face-to-face engagement process that acknowledges the diversity of our Pacific communities and enables us to gather meaningful feedback in culturally appropriate ways. This will involve a series of ethnic-specific and pan-Pacific engagements as well as engagements with target groups such as Pacific LGBTQIA+ youth, Pacific youth who are Not in Education Employment or Training or are in Youth Justice or Alternative Education and families with children with disabilities and/or learning support needs.

The purpose of these engagements will be to confirm the vision and five system shifts for the Action Plan, to discuss some of the proposed education partner actions outlined in Annex 1 and to collaborate with communities on a shared way of measuring success.

Risks
There is a risk that Pacific communities are unwilling to engage in the new approach being proposed. This is unlikely, as frustration persists, which has led to communities demanding a new way of supporting Pacific success. Evidence and information collected from the fono suggests communities want a collaborative approach that is done with them, rather than to them.

There is a risk that when outlining the collective approach that expectations are raised regarding responsive funding and support. To manage this, it will be communicated throughout that this is the beginning of working differently and that we must grow into this approach, starting by targeting a small number of communities. It is also important to communicate that targeting is supported by, and feeding learnings into, the whole of system approach to supporting Pacific success.

As targeted communities begin to identify their own actions and potential for coordinated actions, it is likely that actions relating to employment, health, housing, poverty etc. are raised, therefore I need to work closely with my ministerial colleagues and continue to align this work with the Child and Youth Wellbeing Strategy.

Consultation

This approach to Pacific education was developed in response to extensive engagement with Pacific communities through the series of fono as part of the Education Conversation I Kōrero Mātauranga. This involved engagements with Pacific children, young people, families and communities as well as early childhood education providers, Pacific teachers and principals and target groups of Pacific people who identify as LGBTQIA+, those with disabilities and/or learning support needs and those who are Not in Education, Employment or Training, in Youth Justice or Alternative Education. The findings of these engagements are echoed in the Ministry for Pacific Peoples’ Pacific Aotearoa consultation and with the Pacific Aotearoa Lalanga Fou Report.

The draft Cabinet Paper was provided to the following agencies for feedback: Ministry of Pacific Peoples (MPP), Education Review Office (ERO), Tertiary Education Commission (TEC), Ministry of Business, Innovation and Employment (MBIE), Department of Prime Minister and Cabinet (DPMC), the Treasury, Ministry of Social Development, Office of the Children’s Commission, Human Right’s Commission, Tertiary Education Commission, Education Review Office, New Zealand Qualifications Authority, Department of Internal Affairs (DIA), Department of Corrections, Ministry of Justice, Ministry of Health, Te Puni Kōkiri, Ministry for Women, Ministry of Youth Development, State Services Commission, Teaching Council of Aotearoa New Zealand, NZ School Trustees Association, NZ Qualifications Authority and the Ministry for Pacific Peoples.

Financial Implications

There are no financial implications arising from this report. No additional funding is required to support the engagement process.

Human Rights

The Action Plan for Pacific Education will support New Zealand’s human rights obligations, including those articulated in Article 28 of the United Nations
Convention on the Rights of the Child. It will also contribute to the Sustainable Development Goal 4 of the 2030 agenda for Sustainable Development, which ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all.

Legislative Implications

61 There are no legislative implications associated with this report, and no regulatory impacts.

Regulatory Impact Analysis

62 The approach to developing the Action Plan for Pacific Education does not require changes to legislation or regulation, and does not require regulatory impact analysis to be undertaken.

Gender Implications

63 The approach to developing the Action Plan does not have specific gender or sexuality implications. Through the 2018 fono, there was specific engagement with the Pacific LGBTQIA+ community to learn more about their experiences and recognise intersectionality and this will continue in further engagement.

Disability Perspective

64 Pacific learners with disabilities are an important cohort within the education system and are a critical part of its success story. The views of disabled people have been sought and integrated into this work, through the fono series and Kōrero Mātauranga. Discussions with these groups will continue in the next phase of engagement.

Proactive Release

65 I intend to proactively release this Cabinet paper.
Recommendations

The Associate Minister for Education recommends that the Committee:

1. note that I have heard from over 2,000 Pacific learners and their families and communities about their aspirations for education as part of the Education Conversation | Kōrero Mātauranga

2. note that the traditional approach to a Pacific Education Plan has not resulted in big enough shifts to achieve equity for Pacific learners

3. note that I have identified a new way of working that:
   3.1 takes a whole of system approach so that every lever is used to ensure every Pacific learner and their family is safe, valued and equipped to achieve their education aspirations; and
   3.2 embraces and harnesses the knowledge and skills that exist within Pacific communities and across the education system, with all groups working together to achieve a common goal

4. note that evidence of what we know works, along with the voices of Pacific communities, demonstrate that a collective approach is needed to achieve transformational change for Pacific learners and their families

5. note that I have developed a draft vision and five key system shifts to achieve this, which will serve as the common agenda, based on the voices of Pacific communities and the evidence about what works for Pacific learners and their families

6. approve the engagement with Pacific communities and the sector on the Action Plan for Pacific Education from 26 August 2019 to 4 October 2019

7. agree that Annex 1 will be used as the basis for engagement materials to support further engagement from 26 August 2019 to 4 October 2019.

8. note that a measurement framework will be developed to support the system to track system shifts and understand what is working and why

9. note that the engagements will be used to:
   9.1 confirm the vision and system shifts for Pacific education as the common agenda
   9.2 share the actions that education partners are taking to respond to the voice from the fono
   9.3 confirm a shared way of measuring improvement towards the common agenda

10. note that stage one of the implementation of the Action Plan will be targeting support to work collectively in a small number of communities and that learnings from this phase will be fed into the whole of system response
note that I will report back to Cabinet on findings of engagement and the finalised Action Plan for Pacific Education.

Authorised for lodgement

Hon Jenny Salesa

Associate Minister of Education
Annex 1: Foundation for development of Action Plan for Pacific Education

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

Eliminate racist and discriminatory practices and policies, and build culturally sustaining approaches that affirm Pacific learners’ diverse identities, languages and cultures

“If schools felt safe you would see higher attendance. We need to tackle bullying, racism, discrimination. We need policies in place in schools.” Pacific Youth, South Auckland (Otahuhu)

Racism

Pacific learners and their families experience structural and interpersonal racism in the education system. Research has found there are lower expectations of Pacific learners in English medium education settings and that they are treated differently by teachers and peers, including frequent experiences of racism and discrimination. They also experience higher rates of stand-downs, suspensions, exclusions and expulsions than non-Pacific learners, and leave and miss school at higher rates.

Low expectations fuelled by racist beliefs impact decisions about what kinds of classes and subjects Pacific learners are given access to. The OECD has advised that New Zealand’s prevalent use of streaming, ability grouping and stratification, even at primary level, is a driver of inequity and reduced opportunity to learn, which disproportionately affects Pacific learners. Evidence from Starpath also suggests that Pacific learners are guided into less academic subjects and pathways for NCEA that rely on unit standards, are applied versions of core subjects and have fewer credits.

“I would like my teacher to treat everyone equally, not treat the island kids like they’re dumb”, Tongan youth, Oamaru

Through the fono, Pacific youth described their experiences of racism, including being judged on what they look like, low expectations from teachers, bottom streamed classes being filled with Pacific young people and consistent mispronunciation of their names. They also described the white curriculum that prioritises white knowledge, history and determinations of success. This undermines Pacific cultural knowledge and ways of knowing.

Pacific students are also harassed for receiving ‘extra benefits’ or benefiting from ‘reverse racism’. This is because other, often white, students feel fragile or defensive when they see students from ethnic minorities receiving benefits they are not entitled to. In the literature this is referred to as white fragility. A Pacific adult at the West Auckland fono demanded “Stop institutional racism and bias! We as Pacific are successful, value us and our children.”

 Discrimination

Pacific learners with disabilities are an important cohort within the education system and are a critical part of our collective success. We know that Pacific learners with disabilities and learning support needs, and their families report experiences of discrimination, including not being able to attend school, having their schooling interrupted and not getting the support they need.
At the fono, Pacific families with children with disabilities and/or additional learning support needs told us of their experiences being turned away from local schools and told to go elsewhere to get better support for their child. They told us that some schools have specialist teachers and screening programmes and others do not, that small progress with their children can result in sudden funding cuts when that resource is still needed.

“I’d like every teacher to learn how to… teach kids with special needs. At present, only teacher aides or specific teachers support special needs kids which can be a problem if that teacher is absent. It leaves the special child vulnerable to discrimination for an untrained teacher.” Cook Island Adult (Auckland)

Pacific LGBTQIA+ learners also report experiencing varying levels of support around their identity, and not seeing positive representation of their identity in the teachers and leaders they interact with. Through research, including the Office of Children Commissioner’s ‘Education Matters to Me’ report, we can see that learning environments are not responsive to gender and sexuality identities, and LGBTQIA+ learners experience harassment and bullying from adults and peers. For one Pacific LGBTQIA+ youth in Auckland, a brighter future is one where “My sexuality is not what casts me out but makes me standout”.

Pacific LGBTQIA+ learners report barriers to participation and attendance, including access to gender neutral bathroom facilities, not being able to access gender neutral uniforms, and not having their names officially recognised. Through the fono, we heard that an inclusive learning environment for Pacific LGBTQIA+ youth means that teachers would ask what pronouns they use, they would be able to access services such as counselling at critical points of their journey and there would be rainbow safe zones in schools, flexible uniforms and gender neutral toilets.

Culturally sustaining practices

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

We know that all children and young people learn better when their needs are understood, and when their identity, language, culture, values and beliefs are recognised, genuinely respected, and valued by teachers, peers, and the wider community.

Studies, both international and national, find pockets of culturally sustaining practices, but they also show that relatively few early learning services, schools, and tertiary institutions demonstrate sustained highly effective practices with respect to the identity, language and culture of their learners.

Through the Education Conversation I Kōrero Mātauranga, Pacific learners and their families told us that their unique identities, languages and cultures need to be reflected in the curriculum. They want more Pacific stories, histories and Pacific role models incorporated into their learning. They want tools to think critically about the systems that perpetuate inequities. When their identities, languages and cultures are valued they would see more Pacific language options in schools supported by technology, uniforms that respect students’ cultures, Pacific advisors to support school staff, Pacific people in leadership roles and dedicated resources to support teachers to upskill.

Note: The Action Plan will have a balance of actions led by different groups (including community/sector/government) and actions done in collaboration between these groups. The actions will evolve over time to be responsive to the needs of Pacific learners and their families. Actions led by communities or the sector and actions done in collaboration between communities, sector and Government will be co-constructed during engagement. The potential actions listed below and in the following tables are intended as examples of potential Government actions and have been developed in response to feedback from communities. This is not yet Government policy, nor is it an exhaustive list of all of the potential actions that could contribute to the outcomes.
<table>
<thead>
<tr>
<th>Potential actions to contribute to this outcome</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community and education sector to identify their actions during consultation</td>
<td>Education Sector /communities</td>
</tr>
<tr>
<td>Actions to be co-constructed with communities, sector and government agencies</td>
<td>All</td>
</tr>
<tr>
<td>Give Nothing to Racism Campaign</td>
<td>Teaching Council</td>
</tr>
<tr>
<td>Use learnings from Te Hurihanganui (a programme designed to develop critical consciousness to tackle racism and bias in Māori communities)</td>
<td>MoE</td>
</tr>
<tr>
<td>Investigate ways to limit harmful same ability grouping/streaming practices</td>
<td>MoE</td>
</tr>
<tr>
<td>Te Ara Whiti Courageous Conversations about Race and Treaty of Waitangi training for Ministry of Education staff</td>
<td>MoE</td>
</tr>
<tr>
<td>Cultural competence training for staff working in education agencies and professional bodies</td>
<td>NZQA / TEC / ERO / Teaching Council</td>
</tr>
</tbody>
</table>
Target resources and interventions to ensure Pacific learners: access education opportunities, including growing bilingual pathways and develop skills needed to succeed in education, employment and community life

Pacific bilingual language learning pathways

“Bilingual learning in primary education is not available to all schools. Bilingual learning should be accessible to all students.” Pacific youth, South Auckland

We heard, through the fono, that learners and families want to be able to access learning in and through Pacific languages, and that Pacific communities really value bilingualism and multilingualism, as a way to “sustain Pacific language and cultures” (Tongan adult, Oamaru). Pacific bilingual education provides a culturally safe space for Pacific learners to affirm their identity, language and culture, and feel safe, included and valued as a Pacific person in the education system.

We also heard that there are issues with accessing these pathways. As of early 2019, there were around 144 services providing early childhood education in a Pacific language, and around 20 schools providing bilingual or immersion education in gagana Sāmoa and lea faka Tonga.

Teachers and principals have told us that there are barriers and challenges to offering high quality Pacific bilingual education, including funding and resourcing, access to curriculum and assessment resources and tools, workforce development and incentivising the workforce to value and offer Pacific bilingual education pathways. We know that the settings around Pacific bilingual education, including funding, workforce roles, training and PLD options, don’t support the provision of Pacific bilingual education.

Through the fono, families suggested having language classes in schools and using technology to support young people and teachers to use and learn Pacific languages.

Access to opportunities and pathways

“Government needs to make it easy and cheap to access tools and resources that are going to increase our ability to learn.”

Pacific learners are disproportionately represented in smaller, low-decile secondary schools, where there are fewer subject choices, and in streamed low ability groups in secondary school, where they may also be disproportionately advised to aim for unit standard coursework rather than achievement standards. This differential means that inequitable opportunities accumulate across the school years for Pacific learners.

Through the fono, Pacific communities expressed concern that a lack of good information about education and career pathways can cause Pacific young people and their families to make uninformed choices which is another way their future academic and career options are restricted. They want to see more work experience days for different careers and more assessments connected to the real world. This would give them more information and understanding of potential pathways and help them to make more informed decisions for their future.

Through the Pacific Aotearoa Talanoa Insights gathered by the Ministry for Pacific Peoples, Pacific young people expressed their desires to create their own pathways to success, rather than being limited to conventional careers. Many Pacific learners discussed their responsibilities to their families and communities, and therefore wanted to be readily equipped to pursue prosperous careers.
Consultation on the Reform of Vocational Education (RoVE) highlighted that Pacific learners take a range of pathways into vocational education (including directly from school, and older learners re-engaging in education), and that some Pacific people prefer to work while studying. They also indicated that designing a culturally competent vocational education system should be a priority.

Families raised that free education is not free in New Zealand due to the ever expanding costs of NCEA, uniforms, school and ECE fees and wanting improved access to digital technology and the training that goes with it. Pacific families are worried about the cost of devices, the lack of access to internet at home and the need to help older generations to gain confidence using technology. They also need access to community services to properly participate in education (health services, transport, counselling and housing). They believe a stronger focus on life skills, such as financial literacy, will set them up for future success.

Pacific families with children and young people with learning support needs want to see more forms of support for children and young people with learning support needs, including use of technology, sensory equipment, and adaptable teaching. Families also want some more support for children and young people through increased child disability funding, more support for children before diagnosis and more professional development for all educators.

### Potential actions to contribute to this outcome

<table>
<thead>
<tr>
<th>Potential actions to contribute to this outcome</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community and education sector to identify their actions during consultation</td>
<td>Education Sector /communities</td>
</tr>
<tr>
<td>Actions to be co-constructed with communities, sector and government agencies</td>
<td>All</td>
</tr>
<tr>
<td>Removal of fees for NCEA and scholarship to reduce financial barriers and additional funding for decile 1 – 7 schools (where the majority of Pacific students attend) to stop taking donations from families</td>
<td>MoE</td>
</tr>
<tr>
<td>New funding for the Pacific Early Literacy Project to support early literacy through building teacher capability and developing strong community school partnerships</td>
<td>MoE</td>
</tr>
<tr>
<td>Develop more effective subject and career pathway advice and guidance tailored to the needs of Pacific learners and families</td>
<td>NZQA/TEC/MoE</td>
</tr>
<tr>
<td>Expansion of the Pacific Employment Support scheme to other cities in Aotearoa to help young Pacific people find employment and complete further study or training</td>
<td>MPP</td>
</tr>
<tr>
<td>Develop and use targeted approaches when working with early learning providers with large Pacific populations who continuously face challenges providing quality early childhood education</td>
<td>ERO/MoE</td>
</tr>
<tr>
<td>Grow funding and resourcing for Pacific bilingual pathways</td>
<td>MoE/MPP</td>
</tr>
</tbody>
</table>

Note: The Pacific Employment Support scheme has since been renamed to 'Tupu Aotearoa'.
Actively support, learn from and partner with families to co-design meaningful education

“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.”

The research is clear that educationally powerful relationships with learners, their families and communities are critical for gaining the knowledge and understanding required for quality teaching and learning.

There is considerable qualitative research and anecdotes that engagement and partnerships with Pacific families and communities are crucial to support educational achievements of Pacific learners. Partnerships with Pacific families implies mutually respectful relationships, where the knowledge and expertise each party brings to the partnership is equally valued and contributes to achieving desired outcomes.

In the absence of strong partnerships with Pacific families, incorrect assumptions can be made about parental motivations. Some teachers assume Pacific parents are less interested in their child’s learning. Such views do not consider the circumstances of many Pacific families who need to balance family and work commitments, which are often onerous if working long hours on low wages. This also neglects different cultural understandings of the role of Pacific parents in education.

“Some Pasifika parent/families see the teacher and the person responsible-equipped to teach their children. Some lack confidence to contribute to share their voice. They can view their contribution as inappropriate. Parent and community engagement is growing.”

In engaging with Pacific families, a culturally informed and empathetic stance is key to appreciating and responding to the challenges families may experience in engaging with the system. Learning is positively impacted when parents have their dignity and cultural values respected and are empowered by gaining practical skills to support their children.

Through the fono, Pacific communities described learning alongside their children with involvement of schools, the church and the wider community. Many envision schools or community hubs bringing together opportunities to access support and upskill. Parents want to learn more about NCEA, technology and pathways. Many parents want to be advocates for their children and keep schools accountable for supporting them. There is demand emerging for a shift in power regarding whose knowledge is valued, to recognise family knowledge and expertise. This communal nature of learning reflects Pacific values of collectivism and interdependence.

The mid-point evaluation of Pasifika PowerUP Plus 2017 found that one of the benefits of PowerUP Plus was that it built a safe and responsive community of learning for parents, family adults, community and students. This created a space for parents to gain skills to better navigate the education system. However, some Pacific families highlighted in feedback to the Office of the Children’s Commissioner that PowerUP is not used by all communities, often due to fluctuating contracts that are too short and change too often. They want to ensure a programme like this is led by Pacific people with consistent long term delivery.

<table>
<thead>
<tr>
<th>Potential actions to contribute to this outcome</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community and education sector to identify their actions during consultation</td>
<td>Education Sector /communities</td>
</tr>
<tr>
<td>Actions to be co-constructed with communities, sector and government agencies</td>
<td>All</td>
</tr>
<tr>
<td>Action</td>
<td>Responsible Body</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Pacific PowerUP established in areas with emerging Pacific populations and be a combination of ethnic specific and pan-Pacific</td>
<td>MoE</td>
</tr>
<tr>
<td>Develop reliable and culturally appropriate progress tools with input from Pacific communities to provide valuable information to families about their child’s progress in Early Learning, through the Early Learning Strategic Plan.</td>
<td>MoE</td>
</tr>
<tr>
<td>Provide tailored information about subject choices, NCEA, digital and online assessments, career pathways and qualifications that help Pacific learners and families successfully navigate the education system</td>
<td>NZQA/TEC/MoE</td>
</tr>
<tr>
<td>Translating information about NCEA and online assessments into Pacific languages to support better access to information for Pacific parents</td>
<td>NZQA</td>
</tr>
<tr>
<td>Provide a range of online, user friendly careers information, resources and services for Pacific learners and their families</td>
<td>TEC</td>
</tr>
</tbody>
</table>
Grow, value and retain educators and leaders that reflect diverse Pacific learners

“When I see a Pacific teacher, I see a role model, someone who made it." Pacific youth

There is a strong desire from Pacific learners and families for more Pacific teachers. They play an important role in breaking down language barriers, understanding Pacific world views and making Pacific parents feel welcome.

We know that Pacific learners make up around 10% of the school age population but only 3.5% of teachers and fewer than 2% of principals in compulsory school are of Pacific heritage. This difference increases greatly in regions with high numbers of Pacific learners such as Auckland where 19.8% of learners are Pacific but only 7.7% of teachers. We don’t know enough about our Pacific early learning and tertiary workforces.

We know this is also important for our Pacific learners with disabilities and learning support needs, and LGBTQIA+ learners, who value positive role models and teachers and leaders who understand and value their identity and whilst Pacific learners make up nearly 10% of our school-aged population, only 3% of our Resource Teachers Learning and Behaviour are of Pacific heritage. We have heard there aren’t enough of these teachers and leaders in our system and “Seeing successful Pasifika LGBTQI peoples inspires young LGBTQI” (Pacific LGBTQIA+ youth).

 “[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

Pacific learners make up fewer than 10% of overall enrolments in ITE qualifications. Barriers exist for Pacific people wanting to enter the teaching profession such as the financial burden of fees, scholarship settings discouraging participation, lack of geographic spread of training, IELTS requirements, lack of flexible study options and financial barriers of not being able to earn while studying. We know there are limited options to study ITE in Pacific contexts and no ITE available in Pacific languages or with a Pacific bilingual focus.

IELTS requirements also create particular barriers to recruiting more Pacific teachers with language and cultural skills. Through the fono we heard frustration that Pacific early learning teachers who teach in immersion settings need to prove their English language proficiency when they do not use English in their job.

<table>
<thead>
<tr>
<th>Potential actions to contribute to this outcome</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community and education sector to identify their actions during consultation</td>
<td>Education Sector /communities</td>
</tr>
<tr>
<td>Actions to be co-constructed with communities, sector and government agencies</td>
<td>All</td>
</tr>
<tr>
<td>Setting targets and actions to grow the number of Pacific teachers and leaders in the Education Workforce Strategy</td>
<td>MoE</td>
</tr>
</tbody>
</table>
Redefine success by ensuring data, improvement measures and forms of assessment reflect the diverse aspirations of Pacific communities

“The definition of success is moving away from tangible things and more towards it being equated with being part of the community, reciprocity, interdependency, humbleness and humility.”

Data, improvement measures and forms of assessment are critical to understanding how the system is performing for Pacific learners. In a complex system, what is assessed and the data we collect signals to learners and their families what is valued. It also determines the story of who is ‘succeeding’ and who is not. Mahuika, Berryman and Bishop (2011) observe that these judgements cannot help but have significant implications in culturally diverse nations, such as New Zealand, because of the contestation over what constitutes legitimate knowledges within neo-colonial settings (p.184)xv.

Researchers recognise that the way we gather data through assessment tends to advantage majority or dominant groups in society. When the norms for teaching and curriculum and the associated criteria for success are “still defined in terms of the already dominant group, that group is always likely to remain one step ahead”xvi.

Previous Pasifika Education Plans pursued ‘Pasifika success’ through targets and initiatives, including a strong focus on parity of achievement with other ethnic groups. This has been criticised for seeking success of Pacific learners, rather than success as Pacific learnersxvii.

Reynolds (2017) argues that when Pacific ways of being are not consistently understood as a context for learning, this forces Pacific students to choose between operating in ‘Pacific’ ways, sometimes misinterpreted as disengagement in white spaces, or to adopt white ways, seen by some in the Pacific community as ‘fia Palagi’, or acting white.

“[I've had] to 'play the game' of fitting in with Palagi... I feel like I've sacrificed my Samoan-ness over the years. I have degrees and qualifications but couldn't introduce myself or explain my family history. It feels like I've failed as a Samoan.” Samoan young adult, Lower Hutt

Through the fono, many families told us of the importance of the role of language in achieving success as Pacific and, whilst language has been identified as an important aspect of Pacific success in previous Pacific Education Plans, there has been critique that this has not been translated into action. Si'ilata (2014) describes how when a student’s language, culture and identity are ‘utilised as a normal part of language and literacy learning in their classrooms, then their perceptions of success will include, rather than exclude, their linguistic and cultural identities’ (p.2)xviii.

At the fono, Pacific communities were concerned that schools and education has a narrow white view of success that lacks recognition of the broad achievements of Pacific learners. They described success as a collective concept that is not about your own individual achievements but about the achievements of your family and community. It is grounded in the value of relationships, reciprocity, interdependency, humility and the obligation to care for those in the community.

<table>
<thead>
<tr>
<th>Potential actions to contribute to this outcome</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community and education sector to identify their actions during consultation</td>
<td>Education Sector/communities</td>
</tr>
<tr>
<td>Actions to be co-constructed with communities, sector and government agencies</td>
<td>All</td>
</tr>
<tr>
<td>Co-design measures of success for the Action Plan for Pacific Education</td>
<td>All</td>
</tr>
<tr>
<td>Develop reliable and culturally appropriate progress tools with input from Pacific communities to provide valuable information to families about their child's progress in Early Learning, through the Early Learning Strategic Plan.</td>
<td>MoE</td>
</tr>
</tbody>
</table>
References


14 Ministry of Education data

15 Ministry of Education data


Purpose of this Report

1. This report provides an update on the status of the Pasifika Education Plan 2013-2017 (PEP).

2. This report also provides background information on the most recent progress against the current PEP targets and describes the proposed approach for developing a new Pacific Education Strategy.

Background

3. The PEP 2013-2017 supports Pacific students’ achievement in early learning, schooling and tertiary education. The PEP is the fifth such plan, and sets out the Government’s strategic direction for improving education outcomes for Pacific learners.

4. The PEP is made up of targets that have been identified and agreed to with key stakeholders, supported by actions to achieve them. The targets were designed to be ambitious and aspirational, and to provide high expectations for the New Zealand education system to lift its overall performance for Pacific people.

5. Ministers were asked to provide a report after a year of implementation of the PEP and to report on a mid-term review of the PEP. In 2014, Cabinet noted the positive shifts in participation and achievement for Pacific learners after its first year of implementation [CAB Min (14) 28/12.

Mid-point Review on the Pasifika Education Plan

6. On 16 September 2015, a mid-term Report on the PEP 2013-2017 and Māori Education Strategy Ka Hikitia 2013-2017 was considered by Cabinet. The PEP component of the report focused on progress against the targets and factors that contributed to significant shifts for Pacific student achievement.

7. The mid-point Report findings recommended that education outcomes for Pacific learners could be further accelerated and lifted by:

   a. Leveraging off the strong achievement gains for Pacific learners through education targets.

   b. Embedding culturally responsive Pacific pedagogy in the education system that connects with Pacific learners’ identity, language and culture for every learner.

   c. Strengthening the focus on learners, their parents, families and communities at the centre of the education system, which reinforces parents as first teachers and the pivotal role they play in lifting expectations and raising achievement. This creates positive long-term intergenerational benefits.

---

1 Previous Ministers for Education agreed to extend the Pasifika Education Plan 2013-2017 until the end of December 2018 given the changes happening within the education system and it was recently extended further until the end of 2019.

2 http://www.ssc.govt.nz/bps-results-for-nzers – PBS Results 2: In 2016, 98% of learners starting school will have participated in quality early childhood education.
d. Prioritising a focus on primary schooling to increase the number of Pacific learners achieving foundation skills in reading, writing, and mathematics. Further, extend this focus to include science and technology to ensure Pacific learners are well placed to actively participate in a global environment where these skills are increasingly in demand.

8. For the PEP component of the Mid-point report, Cabinet noted the following:

- that measurable improvements are being delivered for Pacific education outcomes in line with the then Government’s Better Public Service targets, and most of the measures in the Pasifika Education Plan.
- that tailored and targeted activities across the education system have been effective and that further work is planned to continue improvement to Pacific education outcomes to ensure they are equally comparable with the rest of the population [SOC-15-MIN-0012 refers].

Progress against the Pasifika Education Plan

9. Since the launch of the PEP in 2012, there are more Pacific children, young people and adults participating, engaging and achieving well in education. Key educational indicators measured against the goals and targets in the PEP show, however, that Pacific children, young people and adults are still participating and/or achieving at lower levels when compared with their non-Pacific counterparts. Appendix 1 provides progress against the measurable targets in the PEP.

10. Although Pacific ECE participation has increased over time, it is still lower than non-Pacific. In 2012, the Pacific ECE participation rate was 86.2% and rose steadily to 91.2% in 2015.

11. The collaborative approach of developing community partnerships to support local initiatives, working alongside early learning providers, local communities and Pacific organisations as well as other education partners has been a critical component to the positive progress made from 2012 to 2015. However, from 2015 to 2017, the Pacific ECE participation rate only increased slightly from 91.8% to 92.6% (0.8 increase).

13. Within the schooling system, Pacific children and young people have shown some improvement in achievement, particularly in NCEA Level 2 results. Since 2012, there has been a 10.6 percentage point increase in Pacific 18-year olds with NCEA level 2 or above (refer to figure 1.2). In 2017, the NCEA level 2 achievement rate for Pacific 18-year olds was 78.7%.
14. The significant increase in Pacific learners achieving NCEA level 2 can be attributed to the priority focus on equitable outcomes, resourcing and collaboration by the Ministry, agencies, schools and communities. Targeted initiatives including Pasifika PowerUp, that recognise the important role that parents, families and communities play in determining the educational outcomes of their children and young people, have supported the Pacific NCEA level 2 achievement rate. However, from 2015 to 2017, the NCEA level 2 achievement rate flattened, with an increase of 1.1 percentage points.

![Figure 1.2: Proportion of 18-year-olds with Level 2 qualification or above, by ethnic group (2011-2017)](image)

15. This flattening in the NCEA level 2 achievement rate indicates that efforts and resources were not maintained to leverage off the positives gains made at the mid-point of the PEP.

16. Over the past four years, there has been overall improvement in achievement at primary school, but the achievement for Pacific children across reading, writing and mathematics, despite increases, has been much lower compared to non-Pacific children. In 2016, 66% of Pacific students in Years 1-8 were at or above the National Standards for reading, 62.7% were at or above the standard for mathematics, and 60.5% were at or above the standard for writing.

17. As part of the Education Amendment Bill 2018, National Standards were removed from the National Administration Guidelines. This means schools no longer need to report student achievement data against national standards. Instead, they can focus on children’s progress and achievement across the full breadth of the New Zealand curriculum. For this reason, there was no data on whether students (including Pacific students) met the standards in 2017.

18. In tertiary education, the overall trend shows an increase in the participation rates of Pacific learners, while the rates for the total population have been decreasing, as outlined in figure 1.3. The gap between Pacific and non-Pacific participation rates has narrowed and it has reduced from 9 percentage points in 2008 to a gap of 1 percentage point in 2017.

---

3 Note: Total response ethnicity is used in this measure
Note: “NCEA Level 2 or above” includes students who achieved an equivalent non-NCEA equivalent such as Accelerated Christian Education, International Baccalaureate or Cambridge International exams at Year 12 or above.
19. Although the gap in the tertiary participation rates has narrowed between Pacific and non-Pacific, domestic full-time Pacific students are less likely to complete a bachelors-degree level qualification within five years, compared to the total population. Ensuring that Pacific students are succeeding within tertiary education is important given research which identifies that gaining a tertiary education qualification is a means of reducing or eliminating disparities in earning between Pacific and non-Pacific.4

What have we learnt?

20. The review of progress against the PEP targets has shown that sustained effort and resourcing needs to be embedded long enough within the education system to reduce and eliminate disparities for Pacific learners.

21. Traditionally, the Ministry has led the development and implementation of a PEP as a mechanism to drive change within and across the education system. While this approach has yielded some positive results, it has fallen short of the systematic changes needed to address inequities for Pacific learners.

22. This approach has relied on individual initiatives that have not resulted in accelerated progress and achievement for all Pacific learners. A whole of system policy approach is needed to ensure that the education system delivers, and is accountable for Pacific educational outcomes. This also requires sustained interventions for 5 to 7 years, to ensure that changes in teacher practices are sustainable over time, in order to change outcomes for every Pacific child.

23. The education reviews and strategies within the early learning, compulsory schooling and tertiary sectors provide an opportunity for a whole of system approach to be adopted. This will ensure that all Pacific children and young people are engaged and achieving to their full potential. The whole of system reform will mean focusing on a small number of core policies and strategies, and integrating the system response to the priorities, in a sustained way. It will also require attention to what is working and changes to what is not working, over time, to achieve continuous improvement.

---

24. There is a need to build on and scale up what we know works for Pacific learners and their families by:

- embedding Pacific pedagogies supported by the Best Evidence Synthesis and the Evidence Briefs within the education work programme, to ensure a targeted and tailored approach for Pacific is applied at all levels, with a particular focus on Kāhui Ako (81% of all Pacific learners sit in Kāhui Ako) to ensure greater reach and implementation of best practice to lift, accelerate and sustain Pacific achievement.
- involving parents, families and communities and informing and supporting them in order to support student outcomes through the building of educationally powerful partnerships. By leveraging these partnerships, we can strengthen engagement and the involvement of parents and families, communities, and employers and business, who can all directly influence and support children and young people’s learning and pathways.
- prioritising a focus on primary schooling to increase the number of Pacific children achieving foundation skills in reading, writing and mathematics, including a focus on Science and Technology.

25. Targeted initiatives and programmes that support this approach require further investment to leverage off the gains made from the PEP 2013-2017, these include:

- **Pasifika PowerUP:** Parents, families and communities play an important role in supporting the education outcomes of their children. The initiative provides targeted information and support for parents, families and communities to develop the knowledge, skills and confidence to support their children’s education and to build relationships with their school. The 2017 PowerUp evaluation found that the programme made a valuable contribution to raising student achievement for the students whose families attended.
- **Reading Together:** Assists parents/families in supporting their children’s reading at home more effectively. An evaluation in 2012 showed accelerated reading ability and increased enjoyment in reading for most children taking part. A year after finishing the programme, children had sustained the gains they made.
- **Developing Mathematical Inquiry Communities (DMIC):** The communities of mathematical inquiry initiative uses a culturally tailored approach aimed at raising maths achievement in low decile schools with predominantly Pacific students. Children work collaboratively in groups to question, argue and reason their way through mathematical problem solving, using culturally-based examples and contexts. Its success hinges on training teachers to understand the approach and to learn how to facilitate it through drawing on cultural contexts that reflect the lives of their students, while at the same time strengthening teacher capability in mathematics knowledge and teaching practices. The programme enables every child to feel they can be a mathematician.

**Next Steps**

26. The Ministry has undertaken an analysis of the views and perspectives from over 2,000 Pacific people on a range of issues and opportunities in education as part of Kōrero Mātauranga I Education Conversation. Alongside this, an evidence brief regarding what works for Pacific learners is under development. This analysis and the evidence is informing the overall Education Work Programme and the development of the Action Plan for Pacific Education.
### Appendix 1: Pasifika Education Plan – Progress against Measurable Targets

<table>
<thead>
<tr>
<th>Target sector</th>
<th>Targets</th>
<th>Baseline</th>
<th>Midpoint (Pacific)</th>
<th>Current Position (Pacific)*</th>
<th>Change (between Base and Current)</th>
<th>Differences needed to achieve Target</th>
<th>Current Position (total population or Non-Pacific)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Learning</strong></td>
<td><strong>The proportion of Pacific children starting school who have participated in ECE</strong> will increase from 66.2% in 2012 to 82% in 2016</td>
<td>66.2% (2012)</td>
<td>82.7% (2016)</td>
<td>82.1% (2017)</td>
<td>3.9% (2017)</td>
<td>Increase of 3.3% points</td>
<td>Target was not met in 2016 (0.4% points short in 2017)</td>
</tr>
<tr>
<td></td>
<td>Increase by 2016, the number of Pacific ECE Language Services teaching in a Pacific language or culture over 50% of the time.</td>
<td>50% ECE services (2015)</td>
<td>103 ECE services (2016)</td>
<td>96 ECE services (2017)</td>
<td>N/A</td>
<td>Increase of 11.7% points</td>
<td>Target was not met in 2016 (1.3% points short in 2017)</td>
</tr>
<tr>
<td></td>
<td>Increase the percentage of Pacific learners with special needs (0-5 years) accessing early intervention services from 10% to 15% in 2016*</td>
<td>1,002 Pacific children (2012)</td>
<td>1,484 Pacific children (2016)</td>
<td>1,176 Pacific children (2017)</td>
<td>N/A</td>
<td>Increase of 11.6% points</td>
<td>(Non-Pacific) (2017)</td>
</tr>
<tr>
<td></td>
<td>By 2017, 45% of early childhood education services reviewed by ERO are effective for Pacific children.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Target was not met in 2017 (41.6% points short)</td>
</tr>
<tr>
<td><strong>Schooling</strong></td>
<td>65% of Year 1-10 Pacific students attain literacy and numeracy expectations, including achieving at or above in National Standards across Years 1-4 in 2017.</td>
<td>58.8% (2012)</td>
<td>82.3% (2016)</td>
<td>82.7% (2017)</td>
<td>3.9% (2017)</td>
<td>Increase of 3.1% points</td>
<td>(Non-Pacific) (2016)</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>52.9% (2012)</td>
<td>85.0% (2016)</td>
<td>88.0% (2017)</td>
<td>N/A</td>
<td>Increase of 3.1% points</td>
<td>(Non-Pacific) (2016)</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>52.1% (2012)</td>
<td>82.7% (2016)</td>
<td>82.5% (2017)</td>
<td>N/A</td>
<td>Increase of 3.4% points</td>
<td>(Non-Pacific) (2016)</td>
</tr>
<tr>
<td></td>
<td>The rate of Pacific suspensions, expulsions and exclusions rates reduce by 2017</td>
<td>5.0/1000 (2011)</td>
<td>4.2/1000 (2015)</td>
<td>4.1/1000 (2017)</td>
<td>Decrease of 0.1/1000</td>
<td>Target was not met in 2017 (1.1/1000 short)</td>
<td>(Non-Pacific) (2017)</td>
</tr>
<tr>
<td></td>
<td>The rate of Pacific suspensions, expulsions and exclusions rates reduce by 2017</td>
<td>2.1/1000 (2011)</td>
<td>1.8/1000 (2015)</td>
<td>1.8/1000 (2017)</td>
<td>Decrease of 0.3/1000</td>
<td>Target was not met in 2017 (0.6/1000 short)</td>
<td>(Non-Pacific) (2017)</td>
</tr>
<tr>
<td></td>
<td>The number of all Pacific school leavers with NCEA Level 1 literacy and numeracy to increase to 95% in 2017.</td>
<td>76.9% completion rate by 2017 of students who started in 2013</td>
<td>68.1% (2015)</td>
<td>66.0% (2016)</td>
<td>61.9% (2017)</td>
<td>5.1/1000</td>
<td>Target was not met in 2017 (1.3/1000 short)</td>
</tr>
<tr>
<td></td>
<td>The number of Pacific school leavers with University Entrance to increase to achieve at least parity with non-Pacific school leavers in 2017.</td>
<td>59.7% completion rate by 2017 of students who started in 2011</td>
<td>41.0% (2015)</td>
<td>44.4% (2016)</td>
<td>46.4% (2017)</td>
<td>Increase of 12.6% points</td>
<td>Target was not met in 2017 (9.1% points short)</td>
</tr>
</tbody>
</table>

**Note:**

- Baseline data is the most recent available.
- Midpoint data is the average of the baseline and current position data.
- Current Position data is up to date as of the latest available year.
- Change (between Base and Current) indicates the difference between the baseline and current position.
- Differences needed to achieve Target show the additional points required to reach the target.
- Current Position (total population or Non-Pacific) indicates the target set for the total population or non-Pacific population.

---

*Current position related to target year where data is available **Change in methodology means the 2013 rate increased from 9% to 10% ***2017 data for 2018 starters is not reported as results are not yet comparable with earlier years
Annex 3: Strategic Framework for Pacific Education

Pacific Education Strategic Framework

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

Outcomes
- Pacific learners and their families have their identities, languages and cultures respected.
- Pacific learners have the skills and knowledge, and equitable opportunities to pursue any education pathway.
- Pacific families have the skills and knowledge to support their children and young people.
- Pacific learners and their families are free from racism in education.
- Pacific learners can transition within and across pathways to successfully train, work and upskill throughout their career.

The key workstreams are shaped by the evidence about what makes the biggest difference for Pacific learners. Throughout the education journey, quality teaching, participation, retention, completion, and powerful relationships with parents, families, communities and education providers must support identity, language and culture.

Key Workstreams
- National Education and Learning Priorities
- Workforce Strategy
- Tomorrow’s Schools
- School Planning and Reporting
- Early Learning Strategy
- Curriculum Progress & Achievement
- Tertiary Education Strategy
- Vocational Education Training
Annex 4: Pacific fono voice

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 school 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, Namue

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, learning sharing.
- Be culturally aware - know who your Pacific students are and what interests them. Understand Pacific student 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 words that they have to walk in e.g. Pasifika world, the world at school, the world of a New Zealander."
Adult, Parent

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 (Tahitian)

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 career 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 - 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, Student

Access
- Need for improved access to digital technology and the training that comes with it.
- Access to community services to properly participate in education (health services, transport, counseling 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), measuring for learning support and bilingual education programmes, more scholarships and Pacific language teaching.
- Better access to wider range of vocational and educational pathways.

"I think the system is failing our Pacific children, not our children falling in their education."
Adult, Auckland

"Stop institutional racism and bias. We as Pacific are successful, value us and our children."
Adult, West Auckland

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.

"Please listen to me, allow me to use my language, allow me to use my culture so I can grow up and prosper."
Youth, Parent

[Image]
Pacific Youth Education Conversation: Findings Summary

Our identity & wellbeing

Family, community and relationships are key to wellbeing. Spending time with family, learning and contributing is really important. Physical and mental health are core elements of wellbeing. Positive mental health is supported by feeling physically, emotionally and culturally safe.

Being culturally safe means our identity, language and culture is valued; so we can be proud of who we are, knowing where we come from and keeping our roots alive. It means we don’t over have to “hide our culture at the door”. 

“The Pacific students have to live in two different worlds, the Pacific and the Palangi world and sometimes you can lose your identity.”

We also need to have our basic needs met, be physically healthy, able to succeed and fail in a safe environment and feel supported to work through our struggles.

“The emotional stress of being a Pacific student. We need a safe environment to talk about these issues.”

We are worried about the rising rates of depression and bullying and the lack of openness to talk about these issues. Home is not always a safe place for us.

NCEA makes us stressed and we become fixated on credits rather than learning.

“I don’t like how NCEA makes us fixated on how we are gaining credits instead of how much knowledge we have gained.”

Teaching & learning

We want more engaging and interesting learning opportunities. We want to learn outside the classroom, do field trips, practice collective learning and use technology.

“What makes me excited about learning is trying new things. I’ve learnt that being afraid of trying new things doesn’t help me with my thinking and it doesn’t help me with my future.”

The curriculum needs to better reflect the dream and goals of Pacific young people. It should incorporate Pacific stories, languages, Pacific authors and poets and movements of diverse Pacific groups.

“As Pasifikos students we acknowledge our culture as an important theme in our life... if our learning focused something to do with our culture, our learning would become important to us.”

We want more Pacific teachers, because they “get us” in a way that is hard for other teachers to do. We want teachers who are enthusiastic, supportive, warm and who give honest feedback.

“When I see a Pacific teacher, I see a role model, someone who matters.”

We wish teachers who are prepared to build a relationship with us to create a safe learning environment.

“The Education system shouldn’t throw away our culture for academic success.”

Proactively Released by the Associate Minister of Education

How we define success

Success means we have the ability to support our families, and communities and we contribute through voluntary work. We want to give back to our community.

“Success is when I contribute, I contribute to my community, I contribute to my country.”

Having a faith in God and strong values are skills that matter.

“When you set a good example to others... When the younger generation look to you it makes you feel proud of you and your family.”

Individual success is meaningful to us, unless those around us who are important to us are also succeeding.

“We are close to our family, so we are close to our community.”

Access to education

Our families need more support – particularly there are many students who rely on scholarships for further study, so more of those would be good.

“Government needs to make it easy and cheap to access both and teachers that are going to increase our ability to learn.”

We are worried about the cost of devices, the lack of access to internet at home and the need to help older generations to gain confidence using technology.

We want equity in access to education, not equality. Equity is where everyone is treated the same but we are not the same and we shouldn’t be treated as if we were.

“Equity and equality, know the difference.”

We also want stronger connections between education and work.

Important Knowledge & Skills

Some of the most important skills to gain in our education are cultural skills – speaking our language, being proud of our heritage, accepting other cultures.

We need more focus on practical life skills.

“Managing finances”

“Getting a driver’s license”

“IT skills”

“Time management & how to study”

“We get taught when we are not excited.”

“In school we are not taught what we need for our futures. We are taught requirements for university. That’s great and all but how many of these skills can we really use in real life?”

We need these skills to be taught to us somewhere, otherwise we are at risk of entering the real world with no real knowledge.

We need more focus on critical skills for the 21st century. We need to be resilient, strong communicators, able to analyse problems and grounded in values such as empathy, respect and care.

“We need to be tough, we need to be resilient.”

“Please listen to me, allow me to use my language, allow me to use my culture so I can grow up and prosper.”
Pacific Youth Education Conversation: LGBTQIA+ findings

What we learn

We want the curriculum to be more inclusive and draw on LGBTQIA+ role models.

We want sex education to cover more than heterosexual relationships and we want LGBTQIA+ to be visible, such as having pride days, resources in the library and murals.

We want to develop critical thinking skills that support us to challenge what is perceived as the norm. Self-empowerment and resilience is key.

We want to be accepted and supported to accept ourselves.

“My sexuality is not what costs me out but makes me standout!”

Success

Pacific role models are hugely important for us – from politicians to popstars. We also really value the support of our families and friends.

There is also the need for LGBTQIA+ representation in the media.

“Seeing successful Pacific LGBTQI+ people inspires young LGBTQI+”

Success would also mean:

- Not having to worry about public bathrooms.
- Feeling safe walking in the street with your partner.
- A lower suicide rate and better mental health.
- More policies that include and highlight rights for LGBTQIA+ communities.
- Having a curriculum that reflects every child.
- Having a new understanding of LGBTQI+ in religious communities.

Keeping up to date with Pacific communities and education

We want to make sure that all of you who participated in the meetings, or who are interested in what Pacific communities have said, are kept up to date.

For more information about the Pacific communities conversation, go to:
https://www.education.govt.nz/conversations/pacific-education/

Pacific Education Conversation: Disability & Learning Support Findings

Talofa lava, Malo e lelei, Kia orana, Talofa ni, Fakaofa lahi atu, Ni sa bula vinaka, Kia ora.

We want to express our gratitude to everyone who shared their experiences around learning support at our forum.

We know that to build a system that responds to the unique identities, languages, cultures and needs of our Pacific communities we must continue to work together. We will be returning to communities later in 2019 to share our response and to continue the conversation.

Importance of Parents and Families

Parents are the experts on their child but that expertise often isn’t valued in a way that will allow parents to contribute to improving the system. There is a need for a shift in power regarding whose knowledge is valued, to recognise home and family knowledge and ways of doing and being.

“Not all teachers and principals encourage parents to have a voice and a say. I was told by my child’s principal at secondary school that their learning was a bridge. As a parent, I must stay on one side of the bridge to let my child get to the other side. There is a lot of work to be done for some principals and leaders.”

It can be hard neglecting what it means to be a Pacific parent who knows how to support their child in an education system that feels underfunded and intimidating. Parents often have high trust in teachers and principals and expect them to do the best for their children. This means that teachers and principals need to have the right support and advice.

“The education system expects parents to be involved. There is a difference between expecting parents to be involved and enabling/supporting parents to be involved.”

There is a desire for parents to be empowered to demand better education services, to have a voice when issues arise. This could include Pacific workshops for parents with Autism/Autism kids to build a network and to support parents to have more of a voice, or people coming together as Pacific parents, sharing voices and food and working on a vision for education together to share with schools/place of learning.

“Just because a parent/family may not be visible, doesn’t mean they don’t care or have thoughts, concerns or things to celebrate.”

Importance of identity, language and culture

We need the curriculum to reflect diversity of the students in New Zealand and the aspirations of Pacific children and young people. This could mean planning place-based learning programmes that sit in the context of the community.

We need to acknowledge the diversity of Pacific people, including ethnic and cultural differences but also whether they are born in New Zealand, different language abilities, whether they are living urban and rural and connection to church.

“There is not one image of the Pacific child, Pacific experience is different, based on where you were born, your connection to your language, your socioeconomic status etc.”

Koreora Mātauanga

Wellbeing

It is critical that basic needs are met to be ready to learn. If kids do not have stable accommodation and food to eat then that will result in behavioural and attendance issues and will stop kids from being ready to learn. When basic needs are not met, this also negatively impacts wellbeing.

“Learning would be easier if kids lived in healthy homes... were secure in their homes, if famous in a secure financial position, service delivery supports need, there is tracking of health outcomes and violence is reduced.”

Supporting wellbeing means having the right diet, early diagnosis of learning issues and being in a safe environment.

“[Teachers] see everyday that our kids are not safe, healthy and well. We see that when kids don’t have these things in our classroom, learning is disrupted. They are not in a fit state to learn. When we are trying to teach kids who don’t have this in place, they look at us like ‘they want me to be part of this world and I haven’t got these other things.”
Pacific Education Conversation: Disability & Learning Support Findings

Learning with and about us

There is a desire for students to be able to think critically, but an awareness that that might clash culturally with Pacifica values e.g. not questioning authority or looking adults in the eye.

Whilst there is a need for students to develop practical skills like budgeting, we want more of a focus on soft skills that make young people adaptable, such as collaboration, empathy, confidence, and ability to self-direct learning, resilience and time management.

*Teachers need to encourage children to speak up and know that there is power in your voice. Teachers need to say ‘you are welcome here, you are part of the equation’.*

Transitions and Pathways

*Some learners with learning needs still can’t get into schools. They are told ‘uh, there’s a school with a better programme down the road’.*

There is a disconnect in the education pathway between early childhood, primary, secondary and tertiary education. Transitions can be hard, and it’s harder to access learning support the further you get down education pathways.

*Slow... Disconnect... As you move through there’s more conformity and less connection.*

Some of us are going through the education system and getting qualifications but are still unable to find a job.

*Mere and different type of jobs could be created by merging of P1 values into education system.*

Teaching practices

We need teachers to be competent at recognising complex learning needs and to be educated on strategies to support learners.

*We need competent practitioners equipped to recognize complex learning needs having the knowledge of how to access the appropriate resources and support. Practitioners with these skills should be in all teaching teams.*

We also need teachers to encourage children and young people to have a voice in their education.

*The voices of kids need to be centre stage. They need to have agency and have their identity recognised. As teachers, we need to ask ‘what do you want to learn?’*

There is a lack of consistency of training of teacher aides and a lack of Pacifica intervention teachers. Teacher aides can be a very valuable resource.

*Teacher aides are so important and they give so much. They know exactly what children are going through, and they are connected from their hearts.*

Getting Support

We see the importance of all the specialist roles involved, like paediatricians, psychologists, OTs, social workers, speech therapists, sports coaches, and want to thank them.

*We need navigators to support Pacific parents and connect them to services.*

We need a breadth of support for our learners, including medical specialists, housing and social services and Pacifica language services.

*Why don’t we have a focus on Pacifica health and community services in Communities of Learning?*

We want to see more forms of support for children and young people with learning support needs, including use of technology, sensory equipment, and adaptable teaching.

We also want some more support for children and young people through increased child disability funding, more support for children before diagnosis and more professional development for all educators.

Keeping up to date with Pacific communities and education

We want to make sure that all of you who participated in the meetings, or who are interested in what ethnic communities have said, are kept up to date.

For more information about the ethnic communities conversation, go to https://conversation-education.gov.nz/conversations/pacific-education/
A Whole of System Approach for Pacific Success

Portfolio Associate Education (Hon Jenny Salesa)

On 31 July 2019, the Cabinet Social Wellbeing Committee (SWC):

1 noted that the Associate Minister of Education (Hon Jenny Salesa) (the Associate Minister) has heard from over 2,000 Pacific learners and their families and communities about their aspirations for education as part of the Education Conversation | Kōrero Mātauranga;

2 noted that the traditional approach to a Pacific Education Plan has not resulted in big enough shifts to achieve equity for Pacific learners;

3 noted that the Associate Minister has identified a new way of working that:

3.1 takes a whole of system approach so that every lever is used to ensure that every Pacific learner and their family is safe, valued and equipped to achieve their education aspirations;

3.2 embraces and harnesses the knowledge and skills that exist within Pacific communities and across the education system, with all groups working together to achieve a common goal;

4 noted that evidence of what we know works, along with the voices of Pacific communities, demonstrate that a collective approach is needed to achieve transformational change for Pacific learners and their families;

5 noted that the Associate Minister has developed a draft vision and five key system shifts to achieve this, which will serve as the common agenda, based on the voices of Pacific communities and the evidence about what works for Pacific learners and their families;

6 approved the engagement with Pacific communities and the sector on the Action Plan for Pacific Education (the Action Plan) from 26 August 2019 to 4 October 2019;

7 agreed that Annex 1, Foundation for development of Action Plan for Pacific Education, will be used as the basis for engagement materials to support further engagement from 26 August 2019 to 4 October 2019;

8 noted that a measurement framework will be developed to support the system to track system shifts and understand what is working and why;
I N C O N F I D E N C E

SWC-19-MIN-0090

noted that the engagements will be used to:

9.1 confirm the vision and system shifts for Pacific education as the common agenda;

9.2 share the actions that education partners are taking to respond to the voice from the fono;

9.3 confirm a shared way of measuring improvement towards the common agenda;

noted that stage one of the implementation of the Action Plan will be targeting support to work collectively in a small number of communities and that learnings from this phase will be fed into the whole of system response;

noted that the Associate Minister will report-back to SWC on findings of engagement and the finalised Action Plan for Pacific Education.

Gerrard Carter
Committee Secretary

Present:
Hon Dr Megan Woods
Hon Carmel Sepuloni (Chair)
Hon Stuart Nash
Hon Jenny Salesa
Hon Tracey Martin
Hon Peeni Henare (part of item)
Hon Willie Jackson
Hon Aupito William Sio
Hon Poto Williams
Hon Julie Anne Genter
Jan Logie, MP

Hard-copy distribution:
Associate Minister of Education

Officials present from:
Office of the Prime Minister
Office of the Chair
Officials Committee for SWC
Report of the Cabinet Social Wellbeing Committee: Period Ended 2 August 2019

On 5 August 2019, Cabinet made the following decisions on the work of the Cabinet Social Wellbeing Committee for the period ended 2 August 2019:

SWC-19-MIN-0090  A Whole of System Approach for Pacific Success  CONFIRMED
Portfolio:  Associate Education (Hon Jenny Salesa)

Redactions made as content outside scope of Minister's portfolio responsibility

Martin Bell
for Secretary of the Cabinet

Hard-copy distribution: Cabinet Social Wellbeing Committee