

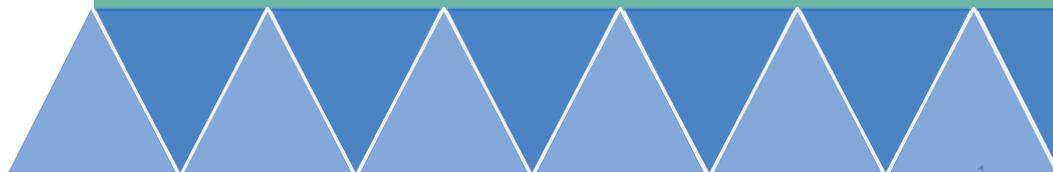


‘LALAGA’ Joint Initiative

Pasifika Workstream Report



8 April 2016



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Section 1: Executive Summary

1. LALAGA arises from a Ministry of Education and New Zealand Educational Institute Te Riu Roa agreement in 2014 to seek ways to work together through a Joint Initiative. LAGAGA is a Samoan term that broadly means 'weave' or 'weaving' and is used as a framework for the Pasifika Joint Initiative to illustrate the importance of the different strands to be interwoven, well-connected, and flexible, throughout the Communities of Learning (CoL) process.
2. The Pasifika Education Plan 2012-2017 provided the framework for LALAGA. A series of discussions and *Talanoa Pasifika* with key stakeholders in Phase 1; information from Best Evidence Synthesis (BES); and the Pasifika literature review also informed the scope and direction of this workstream.
3. Tapasā is a Pasifika competency framework developed to support the building of Pasifika capability in the teaching workforce. It is a key tool in the implementation of the Pasifika Education Plan and the Pasifika workforce programme.
4. Recognition of identity, language and culture; strong, reciprocal relationships with parents, families and communities; a capable, confident Pasifika workforce, a responsive education system; targeted resourcing; and strong Pasifika leadership were identified as essential preconditions to support Pasifika learner achievement.
5. While there has been some progress in Pasifika achievement, evidence shows more effort and resources are needed to ensure Pasifika learners, like their peers, are enjoying educational success with their parents, families and communities.

Recommendations

6. Based on the Pasifika Education Plan 2012-2017 and information from the *Talanoa Pasifika*, the Working Group makes the following recommendations:
 - a. CoL guidelines and information resources for Pasifika parents, families and communities are developed and made available in the main Pasifika languages.
 - b. Pasifika models of practice (see Section 8) for engagement with Pasifika parents, families and communities are further refined and adapted for CoL and made available as a resource for teachers and schools. This could also occur by leveraging off existing initiatives and opportunities such as PowerUpPlus.
 - c. Tapasā, the Pasifika cultural competencies framework, informs and is imbedded in CoL processes and activities, as well as in Initial Teacher Education; Graduating Teacher Standards; Practising Teacher Criteria; Professional Learning and Development (PLD); Governance Training, Teacher Appraisal, Mentoring and Induction, and Key Policy and Strategic documents.
 - d. Tapasā workshops are developed and delivered within CoL.

- e. The Pasifika Education Workforce Strategy and action plan is implemented as follows:
 - i. Establish a Pasifika leadership development coaching and mentoring programme,
 - ii. Implement a Pasifika community partnership recruitment initiative, and
 - iii. Support Pasifika in recruitment and retention initiative.

- f. School Boards of Trustees:
 - i. Undertake governance training specific to the needs of Pasifika BoT members
 - ii. Undertake whole board Pasifika capability building training ,
 - iii. Invest in Pasifika PLD for staff, and
 - iv. Develop and implement strategies to raise Pasifika board representation.

Section 2: Introduction

7. In December 2014, the Ministry of Education (Ministry) and the New Zealand Educational Institute Te Riu Roa (NZEI) agreed to seek a way forward to work together through a Joint Initiative. This venture, formalised through a signed Terms of Reference, agreed to progress and consolidate features of a framework that enable collaboration and transitions across early childhood education services and schools, that both parties support while recognising their differences, in the interests of New Zealand students and the education system. The following workstreams were identified as the key focus areas for the initiative. They include:
- Support Staff
 - Early Childhood Education (ECE)
 - Special Education
 - Māori Achievement
 - **Pasifika Achievement**
 - Professional Learning and Development (PLD).

The LALAGA concept

8. The concept of LALAGA is used as the metaphor to describe the Pasifika Joint Initiative Workstream and how they are interconnected. LAGAGA is a Samoan term with variations in other Pasifika nations such as 'RARANGA' in Cook Islands Māori. The term broadly means 'weave' or 'weaving'.
9. In this context, LALAGA refers to the way in which the different 'strands' represents the key components of Pasifika success and how they interweave with each other. The patterns and colours in a mat can vary, representing the notion of adaptability and flexibility allowing for growth and innovation in this context. The use of young and mature pandanus / fala strands and mixed materials and fibres such raffia is also representative and recognises the different learning and education stages and need for seamless learning pathways from early learning, through schooling and tertiary.
10. In LALAGA, the more interconnected and tighter the strands are weaved, the better the quality and value of the 'moenga fala' or fine mat and the greater the effort and investment required. Within CoL, relationships and partnerships that are strongly interwoven, connected, flexible and innovative, and that are sufficiently funded and well supported, are more likely to be effective and sustainable in making a significant positive difference for Pasifika learners.

Workstream Terms of Reference (ToR)

11. The Pasifika Workstream ToR as agreed by the Joint Initiative Governance Group are as follows:
- Pasifika workforce / profession capability building
 - Pasifika capacity building in the workforce / profession
 - Pasifika education leadership.

Workstream Membership

Ministry of Education	NZEI
Gabrielle-Sisifo Makisi Su'a Kevin Thomsen Ta'i Richard	Caroline Mareko Phonderly Siohane Anastasia Aukuso-Lolo Laures Park

The Approach

12. The Pasifika Joint Initiative Workstream (LALAGA) is informed by the discussions and themes that emerged from the initial *Talanoa Pasifika* in Phase 1 and supported by information gathered from a selection of relevant literature, namely the Best Evidence Synthesis (BES) and the Pasifika literature review in Phase 2. The starting point of its weave is the Pasifika Education Plan 2012-2017, which provided the Joint initiative Pasifika strands terms of reference and scope.

Talanoa Pasifika

13. *Talanoa Pasifika* was held in Auckland in November 2015 with key Pasifika teachers, academics and community members. *Talanoa* is a Samoan, Niuean and Tongan term used to describe a Pasifika research methodology that refers to 'a personal encounter where people story their issues, their realities and aspirations'.^{1[7]}

14. Through cultural synthesis of information, stories, emotions and theorising made available by *talanoa*, relevant knowledge and possibilities for addressing Pasifika issues are realised. It strives to ensure that everyone involved is inter-accountable for delivering the agreed and anticipated outcomes.^{2[8]}

15. The *Talanoa Pasifika* identified the following factors as critical for Pasifika learner success:

- recognition of identity, language and culture as an essential precondition to support Pasifika learner achievement
- strong and reciprocal relationships with parents, family, community and boards of trustees at all stages of Pasifika learner achievement and success
- directly funding priority areas
- strong Pasifika capability within the workforce and the wider education system.

These factors are found in the goals and targets of the Pasifika Education Plan 2012-2017 and in its Pasifika Success compass.

16. Of particular importance is the critical role and input from parents, families and the community in determining, through meaningful partnerships with schools, the

^{1[7]} Vaioleti, T.M. (2006). *Talanoa research methodology: a developing position on Pacific research*. Waikato Journal of Education, 2. Accessed from <http://whanauora-research.co.nz/files/formidable/Vaioleti-Talanoa.pdf>

^{2[8]} Fletcher, J., Parkhill, F., Fa'afoi, A., Leali'ie'e Tufulasi, L.T., & O'Regan, B. (2008). *Pasifika students: teachers and parents voice their perceptions of what provides supports and barriers to Pasifika students' achievement in literacy and learning*. Accessed from <http://myportfolio.school.nz/artefact/file/download.php?file=468667&view=92809>

achievement challenges and action plans to ensure the CoL, and associated roles, groups and activities etc, reflect and are meaningful to the communities they are connected with. This approach allows for some level of accountability to sit with the parents, families and communities, as well as schools, in determining and ensuring success for their learners. It also provides an opportunity to establish strong reciprocal relationships, meaningful partnerships, and genuine collaboration that recognises parents, families and the community as equal partners in CoL.

Pasifika Education Plan 2012-2017

Best Evidence Synthesis and Pasifika literature review

17. The Pasifika Education Plan 2012-2017 formed the basis for a review of Pasifika education literature undertaken in 2013 by a team of researchers, Chu, Glasgow, Rimoni, Hodis & Meyer (2013). They were tasked to review Pasifika education literature between 2002 to 2012 and to frame their findings within the 5 key factors for achievement – Best evidence Synthesis BES.:

- governance and leadership
- families and community engagement
- literacy and numeracy
- effective teaching
- transitions.

18. LALAGA as a metaphor for this report is the start or frame of the weave provided by the Pasifika Education Plan 2012-2017 and built upon by the *Talanoa Pasifika* that was carried out in 2015 with early learning to tertiary Pasifika and non Pasifika educators, Pasifika academics and researchers. The findings from this talanoa are found in the phase 1 joint Initiative report. BES and the Pasifika literature review are summarised later in this report.

Scope

19. The Pasifika Education Plan 2012-2017 and key factors for achievement from BES, the Pasifika literature review (Chu et al) and themes from the *Talanoa Pasifika*, are critical to Pasifika educational success, and the Working Group strongly supports and endorses efforts in these areas to address the needs of Pasifika learners.

20. For the Pasifika Joint Workstream, the Working Group agreed that we would focus and concentrate on the following key areas:

- Pasifika parents, families and communities
- building the Pasifika capability of the education workforce and system
- growing Pasifika education leadership.

Pasifika in the other Joint Initiative Workstreams

21. The Working Group also acknowledges the importance of ensuring the needs of Pasifika learners, parents, families and communities are addressed in the other Joint Initiative Workstreams namely:

- Support Staff
- ECE

- Special Education
- PLD.

Section 3: Background

22. Pasifika children and school students who are enjoying educational success, together with their parents, families and the communities they belong to, are one of Governments' key priorities.³ Research shows that Pasifika learners who do well at school are those whose parents, families and communities are actively involved and participating well in their learning and have strong relationships with their schools.⁴

23. While there has been some progress in educational achievement for Pasifika learners in the past decade, there is still much work and effort needed as indicated by numerous achievement data. This is to ensure that Pasifika learners, together with their parents, families and in their communities, are enjoying educational success as Pasifika, at the same level as their peers.

24. The 2013 NZ Census reports that approximately seven percent of New Zealand's population identify as Pasifika. It is the third fastest growing group, and the youngest, with a median age of 22 years in 2013. By comparison, the median age for European is 41 years and 24 for Māori. The majority of young Pasifika are New Zealand born, and an increasing number identify with more than one ethnicity.

25. It is predicted that by 2051, New Zealand's student population will increase from the current one in ten Pasifika learners, to one in five of the total school population.⁵ Those learners will represent a wide variety of Pasifika nations and communities and the implications for education services are widespread.
(Source: www.stats.govt.nz)

The Pasifika Education Plan 2013-2017

26. The Pasifika Education Plan 2013-2017⁶ (PEP) sets out the Government's strategy for Pasifika success. This is characterised by Pasifika learners who are secure in their identities, languages and cultures, participating, engaging and achieving in education, and contributing fully to Aotearoa New Zealand's social, cultural and economic wellbeing and in global settings. This means the Ministry of Education, education partner agencies, and the education sector, must respond to the shared and unique identities, languages and cultures of each Pasifika group, and with the learners from those groups, drawing on their processes, methodologies, theories and knowledge.

27. At the centre of the PEP is the Pasifika learner, their parents, families and communities, ensuring that they are well supported in their expectations and demands for better quality education⁷. This notion was reinforced by the *Talanoa*

³ Ministry of Education. (2013a). Statement of Intent 2013-2018. Wellington.

⁴ Ministry of Education (2012). Pasifika Education Plan 2013-2017. Wellington.

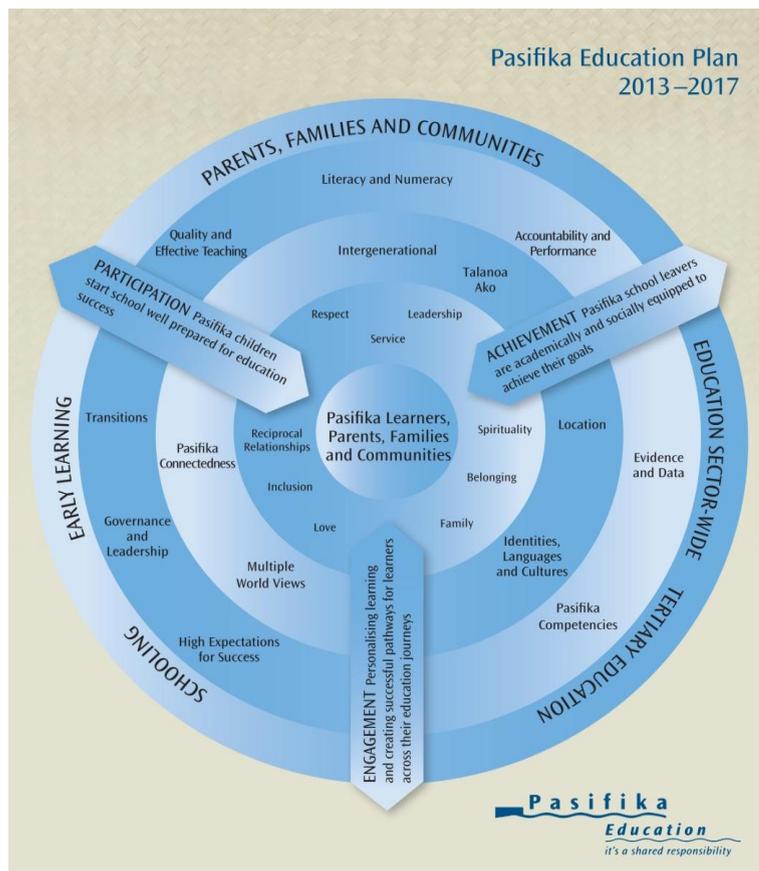
⁵ Ferguson, B.P., Gorinski, R., Wendt Samu, T., and Mara, D. (2008). Teachers as Learners: Improving Outcomes for Māori and Pasifika Students through Inquiry. Ministry of Education: Wellington.

⁶ The Ministry of Education's Pasifika Education Plan 2013-2017.

⁷ *Ibid.*

Pasifika participants. This holistic and Pasifika learner-centred education approach and the key components of the PEP, are captured within and represented by the PEP Pasifika Success Compass below.

Figure 1: Pasifika Success Compass



Progress against PEP targets

28. In this section, we highlight progress on the PEP targets using quantitative data in ECE and Schooling. The purpose is to show that while there has been some progress there is still much work needed to meet the targets and lift educational achievement for Pasifika learners.⁸

Early Childhood Education

Prior participation in early childhood education services of children starting school

Pasifika Education Plan target: The proportion of Pasifika children starting school who have participated in ECE will increase from 86.7% in 2012 to 98% in 2016.

Table 1: Prior participation in early childhood education services		
Year Ending June	Proportion of children starting school who participated in ECE	No. of children starting school who participated in ECE

	Pasifika	Non-Pasifika	Total	Pasifika	Non-Pasifika	Total
2010	85.9	95.6	94.4	6,079	47,472	53,551
2011	86.2	95.9	94.6	6,343	48,805	55,148
2012	86.7	96.1	95.0	6,564	49,812	56,376
2013	88.5	96.6	95.6	6,968	52,038	59,006
2014	90.3	96.8	95.9	7,206	51,361	58,567
2015	91.2	96.9	96.2	7,395	51,987	59,382
2016						
Target	98.0					

Language and culture in Pasifika early childhood education language services

Pasifika Education Plan target: Increase by 2016, the number of Pasifika ECE Language Services teaching in a Pasifika language or culture over 50% of the time.

Table 2: Pasifika ECE Language Services teaching in a Pasifika language or culture over 50% of the time, and number of Pasifika enrolments by service classification

Year	Services teaching in a Pasifika language or culture over 50% of the time		No. of Pasifika enrolments in services teaching in a Pasifika language over 50% of the time	
	Number	% of all ECE services	Number	% of all Pasifika enrolments
2009	89	2.2%	2,479	22.4%
2010	92	2.1%	2,599	21.5%
2011	98	2.2%	2,690	20.7%
2012	93	2.2%	2,633	19.3%
2013	96	2.3%	2,701	18.6%
2014	96	2.2%	2,638	18.1%
2015				
2016				

Effectiveness of early childhood education services for Pasifika children

Pasifika Education Plan target: By 2017, 85% of early childhood education services reviewed by ERO are effective for Pasifika children.

ERO National Report: Priorities for Children's Learning in Early Childhood Services (May 2013)

Identifying priorities for children's learning

29. ERO investigated what influences services' curriculum priorities and emphases. Effective practices implemented a curriculum that was highly reflective of their identified priorities for children's learning. In these services, curriculum decisions, assessment practices, and self-review processes, were aligned to and reflected the priorities identified as important for children's learning. Priorities took into consideration the aspirations of parents and whanau, children's strengths and interests, and the philosophy and vision of the service. These services were more likely to be responsive to Māori and Pacific children's identity, language and culture.

Table 3: Services' level of reflectiveness of learning priorities (2012)

Services' level of reflectiveness of learning priorities (2012)	Number	Proportion
-----------------------------------------------------------------	--------	------------

Highly reflective	66	17.1%
Mostly reflective	209	54.0%
Minimally reflective	93	24.0%
Not reflective	19	4.9%
Total	387	100%

Responsiveness to Pacific children

ERO investigated how responsive each service's curriculum was in supporting "Pacific children achieving success as Pasifika".

Table 4: Responsiveness of services' supporting "Pacific children achieving success as Pasifika"

Level of responsiveness (2012)	Number	Proportion
Very responsive practices	23	11%
Some responsive practices	58	27%
Few or no responsive practices	81	38%
Did not know how to promote success	51	24%
Total services (excl. not applicable)	213	100%
Not applicable (no Pasifika enrolments)	174	-

For the full report please visit the: [Education Review Office website](#)

Schooling

Pasifika learners meeting literacy and numeracy expectations (National Standards)

Pasifika Education Plan target: Eighty-five percent of Pasifika learners will be at or above in National Standards across years 1-8, by the end of 2017.

Table 5: Year 1-8 learners achieving at or above in National Standards

Year	Mathematics		Reading		Writing	
	Pasifika	All Students	Pasifika	All Students	Pasifika	All Students
2011	56.7%	72.2%	59.0%	76.2%	53.8%	68.0%
2012	59.6%	73.6%	62.9%	77.5%	57.1%	70.2%
2013	60.9%	74.6%	64.3%	77.9%	57.6%	70.5%
2014	62.0%	75.2%	65.1%	78.0%	59.6%	71.1%
2015						
2016						
2017						
Target	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%

School leavers NCEA Level 1 literacy and numeracy requirements

Pasifika Education Plan target: The number of all Pasifika school leavers leaving with NCEA Level 1 literacy and numeracy to increase from 82% in 2012 to 95% in 2017.

Table 6: School leavers with NCEA Level 1 literacy and numeracy

Year	No. of school leavers with NCEA Level 1 literacy and numeracy	No. of school leavers	% of school leavers with NCEA Level 1 literacy and numeracy

	Pasifika	Non-Pasifika	Total	Pasifika	Non-Pasifika	Total	Pasifika	Non-Pasifika	Total
2009	4,602	44,930	49,532	5,885	53,858	58,743	78.2%	85.0%	84.3%
2010	5,328	47,799	53,127	6,598	54,785	61,383	80.8%	87.2%	86.6%
2011	5,440	49,364	54,804	6,603	55,045	62,648	82.4%	88.1%	87.5%
2012	5,335	47,653	52,988	6,426	53,715	60,141	83.0%	88.7%	88.1%
2013	5,651	48,752	54,403	6,716	56,811	62,527	84.1%	87.4%	87.0%
2014	5,632	48,063	53,695	6,573	54,015	60,588	85.7%	89.0%	88.6%
2015									
2016									
2017									
Target							95.0%	95.0%	95.0%

Progress on the PEP targets: key points and discussion

Early Childhood Education

30. Prior participation rates for Pasifika in ECE have increased slowly but continue to lag behind non-Pasifika. However, it is encouraging to see the gap between Pasifika and non-Pasifika is closing.
31. It is also encouraging to see the number of ECE services teaching in a Pasifika language or culture over 50% of the time increasing. However, the majority of Pasifika children continue to access mainstream ECE services, therefore it is important that these services are culturally capable to meet their needs.
32. While about 70% of services were mostly or highly reflective of the learning priorities of children in their curriculum and practices, worryingly, a similar proportion of services adopted few or no responsive practices that support "Pacific children achieving success as Pasifika".

Schooling

33. A similar pattern of progress is reflected in schooling. Pasifika achievement has increased steadily but lags non-Pasifika, although Pasifika NCEA achievement is showing promise and is almost on par with non-Pasifika.

Quality Teaching for Diverse Students in Schooling: BES report – summary of findings (Alton-Lee, 2003)

34. The Pasifika Education Plan 2012-2017 and its Pasifika compass has used a number of important pieces of work and research over the last few years. One of the landmark pieces of research has been the BES research undertaken by Dr Adrienne Alton-Lee (2003) investigating the features of quality teaching for diverse students within schools.
35. According to Alton-Lee, quality teaching is a key influence on high quality outcomes for diverse students. The evidence shows that up to 59% of variance in student performance is attributable to differences between teachers and classes, while up to almost 21% (but generally less), is attributable to school level variables. The remaining findings of Alton-Lee's research are summarised below:

- BES has produced ten characteristics of quality teaching derived from a synthesis of research findings of evidence linked to student outcomes. The central professional challenge for teachers is to simultaneously manage the complexity of learning needs of diverse students
- The concept of 'diversity' is central to the synthesis. This frame rejects the notion of a 'normal' group and 'other' or minority groups of children and constitutes diversity and difference as central to the classroom endeavour and central to the focus of quality teaching in Aotearoa, New Zealand
- It is fundamental to the approach taken to diversity in New Zealand education that it honours the Treaty of Waitangi. Diversity encompasses many characteristics, including ethnicity, socio-economic background, home language, gender, special needs, disability, and giftedness
- Teaching needs to be responsive to diversity within ethnic groups, for example, diversity within Pakeha, Māori, Pasifika and Asian students. We also need to recognise the diversity within individual students influenced by intersections of gender, cultural heritage(s), socio-economic background, and talent. Evidence shows teaching that is responsive to student diversity can have very positive impacts on low and high achievers at the same time
- The ten characteristics are interdependent and draw upon evidence-based approaches that assist teachers to meet this challenge. The ten research-based characteristics of quality teaching derived from the research, are generic in that they reflect principles derived from research across the curriculum, and for students across the range of schooling years in New Zealand (from age five to eighteen)
- How the principles apply in practice is, however, dependent on the curriculum area, and the experience, prior knowledge and needs of the learners in any particular context. The body of this synthesis provides examples from the research on learning and teaching to illustrate the principles for different curricula areas across schooling from junior primary to senior secondary classes
- The ten characteristics are:
 - Quality teaching is focused on student achievement (including social outcomes) and facilitates high standards of student outcomes for heterogeneous groups of students
 - Pedagogical practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities
 - Effective links are created between school and other cultural contexts in which students are socialised, to facilitate learning
 - Quality teaching is responsive to student learning processes
 - Opportunity to learn is effective and sufficient
 - Multiple task contexts support learning cycles
 - Curriculum goals, resources including ICT usage, task design, teaching and school practices are effectively aligned
 - Pedagogy scaffolds and provides appropriate feedback on students' task engagement
 - Pedagogy promotes learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse
 - Teachers and students engage constructively in goal-oriented assessment.
 - BES five key factors for raising achievement are listed on page 7 of this report

Pasifika Literature Review report - summary of findings (Chu et al., 2013)

36. This review was commissioned to investigate Pasifika Education literature between 2002-2012 which highlighted Pasifika identity, languages and cultures, Pasifika competency and the role of parents, families and communities which are the key cornerstones of Pasifika capability and the Pasifika Education Plan 2012-2017. They were tasked with framing their findings within the five key areas which BES notes as key factors to raising achievement. In this section, we summarise the findings that relate to ECE and schooling. The original references for the findings are not quoted here. These can be found in the original report at this link <https://www.educationcounts.govt.nz/publications/pasifika/121759>.

Governance and leadership

37. School leaders and teachers who actively and effectively use student achievement data as the basis for designing problem-solving approaches to support students, and who prioritise PLD for staff that is pertinent to Pasifika learners, are more likely to experience positive educational outcomes for their students.
38. There is a lack of systematic focus within schools on the achievement of their Pasifika students. Similarly, schools are not making effective use of, or even assessing, achievement data that could help inform decision-making and practice to better support their Pasifika learners.
39. There is little evidence that early childhood settings or schools at primary, intermediate or secondary levels have established meaningful governance relationships (as in board of trustees representation) with their Pasifika communities, or leadership linkages to inform policy and practice.⁸
40. Note that in *Section 3: A capable workforce and responsive education system for Pasifika learners* we expand and describe the findings in greater detail to elicit some useful key features.

Families and community engagement

41. More work is needed around the potential of Pacific/Polynesian clubs to demonstrate meaningful connections between schools and their Pasifika communities.
42. There is almost no research on models for, and the effects of, home–school or school / community / parent liaison initiatives, despite evidence from qualitative research that families regard these home–school relationships as crucial for their children’s learning and achievement.
43. There is a lack of research on relationships and partnerships with families and the Pasifika community in early childhood education. There is also little evidence that

⁸ The Ministry has since published a Pasifika resource for school boards of trustees on effective governance for Pasifika which can be found here: <http://www.nzsta.org.nz/media/192052/supportingpasifikasuccess-1.pdf>

shows how teacher education students can be better prepared for parent–teacher partnerships.

44. Few schools report any initiatives in place for engaging Pasifika communities, including connections with community leaders (e.g. church).
45. Note that in *Section 3: Key Strand 1: Parents, families and communities* we expand and describe the findings in detail to elicit some useful key features.

Literacy and numeracy

46. Learners benefit from bilingual programmes enabling them to learn English, alongside learning academic skills in their first language rather than having to learn across the curriculum in English immediately. There may be opportunities to explore practical ways (e.g. the extent to which primary schools have print materials available for children in their first languages) and provide positive support for Pasifika children’s language development and overall achievement.
47. Given the presence of Pasifika language nests as one model for early childhood education, there is a disappointing absence of evidence regarding the impact on children’s literacy and numeracy with the transition from Pasifika contexts to school.
48. Students report positive influences on their learning and engagement when educational settings acknowledge and support their Pacific language/s.
49. There is limited evidence and/or support that:
 - adequately describes outcomes on student achievement across the curriculum including limited use of NCEA data in the area of literacy and numeracy
 - directly attributes achievement in some targeted numeracy initiatives to the programme.
50. Information on the importance of home–educational connections for literacy development at early childhood and primary level is lacking.
51. Teacher skills and understanding in culturally responsive pedagogies for enhancing educational outcomes for Pasifika learners is important.
52. Longitudinal research on NCEA achievement in relationship to Pasifika student motivation orientations supports the need to address underlying attitudes towards learning and the feasibility of intervening with motivation orientations to enhance secondary outcomes. For example, Pasifika students report higher levels of the (negative) motivation orientation ‘Doing Just Enough’ than either New Zealand European or Asian students: this motivation orientation is highly predictive of lower achievement in NCEA 1–3 years later, so is a crucial focus for intervention.
53. Pasifika students are disproportionately represented in smaller, low-decile secondary schools, where there are fewer subject choices, and in low achievement streamed groups in secondary school where they may also be disproportionately advised to aim for unit standard coursework rather than achievement standards.

54. This differential means that inequitable opportunities accumulate across the school years for Pasifika students. Research focused on the transition from secondary to tertiary highlights the role played by the availability of NCEA achievement standards and subject choices for secondary students, revealing inequities across schools that have detrimental long-term implications for Pasifika students.

Effective teaching

55. Culturally responsive pedagogies, such as the use of languages and culturally appropriate learning and teaching, are important to support learning, including the achievement of Pasifika learners.

56. There is a dearth of research focused on effective teaching for Pasifika students who are gifted and who have special education needs, including culturally responsive special education, but also with respect to services generally.

57. There is a need for research that provides evidence of intervention programmes developed in schools that enhance secondary school achievement, monitoring achievement-related attitudinal aspects as well as achievement outcomes for Pasifika students.

58. For Pasifika students at all levels of the education system, research has indicated that regular contact by the educational institution with the home, is associated with higher achievement for Pasifika students.

59. The value of Pasifika parent voice has also been highlighted through ideas from parents/families that could assist teachers with effective teaching and learning pedagogies to support Pasifika students. There appears to be little consideration given by teaching staff to linkages with the family, home, and community to promote achievement outcomes.

Transitions

60. Research shows that stepping-stones and stumbling blocks have an impact on transition from secondary to tertiary study, including emphasis on systematic planning with future goals and high expectations. These stepping-stones and stumbling blocks include: academic goals and realistic expectations for university study; family expectations; personal determination to succeed at university; early planning, including strategic subject choices; academic preparation and study skills; student leadership activities and work experience.

61. The location of the institution was also a key factor in terms of convenience and familiarity of the surroundings, and also for opportunities to study alongside other Pasifika students.

62. Promising strategies for smooth transitioning from early childhood settings to primary school, provide additional support for features identified in other topical areas such as effective teaching, and family and community engagement, as described above. These include the importance of mentoring, strong connections

between educators and the home/community, valuing of Pacific languages and cultures, and systematic planning for transition across sectors.

63. Children who attended full immersion early childhood programmes and were incipient bilinguals (with parallel incipient biliteracy), experienced an imbalance between literacy skills in each of their two languages soon after entry to school, with Pacific language skills weakening in favour of rapid progress in English. The children's subsequent patterns of progress suggested that by the end of their first year at school the children were now 'at-risk bilinguals'. This raises issues around how the transition process is managed for children entering school, and the structures within the school to support and maintain a Pacific language.
64. While not specifically focussing on Pasifika students, research on the primary to secondary transition, and the transition from early childhood centres to school, has some important implications for achieving good outcomes for Pasifika such as:
- the importance of learners being well-grounded in literacy requirements during their primary education before progressing to secondary
 - enabling students to see the point of school, through learning that is relevant, engaging, and pitched at appropriate levels
 - ensuring positive relationships between students and teachers
 - involved parents and families
 - teachers able to effectively teach deeper level skills.

Section 4: Key Strands

65. The key themes from the *Talanoa Pasifika* (which is supported by relevant literature and based on the Pasifika Education plan and Pasifika Success compass) informs the key strands for the Pasifika Joint Initiative Workstream. The key strands are:

1. **Pasifika parents, families and communities:** ensuring the voices of parents, families and communities are heard and visible in all areas of CoL through reciprocal relationships, meaningful partnerships and genuine collaboration.
2. **A capable and confident workforce for Pasifika learners:** building the Pasifika capability of the education workforce (Pasifika and non-Pasifika) and ensuring an education system that is responsive to the needs of Pasifika learners, their parents, families and communities is established.
3. **Pasifika education leadership:** growing and strengthening the leadership capacity and capability of the Pasifika education workforce.

Key Strand 1: Parents, families and communities

66. **The objective of this strand is to ensure that:** Pasifika parents, families and communities are well informed and involved in all aspects of CoL. This includes the identification of achievement challenges, and the development and implementation of strategies and solutions to address those challenges.

67. **Pasifika Literature Review (Chu et al., 2013) families and community engagement**

The evidence on the critical role of parents, families and communities in educational achievement for Pasifika learners is clear and is a strand in the Pasifika education plan 2012-2017 and at the centre of the Pasifika success compass. Yet recent publications indicate that in practice, school engagement with Pasifika parents, families and communities is uncommon.⁹ In 2013, the Ministry of Education commissioned a research team from Victoria University of Wellington to review and analyse Pasifika education research literature from 2002 to 2012.¹⁰ Of particular interest to the present report are the findings with regard to engaging families and communities, which are outlined below.

- It highlighted earlier research by Gorinski and Fraser (2006) stating that more work is needed to further explore the potential of Pasifika/Polynesian clubs to demonstrate meaningful connections between schools and their Pasifika communities. A paper by renowned Pasifika academic, Tagaloatele Professor Peggy Fairbairn-Dunlop (Fairbairn-Dunlop, T.P. 2010), exploring the notion of Pasifika youth connecting through 'Poly club', among a range of findings including improvements in educational participation and achievement through 'Poly' membership, found that parental and familial engagement was greatly enhanced through poly club activities. Poly club membership also resulted in

⁹ Ministry of Education (2013b). Chu, C., Glasgow, A., Rimoni, F., Hodis, M., and Meyer, L.H. (2013 b). *An analysis of recent Pasifika education research literature to inform improved outcomes for Pasifika learners*. Report to the Ministry of Education. Victoria University of Wellington: Wellington.

¹⁰ *Ibid*

increased confidence and sense of self through strong cultural and linguistic identity.

- The paper reports that there is almost no research on models for, and the effects of, home–school or school community parent liaison initiatives (see Gorinski, 2005) despite evidence from qualitative research that families regard these home–school relationships as crucial for their children’s learning and achievement (Cahill, 2006).
- Particularly notable in its absence is the lack of research on relationships and partnerships with families and the Pasifika community in early childhood education, despite an early Ministry of Education-sponsored review of participation by Pasifika in early childhood education that highlighted this issue (Dixon, Widdowson, Meagher-Lundberg, Airini, & McMurchy-Pilkington, 2007) and one study highlighting how teacher education students can be better prepared for parent–teacher partnerships (Hedges & Lee, 2010).
- The ERO (2012) report highlights that among the schools in its most recent review round, virtually no secondary and only a few primary schools report any initiatives in place for engaging Pasifika communities, including connections with community leaders (eg. church).

68. The literature review further notes that a number of factors in relation to family and community engagement have been identified by Benseman, Coxon, Anderson, and Anae (2006), recognising that connections between Pasifika communities and tertiary institutions are critical to educational success. Cahill (2006) identified that schools needed to be proactive in bridging the cultural divide between schools and, in this case, the Samoan community. Dixon et al. (2007) also noted that growth in Pasifika community capacity involved communities working together to support the establishment of early childhood education services. Hedges and Lee (2010) found that within the Pasifika language nest, parents demonstrated a sense of belonging: value was given to the culture and language skills of parents and families.
69. The literature review concludes that while there is growing research exploring this topical area, there is urgent need for validated organisational approaches for home–school–community engagement and for the development of individual teacher knowledge, understandings and use of culturally responsive approaches to promote positive connections to family and community for Pasifika.
70. Further research is needed to identify Pasifika parent aspirations for their children and to ascertain how best to ensure that Pasifika families gain the knowledge and understanding that will enable them to provide sound input regarding their children’s academic and career choices. In addition, there needs to be research to provide transparency regarding the disproportionate placement of Pasifika students into low streams and unit standards-based coursework at secondary level. Such transparency is necessary if parents are to be enabled to contribute to ensuring higher goals and aspirations for their children’s educational opportunities and achievements.
71. The literature findings reflect the general sentiments shared during the *Talanoa Pasifika*, especially in relation to the critical role parents, families and communities have in Pasifika student success and achievement.

We will know that Pasifika parents, families and communities are actively engaged with and working collaboratively with schools in CoL when:

- Pasifika parents, families and communities have a good understanding of CoL through the provision of meaningful and genuine advice and support, in particular, they will have a good understanding and clarity around the guidelines for implementation of parent input in CoL process
- There is clear and demonstrated evidence of talanoa and engagement with parents, families and communities around achievement challenges (for example, record of parent, families and communities participation and responses to show it has relevance to the achievement challenges; engagement with Pasifika parents, families and communities is a key feature in charters, and represented on key CoL committees and panels etc)
- Identified Pasifika models of good practice to improve engagement with parents, families and communities to establish strong collaborative partnerships between CoL, parents, families and communities is utilised and featured in key CoL documents, reporting, policies and processes.

Key Strand 2: A capable workforce and responsive education system for Pasifika learners

72. **The objective of this strand is to ensure that:** The Pasifika capability and confidence of the education workforce is strengthened and the education system is responsive to the needs of Pasifika learners, their parents, families and communities.

73. The need to build Pasifika competencies across the education workforce is one of the key targets of the Pasifika Education Plan 2013-2017. In response to this, a Pasifika cultural competencies framework, Tapasā, is currently being finalised but is not yet available publicly.

74. Once the framework and its implementation plan are finalised and released publicly, these will be utilised to inform and guide the work needed to achieve the objectives and recommendations for this strand.

Governance

75. Effective governance with appropriately skilled membership is a critical component in successful organisations including in schools through School Boards of Trustees (BoTs). BoTs set the vision and direction of schools, therefore it is critical that Pasifika capability and representation on BoTs are adequate.

76. Governance (and leadership) is defined in this context as the influential relationships and processes that impact on organisational and educational culture that promote success for Pasifika learners. The literature provides some examples such as:

- the importance of strong leadership within schools to ensure a strong focus on the learning and other needs of Pasifika students
- research relating to school culture

- the importance of Pasifika community leaders having the opportunity to contribute to school decision-making
- Pasifika parents on BoTs
- successful young Pasifika people mentoring others
- Pasifika communities having the governance and leadership skills to manage the licensing and financial aspects of managing early childhood education centres.

77. The Education Review Office (2012) report addresses school assessment practices, the extent to which schools were found to be using the Ministry of Education's Pasifika Education Plan for educational developments, and whether BoTs had knowledge of Pasifika outcomes at the school. Even those schools judged most effective overall were found to be wanting with respect to activities reflecting educational accommodations and outcomes for Pasifika learners.

78. Only one research report reviewed incorporated evidence of Pasifika student achievement as a function of leadership decision-making: McNaughton and Lai (2009) reported positive effects associated with school-level practice in analysing Pasifika student achievement data to problem-solve interventions and for the design of professional development. Their research is a descriptive and systematic replication evaluation of a school change model across New Zealand schools to enhance reading and writing, demonstrating accelerated achievement for Pasifika and Māori students, particularly across years 4-9. A key component of the model is school-level analysis of the evidence towards problem-solving and design of professional development initiatives.

79. Key findings in the area of governance and leadership can be summarised as follows.

- Evidence (McNaughton & Lai, 2009) indicates that when school leaders and teachers actively and effectively use student achievement data as the basis for designing problem-solving approaches to support students and prioritise professional development for staff, this has a positive impact on student outcomes
- Tertiary students report that an Appreciative Mentoring approach (Chu, 2009, 2010) to leadership mentoring resulted in enhanced growth and development for them personally
- The recent research literature available (Education Review Office Report, 2012) revealed little or no evidence of a particular, systematic focus within schools on the achievement of their Pasifika students. Similarly, there was little or no evidence to show that schools were making effective use of, or even accessing, achievement data that could help inform decision-making and practice to better support their Pasifika learners
- The research shows little evidence that early childhood settings or schools at primary, intermediate or secondary levels have established meaningful governance relationships (as in BoTs representation) with their Pasifika communities, or leadership linkages to inform policy and practice.

80. The available research and other evidence highlights the importance of this very topical area for Pasifika education. At the same time, however, to date there is insufficient research evidence to effectively inform policy and practice in relation

to strengthening governance and leadership processes to ensure good outcomes for all Pasifika learners, across all levels of the educational system.

81. In 2013, the Ministry published a report and tool entitled “Effective governance Supporting Pasifika success: Information for school boards of trustees”.¹¹ The report provided some guidelines as a starting point for school board planning, practices, and performance to support their Pasifika students, their parents, their families, and their communities and build the Pasifika capability of boards.
82. Many of the key components of effective governance for Pasifika success, such as engagement with Pasifika parents, families and communities, are captured throughout the present report.

School Boards of Trustees with strong Pasifika capability and competence will:

- Use Pasifika achievement data to underpin and drive vision setting and direction planning
- Invest in resources and PLD that supports Pasifika success
- Actively engage in regular Pasifika governance training
- Actively seek ways of increasing Pasifika representation.

¹¹ Ministry of Education. (2013). Effective governance Supporting Pasifika success: Information for school boards of trustees: Wellington.

Key Strand 3: Growing Pasifika education leadership

83. The objective of this strand is to: Grow and strengthen the education leadership capability and capacity of the Pasifika education workforce.

The Pasifika Education Workforce Development Project Report (2014)

84. In 2014, the Ministry conducted a series of talanoa with Pasifika teachers and principals in Auckland, Wellington and Christchurch to inform the Pasifika Education Workforce development strategy and action plan. The findings are summarised below.

85. Note that references are not shown below but can be found in the original report which is yet to be released publicly.

86. Improving educational outcomes for Pasifika school students is one of Governments' main education priorities. Research shows that a workforce and school leadership that reflects the diversity of the community it serves is a key success factor in raising student achievement and improving school systems.

87. The Pasifika Education Workforce Development Project aimed to identify ways of strengthening and up-skilling the Pasifika education workforce. It focused on growing Pasifika education leadership and expertise by increasing the number of Pasifika principals and senior management staff, and up-skilling the Pasifika education workforce so they are positioned to benefit from strategic leadership and education expert development opportunities.

88. For this project, the Pasifika education workforce refers to Pasifika teachers and principals in primary and secondary schools. This project is part of a suite of initiatives that seek to contribute and deliver on the goals of the Pasifika Education Plan 2013-2017.

89. Workforce development in education is a significant, resource-intensive exercise that requires sector wide collaboration and long term investment where the benefits are unlikely to be realised in the short to medium term. Moreover, this project addresses a small part of the education workforce continuum, and long term holistic educational success for Pasifika students and their families is reliant on efforts to address Pasifika needs in early childhood education, Pasifika support staff and school governance. These need to be addressed explicitly in the Ministry of Education's range of activities in these areas in order to attain long-lasting and meaningful educational success for Pasifika.

90. The Pasifika education workforce is relatively small, young, mostly female, new to teaching, mostly located in urban areas (especially in Auckland), and features prominently in primary schools. Pasifika comprise about two percent of the overall teaching workforce, and about one percent of all principals in schooling identify as Pasifika. Pasifika make up about ten percent of all students in primary and secondary schools. On the whole, slightly more Pasifika teachers hold high level qualifications than non-Pasifika. Similarly, the proportion of male teachers is higher for Pasifika than others.

91. While the number of Pasifika teachers has increased in the past decade, the proportion of Pasifika teachers has remained largely the same (about three percent). Similarly, the proportion of Pasifika principals and senior management staff (about one percent) is unchanged during this period despite the rapid growth of Pasifika school students. This could mean that greater effort and better ways are needed to attract more high calibre Pasifika into teaching, including better support to retain outstanding Pasifika teachers already in the profession. Establishing a sufficient pool of Pasifika teachers is vital to growing the number of Pasifika education leaders, experts and senior managers.
92. Currently, there are no Pasifika-specific Ministry-administered teacher recruitment, retention and PLD initiatives for the schooling sector. Moreover, Pasifika participation in existing initiatives such as study awards, the National Aspiring Principals and First Time Principals programmes, is low for a number of reasons, but mainly due to the lack of awareness about these opportunities, limited school leadership support, work overload, low self-confidence and self-belief, discrimination and institutional racism, and limited Pasifika role models and mentors. The lack of Pasifika content in mainstream teacher training and professional learning and leadership development programmes was also described as a potential barrier.
93. A targeted coaching programme for Pasifika teachers was identified as a critical tool for supporting Pasifika participation in professional learning and leadership development initiatives, postgraduate study and progression into leadership roles. PLD and leadership programmes for teachers that reflect Pasifika cultural values and competencies, including in teacher training courses, are required.
94. The vision for the Pasifika education workforce, which aligns with the overall vision for the teaching profession established by the Education Workforce Advisory Group, is that of a professional workforce that is:
- strong, vibrant and effective
 - highly skilled and competent in Pasifika as well as mainstream settings
 - contributing significantly to educational success for Pasifika, Māori, and for all New Zealanders
 - acknowledged and celebrated as leaders, creators and practitioners of innovation in education and effective teaching practice.

Pasifika leadership development coaching and mentoring programmes, Pasifika community partnership recruitment strategy and supporting Pasifika in recruitment and retention initiatives to support and grow the education leadership capability and capacity of the Pasifika education workforce means we will see:

- the number of Pasifika principals and senior management staff increasing
- greater Pasifika participation in study awards, scholarships and other support initiatives
- Pasifika being appointed to key CoL roles.

Section 5: Communities of Learning challenges

CoL challenges for Communities

95. CoL will bring a new dimension to the education sector, and provide an opportunity for greater collaboration with, and involvement of, parents, families and communities in the educational success of their children and young people.
96. The holistic nature and broad concept of CoL, where schools and the community work collaboratively to share ideas and solutions, is very familiar to Pasifika parents, families and communities. Traditionally, Pasifika peoples operate on some level in a similar way to the notion of CoL.
97. The Working Group acknowledges that the roll-out and finer details of CoL is in its early stages, as at the date of this report. Accordingly, our response to CoL Challenges for Communities, which are outlined below, is broad.
98. We anticipate that the challenges for Pasifika communities will include but not be limited to the following:
- **Time commitment and location** - many Pasifika families are time-poor for numerous reasons including church and family commitments, employment obligations. It is important to realise that for Pasifika, non-attendance to events does not mean disinterest in the educational achievements of their children. CoL processes and activities need to be school and community-friendly and centred, and in locations and venues that are accessible for parents, families and communities
 - **Resourcing** – it is important that adequate resources - aside from guidelines - are provided to ensure Pasifika parents, families and communities are able to participate, engage and contribute to CoL
 - **Limited pool of Pasifika experts** – there is a limited pool of appropriately skilled and experienced Pasifika which is an ongoing issue not just within the education sector. It is critical that Pasifika expertise is engaged and if necessary sought, outside CoL
 - **Meaningful engagement** – engagement and partnerships with Pasifika parents, families and communities need to be genuine, meaningful, deliberate and visible in all stages of CoL, from development and planning to implementation and evaluation.

CoL Challenges for Teachers

99. It is critical that Pasifika are visible in the new expert teacher / CoL roles. This may entail Pasifika being appointed into these roles or part of the selection and appointment processes.
100. It is also important that Pasifika teachers are supported well and are able to access the Teacher-led Innovation Fund (TLIF) and other initiatives that support their growth and development and Pasifika achievement.

101. Working with multiple stakeholders, community and church leaders, diverse Pasifika ethnic and cultural groups, schools, Pasifika teacher groups (such as the PPTA Komiti Pasifika) and others, may be challenging for some teachers in CoL who may not be accustomed to operating in this way. It is important that teachers of Pasifika learners in CoL are well supported and their Pasifika capabilities are strengthened.

Section 6: Recommendations

These are also found at the start of this document.

102. Based on the information from the Talanoa Pasifika and literature review, the Working Group makes the following recommendations:

- a. CoL guidelines and information resources for Pasifika parents, families and communities are developed and made available in the main Pasifika languages.
- b. Pasifika models of practice (see Section 8) for engagement with Pasifika parents, families and communities are further refined and adapted for CoL and made available as a resource for teachers and schools. This could also occur by leveraging off existing initiatives and opportunities such PowerUpPlus.
- c. Tapasā, the Pasifika cultural competencies framework, informs and is imbedded in CoL processes and activities, as well as in Initial Teacher Education; Graduating Teacher Standards; Practicing Teacher Criteria; PLD; Governance Training, Teacher Appraisal, Mentoring and Induction, and Key Policy and Strategic documents.
- d. Tapasā workshops are developed and delivered within CoL.
- e. The Pasifika education workforce strategy and action plan is implemented as follows:
 - iv. Establish a Pasifika leadership development coaching and mentoring programme
 - v. Implement a Pasifika community partnership recruitment initiative
 - vi. Support Pasifika in recruitment and retention initiative.
- f. School Boards of Trustees:
 - v. Undertake governance training specific to the needs of Pasifika BoT members.
 - vi. Undertake whole board Pasifika Capability building training.
 - vii. Invest in Pasifika PLD for staff
 - viii. Develop and implement strategies to raise Pasifika board representation.

Section 7: Implementation plan

Pasifika Achievement implementation date:

Recommendation	Who	What	When
<p>a. CoL guidelines and information resources for Pasifika parents, families and communities are developed and made available in the main Pasifika languages</p>	<ul style="list-style-type: none"> • IES / Education Workforce (Lead) • Contract translators for three main groups: Samoan, Tongan and Cook Islands Māori 	<ul style="list-style-type: none"> • Simple language guidelines on CoL for parents in English, Samoan, Tongan and Cook Islands Maori. • This resource can then be used by regional staff in their school and community work and for presentations. • BoTs can also use it with parents and families to meet their demands for quality education for their children. For example, Pasifika BoT parents led a meeting in Wellington with local school principals and BoTs to discuss being a CoL. 	Completed by July 2016
<p>b. Pasifika models of practice (see Section 8) for engagement with Pasifika parents, families and communities are further refined and adapted for CoL and made available as a resource for teachers and schools. This could also occur by leveraging off existing initiatives and opportunities such PowerUpPlus</p>	<ul style="list-style-type: none"> • IES/ Education Workforce (Lead) • NZEI 	<ul style="list-style-type: none"> • CoL Lead Principals are able to develop authentic engagement with Pasifika Parents (P), Families (F) and Communities (C). • These partnerships will allow the demand side to be part of achievement challenges for CoL and a key factor in raising achievement BES and PEP 2012-2017. 	Completed by July 2016
<p>c. Tapasā, the Pasifika cultural competencies framework informs and is imbedded in CoL processes and activities as well in Initial Teacher Education; Graduating Teacher Standards; Practicing Teacher Criteria; Professional Learning and Development; Governance Training, Teacher Appraisal, Mentoring and Induction, and Key Policy and Strategic documents</p>	<ul style="list-style-type: none"> • Education Council • Education Workforce 	<ul style="list-style-type: none"> • Completion of implementation plan. • Pasifika competency framework to build Pasifika competency amongst workforce. • Build Pasifika capability of personnel in different roles across the CoL. • Connection between Pasifika competency and Pasifika achievement. • Pasifika best practice. 	Framework completed by June 2016 and workshops developed and delivered thereafter
<p>d. Tapasā workshops are developed and delivered within CoL</p>			
<p>e. The Pasifika education workforce strategy and action plan is implemented as follows:</p> <ol style="list-style-type: none"> Establish a Pasifika leadership development coaching and mentoring programme Implement a Pasifika community partnership recruitment initiative Support Pasifika in recruitment and retention initiative. 	<ul style="list-style-type: none"> • Education Workforce (Lead) 	<ul style="list-style-type: none"> • Build Pasifika capability –Lead Principal and different roles in CoL. • Build teacher Pasifika capacity in CoL. • Development of Pasifika best practice. 	Begin June 2016 as three strands
<p>f. School Boards of Trustees:</p> <ol style="list-style-type: none"> Undertake Pasifika governance training Invest in Pasifika PLD for staff Develop and implement strategies to raise Pasifika board representation. 	<ul style="list-style-type: none"> • NZSTA • Sector Enablement and Support 	<ul style="list-style-type: none"> • Build Pasifika numbers and their governance competencies. • Build Pasifika capability of non -Pasifika BoT using the “Effective governance Supporting Pasifika success: Information for school boards of trustees” report as a guide. 	Begin June 2016 as three strands

Section 8: Pasifika models and frameworks

A selection of Pasifika models and frameworks are summarised below that can be adapted for CoL purposes to encourage collaboration and effective engagement. These models have been developed by Pasifika researchers, educators and practitioners to capture and articulate Pasifika world views, knowledge and cultural frameworks.

Talanoa Tongan	Kakala Tongan	Fa'afaletui Samoaan	Fonofale Samoaan	Tivaevae Cook Islands
Dr Timole Vaioleti	Professor Konai Helu-Thaman	Tupua Tamasese Efi	Fuimaono Karl Pulotu-Endermann	Teremoana Maua-Hodges
<ul style="list-style-type: none"> • <i>Tala</i> means to inform, tell, relate and command, as well as to ask or apply. • <i>Noa</i> means of any kind, ordinary, nothing in particular. <i>Noa</i> in pedagogy can mean contextual fluidity to suit collective goals, learners' cultures and aspirations. • An informal or formal conversation that can lead to multi-level exchanges and co-construction of ideas of thinking. This holistic model is almost always carried out face-to-face. • Useful framework for communicating and engaging with staff, learners, families and community. • Source: http://whanauoraresearch.co.nz/files/formidable/Vaioleti-Talanoa.pdf 	<ul style="list-style-type: none"> • There are three key processes associated with <i>kakala</i>, a Tongan term meaning fragrance or smell of a plant. They are: <i>toil</i> - collecting and selecting the best flower for the garland; <i>tui</i> - sewing the flowers together; and <i>luva</i> - presenting of the garland to the person intended for it. • The model provides a template for schools and families to plan and select the activities or 'garland' to present to their learners, school and families, parents and community. Schools can use this framework to define a selection of activities and how they will use that activity to work with teachers, families and the community. • The focus of <i>kakala</i> is on the development of teaching and learning that is culturally inclusive for Pasifika teachers and students. • Source: https://akooteaoroa.ac.nz/project/Pasifika-leaners-and-success-tertiary-education/blogs/kakala-framework-prof-konai-thaman 	<ul style="list-style-type: none"> • This model looks at the implications of discussions from three different perspectives. <ul style="list-style-type: none"> ○ Person at the top of the mountain ○ Person at the top of the tree ○ Person in the canoe and close to the school of fish. • This approach addresses an issue from these three equally important perspectives. The person fishing in the canoe may not have the long view of the person at the top of the tree, but they are closer to the school of fish. The idea is to seek out a range of views both long and short. • In a classroom, the teacher will need to seek the views of the child, their parents, families and communities for an appropriate response. <ul style="list-style-type: none"> • Source: http://familycentre.org.nz/Publications/files/SocialPolicyResearch/Ole%20Taeao%20Afua%20the%20new%20morning.pdf 	<ul style="list-style-type: none"> • The fonofale model is a dynamic Pasifika model of health that uses key parts of the <i>fale</i> to represent inter-related and holistic Pasifika values and beliefs. • The foundation represents <i>aiga</i> / family; the roof represents culture; the four <i>pou</i> / posts represent spiritual, physical, mental and other (age, gender etc) dimensions; notions of time, environment and context encircle the fale. • This model is able to be applied in the classroom to assist with planning and teaching that considers the child's holistic needs. • Source: http://www.hauora.co.nz/resources/FonofalemodelExplanation.pdf 	<ul style="list-style-type: none"> • This model draws on the <i>tivaevae</i> appliqué quilt within Cook Islands culture. • Traditionally completed by a group of women, the model provides a framework for collaboration and working together. • The quality of completed <i>tivaevae</i> is a reflection of the efforts of each individual within the collective. • The model comprises five key values: taokotai (collaboration), tu akangateitei (respect), uriuri kite (reciprocity), tu inangaro (relationships), akairi kite (shared vision) • This model can be applied in CoL where key stakeholders who are assigned specific tasks must all work collaboratively to achieve shared goals and vision. • Source: https://www.researchgate.net/mwg-internal/de5fs23hu73ds/progress?id=Qr8KFv9wHm1zd-aN2r1l5KQna8FyoJp1Pg8z49jWvgw.&dl

Further information about Pasifika models can be found here <https://akooteaoroa.ac.nz/community/auckland-teu-le-vaa-workshop-forum/forum/pasifika-models-research>.

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