

<b>To</b>	<b>Executive</b>	<b>HI12/057</b>
	<b>Te Huarahi</b>	<b>AA1/12, AA19/5,</b>
	<b>Komiti Pasifika</b>	<b>23 May 2012</b>
<b>From</b>	<b>Jane Benefield, Advisory Officer</b>	

## KOMITI PASIFIKA SUBMISSION ON THE PASIFIKA EDUCATION PLAN 2013-2017, AND;

### EXTRACT FROM MARCH ERO REPORT RE IMPACT AND EFFECT OF PASIFIKA EDUCATION PLAN 2009 - 2012

Attached please find the submission from Komiti Pasifika on the next Pasifika Education Plan (PEP) 2013 – 2017.

You may also be interested to see what the ERO Report on improving educational outcomes for Pacific learners, released this week, had to say about the last PEP - see below.

#### **Awareness and use of the Pasifika Education Plan (ERO)**

As part of the evaluation for this report, ERO asked schools if they were aware of the PEP and how they were using it to promote student achievement and Pacific parent involvement in their children's learning.

ERO found that of schools with Pacific students, very few were aware of and using the plan to inform their approach to improving Pacific student achievement. Of the 52 secondary schools in the sample, only four were aware of the plan and using it well, with another 14 making some use of the plan.

*The PEP has been used as a lever for considering the next steps to improve learning. Actions based on the school's goal to involve families more are having a positive impact on decisions about children's next learning steps. The board chairperson is supporting Pacific trustees and community members better by arranging for the translation of key school documents in Pacific languages. It is hoped that this will help trustees and the community better understand what the school trustees, leaders and teachers are trying to do to improve outcomes for Pacific students.*

(Low decile full primary school, with almost half of students Pacific)

Seven primary schools were making good use of the plan to inform their focus on Pacific students, while another 41 schools (23 percent) were making some use of the plan. More than half of the schools with Pacific students were not aware of the PEP.

In schools where the PEP was well used, school leaders, teachers, learners and parents had established strong home and school partnerships. Schools used the targets and goals in the plan to determine actions to create a better learning environment for Pacific learners. The plan gave schools a focus for discussing Pacific student achievement with their communities and informed their self review.

*The leadership team has discussed the document and this has been used to develop the school's Pasifika action plan which is currently being implemented. The plan has established the target of accelerating Pasifika achievement in literacy and has identified specific targets with strategies for implementation. These include: identification of and support for bilingual and ESOL learners, building on vocabulary, identification of students in assessment, inquiry into the use of student voice and promotion of cultural experiences.*  
(Low decile contributing school with a high proportion of Pacific students)

In some schools, leaders stated that the *Pasifika Education Plan* was not applicable to them. This was because they either had no Pacific learners enrolled or the Pacific learners attending their school were achieving well, therefore they felt the plan was irrelevant. Such a perspective is potentially alienating for any Pacific learners who may go on to enrol at these schools. School leaders and teachers may not have sufficient knowledge or processes in place for appropriately engaging with students and their families, or for responding to their individual.

The full ERO Report can be found at;

<http://www.ero.govt.nz/National-Reports/Improving-Education-Outcomes-for-Pacific-Learners-May-2012>

# PASIFIKA EDUCATION PLAN 2013-2017

## ***Consultation Feedback from PPTA Komiti Pasifika***

The Post Primary Teachers' Association (PPTA) is the union representing around 18,000 teachers in state secondary, area, manual training and intermediate schools, as well as tutors in community education institutions and principals in secondary and area schools. PPTA represents the professional and industrial interests of its members, including those working in alternative education centres and activity centres. More than 95% of eligible teachers choose to belong to the union.

This submission represents the views of the PPTA Komiti Pasifika which is the elected Pasifika member advisory committee to the PPTA Executive.

PPTA Komiti Pasifika agrees with all of the Long term and Short Term outcomes that have been set for the next Pasifika Education Plan.

In particular we see that the following goals have specific relevance to our Pasifika students and teachers in the secondary sector:

### **Long term goals**

- NCEA Level 2 from 68% to 85%  
***While we consider this to be ambitious, we are pleased to see this goal moving upwards and hope that it continues to do so***

- School leavers entering tertiary education at level 4 or above

- Parents, families and communities are knowledgeable, demanding and actively understand their child's progress and achievement.

***We believe 'assertive' would be a more appropriate term than 'demanding)***

- Families are knowledgeable and able to support their child in making good choices about education pathways and career options.

***Programmes and resources need to be provided in order for this to occur***

### **Short term goals**

- High quality, highly effective and culturally responsive teaching is necessary to accelerate Pasifika success.

***PLD and resources need to be provided to all schools to enable culturally responsive teaching and to assist teachers to become "Pasifika Competent". A policy similar to Tataiako but outlining best practice for Pasifika students would assist implementation of this goal***

- Inform and empower families to actively take part and understand their child's progress and achievement.

***Home/school programmes should be encouraged in schools with PLD, information about best practice for engaging Pasifika parents, and resourcing provided***

- Inform and empower families to support their young person in making good choices about education pathways and career options.

***Starpath programme or similar should be available in all secondary and area schools in NZ***

- Empower and encourage Pasifika learners to participate and attain higher levels of tertiary education.

***Promotion of tertiary courses and pathways to University***

**The best ways to raise achievement for Pasifika learners:**

In addition to the points identified –

- High expectations of students, clearly communicated to them
- Clear structures and instructions
- Engaging students using inherent abilities, high interest topics/ subjects
- Valuing of Pasifika
- languages and culture and using these within classroom contexts
- Staffing that is sufficient to provide additional one on one (or small group) communication between teachers and students where required – i.e. homework programmes, tutorials etc.

**Questions for the schooling sector**

***Please note the answers to these questions were taken from a range of schools***

1. All the evidence tells us that these three points are the best ways to raise the achievement of Pasifika learners?
  - \* Participation in quality ECE
  - \* High quality effective thinking
  - \* Knowledgeable and well-informed learners and their families.In your schools are there any other ways that have worked for you?
  - \* **When schools offer Pasifika relevant professional learning opportunities from other agencies**
  - \* **When teachers have time to devote to developing specific strategies that centre on improving how to engage Pasifika learners.**
2. In your schools what have been the most effective strategies for accelerating Pasifika achievement?
  - \* **Identifying students who have excelled in their subject classes (i.e. gifted and talented)**
  - \* **Tutor class/form class teachers distributing information to accelerant Pasifika students.**
3. What does your school do to assist children who only speak a Pasifika language?
  - \* **ESOL departments evaluate the level of language literacy in their heritage language.**
  - \* **Using heritage languages to transfer literacy in mother tongue to second language acquisition.**
4. What can schools do better to support Pasifika learners to make good choices about education pathways and career options?
  - \* **Subject teachers, form class/tutor class teachers can give advice to students about what career pathways are apparent from their knowledge of individual students.**
  - \* **Careers departments can use databases to match up students wishing to pursue particular careers with the relevant career pathway advice and**

encourage them to undertake courses that will give them a better understanding of such career options.

5. How do you assist your Pasifika parents and families to be better able to support their children in making good choices about education pathways and career options?
  - \* **Schools can hold specific Pasifika evenings for Pasifika learners and their families to explore their educational pathways and career options.**
  
6. What does your schools do to build a supportive partnership with Pasifika parents, families and communities in ways that benefit the learner?
  - \* **Having Pasifika parent groups that connect with the teachers and the school in regular meetings. This should be separate from the usual parent/teacher evening which is to discuss in further detail what the reports have recorded about learning, progress and achievement. Instead, the focus should also be on developing Pasifika parents, families and communities capacity for learning as well through community education in the school where possible.**
  
7. What are the best ways for schools to prepare Pasifika learners for successful transition into tertiary study and/or employment?
  - \* **Enable students to attend open days or other programmes at tertiary institutions which show students what studying at tertiary level is like. "A day in the life of a tertiary student" would be a useful outing for the students.**
  - \* **Resources such as DVDs could be developed by filming student stories much like the AUT series which showcased the journey of a student in a year.**
  - \* **Use the GATEWAY programme which allows the students to work in placements much like the Australian apprenticeship system.**
  - \* **The more opportunities students have for experiencing what tertiary study and employment is like, the better.**
  
8. What do you, as a board of trustees, do to actively encourage Pasifika representation on your board?
  - \* **Some schools have co-opted members onto the board when there have been opportunities.**
  - \* **Some schools also have good representation of Pasifika parents on the role.**
  - \* **Elected Pasifika Board of Trustee members are becoming increasingly visible in Auckland. However, there are still significant steps that could be taken to ensure that training and resources such as informative DVDs could be made available by the school to interested parents who would like to become more active within the school.**
  
9. What do you do in your schools to support Pasifika learners with special education needs?
  - \* **Pasifika learners with special education needs are referred to the special education unit if their special needs warrant them to be included in the special education needs.**

10. What initiatives do you consider education agencies could do to better support Boards and schools?

- \* **They could look into supporting and extending the Starpath programme.**

### **SUMMARY**

PPTA Komiti Pasifika is concerned that the previous PEP, while meeting many of the targets set in the plan has failed to make made significant improvement of education outcomes for Pasifika Learners. It could be assumed that the progress in Pasifika education made in the current plan was in spite of rather than because of the PEP

This is clearly outlined in the ERO Improving Outcomes for Pacific Learners, March 2012 Report. This report confirms that awareness and use of the PEP remains extremely minimal.

There has been an on-going criticism by many groups including PPTA that the PEP is not well distributed or publicised and that it is a high level document that has very little impact on the decision making in schools. To this day many schools, principals and teachers are not aware that the PEP even exists and if they are, they do not see it as being a document that has any significance to their own schools or teaching practice. This short-coming needs to be addressed in the next PEP. If, as the MOE has stated, Pasifika Education is **priority 1** alongside Maori Education and Special Education – this should be shown in the way that the PEP is resourced, implemented and monitored within the NZ School system and in the way it is promulgated and publicised.

In addition, the emphasis here on teacher quality – where the blame for underachievement is constantly placed on teachers – completely ignores the many and variable reasons why Pasifika students do not achieve at the same levels as other ethnicities. These reasons include;

- i. the system not catering for the needs of Pasifika students
- ii. NZ schools not valuing Pasifika languages and cultures,
- iii. low socio-economic factors, and;
- iv. poor resourcing to schools.

If there has not been appropriate resourcing for up-skilling teachers to be effective for Pasifika students – how is this effective teaching meant to occur? This has not been addressed in teacher training institutions or in school-wide PLD.

The Pasifika Education Plan 2013-2017 should address the lack of school emphasis on Pasifika learners and the poor understanding, uptake and implementation strategies for the Pasifika Education Plan within schools.