

# ERO'S PACIFIC STRATEGY

DRIVING SUCCESS FOR PACIFIC LEARNERS  
2019-2022

**Ko te Tamaiti te Pūtake o te Kaupapa**  
*The Child – the Heart of the Matter*

[www.ero.govt.nz](http://www.ero.govt.nz)



**ERO'S Pacific Strategy:** Driving success  
for Pacific learners 2019-2022

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# Our whakatauki

## The Child – the Heart of the Matter

**Ko te Tamaiti te Pūtake o te Kaupapa**

MĀORI

**O le Tamaitiiti o le Fatu o le Fa’amoemoe**

SAMOA

**Ko te Tamaiti ko te Kautu o te Matakupu**

TOKELAU

**Ko e Tefito ‘o e Ngaue’, ko e Fanau’**

TONGA

**Ko te Tamariki te Pua’apinga**

COOK ISLANDS

**Bon Marewen te lango te Ataei**

KIRIBATI

**O le Tamaliki o le Fatu o le Fakamoemoe**

TUVALU

**Na Uto Ni vei ka na Gone**

FIJI ISLANDS

**Ko te Tama ko e Alito**

NIUE



## Driving success for Pacific learners

### Our purpose

Our evaluation insights are a catalyst for change so that every child achieves success as a lifelong learner.

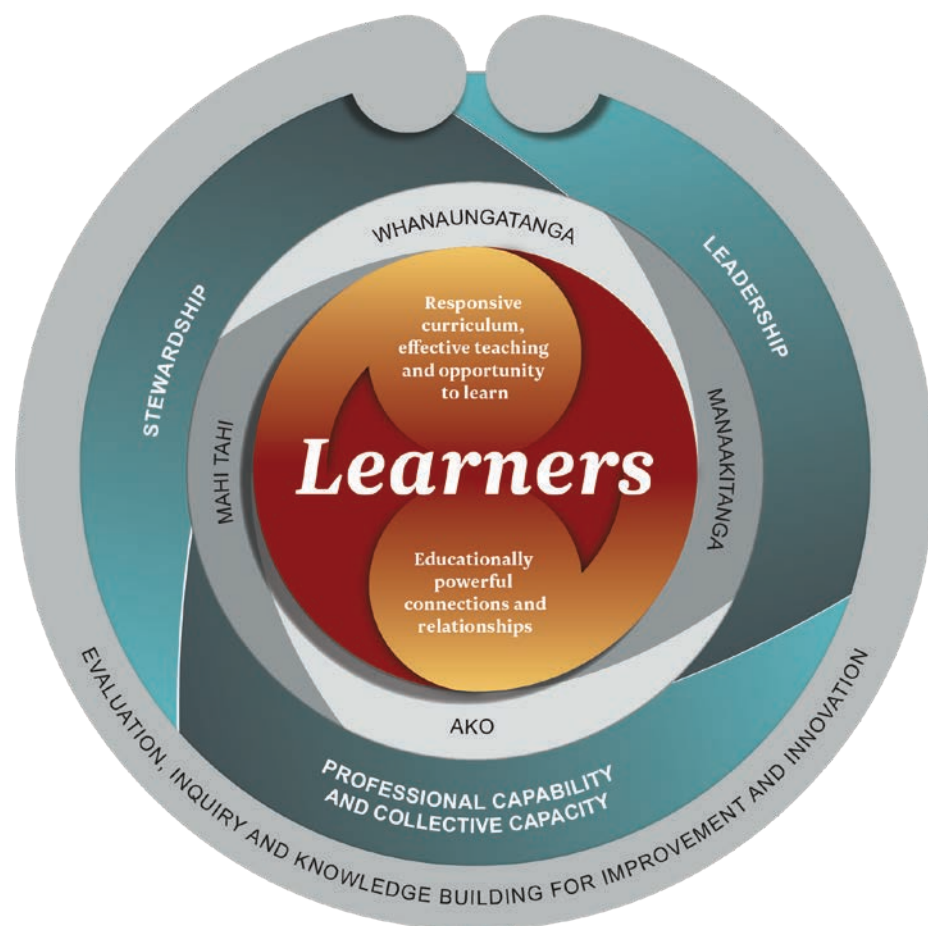


Figure 1: School Evaluation Indicators Framework

### Why this strategy is important

As an island nation in the South Pacific, Aotearoa has long had strong cultural, economic and political links with the Pacific region. Many Pacific peoples first migrated to New Zealand in the 1950s with the aspiration of a better life for themselves and their children.

While Pacific population growth was previously driven by migration, the majority of Pacific people living in Aotearoa now are born here, and many are now third generation New Zealanders. Auckland is the world's largest Pacific city, home for nearly two thirds of Pacific peoples in Aotearoa, and more than half live in South Auckland. There are also increasing numbers of Pacific peoples in Waikato, Bay of Plenty, Wellington, and in the South Island.

Children and young people with Pacific cultural heritage make up an increasing proportion of young New Zealanders. Forecasters predict that by 2021 people with Pacific heritage will make up 9% of the population and, most significantly, will comprise 17% of children in Aotearoa (*ERO Strategic Intentions 2016-2020*).

Pacific peoples are active in business, sports, the arts and government, achieving success at the highest levels and contributing to a vibrant Aotearoa. However, there remain many challenges in health, housing and employment outcomes.

Disparities in educational outcomes persist and have flow on effects to other social outcomes. It is therefore imperative that the education system improves how it serves Pacific learners.

The Education Review Office (ERO) has a critical role in ensuring that Pacific learners reach their potential and are able to fully contribute to a strong and linguistically diverse multicultural society. The success of Pacific peoples in Aotearoa contributes to the country's economic, political and social wellbeing.

ERO's Pacific strategy outlines how we will support improvement to the education system in Aotearoa. It also describes the contribution ERO can make to strengthen the education systems of our Pacific regional neighbours.

## Obligations and responsibilities

The New Zealand Government has a vested interest in the success of Pacific peoples in Aotearoa and in the region. New Zealand's domestic policies directly impact on Pacific countries. In addition, New Zealand has a specific constitutional relationship with Tokelau, Niue and the Cook Islands which are within the realm of New Zealand.

We know that:

- > within a decade one in ten New Zealanders will identify as being of Pacific heritage
- > improved social and economic wellbeing for Pacific peoples reduces risk and delivers opportunities for New Zealand and New Zealanders (*New Zealand's Pacific Reset, 2018*)
- > given the interdependency between Pacific Island countries and Aotearoa, strengthening the quality of education in the Pacific region can contribute to New Zealand's future
- > ERO's approach to improving educational outcomes for Pacific learners is a collective one. The success of Pacific learners is a shared responsibility and is heightened by urgency to respond to:
  - the rapid and dynamic growth of Pacific early childhood services
  - increased demand from early childhood services and schools for information about effective practices that support Pacific learners
  - increased demand for national reports that outline high quality and effective teaching and learning strategies that lead to successful outcomes for Pacific learners
  - the need for more effective and efficient governance and management of schools and early learning services
  - the impact of new and revised education policies focused on Pacific learners
  - government expectations and decision making about Pacific learners
  - Pacific community responses to ERO reports
  - increased demand from Pacific parents and communities for their children to succeed.

## ERO's role in improving educational outcomes for Pacific learners

It is crucial that ERO ensures a deliberate focus, and builds the systems and capabilities required to effectively support improved outcomes for Pacific learners. We equally need to work collaboratively with others in the system to strengthen and improve education provision for Pacific learners, and to achieve equity and excellence in education.

Currently one third of early learning services with a large population of Pacific learners face challenges providing a high quality education.

ERO continues to grow a profession of highly skilled evaluators, fully equipped for the challenges of the role in the 21st Century. We want our people to have the right mix of knowledge and skills, work in a highly supportive environment and have access to modern tools and resources (*ERO Strategic Intentions 2016-2020 pg.14*).

ERO's internal capacity is supported by a robust capabilities framework, ERO's Capabilities for High Quality Education Evaluation, and a set of Principles of Practice which guides our evaluation approach. Integrating Pacific methodologies into ERO's professional development, and ongoing support for all staff will enhance evaluators' professional practice in ERO's wider evaluation work, in particular, Pacific-focused evaluations.

ERO's focus on improving internal evaluation, use of data, and assessment for learning, and a system-wide focus on collaboration and collective decision-making will contribute to the improvement of learner outcomes across the system. ERO also aims to reduce variations in schools and services, and disparities in learning outcomes to achieve equity and excellence.



## Five goals to deliver success for Pacific learners

This strategy has five goals:

1. Pacific children and young people are lifelong learners and succeeding as culturally-located learners\*
2. Pacific learners are confident in their languages, cultures and identities
3. Pacific early learning services provide high quality education that reflects the priorities and aspirations of Pacific learners, their parents and communities
4. ERO is a key partner in Pacific-focused education and social sector evaluations across Aotearoa and the Pacific region
5. As an organisation, ERO is competent to deliver on each of the above goals.

This will be achieved by:

- > ensuring that ERO's evaluations have a deliberate focus on accelerating outcomes for priority learners. Early learning services and schools will be required to be explicit about the strategies they are adopting to address internal variation of outcomes to ensure Pacific learners are receiving a high quality education
- > publishing a series of case studies to illustrate the effectiveness of strategies and practices that promote and foster high quality outcomes for Pacific learners, while remaining strong in their own distinctive cultural identities
- > working closely, through targeted approaches such as Turnaround and Longitudinal reviews, with those providers with large Pacific learner populations who continuously face challenges providing a high quality education
- > strategically contributing to the Government's long-term goals by establishing national and regional partnerships to improve educational and wellbeing outcomes for Pacific learners
- > anchoring our cross-cutting evaluative capability and capacity, so ERO is better prepared for Pacific-focused evaluations in Aotearoa and the Pacific region.

\* The term 'culturally located learners' is used in recognition that Pacific learners are not a homogeneous group – they have different cultures, languages and experiences.



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