PASIFIKA EDUCATION PLAN 2006-2010



targets be achieved?

NZ scholarships.

strategies and Teach NZ scholarships.

Education Priorities.

Tertiary Education: The focus is on increasing participation, retention and achievement Early Childhood Education: The focus is on increasing Pasifika participation in quality Compulsory Education: The focus is on increasing achievement in early literacy and numeracy and, encouraging progression to higher levels of study. Why is this important and how will **Sub-goals and Targets** Why is this important and how will Why is this important and how will Sub-goals and Targets **Sub-goals and Targets** targets be achieved? targets be achieved? Increase Pasifika students achievement in education Increase Pasifika students' narticination Evidence shows that strong foundations in language are necessary and improve retention in tertiary Evidence shows that Pasifika peoples need support that for improved literacy skills in schooling, necessary for better Significantly increase Pasifika children's education addresses pastoral, academic issues and informed decision earning. Continued focus on literacy and numeracy helps to build (i) Positive shifts in performance as measured by national and Evidence shows that ECE builds strong learning participation in ECE. making about participation and progression. Greater strong foundations for learning across the curriculum. Projects international assessments (PISA, PIRIS, TIMSS and NEMP) by 2011: foundations and encourages positive dispositions toward understanding and integration of Pasifika knowledge that will contribute to meeting these targets include Schooling learning. Projects that will contribute to meeting these (i) Increase the Pasifika participation rate at degree-level and above (ii) By 2010 the proportion of Pasifika students leaving school with nent Initiatives Home School Partnerships Study Suppor and expertise will enhance current approaches. Projects from 3.4% in 2004 towards a total of 5.0% by 2010: lude, the Promoting Participation Project little or no formal attainment will match that of all school leavers: Centres and Secondary Literacy and Numeracy Projects that will contribute to meeting these targets include ts as First Teachers, Team Up, Centres of Innovation, (ii) Increase the Pasifika five year retention rate at all qualification STAR, Gateway, Skill Enhancement, Special Supplementary (iii) Increase the proportion of Pasifika students leaving school Lift Pasifika participation in ECE reported on entry to school ECE exemplars and Ministry-wide communications. levels from 42% (2000-2004) towards 45% by 2010: Grants, Pasifika communications strategies and Teach with at least NCFA level 2 or equivalent from 52% (2004) to at least from 85% (in 2005) to 95% by 2010 60% by 2010 (iii) Increase the proportion of Pasifika in industry training studying The Rest Evidence Synthesis has shown that 'effective teaching at level 4 or higher from 23% in 2004 towards 30% by 2010: is a key influence in improving the learning outcomes of all students. Effective teachers build an understanding of the (iv) Increase the participation of Pasifika people in Modern Increase the effectiveness of contexts that impact on their teaching and develop appropriate Apprenticeships closer to a rate that is in proportion to the Pasifika teaching for Pasifika students Significantly improve the quality of ECE strategies for learning. Projects that will contribute to meeting share of the national working age population by 2010. Research shows that the quality of ECE teaching and services attended by Pasifika these targets include Professional Development programmes, Evidence shows that individuals that achieve tertiary learning is the most important factor for children's Best Evidence Synthesis, TESSOL and TeachNZ scholarships. (i) Increase the number of registered teachers that are effective qualifications are more successful in the labour market outcomes. Projects that will contribute to meeting and earn more than those without qualifications. these targets include Teach NZ scholarships, Increase Pasifika student achievement and A higher progression rate, relative to other ethnic groups, nal Development programmes and progression in tertiary education at all levels, (ii) Increase the number of Pasifika teachers: will assist in stair-casing Pasifika learners into higher (i) Increase the number of registered Pasifika ECE Ensuring Pasifika students are engaged in the schooling system Centres of Innovation. particularly at the degree level and above (iii) Improve responsiveness through planning and reporting is a priority for Pasifika parents, communities and schools levels of study where they are currently underteachers (37% in 2005): Suspension data is showing increasing trends in some areas. represented. Projects that will contribute to meeting (ii) Improve reported quality in Pasifika ECE services Suspension and truancy for younger age groups (5 and 6 year these targets include policies funding relevant courses Strengthen student engagement in Special Supplementary Grants Pasifika communications olds) raises concerns about parent/family engagement. Projects (i) Increase Pasifika five year degree-level completion rates schooling through working relationships that will contribute to meeting these targets include Suspension from 32% (2000-2004) towards 40% by 2010: that are focused on raising achievement. Reduction Initiatives, Pasifika School Community Parent Liaison. (ii) Maintain the five-year higher level progression rate at Team Up, and Home School Partnerships. 31% or higher Reduce the rate of Pasifika suspensions in the compulsory education sector, currently at 9 per 1000, by 20% over the next 3 years. Participation at school governance level helps schools to be Increasing the connection and accountability of the Ensure that the needs and aspirations of deliberate in prioritising its resources. All trustees need to better tertiary education system to Pasifika communities - in Pasifika communities are identified understand Pasifika issues and be able to report on achievement line with the Tertiary Education Strategy – will make Increase Pasifika representation, strengthen and addressed data to Pasifika parents. Projects that will contribute to meeting the system more responsive to Pasifika development their retention on school Boards of Trustees as these targets include board training, election promotions and needs and aspirations. Projects that will contribute to well as increasing boards' understanding and management and governance workshops. meeting these targets include Pasifika fono and advisory management of Pasifika issues in education Tertiary Education Organisations (TEOs) to be able to s, monitoring of charters and profiles against the instrate evidence of actions they have taken to consult Tertiary Education Strategy and the Statement of Tertiary with the Pasifika community and to address Evidence shows that parent involvement in schooling makes a Increase Pasifika board representation from 3.1% to 4.2% of all Pasifika aspirations significant difference to student achieve trustees by the end of 2007. Pasifika parents, families and communities often find it difficult to influence schools directly, so creating opportunities for Increase parent, family and community conversations and dialogue around achievement provides a engagement in education. mechanism for engagement between parents and schools that they can build on for further achievement. Projects that will contribute to meeting these targets include Pasifika School Community Parent Liaison, Home School Partnerships, Team Establish up to five school community liaison clusters that are Up, newsletters, radio and fono. focused on student achievement by 2008. Why is this important and how will targets be achieved? Parents and families need to make education decisions based Feedback shows strong and effective netwo Positive educational outcomes for Pasifika NCEA results for students sitting Samoan and Cook Islands' Maori Approaches that are linked across different sectors improve Monitoring, evaluation and reporting frameworks are importan Assessing the effectiveness of special education language unit standards have continued to climb. Evidence from the Mangere Schooling Improvement Initiative, Pasifika Bilingual Cluster, showed that in 2003 in reading comprephension, students in knowing whether delivery on the Plan's targets are effective, on good information provided through media they can easily add value to the Ministry's work and help build oort for Pasifika outcomes will identify areas must be raised sharply particularly in access and understand. Projects that will contribute to meeting bridges to access Pasifika communities. Key are on time and assist in early risk identification. Projects that of concern including whether appropriate Auckland where 73 percent of the Pasifika Pasifika Advisory Group members have bute to meeting these targets include an Annual student population attend education services. these targets include the Pasifika Education Communication: information is going out to families and Pasifika Education Plan Report. Strategy, web based information, community radio, Talanoa effectively acted as champions and supporters ities. Projects that will contribute to in bilingual classes were achieving at the same level as those in Ako news magazine, Pasifika education fono and Team Up. targets include building up Pasifika capacit of our work. Projects that will contribute to meeting these targets include the Behaviour meeting these targets include Pasifika Advisory in Auckland, a stocktake of services, a focus bilingual classes were achieving at a higher level than those in project, Early Intervention and Better ps and regional reference groups tion to Address Barriers to Learning on achieving targets, school impr targets include finalisation of curriculum guidelines, cont education agencies' and working together Development Site - Manukau resourcing of existing Pasifika curricula and bilingual initiatives. **Sub-goals and Key Activities** (i) Finalise Pasifika capacity/capability (i) Implement the Pasifika Communications strategy in a timely (i) Include appropriate measurement of special education Finalise the development of Niuean, Finalise Auckland Strategic and effective way - Talanoa Ako printed, web maintenance, support interventions for Pasifika students in the Student

(ii) Further develop and strengthen

Pasifika Advisory Group and regional

reference groups

Build and sustain the Ministry's

capacity, capability and networks to

effectively deliver on the Pasifika

Education Plan

radio programmes and annual strategic fono series;

(ii) Increase the availability of Pasifika research evidence

Improve the quality of information available to

Pasifika parents, families and communities

through a variety of media with strong linkages

across a number of communications strategies.

Ongoing development and monitoring of the Pasifika

Education Plan that is driven by robust evidence and

linked to education sector and theme strategies.

Education Sector-Wide

Sunnort Outcomes Monitoring System:

(ii) Establish systems for analysing and reporting indicato

for Pasifika students. (iii) Develop a screening resource to assist educators

identify, clarify and respond to the special education

needs of Pasifika learners

Increase access and understanding of special

education services and identify and develop effective practices that are reflective of Pasifika perspectives on special education

measures for a range of special education inte

Action plan.

Build and strengthen a significant

strategic Pasifika focus on Auckland

guidelines for release during 2006.

Increase opportunities for building strong Pasifika language foundations through Pasifika language curriculum and resource development.

Tongan and Tokelauan curriculu

ncy, effectiveness and minimise duplication. Key work that will contribute to meeting these targets include linking with other sector agencies' strategies. In recent years, request for joint projects in the Pacific have

increased. Key work that will contribute to meeting this target include fulfilling international commitments to Samoa. Niue and Tokelau and the Forum Education Ministers' Basic Education Plan.

> (i) Increase links between the Plan and other government strategies; responding across the Pacific region.

Strengthen relationships with external agencies for closer, whole of government collaboration on education within New Zealand and across the Pacific region

There have been some exciting changes and success in the education system over the past decade. Many Pasifika peoples have shared in that success.

An example of Pasifika success can be seen in the schools of Mangere and Otara. Ten years ago many of those schools received a damming FRO report. Today in many of those schools students are reading and writing close to national averages. Secondary schools that were on the brink of closure have increased their rolls substantially. They have many more students leaving school with qualifications and progressing into the tertiary system.

What made the difference? Teachers and schools regained their belief about the real difference they can make. Schools and communities engaged more effectively. There was a strong focus on literacy. Policies supported these changes

The degree of change was vividly evident when over 3,000 teachers, parents and grandparents and students of all ages took part in the April 2006 Otara Boards Forum Literacy Day

This example gives us all powerful insights in to what is possible. As we all learn from experiences such as these we can expect all Pasifika children and students to achieve to the best of their abilities.

The Pasifika Education Plan 2006-2010 (Plan) is a key strategy to achieving the Ministry's mission. to raise achievement and reduce disparity. It provides us with an important focus, strategic direction and clear targets to raise Pasifika education outcomes over the next five years.

The Plan has been informed by dialogue and engagement with many Pasifika communities and the Ministry's Pasifika Advisory Group. It looks to build a strong Pasifika perspective into all major work across the Ministry including education strategies and the contribution the Ministry makes to the work of other government agencies.

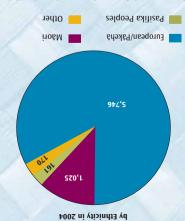
Looking forward, we are committed to maintaining the momentum the *Plan* has created over the past five years. We will build from the series of education fono where communities and young people told us about how they want to walk successfully in the different worlds they occupy education, work, home, church or international. Different people spoke of how success in education needs to value and build from, the strengths of Pasifika communities, languages and cultures.

I want to close by saying that achieving the goals of the Plan is not simply about getting policies right. Hearts and minds are important and matter. If people believe a child can succeed and support them to turn their dreams into reality and if teachers believe they can make a difference then that child probably will succeed. If we don't share those beliefs and if we don't value the contribution that many people can make to a child's learning then the child probably won't succeed.

The Ministry is committed to achieving the goals of this *Plan* as part of our responsibility to raise

Howard Fancy Secretary for Education

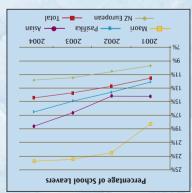
2004 of which 2.2 per cent were Pasifika peoples. There were a total of 7,175 Modern Apprentices nationwide in



Graph Four - Number of Modern Apprenticeships

rate for Pasifika peoples is higher than that of European/Pakeha and also in certificate and diploma programmes (sub-degree). The participation significantly in recent years reflecting increased enrolments, particularly The participation rates for each ethnic group have been increasing

the overall total participation rate.



Rates by Ethnicity 2001-2004

Pasifika students in tertiary education increased by 70.2 percent. 2004 compared with 2003. Between 2000 and 2004 the number of domestic There were 13.5 percent more Pasifika students in tertiary education in The Ministry of Education's Offices

National Office, Wellington

45 - 47 Pipitea Street PO Box 1666 Thorndon Wellington Phone 0-4-463 8000 Fax 0-4-463 8252

Whangarei Local Office

Walton Plaza Walton Street Private Bag 9015 Whangarei Phone 0-9-430 4910 Fax 0-9-430 4911

Northern Regional Office **Current Address**

34-45 College Hill Road Private Bag 47 911 Auckland

New Address From Sept 06

12-18 Normanby Road Mount Eden Auckland Phone 0-9-374 5400 Fax 0-9-374 5461

Central North Regional Office

Private Bag 3011 Phone 0-7-858 7130 Fax 0-7-858 7131

Rotorua Local Office

1144 Pukaki St PO Box 1749 Rotorua Phone 0-7-349 7399 Fax 0-7-349 7398

Level 4

Nanier Local Office

Ground Floor, Bower Building 19 Bower Street PO Box 147 Phone 0-6-833 6730 0-6-833 6731

Wanganui Local Office

Private Bag 3012 Wanganui Phone 0-6-349 6300 Fax 0-6-349 6301

116 Victoria Street

Central South Regional Office

Level 2, 19 Market Grove PO Box 30177 Lower Hutt Phone 0-4-463 8699 Fay 0-4-463 8698

Nelson Local Office

Level 2 241 Hardy Street PO Box 282 Phone 0-3-546 3470

Fax 0-3-546 3471

Southern Regional Office

39 Princess Street Private Box 2522 Christchurch Phone 0-3-378 7300 Fax 0-3-378 7302

Dunedin Local Office

John Wickliffe House Princes Street PO Box 1225 Dunedin Phone 0-3-471 5200 Fax 0-3-471 5201

Invercargill Local Office

78 Doon Street Private Bag 90122 Invercargill Phone 0-3-211 3610 Fax 0-3-211 3611

For Further Information Contact:

Lesieli Tongati'o. Pule Maata Pasifika (Senior Manager, Pasifika Education) Ministry of Education Email Pasifika.Unit @minedu.govt.nz

Ministry of Education Website www.minedu.govt.nz

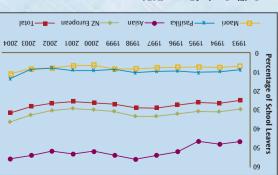
- Education Counts www.minedu.govt.nz/EducationCounts/
- Team Up www.teamup.co.nz
- Te Kete Ipurangi The Online Learning Centre www.tki.org.nz/

1.9 percent in 2001 to 2.2 percent in 2004. Overall, the proportion of teachers who are Pasifika has increased from

Pasifika Teachers

increased to 3./%. Pasifika parents made up 3.3% of all BOTs in 2001. By 2004 this had

Pasifika Boards of Trustees (BOTs)



Graph Two: School Leavers with at least University Entrance by Ethnicity 1993-2004

reduced in some areas. between Pasifika and those for all students has national means. In recent years the difference

This compares to a suspension rate of / per 1000 for

remained relatively stable at 9 per 1000 since 2001.

Pasifika students leaving school with University Entrance with higher qualifications. In 2004, the proportion of

Graph Two shows that Pasifika students are also leaving

since 2001 when a quarter of all Pasifika students left little formal attainment. This is a significant decrease In 2004, 16 percent of Pasifika students left school with

National Certificate of Achievement (NCEA)

The rate of suspensions for Pasifika students has

that Pasifika students are generally performing below NEMP results for Year 4 and Year 8 students show National Education Monitoring Project (NEMP)

Compulsory Education

. FUUZ NI ZINSDUIZ IIB

Pasifika Suspensions

or higher was 15% from 10% in 2001.

school with little formal attainment.

Pasifika Education Plan

Foreword

MINISTRY OF EDUCATION

Ensuring that all students achieve to their potential must be the key goal for everyone involved in education

Since the first Pasifika Education Plan was released in 2001, we have witnessed some significant steps forward for Pasifika education in Antearoa New Zealand. Participation in both early childhood and tertiary education has increased considerably. More students are leaving school with qualifications. In many schools Pasifika students are achieving more highly in reading and maths. Pasifika communities are finding the education system is engaging more effectively with them. However, notwithstanding these gains, challenges remain. We need to further build on these gains and in doing so lift the achievement of many Pasifika students more rapidly

This Government is committed to building an education system where every Pasifika student can achieve. It acknowledges that Pasifika peoples make a large contribution to our unique national identity through the arts, sports, music and business. Education is vital to the future of all Pasifika peoples and must build from, and strengthen the richness of identity, while also preparing students for tomorrow's global world.

The Pasifika Education Plan 2006-2010 contains the goals and targets for Pasifika education over the next five years. The Plan's goals are built from the growing evidence that shows what is possible and what contributes most to learning. These goals are:

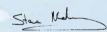
- · In early childhood increasing participation in quality early childhood education services;
- In compulsory education increasing achievement in early literacy and numeracy and seeing more students leave school with a qualification
- In tertiary education increasing participation, retention and achievement with this being seen in terms of more students also progressing to higher levels of study;
- Across all levels of education effective monitoring of the implementation of the Plan: developing and spreading understandings of the effective practices that lead to success; and strengthening strategic approaches and the networks that support Pasifika education within New Zealand and across the Pacific region

The Plan is a commitment to raising Pasifika peoples success in education and through this to ensuring full participation and successful contribution to the economic, social well-being and transformation of our country. A successful Pasifika population with strong Pasifika families and strong communities is critical to the future of Antearoa New Zealand

Almost 73 percent of the Pasifika population live and attend education services in Auckland - the biggest Polynesian city in the world. This means that there must be a strong and significant strategic focus there.

This is an urgent call for action. The *Plan* provides a mandate for education agencies so that everyone is working towards common outcomes and heading in the right directions. Raising the achievement of all students requires time and sustained effort. The Government's focus on effective teaching, literacy and numeracy is vital. But success also requires the support and effort of many others – especially from students' families and their communities and, through the quality of relationships between educators and their students and together, working

A report on the implementation of the Plan will be published annually to let us know how we are progressing, where we are doing well and where we need to improve to ensure we meet the goals of the Plan.



Steve Mahare Minister of Education

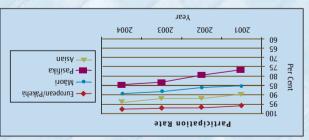


lune 2006

Pasifika Early Childhood Services increased from 68 in 2000 to 96 in 2005.

Pasifika Early Childhood Services

percent in 2001 to 85 percent in 2004. Graph One shows that on entry to school more Pasifika children were participating in ECE increasing from 76



Graph One: Early Childhood Education Participation Rate by Ethnicity - 2001-2004 Early Childhood Education

JATOT (%)	PERCENTAGE OF EACH ETHNIC GROUP							402525
	toN % bəitisəq2	% Internationa	% Other	nsisA %	« Pasifika	inoāM %	% European/ Pākehā	SECTOR
100			٦.5	7.2	5.9	1.91	7.78	Farly Childhood Education
100		6.1	۲.۲	7.7	4.8	0.12	5.62	schools
100	۱.0	9.01	9.£	8.01	2.2	0.61	6.64	Tertiary Education Providers
100	£.0	l'#	2.2	£.8	2.7	2.02	8.72	JATOT

Table One: Ethnic Composition of Formal Students by Sector of Education at July 2004 Table Une shows that in 2004 Pasifika people made up over seven percent of the entire education population.

KEY STATISTICS

Tertiary Education