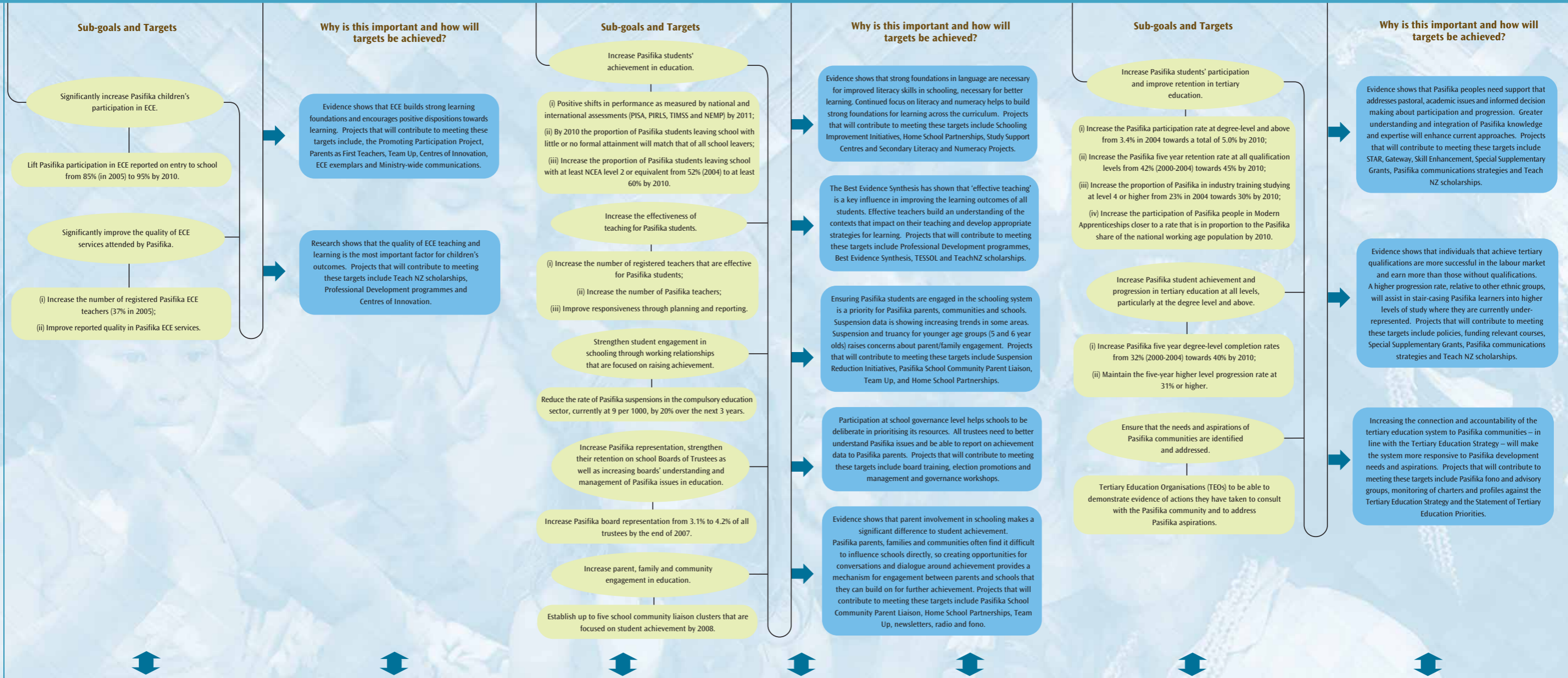


PASIFIKA EDUCATION PLAN 2006-2010

Early Childhood Education: The focus is on increasing Pasifika participation in quality Early Childhood Education (ECE) services.

Compulsory Education: The focus is on increasing achievement in early literacy and numeracy and the attainment of school qualifications through improving engagement in schooling.

Tertiary Education: The focus is on increasing participation, retention and achievement and, encouraging progression to higher levels of study.



Why is this important and how will targets be achieved?

Monitoring, evaluation and reporting frameworks are important in knowing whether delivery on the Plan's targets are effective, are on time and assist in early risk identification. Projects that will contribute to meeting these targets include an Annual Pasifika Education Plan Report.

Parents and families need to make education decisions based on good information provided through media they can easily access and understand. Projects that will contribute to meeting these targets include the Pasifika Education Communications Strategy, web based information, community radio, Talanoa Ako news magazine, Pasifika education fono and Team Up.

Feedback shows strong and effective networks add value to the Ministry's work and help build bridges to access Pasifika communities. Key Pasifika Advisory Group members have effectively acted as champions and supporters of our work. Projects that will contribute to meeting these targets include Pasifika Advisory Groups and regional reference groups.

Assessing the effectiveness of special education support for Pasifika outcomes will identify areas of concern including whether appropriate information is going out to families and communities. Projects that will contribute to meeting these targets include the Behaviour project, Early Intervention and Better Information to Address Barriers to Learning Development Site - Manukau.

Positive educational outcomes for Pasifika must be raised sharply particularly in Auckland where 73 percent of the Pasifika student population attend education services. Projects that will contribute to meeting these targets include building up Pasifika capacity in Auckland, a stocktake of services, a focus on achieving targets, school improvement, education agencies' and working together.

NCEA results for students sitting Samoan and Cook Islands' Maori language unit standards have continued to climb. Evidence from the Mangere Schooling Improvement Initiative, Pasifika Bilingual Cluster, showed that in 2003 in reading comprehension, students in bilingual classes were achieving at the same level as those in mainstream classes, but indications in 2004 were that those in bilingual classes were achieving at a higher level than those in mainstream classes. Projects that will contribute to meeting these targets include finalisation of curriculum guidelines, continued resourcing of existing Pasifika curricula and bilingual initiatives.

Approaches that are linked across different sectors improve efficiency, 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.

Sub-goals and Key Activities

Finalise monitoring and evaluation framework.

Ongoing development and monitoring of the Pasifika Education Plan that is driven by robust evidence and linked to education sector and theme strategies.

(i) Implement the Pasifika Communications strategy in a timely and effective way – Talanoa Ako printed, web maintenance, 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.

(i) Finalise Pasifika capacity/capability development plans;

(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.

(i) Include appropriate measurement of special education support interventions for Pasifika students in the Student Support Outcomes Monitoring System;

(ii) Establish systems for analysing and reporting indicator measures for a range of special education interventions 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.

Finalise Auckland Strategic Action plan.

Build and strengthen a significant strategic Pasifika focus on Auckland.

Finalise the development of Niuean, Tongan and Tokelauan curriculum guidelines for release during 2006.

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

(i) Increase links between the Plan and other government strategies;

(ii) Finalise a strategic framework for 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.

Education Sector-Wide:

The focus is on monitoring the implementation of the Pasifika Education Plan, developing models of effective practice contributing to education outcomes and consolidating strategic approaches and networks supporting Pasifika education within New Zealand and across the Pacific region.

Pasifika Education Plan

Introduction

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 damning ERO 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.

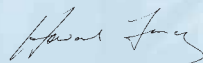
The *Pasifika Education Plan 2006-2010 (Plan)* is a key strategy to achieving the Ministry's mission, to raise achievement and reduce disparity. It provides us with an important focus, strategic direction and clear targets to raise Pasifika education outcomes over the next five years.

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 Pasifika achievement.



Howard Fancy
Secretary for Education

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- Te Kete Ipurangi – The Online Learning Centre www.tki.org.nz/

Foreword

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 Aotearoa 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 Aotearoa, 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 with Government.

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*.



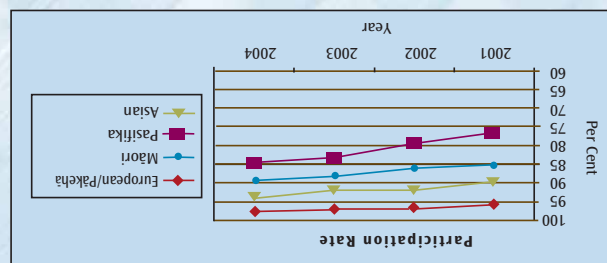
Steve Maharey
Minister of Education



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

Pasifika Early Childhood Services

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



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

SECTOR	PERCENTAGE OF EACH ETHNIC GROUP				TOTAL (%)
	% European/Pakeha	% Maori	% Pasifika	% Asian	
Early Childhood Education	67.2	19.1	6.5	5.7	100
Schools	59.3	21.0	8.4	7.7	100
Tertiary Education Providers	49.9	19.0	5.2	10.8	100
TOTAL	57.8	20.2	7.2	8.3	100
	0.3	1.0	2.2	4.1	0.3

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

KEY STATISTICS

Compulsory Education

NEMP results for Year 4 and Year 8 students show that Pasifika students are generally performing below national means. In recent years the difference between Pasifika and those for all students has reduced in some areas.

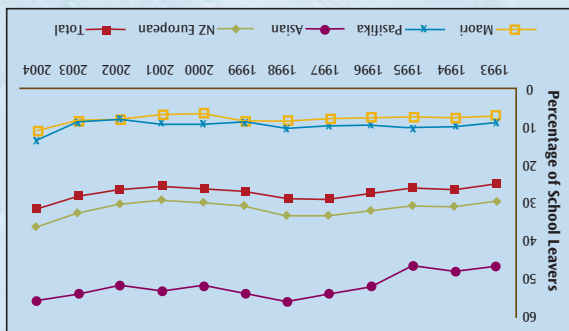
National Certificate of Achievement (NCEA)

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

Graph Two shows that Pasifika students are also leaving with higher qualifications. In 2004, the proportion of Pasifika students leaving school with University Entrance or higher was 15% from 10% in 2001.

Pasifika Suspensions

The rate of suspensions for Pasifika students has remained relatively stable at 9 per 1000 since 2001. This compares to a suspension rate of 7 per 1000 for all students in 2004.

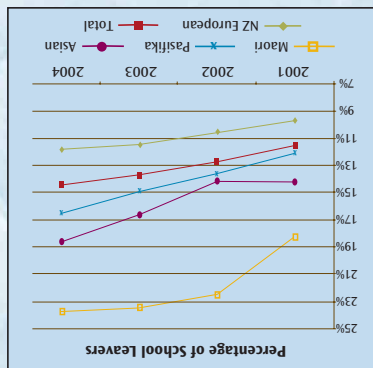


Graph Two: School Leavers with at least University Entrance by Ethnicity 1993-2004

Tertiary Education

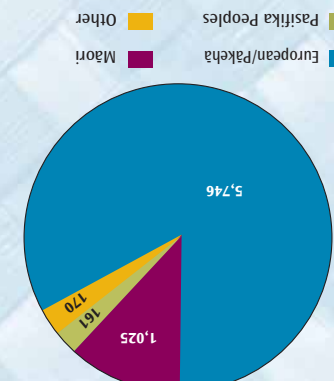
There were 13.5 percent more Pasifika students in tertiary education in 2004 compared with 2003. Between 2000 and 2004 the number of domestic Pasifika students in tertiary education increased by 70.2 percent.

Graph Three - Tertiary Education Participation Rates by Ethnicity 2001-2004



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

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



Graph Four - Number of Modern Apprenticeships by Ethnicity in 2004