Foreword

Pasifika Education Plan 2008–2012

Education underpins all the goals we have for New Zealand’s future, and the aspirations we have for all New Zealanders. The government understands the importance of education as the key that can realise potential, success and opportunity.

New Zealand’s Pasifika population is young, fast growing and diverse with multiple ethnicities, languages and cultures. Our Pasifika communities are composed of people born in the Pacific Islands and New Zealand who are settled in many different parts of the country.

The government is committed to making sure that Pasifika students achieve and succeed in education. This Pasifika Education Plan takes a more concentrated and collaborative approach to continually improve Pasifika education outcomes. Pasifika success is critical to New Zealand’s success, to our families’ well-being and our sense of national identity.

New Zealand has a world-class education system that needs to work for all students, to ensure our young people are equipped with 21st century knowledge, skills and values that maximise their potential. It is important that all those involved in providing education step up to make this happen.

The Pasifika Education Plan Monitoring Report released in 2007 signalled that Pasifika education is heading in the right direction but the education system can and needs to step up to do and achieve more.

This Plan ensures we are using evidence to focus resources on shaping a successful education system to increase achievement for Pasifika students. This helps us engage in the critical points that raise educational participation, engagement and achievement for Pasifika students, their families and communities.

It’s great to see more Pasifika children participating in quality early childhood education; we need to do more to build on that strong foundation. We know that more Pasifika students are leaving school with a qualification, we need to see even more achieve at this level. Participation in tertiary education has been growing fast in the last few years. We need to make sure this growth continues at higher levels of study.

Education is a key factor in achieving improved economic and social outcomes for our Pasifika communities—the challenge is for education to work for all.

Pete Hodgson
Minister for Tertiary Education

Chris Carter
Minister of Education

Hon Luamanuvao Winnie Laban
Minister of Pacific Island Affairs
From good to great: Stepping up for Pasifika education

New Zealand's education system is world-class. Every young New Zealander can be, and deserves to be, part of its success. The Pasifika Education Plan 2008–2012 sets out what needs to be done so the education system 'steps up' for Pasifika students.

This Plan has been developed to help all Pasifika children and students get a high-quality education and achieve good outcomes—from early childhood right through to tertiary education.

New Zealand's Pasifika population is large, diverse and is growing fast. Pasifika people will make up an increasing proportion of New Zealand's paid workforce. We need to deliver Pasifika students a high-quality education that fits their needs, their culture, and their aspirations.

For all these reasons, the Pasifika Education Plan is an important document. A good education and higher qualifications benefit all students' opportunities for employment and earnings, and also benefit family well-being. Stepping up the system's performance for today's Pasifika students will help provide role models and mentors for future generations of Pasifika learners.

This Pasifika Education Plan fits with government's wider work for education, such as the Early Childhood Education Strategy which provides the foundation for successful learning at all stages of the education system. Later in the system the Schools Plus initiative sees students staying at school longer, leaving with higher qualifications, and continuing to get the skills and training they need for future success.

This Plan is organised into four strands: early childhood education, compulsory education, tertiary education and education sector-wide. These common themes run across all these strands:

- Strong learning foundations ensuring Pasifika students participate, engage and achieve at each stage of their education, and make good transitions from one stage to the next.

- Literacy and numeracy – critical in themselves and also vital skills for students' wider learning.

- Effective teaching – a key to students' engagement and achievement.

- Working with families and communities to ensure a joined-up approach.

This is a job for everyone. The success of this Pasifika Education Plan requires Pasifika families and communities, education services and government to work together.

The Ministry of Pacific Island Affairs and the Ministry of Education, will work with the Education Review Office and the education crown agencies to support this Plan to accelerate Pasifika education achievement. The Ministry of Education's Pasifika Advisory Group and regional reference groups will work with Pasifika families to support their children's education. The Ministry's fono series is our chance to hear from Pasifika communities about what works for Pasifika students.

We must make sure that the education system steps up to make positive educational outcomes a reality for all Pasifika peoples.

Karen Sewell
Secretary for Education
Chief Executive
Ministry of Education

Dr Colin Tukuitonga
Chief Executive
Ministry of Pacific Island Affairs

Lester Oakes
Chief Executive
Career Services

Dr Graham Stoop
Chief Executive
Education Review Office

Dr Karen Poutasi
Chief Executive
New Zealand Qualifications Authority

Dr Peter Lind
Director
New Zealand
Teachers Council

Dr Roy Sharp
Chief Executive
Tertiary Education Commission
What are we seeking to achieve?

Here's what we contribute to Government goals as part of the education sector.

A high-income, knowledge-based economy, which is both innovative and creative, and provides a unique quality of life to all New Zealanders

Families, Young and Old

National Identity

Economic Transformation

Sustainability

A world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st-century

Strong Learning Foundations

Participation, Engagement and Achievement in Education

Māori Language Education

Education and Transformation

Organisational Success

Ka Hikitia - Managing for Success

Pākika Education Plan

School's Plus

- Increasing participation in high-quality early childhood education
- Increasing literacy and numeracy achievement in primary school
- Earlier identification of and intervention for children with specific barriers to learning
- Increasing engagement in secondary education so that young people stay at school longer and leave with higher-level qualifications
- More successful pathways into tertiary education and work
- Higher levels of learning and achievement in tertiary education by the age of 25
- Increasing numbers of high-quality teachers working in te reo Māori
- Increasing effectiveness of teaching and learning in and through te reo Māori
- Building an education system for the 21st-century
- Increasing education's contribution to economic transformation and innovation through new knowledge, skills and research
- Building leadership, accountability, relationships, competence and confidence
Our strategic focus

This diagram shows how our key strategies are interwoven to provide a framework for delivering educational success for all learners, taking into account their specific learning needs and the different stages of their education.

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### Organisational Success

- Strong Learning Foundations
- Participation, Engagement and Achievement in Education
- Maori Language Education
- Education and Transformation

### Early Childhood Education

- Early Childhood Strategic Plan
- Better Outcomes for Children
- Te Whariki

### Primary Schooling

- New Zealand Curriculum
- Schools Plus

### Secondary Schooling

- International Education Agenda

### Tertiary Education

- Tertiary Education Strategy/STEP
- Pasifika Education Plan
- Ka Hikitia — Managing for Success

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1 Includes adult education, industry training and workplace learning.

2 Ka Hikitia — Managing for Success is an overarching strategy which informs the way the ministry works as a whole, and supports specific actions to improve Maori student population outcomes.
Understanding Pasifika

Pasifika is a collective term used to refer to people of Pacific heritage or ancestry who have migrated or been born here in Aotearoa New Zealand. Pasifika include recent migrants or first, second and subsequent generations of New Zealand-born Pasifika men, women and children of single or mixed heritages. They identify themselves with their indigenous Pacific countries of origin because of family and cultural connections with Samoa, Cook Islands, Tonga, Niue, Tokelau, Fiji, Solomon Islands, Tuvalu and other Pacific countries. Pasifika people are not homogenous and Pasifika does not refer to a single ethnicity, nationality, gender, language or culture.

Pasifika people can have multiple world views with diverse cultural identities and may be monolingual, bilingual or multilingual. These factors help Pasifika to operate and negotiate successfully through spiritual, social, political, cultural and economic worlds. Pasifika people value and respect elders and leadership, and build and lead strong relationships through service. Reciprocity is a way of life where one’s location, connectedness to family and community defines one’s well-being, sense of belonging, identity and culture.

Effective teaching and learning can help realise the potential that being Pasifika offers, through the strands of Te Whariki the Early Childhood Curriculum and the New Zealand Curriculum. Ensuring Pasifika students and young people participate in quality early childhood education, are present, engaged and achieving in school and in tertiary education, is a shared responsibility. This responsibility is between parents and their children, teachers and parents, students and teachers and policy and practice.

In charting new journeys in this country, Pasifika people want the best for their children and for young people in all areas and walks of life, and, that they contribute as full citizens of Aotearoa New Zealand. This quest for high achievement and contribution to citizenship is not made in isolation; it draws on internal (within families and communities such as church) and external (outside families and communities such as in schools) factors that influence education. These factors include:

» Knowledge of family (extended), roles, sense of position, and the importance and value of strong networked relationships.

» Understanding the importance of social structures such as community and church and using these in consultation and seeking feedback.

» High educational expectations, aspirations and achievement that empower through building on Pasifika strengths.

» Strong identities, multiple worlds, language, culture and epistemologies.

» Engaged parents and partnerships that are inclusive of all education stakeholders.

» Resilience, individual and group strength.

» Understanding the nature of change, individual and collective contributions to success.

» An education system that is responsible and accountable for outcomes.

Success in education is positively harnessing Pasifika diversity and their multiple world views within an enabling education system that works for young people, their families and communities. These are the cornerstones of stepping up the Pasifika Education Plan to accelerate urgency in achieving better education outcomes for Pasifika. Pasifika success is critical for the future of Aotearoa New Zealand.
Compass for Pasifika success

This compass draws on the connections and relationships fundamental in Understanding Pasifika, its links to the education system in stepping up presence, engagement and achievement.
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Ministry of Pacific Island Affairs
www.minpac.govt.nz
Career Services
www.careers.govt.nz
Education Review Office
www.ero.govt.nz
New Zealand Qualifications Authority
www.nzqa.govt.nz
New Zealand Teachers Council
www.teacherscouncil.govt.nz
Tertiary Education Commission
www.tec.govt.nz

Team Up
www.teamup.co.nz
Te Kete Ipurangi
www.tki.org.nz
Education Counts
www.educationcounts.govt.nz

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MINISTRY OF EDUCATION
Te Tikao o te Mātauranga

MINISTRY OF PACIFIC ISLAND AFFAIRS

EDUCATION REVIEW OFFICE
TE TARI AKORIKA MATAURANGA

TERTIARY EDUCATION COMMISSION
Te Amerangi Mātauranga Matua

New Zealand Government

Pasifika
Education
It's a shared responsibility

ISSN 1179-0261
Early childhood education

The focus is on increasing Pasifika participation in quality early childhood education services.

**Goals and targets**

- **Goal 1:** Significantly increase Pasifika children's participation in early childhood education (ECE).
  - The number of Pasifika children aged two to four enrolled in licensed early childhood education services at 1 July 2010 will be 1000 higher than at 1 July 2007 (which was 6570).

- **Goal 2:** Significantly improve the quality of early childhood education services attended by Pasifika children.
  - Strengthen the quality of Pasifika early childhood education services.

- **Target:** Increase the proportion of Pasifika ECE teachers that are registered (44% in 2005).
  - Improve reported quality in Pasifika early childhood education services.
  - Increase teaching and learning support for Pasifika early childhood playgroups.

**Why is this important and how will targets be achieved?**

ECE builds strong learning foundations. Competent Children Study shows that children who start early childhood education between ages one and two had higher scores in maths, writing and reading at age 14 than those starting at age three.

Children who had less than two years early childhood education had lower academic competency scores at age 14. Intervening early for children with disabilities is likely to enhance long-term social and learning outcomes.

**Actions**

- These actions are built on system-wide changes that have been made in the early childhood education sector, creating a regional focus to step up participation more sharply.
  1. Review the Promoting Early Childhood Education Participation Project (PEEP) to ensure its effectiveness for Pasifika communities, by June 2008:
     - Provide advice on necessary changes to the PEEP
     - Complete operational review of PEEP
  2. Develop and implement city early childhood education participation plans for locations where there is low Pasifika early childhood education participation, by December 2008:
     - Appoint project manager to co-ordinate early childhood education plans for Counties Manukau, by June 2008
     - Advise minister on establishing early childhood education plans for other regions, June 2008
  3. Increase the number of services in locations where access is a barrier to participation for Pasifika families by December 2008:
     - Advise on the number of new services to be established this year, by June 2008
     - Advise ministers on priorities for establishing new services in areas with low Pasifika participation and the implications for the Discretionary Grants Scheme, by December 2008
  4. Promote access to 20 hours Free Early Childhood Education for Pasifika children by December 2008:
     - Inform and support early childhood education services not providing Free Early Childhood Education in areas of high proportions of three- and four-year-old Pasifika children, by June 2008
     - Identify actions to promote equitable access to Free Early Childhood Education for Pasifika children, by November 2008

**Quality of early childhood education teaching and learning**

The most important factor for children's outcomes. Early childhood education service providers are required to provide high quality education and care environments, however, government can influence quality through structural factors (regulations, teacher registration and ratio requirements) and process factors (professional development, guidance and best practice information).

**Actions**

- These actions will step up quality more sharply.
  1. Develop proposals to ensure the quality, management, governance and sustainability of Pasifika services and other services with high proportions of Pasifika enrolments, by December 2008:
     - Identify early childhood education services locations where there are high proportions of Pasifika children and low rates of early childhood education participation, by December 2008
  4. Review how teacher supply policies affect teacher training outcomes for Pasifika people and develop proposals to reduce barriers to training completion and entering the workforce, by December 2008
  5. Develop pathways for increasing Pasifika access to early interventions.
Sustainability indicators:

1. Enhance professional development for Pasifika services and services with high Pasifika enrolments by:
   - Aligning professional development programmes to include a Pasifika focus, by March 2008;
   - Identifying and approaching Pasifika services and services with high Pasifika enrolments requiring in-depth professional development, by June 2008;
   - Providing a national forum for professional development providers focused on working with Pasifika services and services with high Pasifika enrolments, by June 2008.

2. Develop teacher supply and retention partnerships, by December 2008:
   - Identifying areas requiring local teacher supply and retention partnerships to ensure sufficient numbers of teachers to meet teacher qualifications registration targets, by June 2008;
   - Complete teacher supply and retention partnerships in Auckland and other relevant regions.

3. Early intervention services:
   - Establish a national Early Intervention Hubs:
     - Establish an Early Intervention Service in each region by June 2008.
     - Leverage off Ministry of Education initiatives, particularly city/region plans, to increase early identification and provide Early Intervention for Pasifika children with special education needs, by December 2008.
     - Explain the importance of Early Intervention for providing a sound foundation for early learning, through community forums and workshops, by December 2008.
     - Leverage off joint initiatives with other government agencies to identify and provide early intervention services for children with special education needs. These include Early Intervention hubs, before school checks, and other initiatives.

6. Work with the Education Review Office on how to evaluate and report the stepped up changes in this area.
Compulsory education

The focus is on accelerating achievement in early literacy and numeracy and attaining school qualifications through improving:

- Presence – being in school in order to be able to learn
- Engagement – being motivated to learn and actively participating
- Achievement – Pasifika students achieving at the same rate as other students.

Goals and targets

**Goal 1**: Literacy and numeracy achievement for Pasifika students mirrors the national picture of achievement.

*Pasifika students (monolingual or bilingual) make expected progress in line with literacy learning scores, by 2012 and by language learning progression by 2012.*

**Goal 2**: Accelerate Pasifika students’ qualifications achievement.

*The proportion of Pasifika students leaving school with few or no formal qualifications will reduce from 12% in 2006 to 7.5% in 2012.
  a. Increase the number of students achieving National Certificate of Educational Achievement Level 1 or higher by 2012 (from 67.6% in 2006 to at least 70% by 2012)
  b. Increase the proportion of Pasifika students leaving school with at least National Certificate of Educational Achievement Level 2 or equivalent, from 40.0% in 2006 to at least 45.0% by 2012.

**Goal 3**: Continuously increasing the effectiveness of teaching and learning for Pasifika students.

*Data from teacher professional development programmes shows effective strategies in achievement for Pasifika students of 6.0 or greater.*

Why is this important and how will targets be achieved?

All students need to achieve higher literacy and numeracy levels and increase their lifelong learning capacity by developing key competencies to live full lives and contribute to the knowledge economy.

**Actions**

These actions will build on what works to improve Pasifika students’ achievement in literacy and numeracy.

1. Identify programmes which have raised achievement for Pasifika students and use these to understand conditions contributing to effective literacy and numeracy, by December 2008. This information would then inform Goal 5.

2. Professional development providers and literacy development officers’ reports provide evidence of improved outcomes for Pasifika students through effective use of data/evidence of Pasifika students’ strengths and needs in informing teaching and learning as well as school leadership and management, by March 2009.

3. Schools reporting demonstrate that Pasifika students receive appropriate specialist support where required and that this leads to improved learning outcomes. This is reflected in the ministry’s annual intervention (i.e., Reading Recovery, Resource Teachers of Literacy).

4. Do further research into the impact of the Hokia Hanga on Pasifika student achievement to better understand what is happening for Pasifika students who are being taught by teachers participating in the project by June 2008. This information will be used to inform future actions.

Although school leavers’ qualification rates are improving overall, 55% of Pasifika males and 48% of Pasifika females left school in 2006 without NCEA level 2 or equivalent.

**Actions**

These actions will build on partnerships already in place to assist Pasifika students to identify their interests, learning and career pathways and strengthen industry pathways available for Pasifika students within schools.

1. Analyse the success of Youth Apprenticeships in schools with high numbers of Pasifika students, by 2009. Use this information to shape the Youth Apprenticeship Scheme roll out to all secondary schools, by 2011.

2. Develop regional plans which support schools to set and report on achievement targets for Pasifika students.

3. The New Zealand Qualification Authority (NZQA) will:
   - Analyse Pasifika learner achievement in the National Qualifications Framework, including Pasifika data where appropriate, by June 2008. They will use this information to develop a Pasifika strategy that considers how assessment and moderation processes can contribute to accelerating Pasifika students’ achievement in compulsory education, by December 2008;
   - Together with the Ministry of Education review and develop unit and achievement standards and national qualifications to meet identified needs of Pasifika learners, by June 2009;
   - Report on the quality of assessment during the annual external moderation cycle, by June 2008;
   - Conduct annual visits to schools to monitor assessment systems, by June 2008.

The Best Evidence Synthesis programme and other research evidence shows that quality teaching, pedagogical leadership, and involving parents and community in student learning are key systemic influences for improving all students’ learning outcomes.

**Actions**

These actions will build on what works to improve the effectiveness of teaching and learning for Pasifika students.

1. Review all interventions focused on Pasifika students to ensure all initiatives reflect the best evidence in improving the quality of teaching and outcomes for Pasifika students, by December 2008.

2. Re-prioritise and design professional development provision to incorporate a stronger focus on Pasifika student learning for implementation in 2010.

3. Design strategies and programmes to strengthen the family and community involvement for implementation, by June 2008.

4. Align leadership initiatives to focus on leadership practices that improve outcomes for Pasifika students, by December 2008.

5. Schooling improvement initiatives:
   - Complete and implement an action plan to expand good practice for Pasifika students in schooling improvement schools, by June 2008;
   - Bring together school leaders from initiatives in schooling improvement schools to share effective practice and raise Pasifika students’ achievement, by June 2009;
   - Report on research Schooling Improvement: Pasifika by June 2009 and complete an action plan to use the research findings, by December 2009.

6. Develop the Literacy, English speakers of other languages (ESOL) and English websites to help schools access the principles underpinning effective curriculum and learning support for new learners of English and transitioning of Pasifika students, by June 2009.

7. Evaluate the effectiveness of language interventions for Pasifika students, by December 2009.

The majority of Pasifika students are taught by teachers whose backgrounds are different to their own. Increasing the number of Pasifika teachers will provide more role models for students and grow schools’ capability to understand Pasifika contexts, influencing and impacting on teacher practice more rapidly, being present across curriculum areas and providing Pasifika leadership.

**Actions**

The actions below will work towards increasing the number of Pasifika teachers across all curriculum areas and improve effectiveness.
While Pasifika students are at school they must be engaged in learning and achieving. Truancy is a growing concern particularly for younger Pasifika age groups 5-7 year olds. Pasifika students must be engaged in learning, make informed decisions about education and employment, and be well supported by informed schools, families and communities. This will help them clearly how their cultural values and beliefs can support their learning and life goals.

Actions
These actions will build on what is working to improve student engagement and help students make informed decisions about learning and employment. Schools, teachers, parents, families and communities must work together to realise this goal.

1. Student Engagement Initiative:
   - ensure that at least 80% of all Pasifika students are engaged in learning activities and are supported to complete their education.
   - develop and implement innovative learning programmes that build positive engagement between parents and schools at the transition point from early childhood education to primary school.
   - hold regular meetings with parents and schools to discuss strategies and support services available through the Ministry and other organisations.

2. Pasifika Student Engagement in Special Education Services:
   - ensure that at least 50% of all Pasifika students are engaged in special education services.
   - develop and implement strategies to support Pasifika students who are struggling with learning difficulties.

3. Pasifika Student Engagement in Employment:
   - ensure that at least 70% of all Pasifika students are engaged in learning and employment activities.
   - develop and implement strategies to support Pasifika students who are struggling with learning difficulties.

Target
The proportion of Pasifika students who are engaged in learning activities at school should be at least the same as the proportion of all students at that school.

Enhance training and support opportunities for teachers and communities to support Pasifika learning.

Improve schools’ performance in relation to Pasifika student achievement through planning and reporting.

Strongly encourage schools to include targets for Pasifika students.

Set goals for Pasifika student achievement.

Recruitment programmes through:
- 139 more contact via websites, 1800 and face-to-face promotions;
- having the next advertising contract to focus on Pasifika teacher recruitment (TeachNZ);
- promote support to improve teacher supply in areas with high numbers of Pasifika learners particularly in Counties Manukau by 2007.

3. Provide professional and career development support for Pasifika teachers to grow into leadership opportunities through career pathways and aspirational principles’ work by June 2010.

4. Work with Education Review Office on how to improve evaluation and reporting in this area could contribute to annual monitoring reports.
Tertiary education

The focus is on ensuring maximum educational opportunity for Pasifika people, in particular for young Pasifika people at Levels Four and above on the National Qualifications Framework.

**Goal 1**
Increase educational success for young Pasifika people – more achieving Level Four and above qualifications by age 25.

- Increase participation rates for Pasifika people aged 18 to 24 in qualifications at Levels Four and above.
- Increase the first-year retention rate for Pasifika students aged 18 to 24.
- Increase the proportion of Pasifika students entering tertiary qualifications at Level Four and above within two years of leaving school from 38.8% for 2005 school-leavers to 45.6% for 2010 school-leavers.

Progress towards this goal will also be measured by more Pasifika students under 25 completing Level Four and above tertiary qualifications.

**Goal 2**
Increase literacy, numeracy and language levels for the Pasifika workforce.

- Progress towards this goal will be measured by more of the Pasifika workforce with learning needs will be in quality training focused on lifting literacy, language and numeracy skills.

**Goal 3**
Increase the achievement of advanced trade, technical and professional qualifications by Pasifika people to meet regional and national industry needs.

- Pasifika people will make up an increasing proportion of New Zealanders under the age of 25. Pasifika participation and retention has improved but completion rates are low compared with other ethnic groups. To achieve this goal, tertiary education organisations need to ensure they have necessary systems and structures to support Pasifika people’s educational success. Increasing Pasifika success in schools will also improve young Pasifika people’s success at higher qualification levels at the National Qualifications Framework (NQF). Tertiary education organisations (TEOs) also need to work with schools and Career Services to ensure students are supported to make informed study choices.

**Actions**
- These actions will help achieve this goal:
  1. The Tertiary Education Commission’s stakeholder engagement with Pasifika youth and communities, schools, industries and interagency collaborations will focus on promoting and supporting connections between Pasifika students and tertiary education providers.
  2. Include key performance indicators in investment plans to support this statement of Tertiary Education Priority 2007/12 (STEP).
  3. Provide equity funding to tertiary education institutions through the Tertiary Education Organisation Component (TEOC) to support Pasifika achievement and participation at higher levels of tertiary study.
  4. A range of student support initiatives are available for all New Zealanders to meet tertiary education costs, including student loans, student allowances, and needs-based scholarships, such as the New Zealand Qualifications Authority (NZQA) reviews and updates standards and national qualifications to meet identified needs for Pasifika learners, including consulting with representative stakeholder groups.

**Goal 4**
English literacy, numeracy and language form the foundations for success. Recent surveys estimate that Pasifika adults have lower literacy, numeracy and language levels than other ethnic groups. The high number of second language learners among Pasifika people means language will need to be a particular focus.

**Actions**
- These actions will help achieve this goal:
  1. The New Zealand skills strategy, particularly in the specific work strand on literacy, language and numeracy provides support in this area.
  2. NZQA reviews and develops unit standards and national qualifications to meet identified needs of Pasifika learners, including consulting with representative stakeholder groups.

While Pasifika people are well represented in trade, technical and professional qualifications, there is a concentration in lower levels and in certain subject areas. We need to ensure Pasifika people have access to a range of careers to achieve their aspirations while also meeting broader government development goals for New Zealand.

**Actions**
- These actions will help achieve this goal:
  1. The New Zealand skills strategy, particularly in the specific work strand on literacy, language and numeracy provides support in this area.
  2. NZQA reviews and develops unit standards and national qualifications to meet identified needs of Pasifika learners, including consulting with representative stakeholder groups.
Increase Pasifika people doing Modern Apprenticeships so it is proportionate to the Pasifika national working-age population by 2012.

This goal will also be measured by increased numbers of students:
- at Levels One to Four progressing to advanced level trade, technical and professional qualifications.
- participating and completing advanced level trade, technical and professional qualifications.

Ensure the needs and aspirations of Pasifika communities are addressed by building strong connections between Tertiary Education Organisations (TEOs) and the communities they serve.

Progress towards this goal will be measured by:
- the quality of evidence produced by TEOs to illustrate its type and depth of relationship/connections with Pasifika communities. Also TEO responsiveness to the tertiary education needs and aspirations identified by, and for, Pasifika stakeholders.
- regional statements (developed through the regional facilitation process) fully capture Pasifika stakeholders' needs.

Monitoring of the Tertiary Education Strategy (TES) 2002/2007 showed that Pasifika stakeholders were strongly supportive of the strategic focus on Pasifika issues, but did not consider that tertiary education organisations (and government agencies) had responded adequately to this focus as part of the implementation phase. Past lore and conferences have highlighted a desire by the Pasifika community to become more engaged across the tertiary system. The Tertiary Education Strategy 2007/12 states that TEOs will work to identify, understand and respond to their communities' diverse needs. This needs a more sophisticated approach to ensure an equitable responsive tertiary education system.

In 2007, TEC reporting included a focus on trends for Pasifika to inform investment discussions. The TEC stakeholder engagement will support the sector and the government to understand and respond to Pasifika stakeholders' future needs.

Actions
These actions will help achieve the goal:
1. Tertiary Education Commission works with tertiary educational organisations to ensure investment plans address tertiary education needs and priorities of Pasifika communities and include key performance indicators that support STEP priorities.
2. Tertiary Education Commission's engagement focuses on promoting and supporting connections between Pasifika stakeholders, regional facilitation and providers.
3. Regional facilitation process identifies and captures information about tertiary Pasifika communities' education aspirations.
4. The Ministry of Education ensures there is a strong engagement strategy across all education agencies — joined up Pasifika capacity development.
The focus is on strong monitoring to successfully implement the Pasifika Education Plan. Monitoring report will be based on research, evidence and data that will also drive sustained progress and change throughout the education sector, helping to provide smooth transitions, stepped up engagement by parents, families and communities, and builds a strategic focus on Auckland and the Pacific region.

This part of the Plan includes ongoing actions that provide the foundation and building blocks across the education sector.

### Goals

**MONITORING AND REPORTING FRAMEWORK**

- Ensure the ongoing monitoring and reporting of the Pasifika Education Plan and its impact, based on robust and meaningful evidence and data, with increased links to education sector and theme strategies.

**INCREASE Pasifika research and evidence on what is working and use this to influence outcomes.**

**INCREASE Pasifika parents, families and communities engagement in education and partnerships with schools that are focused on achievement.**

**INCREASE Pasifika language foundations through Pasifika language.**

### Why this is important?

Monitoring, evaluation and reporting frameworks are important to know if the Plan’s targets are being delivered effectively and on time. Also if the targets focus on the right areas in learning, achieving qualifications in senior secondary and moving into tertiary education.

### Research and evidence is critical to identify and assess programmes and activities that ensure positive education outcomes.

**Actions**

1. Develop a Pasifika education research focus across the education sector to increase Pasifika research capacity, increase available research and evidence on what is working to influence outcomes and identify effective practices. These will inform policy development and operational activities, review and further development of the Plan.

2. Ministry of Pacific Island Affairs will lead discussion on the development of a Pasifika Research Strategy that encompass all social sectors including education by December 2008.

### Parents and families need to make good education decisions based on good information provided through media they can easily access and understand – including Pasifika translated materials and Pasifika language resources. Clear key messages need to be developed to mobilise Pasifika people to support education, strengthen their support for children to attend early childhood services and schools every day, be engaged in learning and reach their full potential in all areas of their education.

**Key messages will be developed in the following areas:**

- Understanding the value of building strong early foundations in early childhood education, students being present regularly, and every day at school need help in learning, achieving qualifications in senior secondary and moving into tertiary education.

- Being strong in a language on which to base learning a second language.

- The importance of literacy and numeracy as foundations for later learning including the messages on Team Up developed to support the Literacy Learning Progressions.

- Understanding the significant roles and responsibilities that families and communities can play in decision making in education and how they can contribute to effective teaching and schooling.

- Increasing an understanding of special education services and better access to their services.

**Actions**

1. Deliver increased Early Childhood Education Team Up communication targeting Pasifika parents, families and communities by June 2008 and ongoing.

2. Step up the Pasifika communications strategy through print (Talanoa Ako – Pacific Education Talk), web, radio and face to face through holding the strategic forum series nationally by October 2008 and ongoing.

3. Step up the Pasifika Advisory Group (PAG) by October 2008, to be able to further champion education by focusing on:

- Growing links with head to reach Pasifika families and communities that are not currently involved in education;

- Facilitating better reporting back through regional and national offices;

- Strengthening its links to other consultative groups and regional reference groups.

4. Assess the relationship between home and school by looking at the effectiveness of the programmes such as Pasifika Community Parent Liaison and Home School Partnerships, future expansion will be based on this assessment and developing ways of effective partnerships with schools focusing on early foundations, family literacy practices, after school programmes such as language programmes and study support centres.

5. The New Zealand Qualifications Authority will:

- Consult with representative Pasifika stakeholder groups on the development, review and maintenance of unit standards and national qualifications within the standard setting scope of New Zealand Qualifications Authority, as appropriate by June 2008;

- National Certificate of Educational Achievement results for students sitting Samoan and Cook Island Maori unit standards have continued to increase. Language revitalisation means that Pasifika communities continue to seek language in schools which contributes to improved learning outcomes.

**Actions**

The following actions will be based on creating opportunities for enhancing strong Pasifika languages contributing towards achievement through: