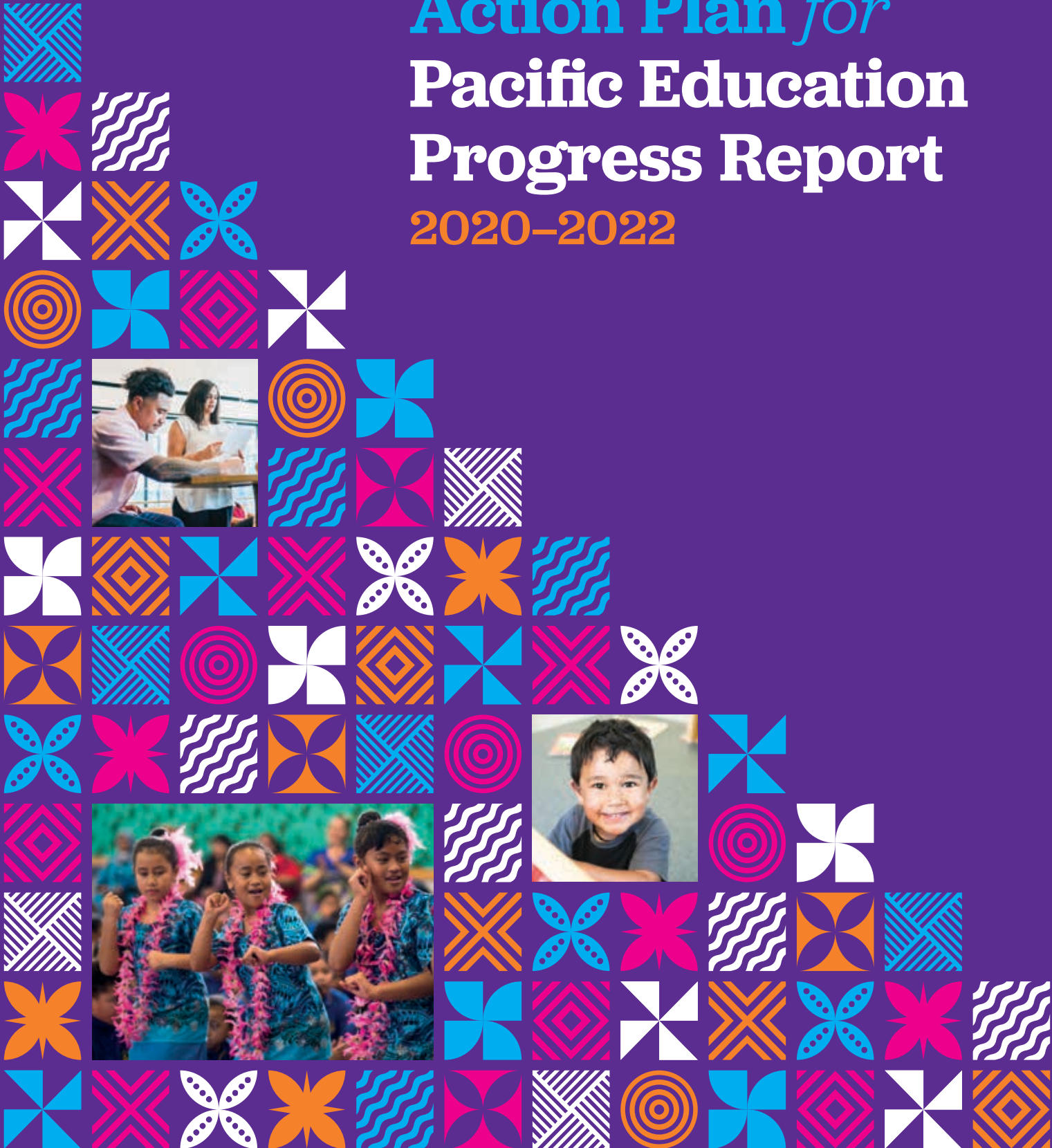


Kōrero

Mātauranga

Me kōrero tātou

# Action Plan *for* Pacific Education Progress Report 2020–2022



Designed and published by the Ministry of Education,  
New Zealand, July 2023.

1 The Terrace, Mezzanine floor  
Wellington 6011  
New Zealand

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

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ISBN 978-1-77697-107-7 (ONLINE)

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# Foreword by Secretary for Education Iona Holsted



**Iona Holsted**  
Secretary for Education

**I am pleased to present this first progress report on the Government's Action Plan for Pacific Education 2020-2030 and acknowledge the collective work that has gone into improving education outcomes for Pacific learners by the education workforce, Te Mahau, communities, and agency partners.**

COVID-19 has impacted every aspect of life over the last few years. This has been particularly hard on many of our Pacific learners and their families. Pacific communities have been united and resilient in their response to the challenges of COVID-19 as they continue to support education for their children. Their efforts and perseverance are highlighted across the findings of this report.

It is pleasing to see the progress made with the implementation of key Government actions, including:

- » the provision of the *Pacific Education Support Fund* to broker support for the hardest hit Pacific families to access education
- » the provision of the *Pacific Innovation Fund* to support innovative practices that respond to the curriculum and wellbeing needs of Pacific learners
- » the delivery of the *Talanoa Ako* programme to work with community groups to meet the education and welfare needs of their local families and young people
- » the delivery of targeted professional learning and development about *Tapasā* to build the cultural competency of all education practitioners and
- » the development of a policy on Pacific bilingual and immersion education.

Across the five key shifts outlined in the Action Plan that capture what is needed to achieve Pacific learner success in education, we have seen progress on:

- » working reciprocally to respond to unmet needs, particularly around access to basic health and wellbeing services, resources, and products
- » the growth and access to Pacific bilingual and language pathways in education
- » access to essential educational tools and technology, in particular digital devices, and connectivity
- » partnering with families to meet their educational aspirations
- » valuing our Pacific workforce, acknowledging their lived experiences and cultural intelligences as key capabilities for diverse learners.

We are making good progress and will continue to do more to meet the demands and aspirations of all Pacific learners and families across Aotearoa, through access to learning tools, resources, and support. There are also many wonderful examples of teaching and leadership within our Pacific communities that we can build on and learn from as a Ministry so that we continue to improve the educational experiences of Pacific learners and their families, in line with the Action Plan for Pacific Education 2020-2030.

The findings in this Progress Report will inform and shape our work programme and future investments. System-level response and community innovation are critical to Pacific learners and their families for educational success and are key drivers of our ten-year journey to realising the education system shifts of the Action Plan for Pacific Education 2020-2030.

**Iona Holsted**

Te Tumu Whakarāe mō te Mātauranga |  
Secretary for Education

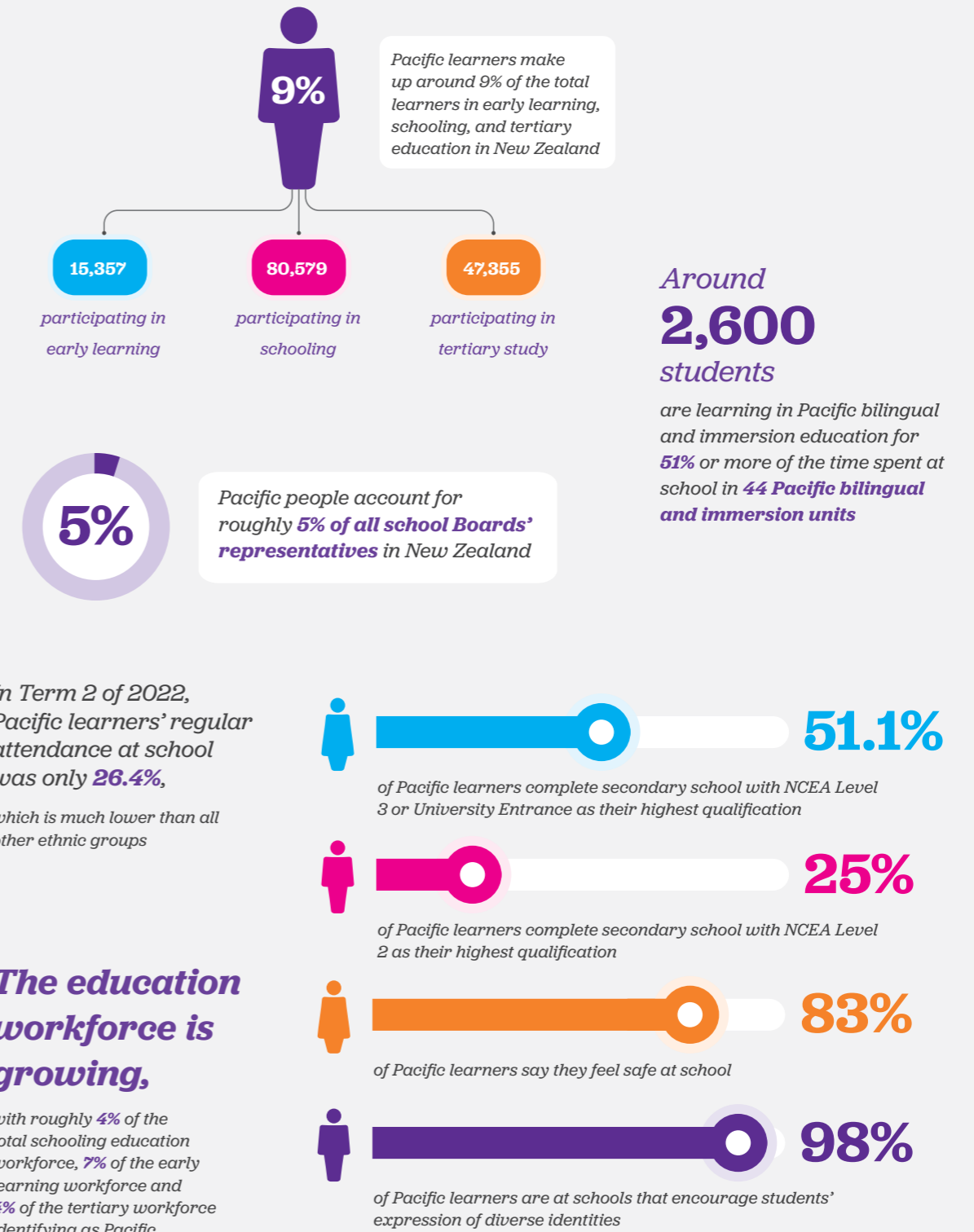
# Aotearoa Pacific learners



Pacific learners are one of the largest ethnic minority groups in New Zealand's education system. This group includes learners of diverse indigenous Pacific heritage from the Cook Islands, Niue, Tokelau, Sāmoa, Tonga, Kiribati, Tuvalu, Fiji, Rotuma, Solomon Islands, and many other countries and places in the Pacific region.

New Zealand also has long-standing historical ties with the Pacific, including the Realm countries of Niue, Tokelau and the Cook Islands, and other obligations to Pacific partners such as Sāmoa through the Treaty of Friendship. These are among recognised aspects of the identity of many of our Pacific learners, their families and communities.

Pacific cultures, languages and values are intrinsically woven into the identities of Pacific learners, families and communities and are important aspects to understand and apply in all education contexts to best enable the long-term wellbeing and success of Pacific people. Pacific learners and their families will continue to have a special place in the education system and in Aotearoa and the Pacific as tangata o le moana.



# COVID-19

[The Action Plan for Pacific Education 2020-2030](#) (the Action Plan) was introduced in July 2020 and coincided with the COVID-19 pandemic, which created significant disruption to the Action Plan's initial implementation. In response to the pandemic, the Action Plan was adapted to address the impacts of Covid-19, by including a targeted Covid-19 response focus.

COVID-19 has been particularly hard on Pacific communities, who effectively mobilised community support in responding to the impacts of the pandemic. The resilience of Pacific peoples to meet these challenges as they continue to support education for their learners is highlighted in this report.

Targeted Government investment to support Pacific communities with their education needs was announced through successive Budgets, including the translation and distribution of education materials, and the establishment of funding to support education needs through the Pacific Education Innovation Fund and the Pacific Education Support Fund.

An example of the Ministry's response to support Pacific community and learner needs during the pandemic is the Talanoa Ako programme, which delivered radio and online opportunities for families to access the Talanoa Ako programme from home across the Pacific media network's Pacific languages programming. This was supported through the development and delivery of the Talanoa Ako app. Case studies show that these innovative approaches significantly increased Pacific engagement with the advice and guidance needed to support their children's education during the COVID-19 lockdowns.

While Pacific resilience and rallying efforts to support one another during COVID-19 demonstrated the innovative spirit and values of Pacific communities, many inequities that already existed for Pacific learners and their families were exacerbated, for example, food insecurity and digital exclusion. These issues are discussed further in this report.

Key research has also noted the impact of COVID-19 on Pacific learners, including ERO's 2022 report '[Learning in a COVID-19 World: Impact on Pacific Learners](#)'. ERO found that positive practices are having a good impact for some Pacific learners in some schools, e.g., flexible timetables for completing schoolwork, and building stronger home-school connections to support student achievement. However, for many Pacific learners, stronger and more deliberate response strategies will continue to be required to prevent long-term impacts and disadvantage from COVID-19 disruptions

## COVID-19

In early 2020, the impacts of the COVID-19 pandemic were felt in New Zealand, with the country entering a nationwide lockdown. The subsequent ramifications for education, employment and health are significant, but Pacific communities banded together to find innovative ways to ensure that education and material needs were met and continue to be met. The vision, principles and outcomes sought in the Action Plan remain relevant in this unprecedented situation. The Action Plan prioritises responding to the unmet needs of Pacific communities and building on their innovation. This is particularly important in this context.

# The Action Plan for Pacific Education 2020-2030 – background

## Development and launch of the Action Plan

During the 2018 and 2019 Kōrero Mātauranga | Education Conversation, the Ministry held 47 fono with Pacific communities and the education sector to co-design an Action Plan for Pacific Education. The co-design process identified specific actions needed for Pacific learners to be successful, with outcomes and indicators of success for our diverse Pacific communities.

The [Action Plan for Pacific Education 2020-2030](#)<sup>1</sup> (The Action Plan) was subsequently launched in 2020 and outlines the Government's commitment to transform outcomes for Pacific learners and families, including by:

- » looking at Pacific success differently
- » being strongly driven by community input
- » recognising the ongoing effects of Covid-19 on Pacific learners and families
- » working collectively with sector agencies and communities
- » keeping communities and schools informed about the work supporting the Action Plan, and
- » regularly reporting and using the findings to inform new actions.

## Action Plan summary – vision, key shifts, principles and actions

The Action Plan sets out a **vision, five key system shifts, underlying principles, and prioritised actions** across the whole education system. The key shifts are aligned to and supported by five key objectives for education as outlined in *Shaping a Stronger Education System with New Zealanders*,<sup>2</sup> i.e., barrier-free access, world class inclusive public education, quality teaching and leadership, learners at the centre, and future of learning and work.

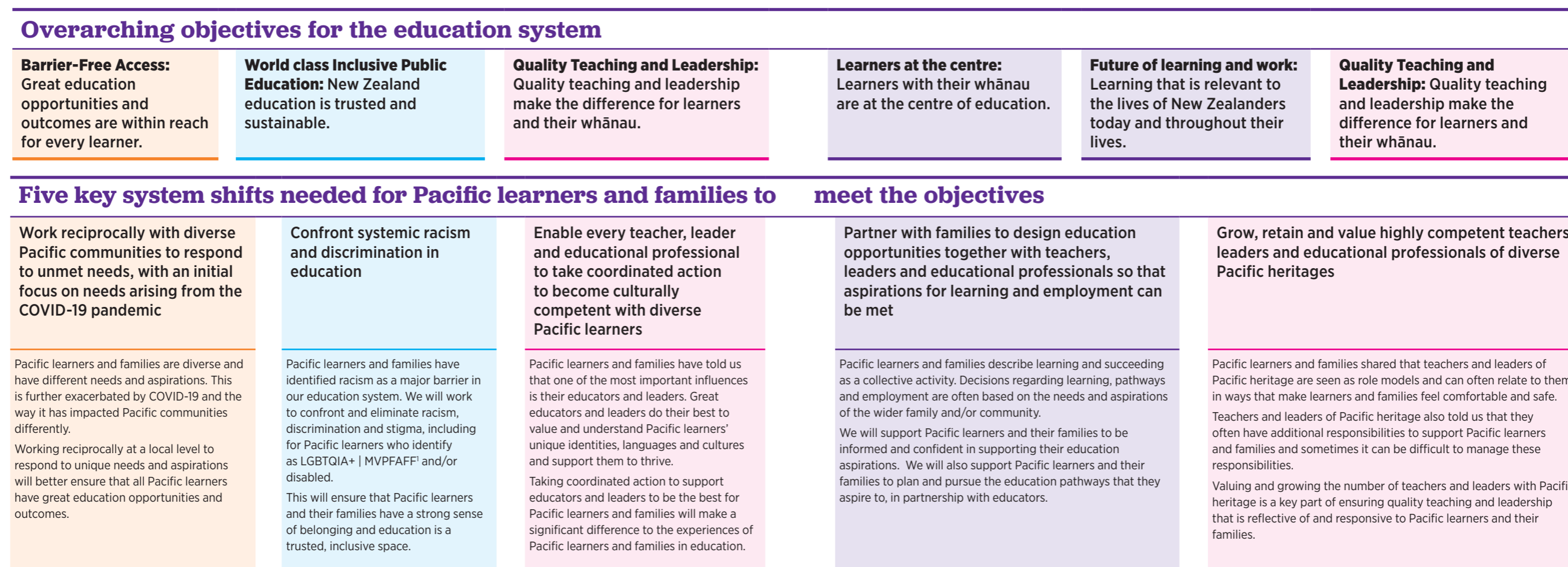
Figure 1: Action Plan Vision



<sup>1</sup> Action Plan for Pacific Education 2020-2030 (moe.govt.nz)

<sup>2</sup> Shaping a Stronger Education System with New Zealanders – Conversation space

Figure 2: Action Plan Key Shifts



The Action Plan's five key shifts provide a framework for how early learning services, schools and tertiary providers can achieve change for Pacific learners and their families by outlining what needs to shift in the education system to support the outcomes that Pacific communities identified as important for their education. The Action Plan is also underpinned by four principles that describe the values that Pacific communities want to experience in the education system.

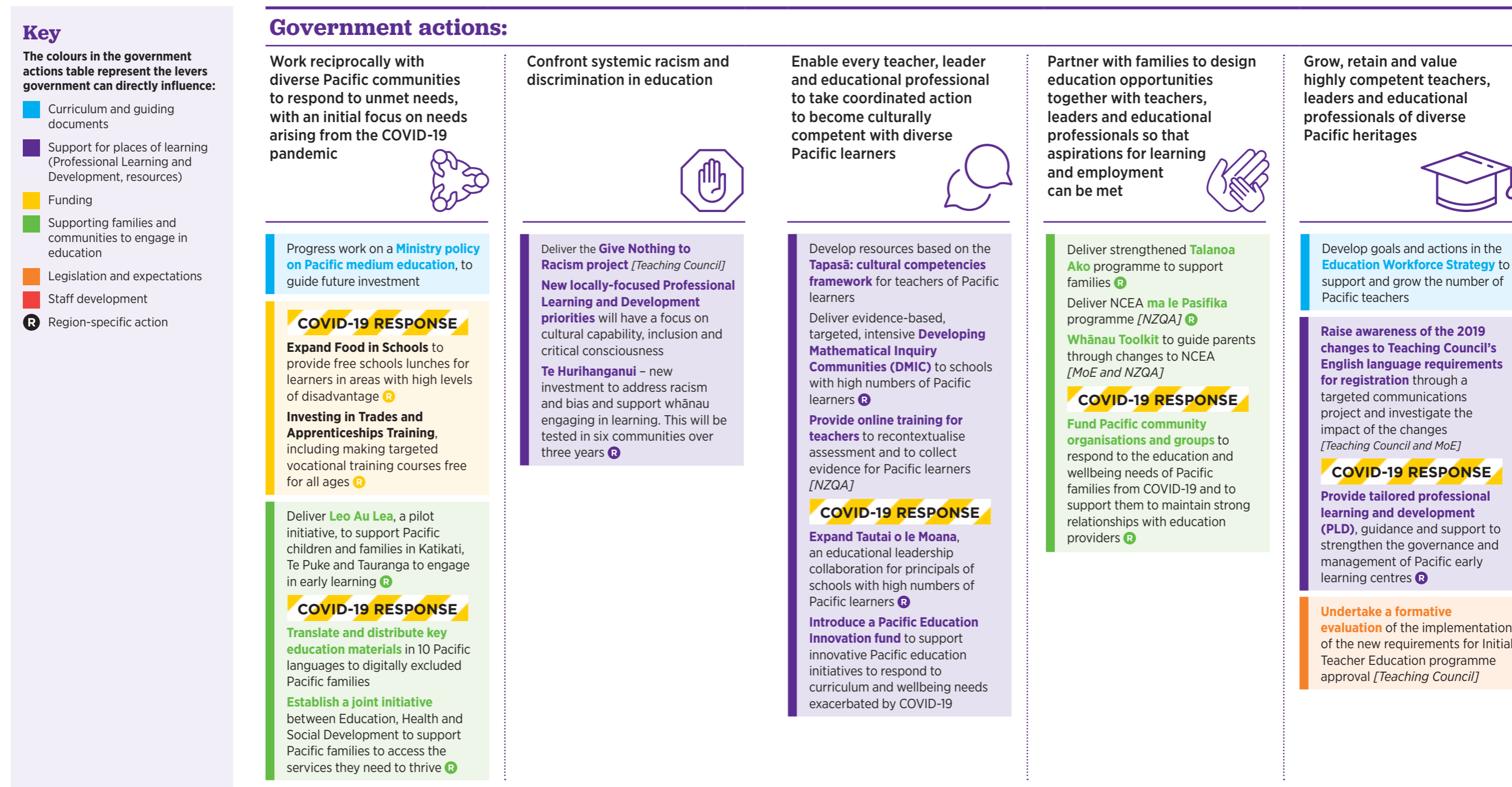
Figure 3: Action Plan Principles



The Action Plan outlines what the Government is doing to support the key shifts.

There were 22 priority actions committed to in the 2020 Action Plan, including actions focused on responding to changing circumstances during the COVID-19 pandemic.

Figure 4: 22 government priority actions outlined in the launched 2020-2030 Action Plan



# What is Progress Report 1?

Our first Progress Report on the Action Plan for Pacific Education 2020-2030 (the Action Plan) is set out in two Parts:

- » **Part One:** outlines what we have done to progress government actions in the Action Plan, and
- » **Part Two:** outlines our Measurement Framework, including baseline data and supplementary qualitative findings.

Together, Parts One and Two provide insights into what is happening in the education system and for Pacific learners, including the impact being made to bring the key shifts of the Action Plan to life.

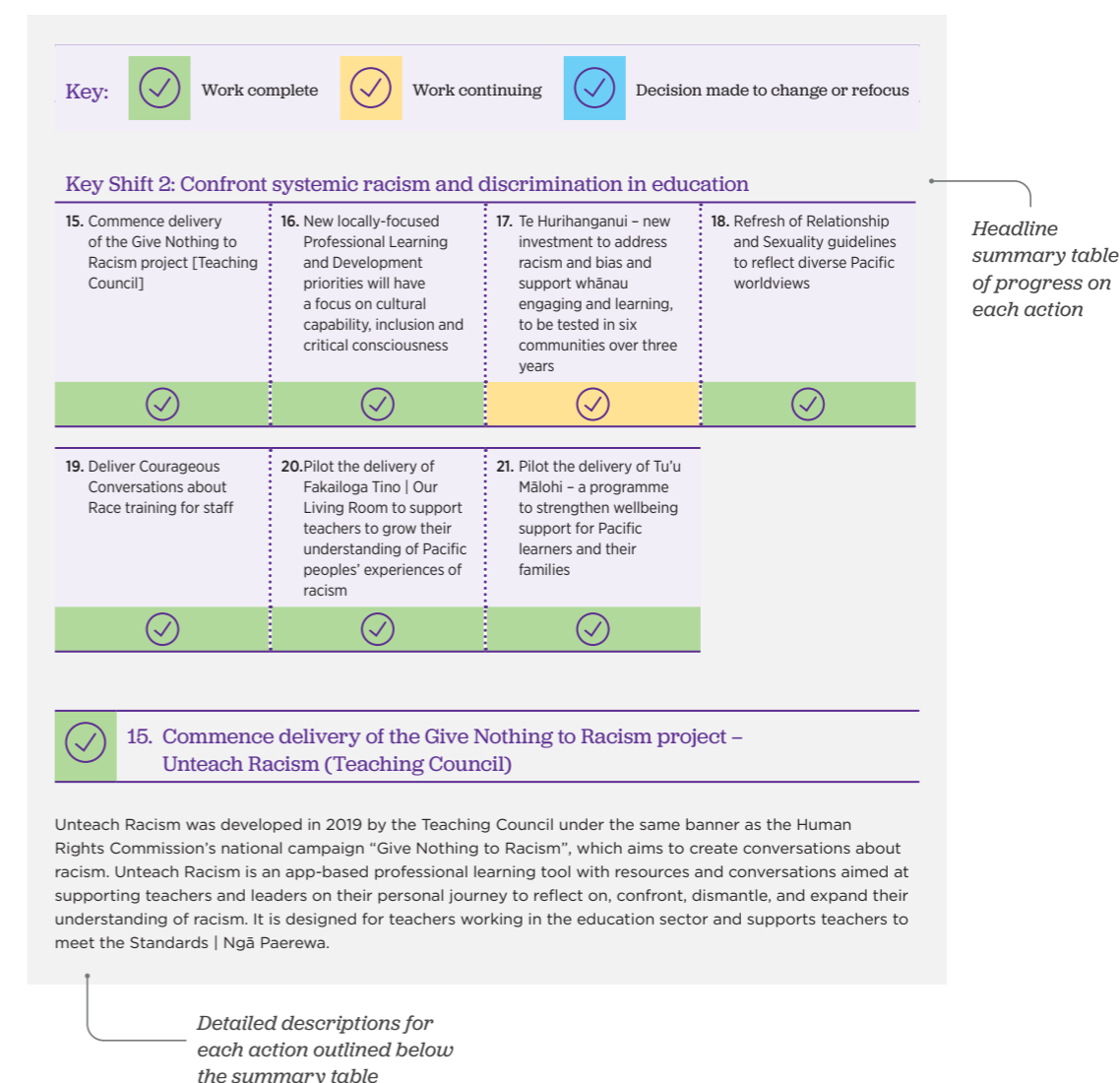
We are pleased to present our review findings in this first Progress Report, noting it will take time to see at-scale impacts of the Action Plan on key outcomes of importance to Pacific communities, such as NCEA achievement and the number of qualified Pacific teachers. We further acknowledge limitations that exist in this initial Progress Report, including the degree to which all Pacific learners are identified in the data collected. Despite this, we expect to regularly reflect and understand the progress made by and for Pacific learners, while acknowledging that as we gather more data over time, our findings in future Progress Reports will likely better capture how the Action Plan is working.

# How to read the Progress Report

**Part One (pages 19-47)** outlines what we have done to progress **government actions** in the first two years of the Action Plan. It is set out in **five sections** that reflect the Action Plan's **five Key Shifts**. Each section commences with a headline summary of what progress has been made on each of the government actions, then provides further detail to help you understand more about those actions, their status, and how they contribute to the Key Shift.

A summary table of all the Key Shift actions is found on **pages 20-23**. Part One does not include baseline data for the Measurement Framework but where possible, does include insights and impact data on how the government actions have been implemented.

Figure 5: How to read the report – Part One



Part Two (pages 48-105) outlines baseline data and measures for 14 indicators that together form a **Measurement Framework** (see Annex 1, pages 108-117), designed to help us understand how the Action Plan is contributing to Pacific education outcomes. There are five sections in Part Two (based on the Action Plan's five Key Shifts that we aim to measure), with **subsections for each indicator of the Measurement Framework**. Subsections commence with a headline summary of the indicator and its relevant measures and baseline data. Below the headline summary you can find graphics and explanatory information to help make sense of what the data measures tell us about what is happening in Pacific education.

Figure 6: How to read the report – Part Two



Part Two also includes supplementary qualitative data (e.g., evaluations) which provides further information about the education system, Pacific learners, and their experiences. This is particularly useful to, for example, help understand areas that do not currently have measures or indicators reflected in the Measurement Framework.<sup>3</sup>

<sup>3</sup> Some outcome areas of the Action Plan are not currently captured in datasets and so we have not been able to develop relevant indicators to include in the Measurement Framework. We aim to explore how to address this limitation for future Progress Reports.

## How we will use the Progress Report

Our findings provide a baseline for future monitoring and reporting, which can inform updates to the Action Plan as required, including the 2023 refresh. Our findings can also inform further work needed to support the education sector to deliver the Action Plan. This tells us:

- » what information is available about the experiences of Pacific learners and families
- » what is working well and what requires further investment
- » areas of education that need added innovation and
- » new areas for potential investment, policy, and operational work.

## How you can use the Progress Report

You can use the Progress Report to:

- » learn about and understand the outcomes and experiences of Pacific learners and families
- » reflect on your own experiences of the education system
- » dig deeper into the outcomes and experiences you are seeing in your communities and places of learning, and
- » inform your planning for Pacific success, alongside the [reflection and planning tools](#) in the Action Plan and the [Talanoa Ako: Make it HAPPEN - Have an Action Plan for Pacific Education Now Resource](#).

You can also make a request for specific data and information to support your work and planning from the education counts team at [requests.edk@education.govt.nz](mailto:requests.edk@education.govt.nz).

## We welcome your feedback

We are interested in what you have to say, your thoughts, questions, and insights. Your feedback will help us to build effective processes for our ongoing engagement and communication, so that future Progress Reports are meaningful and helpful.

Tell us what you think:

- » What would you like to hear more about?
- » What else do you need to know about Pacific education in your communities and places of learning?
- » You can give feedback by getting in touch with us by email at: [pacific.educationconversation@education.govt.nz](mailto:pacific.educationconversation@education.govt.nz)

## What's next?

We want to be consistently learning from the work of the Action Plan, reflecting on our delivery and practice, and making necessary changes in a timely way. That is why we anticipate implementing a regular cycle of progress reporting on the Action Plan, to monitor and review our progress.

Progress reporting will also inform a regular refresh of the Action Plan, including the 2023 refresh. To better see the diversity of experiences of the different Pacific learners and families, our intended future focus for both updated reports and Action Plans is to, where possible:

- » capture more specific and equitable data
- » provide a more meaningful analysis of findings, and
- » develop progress reports by region and by specific Pacific communities.

## Part One: progress on the Action Plan's actions

The Action Plan actions cover a range of methods to achieve change, including professional learning and development (PLD) for educators, resources for Pacific language learning, support to help families engage with schools, and PLD for teachers and leaders that directly addresses racism and cultural capability.

Since the Action Plan's launch in 2020, the Government has continued to focus on and invest in Pacific education through successive Budgets, policy, and operational implementation. As a result, there are 42 actions reported on in total in this Progress Report. These actions are expected to contribute to progress on the outcomes that Pacific learners and families told us they want to see in education. We will continue to monitor any changes in the government actions over time so that we can report on those in the next Progress Report.

Part One has 5 sections, which outlines the 42 actions that contribute to the 5 key shifts of the Action Plan and progress on each of the actions. The following table is a summary of progress on the 42 actions. Further detail on each action is set out in the following sections.



## Summary Table of Progress on the Key Shift Actions

Figure 7: Summary of progress on the key shift actions

**Key:** Work complete Work continuing Decision made to change or refocus

Key Shift 1: Working reciprocally to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic			
1. Progress work on a Ministry policy on Pacific medium education to guide future investment  	2. Expand Ka Ora Ka Ako   Food in Schools to provide free school lunches for learners in areas with high levels of need  <b>COVID-19 RESPONSE</b> 	3. Introduce Ikura   Manaakitia te whare tangata – period products in schools programme  <b>COVID-19 RESPONSE</b> 	4. Provide devices and internet connection to learners impacted by COVID-19  <b>COVID-19 RESPONSE</b> 
5. Translate and distribute key education materials in 10 Pacific languages to digitally excluded Pacific families  <b>COVID-19 RESPONSE</b> 	6. Investing in Trades and Apprenticeships Training including making targeted vocational training courses free for all ages  <b>COVID-19 RESPONSE</b> 	7. Support bilingual learning with funded bilingual resources and operational funding  	8. Produce case studies of effective practice in Pacific bilingual education [ERO]  
9. Produce a Pacific bilingual quality framework to guide teaching practice and reviews of bilingual units [ERO]  	10. Address financial barriers with the removal of NCEA fees and changes to school donations  	11. Deliver Leo Au Lea, a pilot initiative, to support Pacific children and families to engage in early learning  	12. Deliver pilot projects to support learners and families with Pacific Realm country heritage  
13. Establish a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive  	14. Tuli Takes Flight scholarships  		

## Key Shift 2: Confront systemic racism and discrimination in education

15. Commence delivery of the Give Nothing to Racism project [Teaching Council]  	16. New locally-focused Professional Learning and Development priorities will have a focus on cultural capability, inclusion and critical consciousness  	17. Te Hurihanganui – new investment to address racism and bias and support whānau engaging and learning, to be tested in six communities over three years  	18. Refresh of Relationship and Sexuality guidelines to reflect diverse Pacific worldviews  
19. Deliver Courageous Conversations about Race training for staff  	20. Pilot the delivery of Fakailoga Tino   Our Living Room to support teachers to grow their understanding of Pacific peoples' experiences of racism  	21. Pilot the delivery of Tu'u Mālohi – a programme to strengthen wellbeing support for Pacific learners and their families  	





**Key:** Work complete Work continuing Decision made to change or refocus

**Key Shift 3: Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners**

22. Develop resources based on the Tapasā cultural competencies framework for teachers of Pacific learners	23. Deliver evidence-based, targeted, intensive Developing Mathematical Inquiry Communities (DMIC) to schools with high numbers of Pacific learners	24. Provide online training for teachers to recontextualise assessment and to collect evidence for Pacific learners [NZQA]	25. Expand Tautai o le Moana an educational leadership collaboration for principals of schools with high numbers of Pacific learners <b>COVID-19 RESPONSE</b>
26. Introduce a Pacific Education Innovation Fund to support innovative Pacific education initiatives to respond to curriculum and wellbeing needs exacerbated by COVID-19 <b>COVID-19 RESPONSE</b>	27. Update the National Curriculum to include Aotearoa New Zealand's histories	28. Review Achievement Standards for NCEA to produce guidance to teachers to help them contextualise learning and assessment for Pacific learners	29. Expand the Pasifika Early Literacy Project (PELP) to further support early development of Pacific teachers
30. Establishment of Te Pūkenga   The New Zealand Institute of Skills and Technology to create a more culturally responsive institute that will support Pacific success in vocational and trades training			

**Key Shift 4: Partner with families to design education opportunities together so that aspirations for learning and employment can be met**

31. Develop strengthened Talanoa Ako programme to support families, including new guided resources and digital app <b>COVID-19 RESPONSE</b>	32. Deliver NCEA Ma le Pasifika programme [NZQA]	33. Whānau Toolkit to guide parents through changes to NCEA [MOE and NZQA]	34. Fund Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families from COVID-19 and to support them to maintain strong relationships with education providers <b>COVID-19 RESPONSE</b>
35. Establish a Pacific Peoples' NCEA Panel for inclusion of Pacific voices in the development of the NCEA Programme	36. Provide Tatou Fa'amalosi funding to support community activities and events for bilingual learners		

**Key Shift 5: Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages**

37. Provide tailored professional learning and development (PLD), guidance and support to strengthen governance and management of Pacific early learning centres <b>COVID-19 RESPONSE</b>	38. Raise awareness of the 2019 changes to Teaching Council's English language requirements for registration through targeted communications and investigate the impact of changes [Teaching Council and MOE]	39. Develop goals and actions in the Education Workforce Strategy to support and grow the number of Pacific teachers	40. Undertake a formative evaluation of the implementation of the new requirements for Initial Teacher Education (ITE) programme approval [Teaching Council]
41. Provide Kupe and TeachNZ Scholarship programmes to support Māori and Pacific high achievers to train to be teachers	42. Provide Reo Moana targeted professional learning and development (PLD) for teachers and leaders in Pacific bilingual settings		

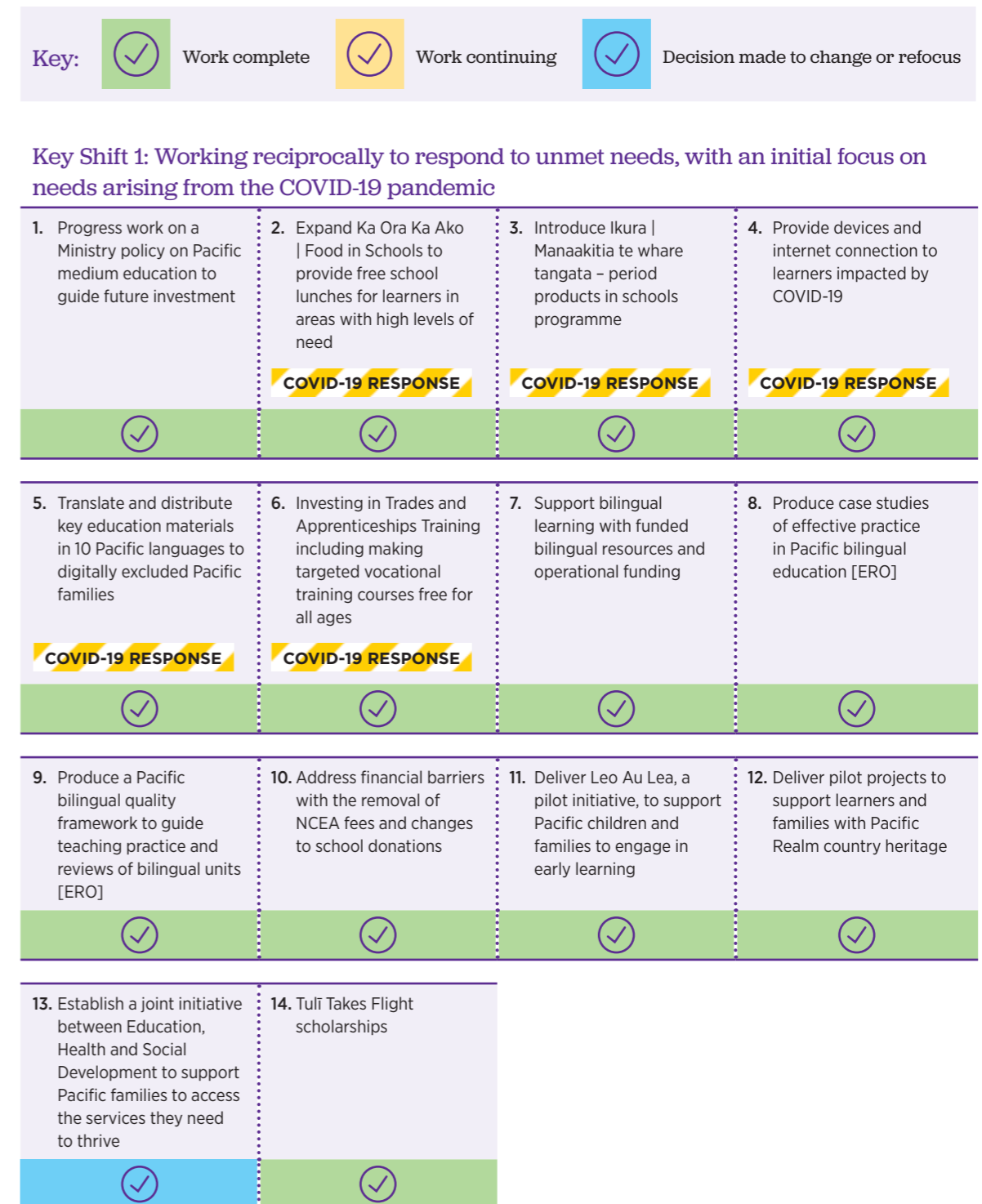
### Key Shift 1 actions

Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic

The COVID-19 pandemic was identified early as having the potential to exacerbate pre-existing needs for Pacific families and communities. The education response to COVID-19 would support continued engagement and participation in learning, and we committed to work with families and communities to respond to both priority needs arising from the pandemic and associated lockdowns, as well as the unique needs and aspirations of Pacific communities to have great education opportunities and outcomes.



Figure 8: Progress on key shift 1 actions



### 1. Progress work on a Ministry policy on Pacific medium education to guide future investment

As part of the 2020 Action Plan for Pacific Education, the Ministry of Education committed to develop a policy on Pacific bilingual and immersion education. This is now complete and is included in the [2023 refreshed version of the Action Plan as a new section on Pacific Languages in Education](#).

This policy will serve as the strategic direction for Pacific languages in education and has the standing required to protect the taonga that are Pacific languages in Aotearoa. It will also contribute to direction setting for Pacific bilingual and immersion education in the early learning, schooling and tertiary education systems and embed a high-quality delivery model to achieve this direction.

The Ministry worked to develop this policy from 2020 to 2023. This included working with Pacific communities and the education sector to develop the policy, through targeted engagement in 2022. Key findings from the engagement are available on our website [here](#).

### 2. Expand Ka Ora, Ka Ako | Food in Schools to provide free schools lunches for learners in areas with high levels of need

#### COVID-19 RESPONSE

Ka Ora, Ka Ako | Food in Schools – Healthy School Lunches was announced in 2019 as a two-year initiative. The programme aims to reduce food insecurity by providing access to a daily nutritious lunch for every learner in participating schools and kura.

In 2020 and 2021, the Government expanded the programme's reach, so that by the end of 2022 it would reach 25 percent of students in schools and kura (approximately 220,000 students). Ka Ora, Ka Ako has also been extended for a third year in 2023. At the beginning of 2023, there were 44,739 Pacific learners receiving a school lunch, comprising 20% of all students in the programme.

Wherever possible, the supply of lunches continued throughout the Covid-19 response. Each individual school, kura and supplier decided, in consultation with their community, what worked best for them to continue meeting this need.

### 3. Introduce Ikura | Manaakitia te whare tangata – period products in schools

#### COVID-19 RESPONSE

Since 2021, Ikura | Manaakitia te whare tangata provides period products to learners in participating schools. The initiative has reached around 25,700 Pacific students in need of the products in participating schools (around 97 percent of estimated Pacific learners in need of the products in participating schools) and has been positively received, with students saying they feel valued. You can learn more about the programme here: [Access to Ikura | Manaakitia te whare tangata](#)

### 4. Provide devices and internet connection to learners impacted by COVID-19

#### COVID-19 RESPONSE

Between 2020 and 2022, we provided support with digital devices and internet connectivity to a significant number of learners and families. We supported around 80,000 learners in 40,000 households with internet connectivity, with 13% of the households identifying as Pacific.<sup>4</sup> We also provided 49,000 devices. We were able to identify the ethnicity of 43,000 recipients and of those, 32% or roughly 14,000 identified as Pacific. Key communications were provided in multiple Pacific languages.

We evaluated the roll-out of devices and internet connectivity and found that learners who accessed devices and connectivity experienced:

- » good support and engagement
- » sustained achievement and progress, and
- » were no more negatively affected by COVID-19 than their peers who already had internet access.<sup>5</sup>

We know that more needs to be done to make sure all Pacific learners and families can access devices and internet, so that they are not digitally excluded in education.

### 5. Translate and distribute key education materials to digitally excluded Pacific families

#### COVID-19 RESPONSE

Budget 20 provided \$1.5million over 2 years to translate and distribute key education materials in 10 Pacific languages to digitally excluded Pacific families to support Pacific learners and their families with access to educational resources and learning supports in Pacific languages. Invitations to submit key information that requires translation were sent to over 120 bilingual and/or immersion early learning centres, schools, and other education partners during 2022. A total of 33 documents were selected for translation. Examples of translated materials include:

- » Regional Learning Support Auckland's Autism Puzzle translated into 7 Pacific Languages, with resources used in workshops to build Pacific parent knowledge/skills around supporting their children with Autism.
- » Early Learning local curriculum design guide – The translation into 8 Pacific languages of a Te Whāriki local curriculum design guide for Pacific Kaiako and Pacific language early learning services to support the implementation of curriculum.

<sup>4</sup> Ethnicity is total response, meaning learners are counted once for each ethnicity they report and only once for Total. Learners may identify with up to three ethnicities and there may be overlap between the ethnic breakdown counts. 32% of learners had a Pacific ethnicity recorded as one of their ethnicities.

<sup>5</sup> <https://www.educationcounts.govt.nz/publications/schooling2/digital-technology/evaluation-of-provision-of-connectivity-and-devices-a-covid-19-response>

6. Investing in Trades and Apprenticeships Training to support unmet needs

COVID-19 RESPONSE

The Targeted Training and Apprenticeship Fund (TTAF)

TTAF made all apprenticeships and Level 3-7 (non-degree) programmes in targeted areas of vocational education and training fees-free from July 2020 to December 2022 as an immediate response to the impact of COVID-19. Those eligible could upskill or retrain within the workplace or at providers and TTAF sought to support learners regardless of whether previous study has been undertaken. The first year Fees Free policy applies in addition to TTAF.

Between January and December 2021, 9% of TTAF apprentices and industry-based trainees identified as Pacific, and 10% of TTAF provider-based learners identified as Pacific. The TTAF helps learners of all ages with fees-free support. Compared to 2020, in 2021 there was an increase of 10% (14,000 additional learners), which was the highest total industry training participation since 2010. This increased demand has continued through to the end of the programme in December 2022.

The Apprenticeship Boost Initiative

Apprenticeship Boost provides support for employers to retain and take on eligible apprentices being trained in the Vocational Education and Training system. There were over 56,000 apprentices funded at the end of February 2022, compared to 37,000 at the same time in 2020, an increase of 55% in two years.

As of 31 March 2023, over 57,000 apprentices have been supported by the Apprenticeship Boost, with 8% of those apprentices identified as Pacific.

7. Support bilingual learning with funded bilingual resources and operational funding

Bilingual Resources Funding and Development

Budget 19 provided \$0.3m of time limited funding over two years to develop bilingual resources. To support the implementation of the Pasifika Early Literacy Project (PELP), a set of dual language storybooks were developed in the 5 Pacific languages - Gagana Sāmoa, Lea Faka-Tonga, Te Reo Māori Kūki 'Āirani, Vagahau Niue and Gagana Tokelau. To support kaiako, teachers and families with the use of the dual language storybooks, participating early learning services and schools also received both Teacher and Family Support Materials.

Poto Series have also been developed to support Pacific bilingual language learning for use in years 4-8, with further Poto Series currently in development. Pacific Kids Learning (no 4) was funded to digitise two of the Folauga Series, to support bilingual ākonga using Gagana Sāmoa with digital resources. These will soon be available online.

Two fono with Pacific bilingual teachers and experts were held to determine the need and priority order for PELP resource development. A comprehensive report has also been produced to guide ongoing decisions about resource development. This has led to the establishment of the Aoao Advisory Group, comprising Pacific Bilingual practitioners and academics who are currently involved in the development of an Instructional Reading Series in Lea Faka-Tonga and Gagana Sāmoa.

Figure 9: PELP bilingual and other supports resources

Year	Resources	Impact	Pacific languages
2020	Set 1 of dual language storybooks - 5 titles in 5 Pacific languages	10 schools and 10 early learning services and their families	Gagana Sāmoa, Lea Faka-Tonga, Te Reo Māori Kūki 'Āirani, Vagahau Niue and Gagana Tokelau
2021	Set 1 and 2 dual language storybooks Kaiako Support Materials	A further 10 schools and 10 early learning services	
	Bilingual hardpacks to support learning in lockdowns, including Pacific language books for years 1-10	Available for participating bilingual units and secondary schools offering Pacific language learning	Gagana Sāmoa and Lea Faka-Tonga
	Poto Series - 6 titles in 2 Pacific languages, for use in Years 4-8	Available for bilingual units	

Operational Funding for Further Resources, Growing the Pacific Bilingual Workforce and to Support Meeting the English Language Requirements

Budget 21 also provided ongoing funding of \$12.413 million over four years for further curriculum resources for Pacific bilingual units in schools and additional operational funding. A further \$12.953 million over four years of ongoing funding was announced in Budget 22 to develop further bilingual resources, grow the Pacific bilingual workforce and to support Pacific bilingual language services to meet the English language requirements. Implementation of these projects is underway with the first additional operational grant payment made to schools in January 2022. You can find more information on the operational payments here: [Operational funding components - Education in New Zealand](#)

8. Produce case studies of effective practice in Pacific bilingual education (ERO)

The Education Review Office (ERO) Strategy Driving Success for Pacific Learners 2019-2022 includes strategic goals and actions aimed at supporting Pacific bilingual education and Pacific language learning. This includes producing a series of case studies illustrating the effectiveness of strategies and practices which promote and foster quality outcomes for Pacific learners.

The first phase of work to produce case studies of effective practice in Pacific bilingual education assessed the current provision of Pacific bilingual education in New Zealand. The second phase gathered evidence through a literature review and case studies to identify effective practices of Pacific bilingual education. These two phases have been completed and inform a third phase of work to develop an evaluation framework.

9. Produce a Pacific bilingual quality framework to guide teaching practice and reviews of bilingual units (ERO)

ERO's Strategy Driving Success for Pacific Learners 2019-2022 included an action to develop a quality education framework and dashboard to evaluate education in Pacific bilingual education units. ERO has recently completed development of a Pacific Bilingual Immersion Education Quality Framework - The 'Afa Framework, to articulate what is known about high quality practice in Pacific bilingual and immersion education programmes. The Framework is intended to guide and support leaders and teachers in designing and evaluating programmes in Pacific bilingual and immersion education contexts. It is also intended to be used by ERO evaluators in the evaluation of the quality of Pacific bilingual and immersion education provision in schools and early childhood education settings. The Framework has been developed in partnership with Pacific communities in Aotearoa and was launched in draft in July 2023 and is expected to be refined over the next year.

## 10. Address financial barriers with the removal of NCEA fees and changes to school donations

NCEA exam fees were removed in 2019 for all students, which means all students undertaking NCEA do not have to pay any fees. More information on this is found here: [Removal of fees and a stronger NCEA | Beehive.govt.nz](#)

The school donations scheme was established through Budget 2019 and came into effect in the 2020 school year. It is designed to alleviate pressure and expectation on families to make voluntary donations to their child's school or kura.

Under the school donations scheme, Decile 1-7 state and state integrated school Boards of Trustees can choose to receive a payment of \$150 per student, per year, instead of asking parents for donations. Once opted in, schools can only ask for donations from parents or caregivers for overnight camps.

The number of eligible schools that have chosen to opt into the school donations scheme each year has been high. For the 2022 school year, 94% of eligible schools and kura have opted into the scheme, benefiting the families of 80,579 Pacific children and young people attending these schools. More information about school donations is found here: [What families/whānau need to know about school/kura donations - Education in New Zealand](#)

## 11. Deliver the Leo au Lea pilot initiative to support Pacific engagement in early learning

Leo au Lea responds to the gap in culturally responsive education as a pilot initiative designed to support Pacific children and families to engage in early learning services. An intensive outreach with strong demand for its services, Leo au Lea supports the large increase in Pacific people moving to Te Puke, Katikati and Tauranga for seasonal work.

The Leo au Lea provider, AvaNiu Pasifika, worked with Pacific families that had not engaged or re-engaged in early learning education for their under-5-year-olds, encouraging recognition of the benefits of early learning. The provider also delivered Pacific identity, language, and culture training to the early learning services along with Strengthening Early Learning Opportunities (SELO) providers raising cultural awareness and responsiveness. 30 children and their families were supported over 14 months, with the first Leo au Lea initiative ending in December 2020. All enrolled children were successfully transitioned to school, with support provided to enable families to overcome language and cultural barriers that otherwise can impact confident participation.

The continued success of this program led to an Engaging Priority Families (EPF) contract being awarded to the provider to support in-home learning. EPF provided supports in clinic for fanau and their children during a period of non-engagement in education. This program was vital in re-engaging fanau during and after COVID-19 to continue participation in education.

## 12. Deliver pilot projects to support learners and families with Pacific Realm country heritage

Budget 19 allocated \$2.3m over four years to deliver projects in South Waikato, Wellington, and Auckland to support Pacific learners and families from the New Zealand realm countries. This was to support competencies in Pacific languages and English, which leads to successful transitions into schooling and includes aiding access to evidence-based initiatives and developing language resources in the Pacific realm country languages of Te Reo Māori Kūki 'Āirani, Gagana Tokelau and Vagahau Niue. The pilot project has now been combined with the Pasifika Early Literacy Project (PELP) giving priority to learners and families of Pacific Realm country heritage.

Between 2020 to 2022, almost all Auckland-based Pacific immersion early learning services of Te Reo Māori Kūki 'Āirani, Gagana Tokelau and Vagahau Niue have participated in PELP. Auckland schools with high populations of learners from realm countries have also been prioritised to participate. In 2023, PELP will be delivered in the Wellington region with a targeted invitation to early learning services and schools with high learner populations with realm country heritage.

## 13. Establish a joint initiative between Education, Health, and Social Development to support Pacific families to access the services they need to thrive

Work on a joint initiative between Education, Health and Social Development was overtaken by the COVID-19 pandemic and response. The three ministries were already working closely together to support Pacific families and communities as part of the COVID-19 response, so the funding was reprioritised to fund the Education response to the Dawn Raids, through the Tūlī Takes Flight Scholarships (see below).

## 14. Tūlī Takes Flight Scholarships



The Tūlī Takes Flight (Tūlī) Scholarships are part of the gesture of goodwill and reconciliation to Aotearoa Pacific families and communities for the Dawn Raids that occurred in New Zealand in the 1970s. The scholarships are intended to support Pacific people at all levels of post-school education to reach their potential by reducing some of the financial barriers to study or training. Up to 15 scholarships are available annually, valued at between \$10,000 and \$30,000 for 1 to 3 years and are open to New Zealand citizens and permanent residents with Pacific cultural heritage.

To mark the inaugural year, 35 scholarships were awarded for study in 2022. There were over 1,800 applications, clearly highlighting the demand for this type of support, particularly the Career Changer scholarships. The scholarships were awarded for a wide range of tertiary opportunities including nursing, electrician, biomedical science, medicine, dentistry, teaching (early learning, primary and secondary), construction and vet nursing.

Budget 2022 also provided \$2.048m over four years of ongoing funding to maintain and grow the Tūlī Takes Flight and Pacific Education Foundation Scholarships, which is intended to address education system inequities.

The Tūlī bird, also known as the Kūaka or the Godwit, flies 11,000 kilometres non-stop from Alaska to Aotearoa and back again. This is one of the greatest journeys of any living creature. The determination of the Tūlī is symbolic of the Pacific Aotearoa narratives, of resilient people with the aspirations and determination to succeed and the Tūlī scholarships acknowledge the importance of education for Aotearoa Pacific families.

More information about the Tūlī and other scholarship and funding opportunities for Pacific students can be found here: [Tūlī Takes Flight Scholarships - Education in New Zealand](#)

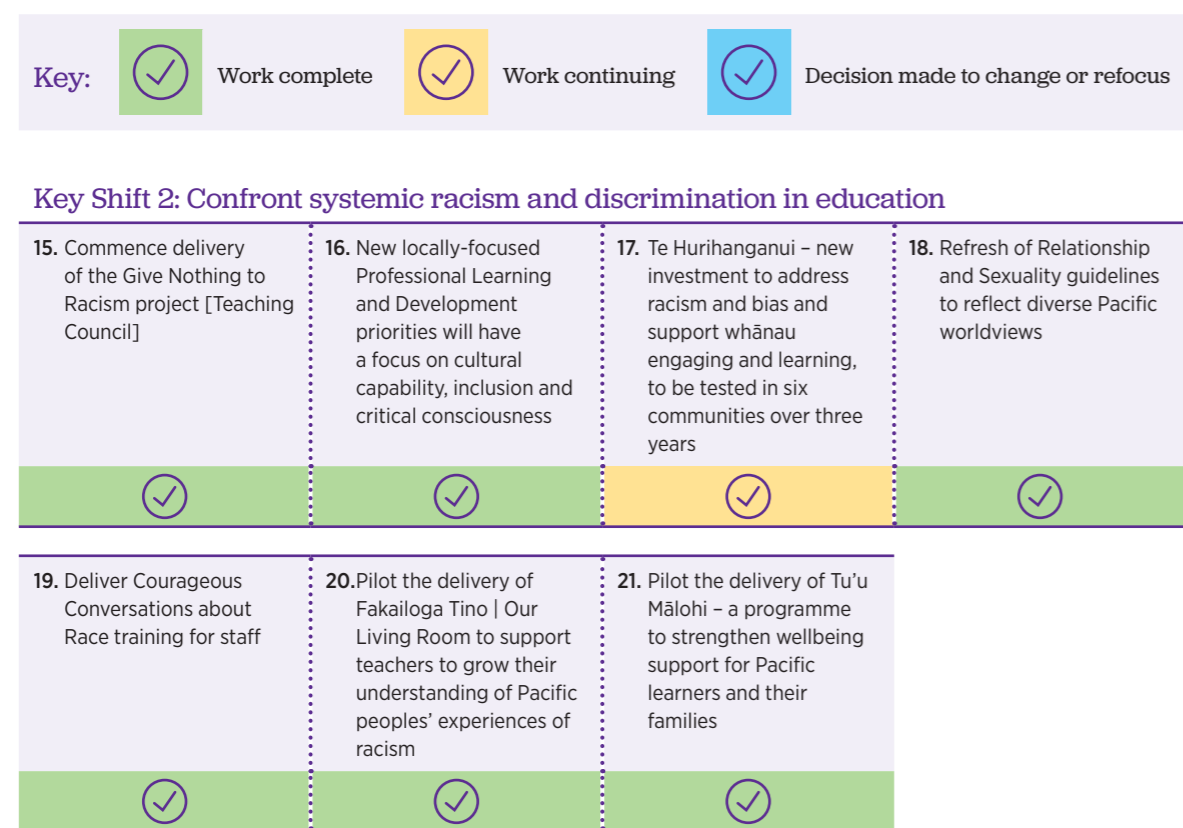
## Key Shift 2 actions

### Confront systemic racism and discrimination in education

Addressing racism and inequity within education is critical to improving outcomes for Pacific learners and their families. Our Pacific communities acknowledge that discussions surrounding racism can be tough but are necessary conversations to have to combat racism, discrimination, and bias.

Through the Action Plan we committed to confront and eliminate racism, discrimination, and stigma, which are recognised barriers in the education system. This will contribute to Pacific learners and their families having a strong sense of belonging, so that education is a trusted and inclusive space.

Figure 10: Progress on key shift 2 actions



#### 15. Commence delivery of the Give Nothing to Racism project – Unteach Racism (Teaching Council)

Unteach Racism was developed in 2019 by the Teaching Council under the same banner as the Human Rights Commission's national campaign "Give Nothing to Racism", which aims to create conversations about racism. Unteach Racism is an app-based professional learning tool with resources and conversations aimed at supporting teachers and leaders on their personal journey to reflect on, confront, dismantle, and expand their understanding of racism. It is designed for teachers working in the education sector and supports teachers to meet the Standards | Ngā Paerewa.

Currently teachers and leaders are opting in to use phase one of the tool – Identify. Work is underway to encourage more teachers and leaders to sign up, and to develop content for phase two – Confront. As at the end of May 2023, there were 13,803 unique users of the Unteach Racism app, with an average engagement time of 9 minutes 22 seconds.

#### 16. New locally focused Professional Learning and Development priorities that focus on Cultural capability, inclusion and critical consciousness

Since 2020, The Teaching Council of Aotearoa – which has professional responsibility to show that teachers are competent and fit to practice – has had a new focus on cultural capability for professional learning and development (PLD). PLD helps teachers and leaders to develop the knowledge, skills, and confidence to work with an increasingly diverse population and use technologies to support their teaching where possible. Enabling the availability of cultural capability PLD for teachers can contribute to ensuring that Pacific learners are better understood culturally and provided for by their teachers.

An annual investment of over \$72 million is spent on education PLD. The Ministry of Education's PLD Provider panel comprises 160+ providers of which, 101 are now endorsed to deliver the national priority of cultural capability.<sup>6</sup> Given the Action Plan's key shifts include the enablement of everyone in the education workforce to become culturally competent, more needs to be done so that a greater proportion of the PLD Provider panel can deliver cultural competence training.

#### 17. Te Hurihanganui – new investment to address racism and bias, and support whānau engagement and learning

Te Hurihanganui is a community-led approach to address racism and inequity across the education system. Te Hurihanganui is currently being tested in six communities, working with 20 mana whenua iwi or rūnaka and 41 education providers. The Ministry of Education is working with partners to implement the kaupapa and evaluate that implementation. The focus of testing is on what is required for effective system-wide implementation including guidance, PLD, and evaluative practices.

We expect that learnings from this kaupapa Māori initiative will be applied to future work to address racism and discrimination for Pacific learners and families, given similarities in the barriers and challenges faced.

#### 18. Refresh of Relationships and Sexuality Education guidelines to reflect diverse Pacific worldviews


The Relationships and Sexuality Education: A guide for teachers, leaders and boards of trustees<sup>7</sup> was released by the Ministry of Education in 2020, following advice from ERO and a call from the 2018 Kōrero Mātauranga that more support about these topics would be a benefit.

New resources available in 2022 have been developed to support wellbeing and the teaching and learning of relationships and sexuality education in schools and kura in ways that are effective, safe, and inclusive. These resources contain additional information on consent, the use of digital technologies, and healthy relationships. The resources are clear and easy to use and are aimed at strengthening the delivery of key areas of learning in health and physical education across the entire curriculum pathway, with a particular focus on mental health, relationships, and sexuality education.

Regional curriculum leads received professional support to help teachers and learners implement the available resources, including the relationships and sexuality education guidelines. Regional hui to support schools with delivering relationships and sexuality education will continue throughout 2023.

<sup>6</sup> Note, none of the PLD providers are classified further as Pacific or Māori PLD providers.

<sup>7</sup> Relationships and sexuality education: A guide for teachers, leaders and boards of trustees | Health & PE · TKI

 **19. Deliver Courageous Conversations about Race training for staff**

Over 3,000 Ministry of Education staff had completed the Courageous Conversations training workshops by June 2022. The Courageous Conversations Protocol was used to open conversations for staff across our education system, providing a framework and tools to engage, sustain and deepen dialogue about race, and to challenge and confront racism and discrimination.<sup>8</sup>

 **20. Pilot the delivery of Fakailoga Tino | Our Living Room to support teachers to grow their understanding of Pacific peoples' experiences of racism**

Fakailoga Tino | Our Living Room is a racism programme piloted by the Polynesian Panthers with 120 teachers in Auckland and is aimed at enabling educators to develop and deepen their knowledge of racism, as experienced by Pacific people. This was delivered in the 2022-2023 financial year to support teachers to unpack their beliefs and assumptions about Pacific learners and families by examining their own beliefs and knowledge of Pacific families and communities in Aotearoa. An evaluation is underway for the programme and is expected to be released in 2023.

 **21. Pilot the delivery of the Tu'u Mālohi | Stand Strong programme to strengthen wellbeing support for Pacific learners**

Tu'u Mālohi is a stand-alone programme developed and piloted to strengthen wellbeing support for Pacific learners in Years 9-13, their parents, families, communities, and schools. It is a Pacific community-led approach that provides opportunities through talanoa to unpack identity, values, and language. Tu'u Mālohi includes 11 sessions and is designed around four 'Pou' areas:

- » **Pou 1:** Identity – where we come from, Pacific in the diaspora
- » **Pou 2:** Racism – identifying awareness and strategies to combat and navigate racism
- » **Pou 3:** Pacific values as a source of resilience, and
- » **Pou 4:** Careers pathway and goal setting – aspiration setting.

In 2022, there were 10 areas selected to deliver the programme: Auckland (four), Palmerston North (one), Wellington (two), Blenheim (one) and Christchurch (two). Overall, Tu'u Mālohi has been instrumental in carving out a culturally safe and positive space to learn, to have courageous conversations, to dream big and have the ability for Pacific learners and their families to both remember and be affirmed in their Pacific identities.

<sup>8</sup> Resources are available at: [Voice of Racism](#) and [Engaging in courageous conversations / Leading staff / Culture / Home - Educational Leaders](#)

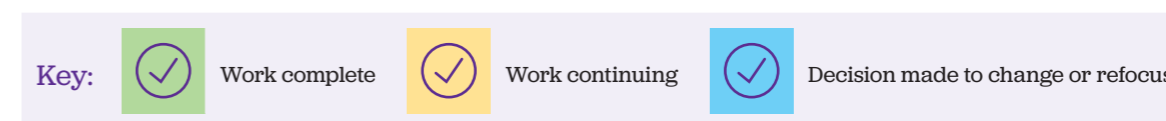
**Key Shift 3 actions**

**Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners**










Pacific learners and their families told us that their educators and leaders are their most important influence. To support Pacific aspirations and thriving Pacific learners and families, we need more quality teachers and educators that can value and understand Pacific people and their languages, cultures, and identities.

The Action Plan committed to coordinated action so that a significant difference is made in the experiences that Pacific learners and their families have with their educators and leaders and in their learning environments.

Figure 11: Progress on key shift 3 actions



**Key Shift 3: Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners**

<p>22. Develop resources based on the Tapasā cultural competencies framework for teachers of Pacific learners</p> <p style="text-align: center;"></p>	<p>23. Deliver evidence-based, targeted, intensive Developing Mathematical Inquiry Communities (DMIC) to schools with high numbers of Pacific learners</p> <p style="text-align: center;"></p>	<p>24. Provide online training for teachers to recontextualise assessment and to collect evidence for Pacific learners [NZQA]</p> <p style="text-align: center;"></p>	<p>25. Expand Tautai o le Moana an educational leadership collaboration for principals of schools with high numbers of Pacific learners</p> <p style="text-align: center;"></p> <p style="text-align: right;"><b>COVID-19 RESPONSE</b></p>
<p>26. Introduce a Pacific Education Innovation Fund to support innovative Pacific education initiatives to respond to curriculum and wellbeing needs exacerbated by COVID-19</p> <p style="text-align: center;"></p> <p style="text-align: right;"><b>COVID-19 RESPONSE</b></p>	<p>27. Update the National Curriculum to include Aotearoa New Zealand's histories</p> <p style="text-align: center;"></p>	<p>28. Review Achievement Standards for NCEA to produce guidance for teachers to help them contextualise learning and assessment for Pacific learners</p> <p style="text-align: center;"></p>	<p>29. Expand the Pasifika Early Literacy Project (PELP) to further support early development of Pacific learners</p> <p style="text-align: center;"></p>
<p>30. Establishment of Te Pūkenga   The New Zealand Institute of Skills and Technology to create a more culturally responsive institute that will support Pacific success in vocational and trades training</p> <p style="text-align: center;"></p>			

## 22. Develop resources based on the Tapasā: cultural competencies framework for teachers of Pacific learners

Tapasā: cultural competencies framework for teachers of Pacific learners is the Ministry of Education's Pacific cultural competencies framework that focuses on sustaining and strengthening teaching practices to improve wellbeing, learning, and progress for Pacific learners, and engagement with their families.<sup>9</sup> Published in 2018, Tapasā aims to contextualise quality teaching and learning within a Pacific learner setting by providing a Pacific lens to the Standards for the Teaching Profession (Ngā Paerewa) and the Code of Professional responsibility.<sup>10</sup> Up to March 2022, there were roughly 200 teachers and 28 centre or senior leaders that have participated in Tapasā PLD across 28 schools and early learning centres, working with a combined total of 1,628 Pacific learners.

Through Budget 19, \$1million of funding supported development of a set of online PLD resources to support teachers and leaders to engage with Tapasā independently. Budget 21 built on this further, announcing \$5 million over four years for ongoing provision of Tapasā PLD to support teachers and leaders in early learning and in schooling. Additional time limited funding of \$5 million over four years to embed the use and delivery of Tapasā PLD was also announced in Budget 22.

You can find the Tapasā resources at | [Tapasā \(tki.org.nz\)](https://tki.org.nz)

## 23. Deliver targeted Developing Mathematical Inquiry Communities (DMIC) to schools with high numbers of Pacific learners

Developing Mathematical Inquiry Communities (DMIC) uses traditional Pacific practices like tivaevae (Cook Island's quilt making) and lalanga (Tongan weaving) to provide cultural contexts for complex mathematics learning. Described as a culturally sustaining way of teaching and learning maths, teachers work with young learners to collaboratively problem solve mathematical challenges that stretch all learners, beginning with mathematical reasoning with small numbers.

DMIC co-leaders Professor Roberta Hunter and Associate Professor Jodie Hunter say that central to DMIC is the development of learner competencies including communication, critical thinking, creativity, collaboration, resilience, perseverance and personal accountability.

Budget 19 provided \$7.2 million to extend the delivery of DMIC PLD into 50 Auckland schools over 4 years, working with teachers and leaders, which includes ongoing PLD and teacher mentoring, parent and community involvement, and school holiday workshops for children. The first school holiday workshops over summer 2020 attracted over 200 Pacific learners. In 2022, 875 teachers across 50 schools in Auckland were participating in the DMIC intensive PLD.

Further information on DMIC is available at: [Developing Mathematical Inquiry Communities | Education Counts](#)

## 24. Provide online training for teachers to recontextualise assessment and to collect evidence for Pacific learners [NZQA]

The Best Practice Workshop for Pacific language teachers which was planned for the end of 2021 was cancelled due to the impacts of COVID-19. However, Best Practice Workshops (online and face-to-face), webinars or presentation slots can still be requested, subject to availability, to provide targeted support to local, regional or national audiences. NZQA also offers online workshops generic for all languages, through their Learning Management System, with the Best Practice Workshops continuing to be viewed by the sector as significantly contributing to improved assessor practice. Workshops are also available for moderators of NCEA Pacific languages.

<sup>9</sup> <https://pasifika.tki.org.nz/Tapasā>

<sup>10</sup> For information on the Standards for the Teaching Profession and the Code of Professional Responsibility, see <https://educationcouncil.org.nz/content/our-code-our-standards>

## 25. Expand Tautai o le Moana an educational leadership collaboration for principals of schools with high numbers of Pacific learners

### COVID-19 RESPONSE

Tautai o le Moana - Wayfinders of the Ocean is an educational leadership collaboration which seeks to strengthen the capabilities of school principals to improve outcomes and support the wellbeing of Pacific learners. First trialled across two clusters in Tāmaki Makaurau and Te Whanganui-a-Tara, Budget 20 provided time-limited funding of \$2.9 million over four years to expand the delivery of the programme which allowed for additional clusters in existing regions and expansion to the South Island in 2022.

Tautai o le Moana was designed by Pacific principals for principals of Pacific learners and is about growing leaders in the system and equipping them with the cultural capability, knowledge, skills, and expertise needed to exercise effective educational leadership that allows for Pacific learner success. It is delivered over at least 12 months, involving Tautai cluster meetings and facilitated individual support, with support scaled back over time as the programme becomes embedded within the Tautai cluster. The programme is grounded in Pacific values and worldviews, with a focus on the hearts and minds of participants throughout their journey.

The model focuses on five key aspects:

- i. Language
- ii. culture and identity
- iii. surfacing and addressing bias
- iv. engagement with Pacific aiga and community, and
- v. a school action plan and the personal journey of the Tautai through the Pacific Wayfinding Educational Leadership framework.

More information about Leadership with a Pacific lens can be found at [Leadership with a Pasifika lens | PPTA](#)

## 26. Introduce a Pacific Education Innovation Fund to support innovative Pacific education initiatives to respond to curriculum and wellbeing needs exacerbated by COVID-19

### COVID-19 RESPONSE

The COVID-19 pandemic highlighted innovative practices already happening in Pacific communities, including ways that Pacific communities and their families provide support to stay engaged in education and remain safe and well. In recognition of this, the Pacific Education Innovation Fund (the Fund) was announced via the 2020/21 Budget with \$28.5 million allocated over 4 years. A total of 101 contracts were agreed during the first phase roll-out (2020/21), with a further 46 agreements made in the second round (2021/22).

The Fund is available for educators, places of learning, community groups, providers, researchers and academics from anywhere in Aotearoa to respond to local well-being and curriculum needs of Pacific learners and families arising from and/or made worse by COVID, from two funding streams:

- i. Innovative practices in bilingual and immersion education provision in early learning services and schools
- ii. Innovative practices to meet well-being and curriculum needs relating to Pacific education.

Both funding streams have achieved increased engagement and relationships with Pacific community organisations and providers. It extended our reach into these communities and provided access to 'real time' insights about the challenges, barriers and education needs of Pacific learners within their families.

For further information, an evaluation can be found here: [Evaluation of the Pacific Education Support and Innovation Funds: Final Interim Report | Education Counts](#)

### 27. Update the National Curriculum to include Aotearoa New Zealand's histories

Through the 2018 Education Conversation | Kōrero Mātauranga and wider public discussion, New Zealanders made it clear that there are ongoing gaps in teaching and knowledge of our histories. There was a strong call for Aotearoa New Zealand's histories to be taught to all learners at all schools, including Pacific histories such as migration stories and the Dawn Raids.

The curriculum changes set a national framework, so that all learners are aware of key aspects of Aotearoa New Zealand's histories and how these have influenced and shaped the nation. The framework is intended to guide learning about New Zealand's histories, which in turn is expected to help lift empathy and cross-cultural communication about our history and contribute to Aotearoa New Zealand reaching its potential.

During 2022 schools and kura were supported to access the resources they need to be ready to teach the new content in 2023.

### 28. Review Achievement Standards for NCEA to produce guidance for teachers to help them contextualise learning and assessment for Pacific learners

The Review of Achievement Standards for NCEA provides the opportunity to incorporate Pacific knowledges, contexts and worldviews more meaningfully into the design of NCEA teaching and learning materials with the focus of making NCEA more inclusive.

About 50 Subject Expert Groups (SEG) have been set up, including approximately 400 practising teachers, academics and representatives from tertiary and industry sectors, to help develop the new Achievement Standards and support teaching and assessment resources for each subject. Each SEG must have Pacific experts within the group and targeted Pacific focused resources are being developed. The NCEA Pacific Panel have continued to develop and provide advice on the development of materials.

Three new Pacific subjects have been introduced as NCEA Achievement standard subjects, including Pacific Studies at Level 2-3 which was previously only offered through Unit Standards that are not university approved. NCEA Level 2 in Pacific Studies is currently in development, to be followed by Level 3 once Level 2 has been piloted.

Budget 21 provided \$5.1 million over four years to develop two new Pacific language NCEA subjects, which were introduced in 2022 for Vagahau Niue and Gagana Tokelau, Level 1. The new Level 1 achievement standards have been developed and are being piloted by around 100 secondary schools and kura in the 2022 school year. NCEA Level 2 in Vagahau Niue and Gagana Tokelau is currently in development, to be followed by Level 3 once Level 2 has been piloted.

To support the sector to design and deliver NCEA level teaching and learning programmes that are inclusive of Pacific learners and contexts, a suite of resources have been developed to support the sector to build their Pacific capability via the [Pacific Values Framework – Delivering for Pacific Learners and Contexts](#)

### 29. Expand the Pasifika Early Literacy Project (PELP) to further support early development of Pacific learners

Budget 2019 provided \$2.3 million over four years to expand the Pasifika Early Literacy Project (PELP) to early learning services and more English medium primary schools. Now in its fourth year of delivery, PELP uses dual language printed and online resources in five Pacific languages to support the early language and literacy learning of Pacific children. PELP includes development of books, PLD workshops for leaders and teachers, fono for families, and visits to places of learning to support kaiako and teachers to use the books and support materials.

PELP provides support to early learning services, schools, kaiako, and families to grow Pacific children's oral language and literacy capabilities, with beneficial impacts in both Pacific languages/literacies and in English language/literacies. The programme promotes the development of reciprocal partnerships between home and school. The intentional teaching practices used in PELP promotes Kaiako creation of space for learners to use their home language in the classroom programme and enables bilingualism and biliteracy development. PLD is also provided to schools to use the Pasifika dual language books as catalysts for literacy development. Through PELP, teachers are guided to draw on Pacific learners' language and cultural resources to support their learning.

Each year of the project, 5 new books and supporting materials are developed and distributed to participating schools and early learning services. 10 primary schools and 10 early learning centres in the region of delivery are selected to participate in PELP each year. Criteria for selection includes high numbers of Pacific learners and early learning services with connections to primary schools. Priority is given to learners from the New Zealand realm countries of the Cook Islands, Niue and Tokelau.

### 30. Establishment of Te Pūkenga | The New Zealand Institute of Skills and Technology to create a more culturally responsive institute that will support Pacific success in vocational and trades training

The establishment of Te Pūkenga brings together the existing 16 institutes of technology and polytechnics and some industry training organisations into one organisation, to provide a national network of regionally accessible vocational education. Te Pūkenga operates under a charter that includes direction to develop meaningful partnerships with Pacific employers and communities and meet the needs of Pacific learners.

Te Pūkenga has implemented key projects to support Pacific and other learner success including both the [Te Rito Project](#)<sup>11</sup> and the 'Ākonga at the centre' research programme, launched in 2020. Both projects will capture insights from learners, trainees and apprentices to inform the operating model of the new vocational education and training system, and enhance opportunities for success for Māori, Pacific and disabled learners. Insights captured through the 75 engagements held to date included:

- » the importance of learning environments that enhance the holistic wellbeing of all Pacific learners, promote wellbeing, and represent the identities, languages and cultures of the diverse learner group
- » the commitment of Pacific students to using their tertiary study for their families, and
- » Pacific learners benefitting from access to mentoring and support from both peers and staff, including successful Pacific role-models.

<sup>11</sup> [Te-Rito-Insights-from-Pacific-learners-Part-Two1.pdf \(xn--tepkenga-szb.ac.nz\)](#)

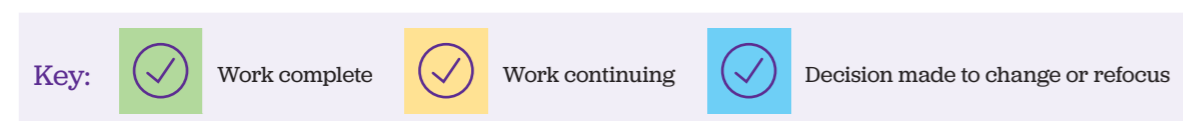
### Key Shift 4 actions

Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met

Pacific learners and their families told us that succeeding for them is a collective activity and that decisions regarding learning, pathways and employment will often be based on the needs and aspirations of the wider Pacific family and community, not just the learner.

The Action Plan committed to providing and growing opportunities to work with Pacific families and communities so that together, we can support and realise the potential of every Pacific learner. This means actively engaging and supporting Pacific learners and families to plan and pursue the education pathways that they aspire to, in partnership with educators.

Figure 12: Progress on key shift 4 actions



#### Key Shift 4: Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met

<p>31. Develop strengthened Talanoa Ako programme to support families, including new guided resources and digital app</p> <p><b>COVID-19 RESPONSE</b></p> <p></p>	<p>32. Deliver NCEA Ma le Pasifika programme [NZQA]</p> <p></p>	<p>33. Whānau Toolkit to guide parents through changes to NCEA [MOE and NZQA]</p> <p></p>	<p>34. Fund Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families from COVID-19 and to support them to maintain strong relationships with education providers</p> <p><b>COVID-19 RESPONSE</b></p> <p></p>
<p>35. Establish a Pacific Peoples' NCEA Panel for inclusion of Pacific voices in the development of the NCEA Programme</p> <p></p>	<p>36. Provide Tatou Fa'amalosi funding to support community activities and events for bilingual learners</p> <p></p>		

### 31. Develop strengthened Talanoa Ako programme to support families, including new guided resources and a digital app

**COVID-19 RESPONSE**

Talanoa Ako (previously known as Pacific PowerUP) is an education programme delivered through Pacific community partners. It equips and empowers parents, families, communities and learners with skills, knowledge and the confidence needed to champion their children's education. Budget 19 provided ongoing funding of \$9.2 million over four years to strengthen delivery of Talanoa Ako.

In response to COVID-19, key information about education and tips to support children with distance learning was made accessible to Pacific families through the Talanoa Ako on Air radio programme and Talanoa Ako mobile app. You can learn more about Talanoa Ako here: [Talanoa Ako](#)

The Talanoa Ako on Air programmes ran on both Facebook and on the radio via the Pacific Media Network (PMN) in English and seven Pacific languages - Gagana Sāmoa, Lea Faka-Tonga, Te Reo Māori Kuki 'Āirani, Vosa vaka-Viti, Vagahau Niue, Gagana Tokelau and Te Gana Tuvalu with radio ad-libs in three additional languages - PMN Kiribati, PMN Solomon Islands and Rotuman. Due to the success of the first series, two additional radio programmes followed - the Talanoa Ako Summer Series (January to February 2021) and the Talanoa Ako: NCEA Series (July - August 2021). Ministry case studies showed the popularity of the online offerings increased the Talanoa Ako reach into the community 8-fold compared to the earlier face-to-face offerings.

The Talanoa Ako mobile app for Pacific families includes key information about education in ten Pacific languages and English. The app has enhanced the Talanoa Ako programme by providing ongoing access for Pacific parents to key information, education and learning and shows promise for ongoing programme delivery. The radio series and App continues to supplement local delivery of Talanoa Ako by community partners in 65 locations.

A series of 5 Talanoa Ako Guided Resources was also launched in April 2022 to support early learning services and schools to strengthen their Pacific capability and to provide additional support for Pacific learners and their families. The resources outline a Pacific approach for supporting Pacific practices, teaching and learning, which can help schools and teachers to:

- » reflect on their own practices and walk alongside Pacific families and communities
- » understand what culturally safe spaces look and feel like
- » understand what is culturally important to Pacific learners and families, and
- » understand how powerful parent and learner voice is, in the development for fit-for-purpose programmes that contribute to Pacific success.

The resources include a resource to support building Board of Trustees' Pacific capability, a literacy booklet for families based on the PISA results, a resource to support school governance and school leaders to develop a Pacific strategy, and a resource of examples of best practice for Pacific learners and families in schools presently.

### 32. Design and deliver NCEA Ma le Pasifika programme (NZQA)

NZQA designed the NCEA ma le Pasifika workshops to help Pacific families better understand NCEA, because when parents and families are engaged in their children's learning journey, they are more likely to succeed in school. At these free workshops parents receive information, ideas and tips to help understand NCEA, so that they can both have informed discussions with teachers at schools about student progress and achievement and have discussions with their children to support areas including:

- » choosing subjects
- » understanding the types of assessments
- » gaining credits
- » achieving high grades, and
- » making good career choices.

NCEA ma le Pasifika workshops are led by NZQA, and supported by the Ministry of Education, the Ministry of Pacific Peoples and Careers NZ. There are ten tertiary student facilitators trained as NCEA Champions to assist delivery of the workshops.

There were nine workshops held in 2020 with over 520 participants. In 2021, forty-three workshops were held with over 2,190 participants. A further 32 workshops were held in 2022 with over 1,555 participants. Feedback from the workshops showed all participants felt more confident and knowledgeable about NCEA. The impact of COVID-19 restrictions in Auckland has been acknowledged by workshop facilitators and teachers as a contributing factor for the decrease in requested workshops for 2022. This is because many were focused on transitioning students back to school and encouraging their return, while adapting and adjusting to a new routine for the remainder of 2022.

Find out more about [NCEA ma le Pasifika here: NCEA ma le Pasifika Workshops » NZQA](#)

### 33. Whānau Toolkit to guide parents through changes to NCEA [MOE and NZQA]

Two resources have been developed to support Pacific learners through the NCEA process. Stem It Up and Navigate NCEA are part of the toolkit resource for Pacific families. Resources are available at: [NZQA brochures and videos » NZQA](#)

### 34. Fund Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families from COVID-19 and to support them to maintain strong relationships with education providers (Establish Pacific Education Support Fund)

#### COVID-19 RESPONSE

As part of the COVID-19 response and recovery fund, the Pacific Education Support Fund (PES Fund) invests \$39.7 million over four years for recipient community providers, groups, and organisations to help Pacific learners and their families to meet education-related and wellbeing needs arising from or made worse by COVID-19. The PES Fund allows Pacific learners to have:

- » improved access to culturally competent support services for attendance and active engagement in school
- » access to on-site learning services and ongoing educational and training pathways, and
- » strengthened connections between Pacific families and places of learning.

The first round of the PES Fund in 2020 was made available to five regions (Auckland, Waikato, Hawkes Bay, Wellington, and Canterbury and the Chatham Islands) with a considerable portion of this being allocated to Auckland, given the disproportionate impacts felt in Auckland due to extended periods of COVID-19 lockdown. All five regions received further funding across rounds 2 to 4 of the PES Fund.

PES Funds positively contributed to Pacific education outcomes including increased motivation, confidence and pride in cultural identity, sense of belonging, reduced financial barriers, and increased engagement with places of learning. Examples of funded programmes include:

- » the provision of mental health learning and supports for ākonga, teachers, and aiga delivered via workshops in schools
- » academic mentoring to support ākonga and their families to remain and stay engaged in education
- » alternative dispute resolution approaches for schools, ākonga and aiga (delivered by Hivā), and
- » building of cultural competencies to enhance and support rainbow and MVPFAFF+ ākonga and aiga (delivered by F'ine at 27 secondary schools).

For further information, an evaluation can be found here: [Evaluation of the Pacific Education Support and Innovation Funds: Final Interim Report | Education Counts](#)

### 35. Establish an NCEA Pacific People's Panel for inclusion of Pacific voices in the development of the NCEA Programme

There are three Pacific-focused NCEA Panels:

- » [NCEA Pacific Panel](#): provides advice and guidance across the breadth of the NCEA Change Programme, including on product development and implementation
- » NCEA Cook Island Panel: provides specific implementation advice on the NCEA Changes in relation to their contexts and needs, and
- » NCEA Niue Panel: provides specific implementation advice on the NCEA Changes in relation to their contexts and needs.

### 36. Provide Tatou Fa'amalosi funding to support community activities and events for Pacific bilingual learners

Tatou Fa'amalosi funding supports activities and events in the community for Pacific bilingual primary and secondary learners. Support ranges from \$2,000 to \$60,000 with a financial year budget of \$180,000. Examples of support are community and church study hubs, cultural activities, and books, with successful recipients including Lagaga by Sadat Muaivaa, Dahlia Maaeulu poetry book, and the Malaga Sa symphony orchestra.

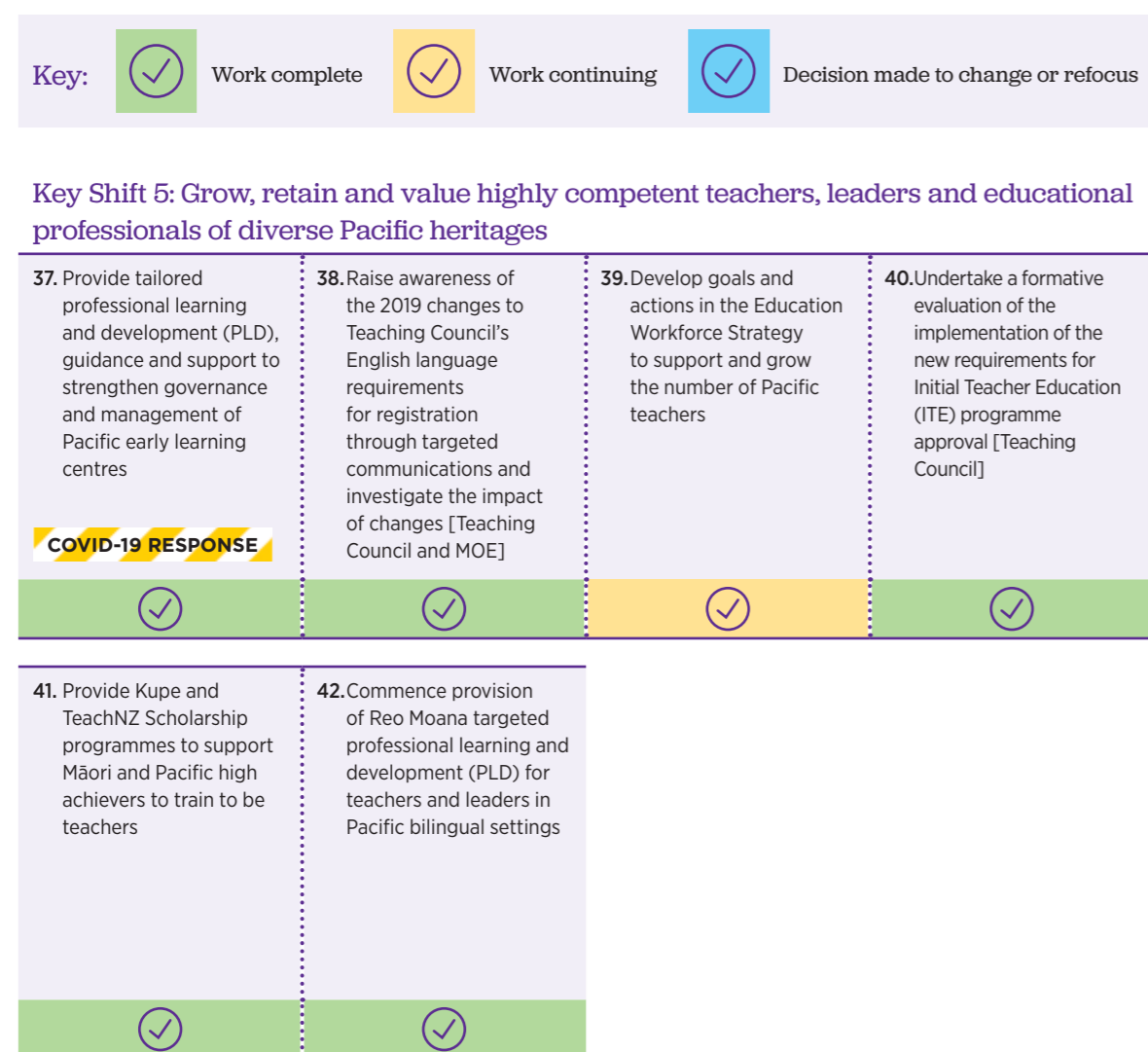
## Key Shift 5 actions

### Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages

We know that having Pacific teachers and leaders in the workforce is important so that Pacific learners and families have access to quality, culturally meaningful learning and can see themselves represented in their teachers and leaders in their places of learning. To achieve this, we need to have pathways for Pacific people to train and be employed as teachers.

The Action Plan committed to valuing and growing the number of teachers and leaders with Pacific heritage as a key part of ensuring that quality teaching and leadership is reflective and responsive to Pacific learners and their families.

Figure 13: Progress on key shift 5 actions



37. Provide tailored professional learning and development (PLD), guidance and support to strengthen governance and management of Pacific early learning centres

**COVID-19 RESPONSE**

Tailored PLD for Pacific early learning centres responds to and supports culturally rich learning and teaching. Governance and management are being strengthened through this PLD approach, working directly with Pacific early learning services. Budget 20 announced \$7.6 million over 4 years to provide PLD, guidance and support to strengthen the governance and management of Pacific early learning centres.

Eight Pacific regional advisers have been employed to support services across Auckland, Waikato, Hawkes Bay, Wellington and Canterbury, including support for early identification when children need more support with their learning.

There is emerging evidence that this PLD and additional support is having positive impacts on the confidence and competence of people in Pacific services who have management and governance responsibilities, demonstrated by positive shifts from ERO reports on centres addressing their own issues. An external evaluation over two years has commenced.

38. Raise awareness of changes to the Teaching Council's English language requirements for entry into initial teacher education and registration, and investigate the impact of those changes

From 1 January 2019, the Teaching Council changed its Requirements for English language competency for entry into Initial Teacher Education (ITE) and for teacher registration. Applicants are now able to provide evidence from a broad range of sources, including schooling and tertiary study. Applicants can also take a wider range of tests to assess their English language competency, including tests that are better suited to people already working in the education sector.

The Teaching Council, Ministry of Education, and NZQA have since been working together on a programme to find short, medium and longer-term solutions to concerns raised about whether English language competency requirements may be a barrier for entry into ITE and for teacher registration for some speakers of Pacific languages. The work programme is well under way with the following actions completed:

- » Promote the Council's 2019 language competency requirements (this work will continue)
- » Establishing the evidence types being used by ITE providers for entry into their programmes
- » Implemented adding additional evidence of language competency that can be considered on a case-by-case basis when the Teaching Council NZ is considering discretionary requests for entry into ITE and for teacher registration
- » Undertaken data analysis on past applications from Pacific peoples in relation to meeting language competency requirements and on recognition of Pacific-based ITE qualifications
- » Amended the Education and Training Act 2020 to clarify that the Teaching Council's purpose is to regulate teaching in all language settings, including Pacific bilingual and immersion, and
- » The Ministry of Education sought Government funding support for initiatives to gain and retain a Pacific bilingual/immersion teacher workforce.

Longer-term projects include:

- » A review of the Teaching Council's language competency requirements, to explore options for introducing Pacific language competency - this is currently underway
- » Developing the strategic direction for Pacific bilingual and immersion education in the education system, and
- » Continuing work to support and grow the Pacific bilingual and immersion teaching workforce

### 39. Develop goals and actions in the Education Workforce Strategy to support and grow the number of Pacific teachers

The education workforce is one of Aotearoa New Zealand's biggest with over 7,000 organisations employing roughly 120,000 people from early learning through to secondary – including state and private entities. The Education Workforce Strategy Group is made up of twenty-five sector representatives and the Ministry of Education, who together, are leading development of the Education Workforce Strategy so that learners will be supported by a workforce that is strong, culturally competent and has the right skills and dispositions to encourage every learner on their education pathway to fulfil their potential.

Work on an Education Workforce Strategy was paused in 2021, as efforts focused on supporting all education providers to manage and operate in the context of COVID-19. Progressing work on the strategic direction for early learning and school workforce remains on the Ministry of Education's work programme. You can find out about the Education Workforce Strategy here: [Education Workforce Strategy – Conversation space](#)

### 40. Undertake a formative evaluation of the implementation of the new requirements for Initial Teacher Education (ITE) programme approval

In 2020, the Teaching Council completed the formative evaluation of the implementation of the new [ITE Programme Approval, Monitoring and Review Requirements](#) (the Requirements). The Requirements are a significant shift in the way ITE programmes are designed and delivered and how student teachers are assessed, including allowing ITE providers to develop programmes focused on a specific teacher cohort which may be in short supply. As a result, centres, schools, and kura now have greater assurance that ITE graduates are well prepared to be effective beginning teachers from day one on the job. For example, there are changes in:

- » the expectation about the kind of practical experience student teachers need
- » the nature of the coaching and support, and
- » the kind of assessments that will demonstrate they meet the Standards | Ngā Paerewa (in a supported environment).

The relationships ITE providers have with key partners (such as centres, schools, kura, iwi/hapū, communities) is critical. It is an expectation that programme design and delivery will be based on authentic engagement and partnership with relevant key partners. ITE providers are also expected to have a plan for how they will strengthen, expand, and deepen these partnerships, including with Pacific communities.

All English and Māori Medium ITE programmes are now approved under the new requirements, with the first graduates available for work since 2021. This includes three new programmes with a specific Pacific focus:

- » Auckland University of Technology (Bachelor of Education – Pacific Early Childhood Teaching)
- » Auckland University of Technology (Bachelor of Education – Pacific Primary Teaching)
- » Manukau Institute of Technology (Bachelor of Education – Primary Pacific).

In 2022, the Teaching Council published a [report](#) reflecting on the ITE journey so far, noting that for many ITE providers, relationships with Pacific partners appeared to be in the early stages of development. Where they are happening, these relationships are invaluable for programme design. The development and strengthening of these relationships will continue to be a major focus for the Teaching Council as they manage ITE programme approval panels and programme monitoring and review.

### 41. Provide Kupe and Teach NZ Scholarship programmes to support Māori and Pacific high achievers to train to be teachers

TeachNZ Scholarships and Study Awards provide an equitable opportunity for high achievers of Pacific heritage to become teachers, or for Pacific teachers to apply to further their career by expanding their curriculum subjects.

The TeachNZ scholarship programme was reshaped and implemented in 2020 in response to the 2018 evaluation by NZCER<sup>12</sup>. Since then, 147 Pacific people have been awarded scholarships of the total of 1,359 scholarships. Of these, 49 Pacific recipients have completed their teaching qualification and joined the teaching profession.

Note – as part of the suite of TeachNZ scholarships, thirty Kupe Scholarships are available annually to New Zealanders of Māori or Pacific descent who aspire to become an outstanding role model in early childhood, primary or secondary education.

### 42. Commence provision of Reo Moana targeted professional learning and development (PLD) for teachers and leaders in Pacific bilingual settings

Reo Moana was named in recognition of the languages of the Pacific Ocean, Ngā Reo o te Moana Nui a Kiwa and was developed in partnership with Va'atele Education Consulting and leaders and teachers who participated in its first year of delivery. Commenced in 2022, Reo Moana is targeted PLD for both current Pacific bilingual education teachers and leaders, and teachers that want to teach in Pacific bilingual and immersion education units. It also aims to support senior leaders in schools to build their understanding about bilingual education and to increase the skills and competencies of teachers in Pacific bilingual settings.

<sup>12</sup> [NZCER-report-Teach-NZ-scholarship-programme.pdf \(educationcounts.govt.nz\)](#)

## Part Two: measuring progress on the key shifts and education outcomes for Pacific learners and families

Part Two outlines both baseline and supplementary qualitative data with a Measurement Framework to help us assess and measure progress on the Action Plan's key shifts.

### What is the Measurement Framework?

The Measurement Framework is intended to be used across the 10-year lifespan of the Action Plan and has been developed to facilitate monitoring of progress on the five key shifts by linking those with relevantly identified indicators which are measurable with existing data. This will help us to track progress on the Action Plan's five key shifts over time. Potential indicators that do not have available measures have not been included in the Measurement Framework but may be at a later date when more data becomes available. Where we were unable to define a suitable measure (e.g. due to a lack of existing datasets from which to measure indicators), where possible, we have provided supplementary qualitative data in the sections alongside the baseline data measures. The full Measurement Framework is found at Annex 1 (pages 108-117).

### What does success look like for Pacific learners and families?

Pacific learners, families and communities told us that how we measure success and progress does not reflect what matters to them. During our fono to develop the Action Plan, they outlined six outcomes that stood out to them as the most important, which we have also used to inform the development of our Measurement Framework. Those six outcomes are:

- » Pacific learners and families are free from racism and discrimination in education
- » Pacific learners and their families feel accepted and included
- » Pacific learners' cultures, faith and beliefs are valued in education
- » Pacific families feel confident supporting their children in education
- » There are no financial barriers to accessing education for Pacific learners and families, and
- » The Pacific workforce is grown, valued and supported.

Additionally, we know that to monitor the actions against improved wellbeing outcomes in the knowledge and skills domain,<sup>13</sup> we need to assess measures of achievement, progress and qualification attainment. A seventh outcome that reflects this is:

- » Pacific learners are equitably supported to reach their education aspirations.

<sup>13</sup> See: [Living Standards Framework - Dashboard \(treasury.govt.nz\)](https://www.treasury.govt.nz/living-standards-framework)



## Summary of Progress – key findings based on our review and baseline data

Part Two outlines baseline data and findings on how the education system is meeting the 5 Key Shifts envisaged by the Action Plan. A summary of key findings based on our review and the baseline data is set out in **Figure 14** (below).

Figure 14: Key findings across the Action Plan’s 5 Key Shifts – what is happening and what can be done about this?

	Key Shift 1	Key Shift 2
	Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic	Confront systemic racism and discrimination in education
What is happening in Pacific education?	<ul style="list-style-type: none"> <li>» While targeted supports have been rolled out, not all Pacific learners can access what they need to succeed in education, including food or other essential needs such as devices and internet connection. Digital exclusion remains a challenge for Pacific learners and this gap needs to be closed so nobody is left behind.</li> <li>» There has been growth in the number of schools with Pacific bilingual and immersion units, but increased availability still does not meet demand in some parts of New Zealand.</li> <li>» The number of Pacific bilingual and immersion early learning services has been decreasing since 2017.</li> <li>» Few pathways for Pacific language learning exist in tertiary education.</li> </ul>	<ul style="list-style-type: none"> <li>» Some Pacific learners are still experiencing threats to their wellbeing and cultural safety, including racism, bullying and not being included. These are being experienced by Pacific learners from both their peers and for some, from their teachers. Despite this, many Pacific learners say they feel a sense of belonging at school.</li> <li>» Streamed ability grouping still disproportionately affects Pacific and fails to recognise wider barriers that Pacific learners face which, with tailored support, can lift Pacific learner achievement.</li> <li>» Not all Pacific learners are accessing culturally appropriate learning supports, and we need to learn more about why this is happening.</li> </ul>
What can be done about this?	<ul style="list-style-type: none"> <li>» Investigate the extent to which Pacific families are digitally excluded and make sure they have access to the devices and internet connectivity needed to succeed.</li> <li>» Consider whether Pacific language supports are sufficient for language learning in schools and how Pacific language learning can be supported to grow.</li> <li>» Dig further into the types of language programmes people are studying at tertiary level and explore how we can support the growth of tertiary level Pacific language learning.</li> </ul>	<ul style="list-style-type: none"> <li>» Find better ways of measuring and monitoring learners’ wellbeing and safety, so that we can tackle complex issues like racism, systemic discrimination, and bullying, which negatively impact on Pacific learner achievement and attendance.</li> <li>» We must address the impact of streaming on Pacific learners and find alternatives that support Pacific capabilities and aspirations. This includes support for Kōkirihiā, a new plan to remove the practice of streaming from New Zealand’s schools.</li> <li>» Investigate whether Pacific learners who need to be accessing special assessment conditions at secondary schools and where possible, address any gaps in access to this and other learning supports</li> </ul>

Key Shift 3	Key Shift 4	Key Shift 5
Enable every teacher, leader and education professional to take coordinated action to become culturally competent with diverse Pacific learners	Partner with families to design education opportunities together with teachers, leaders and education professionals so that aspirations for learning and employment can be met	Grow, retain and value highly competent teachers, leaders and education professionals of diverse Pacific heritages
<ul style="list-style-type: none"> <li>» More professional learning and development (PLD) support is available but there are still gaps in teachers’ ability to access those supports, including cultural competency PLD.</li> <li>» Not all teachers are using culturally sustaining practices for their Pacific learners, and more is needed to support teachers to grow and utilise these skills.</li> <li>» Initial Teacher Education (ITE) programmes are increasingly providing a strong foundation for teachers to work in ways that are culturally responsive, but more is required.</li> </ul>	<ul style="list-style-type: none"> <li>» We have increased the number and types of supports and information being provided to Pacific families to make sure they have what they need to participate in their children’s education, through programmes such as Talanoa Ako.</li> <li>» Reciprocal relationships between families and places of learning are happening in some places but we need to find out more about what is happening for all families.</li> <li>» Pacific learners, school leavers and tertiary students need more support to meet their aspirations for successful and meaningful tertiary study and employment.</li> </ul>	<ul style="list-style-type: none"> <li>» The teaching workforce in early learning, schooling and tertiary has been growing but does not yet match our Pacific learner and family populations.</li> <li>» Our ITE supports are increasing but there are still some barriers to Pacific people entering ITE.</li> </ul>
<ul style="list-style-type: none"> <li>» Explore further what is required to better support teachers’ Pacific cultural competency and greater use of culturally sustaining practices.</li> <li>» Investigate the experiences of different groups of Pacific learners and families, regarding the cultural capabilities of their educators.</li> <li>» Continue delivery of PLD on cultural competency and enable access to Pacific cultural capability resources such as Tapasā.</li> </ul>	<ul style="list-style-type: none"> <li>» Successful engagement tools and methods, such as Talanoa Ako, show us where we can have continued impact for Pacific learners and their families. Insights and evaluations from successful programmes should inform the approaches of other initiatives.</li> <li>» We need to find out more about successful reciprocal relationships, e.g., what makes them successful and how these may be more widely experienced and/or enabled.</li> <li>» Further investigate barriers to participation and retention of Pacific learners in tertiary education and how these learners can be supported to participate and complete study.</li> </ul>	<ul style="list-style-type: none"> <li>» We need to do more to grow and support Pacific leaders in education, including ensuring that Pacific teachers have access to leadership and specialist teacher pathways.</li> <li>» Build our understanding of the barriers to teacher training and employment.</li> <li>» Grow our understanding of the day-to-day experiences of Pacific teachers and the Pacific education workforce.</li> </ul>

### Key Shift 1 indicators

Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic

#### Responding to unmet essential needs arising from COVID-19

Meeting the basic needs of our learners during COVID-19 has provided a vital foundation for learning to continue. Access to essential educational tools and resources to support learners to progress with their education outside of their school environments was a key focus of our Action Plan because it is an enduring foundation necessary to enable learners to equitably access education and participate meaningfully in learning. We know that this includes having somewhere quiet at home to study, having access to the devices and internet connection to participate in and grow learning and digital skills, being able to sustain educational participation through healthy lunches, and having the language capabilities to thrive in Aotearoa.

Progress on Government actions to provide for essential needs impacted by COVID-19 have been outlined in this report under Part One, Key Shift 1 actions (pages 24-31).

Figure 15: Measures and data source for indicator: Pacific learners' basic needs are met so they are ready to learn

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
KS1.1 Pacific learners' basic needs are met so they are ready to learn	No. of Pacific learners accessing Food in Schools	56,858 or ~70% of Pacific learners	2021	Ministry of Education
	No. of Pacific learners provided with access to devices <sup>14</sup>	-14,000	2020-2022	
	Proportion of Pacific learners with access to internet at home	95% internet; 93% mobile phone	2018	PISA 2018 (IC001)
	Proportion of Pacific learners with a quiet study space at home	78%		
	Proportion of learners accessing ESOL who identified as Pacific	28.3% of NZ born students 13.1% of migrant students	2023	Ministry of Education

#### Impacts on Pacific learner engagement during the COVID-19 pandemic – ERO evaluation report

In May 2022, ERO published its evaluation report – [Learning in a Covid-19 World: The Impact of Covid on Pacific Learners](#), which looked at achievement, attendance, mental health and wellbeing, school contexts, and education pathways of Pacific learners.

ERO's report identified that Pacific learner wellbeing overall was negatively impacted by the COVID-19 pandemic, including:

<sup>14</sup> Ethnicity is total response, meaning learners are counted once for each ethnicity they report and only once for Total. Learners may identify with up to three ethnicities and there may be overlap between the ethnic breakdown counts. 32% of the total 43,000 learners had a Pacific ethnicity recorded as one of their ethnicities.

- » 2021 saw an overall decline in Pacific learner attendance (47% Pacific attendance, compared to 68% general population)
- » NCEA level 2 achievement rates over the past five years have been on average five percentage points lower than the general population
- » 1 in 5 Pacific learners did not have or did not know if they had access to a device at home (8 percentage points lower than the general population)
- » Some Pacific learners were taking on jobs or extra hours of work to support their families while studying, and
- » Increased anxiety and the lack of usual extended community support as a result of lockdowns impacted mental health and wellbeing.

ERO also noted positive Pacific community innovation to respond to the changing environment during the pandemic and associated lockdowns, including:

- » Families being more actively engaged in learners' education and support
- » Schools innovating their support for Pacific learners, and
- » Schools making an effort to gain a greater understanding of each learner and their individual circumstances, including building strong connections and trust.

The report contains important recommendations to address potential long-term impacts, including cross-agency work to reverse the decline in Pacific learners' achievement and prioritise reengaging learners in schooling. These remain priority areas for the Action Plan.

#### Other unmet needs – providing English for Speakers of Other Languages (ESOL) supports to engage in education

The Ministry has funding available so that schools can offer extra English language support for eligible students who speak more than one language. ESOL (English for Speakers of Other Languages) funding is targeted towards students with high English language learning needs. It can be particularly useful for eligible migrants and their families who are from the Pacific, alongside refugees and other migrants, given the majority of school-based learning occurs in English-medium settings. Examples of the types of funding used for ESOL funding include specialist ESOL teachers, teacher aides or language assistants, bilingual resource people and extra resources.

In 2023, New Zealand born Pacific learners comprise 28.3% of New Zealand born ESOL funded students, which is a significant decrease since 2013 when Pacific learners born in New Zealand comprised 53.4% of ESOL funded learners. In 2023, those Pacific learners that were not born in New Zealand who receive ESOL funding comprise 13.1% of all migrant ESOL funded learners, which is also much lower than in 2013 when the total proportion of Pacific learners accessing ESOL that were born overseas was 26.5%. Cumulatively, Pacific learners (both New Zealand born and migrants) comprise 20.6% of all ESOL funded learners in 2023. Our data in general reflects a high demand for Pacific learners to access ESOL funding.

An evaluation of the Ministry's funding mechanisms for ESOL in schools and related supports was published in 2022. Key findings include:

- » Around 95% of those surveyed found the Ministry's ESOL support was working well for them overall
- » If additional ESOL funding was made available, around 22% of survey respondents indicated they would like to use it for resources to support teaching and learning, including digital resources, bilingual resources, more materials to support English language learners who identify as Pacific, and information for families, and
- » New Zealand born English language learners are of particular concern as they are funded for only three years and may come from families where English is not spoken in the home, in their families or communities.

You can read more on the evaluation [here](#).

**Responding to unmet essential needs arising from COVID-19**

Figure 16: Measures and data source for indicator: Families can access Pacific language options in education

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
KS1.2 Families can access Pacific language options in education	No. of Pacific language early learning services <sup>15</sup>	93	2022	Ministry of Education
	No. of Pacific bilingual and immersion units in schools <sup>16</sup>	44		
	No. of learners in Pacific bilingual and immersion units <sup>17</sup>	2,606		
	No. of Pacific language subject classes in schools teaching Pacific language subjects (Level 5) <sup>18</sup>	96 classes in 71 schools		
	Regional distribution of Pacific languages learning in schools and early learning	See figures 21-23		
	Enrolments in tertiary Pacific language courses	430	2021	

Pacific learners and their families told us that Pacific language options in education are important because they help support and celebrate Pacific language, cultures, and identities, while also showcasing the value of diversity. Learning and using Pacific languages also supports success in the education system.

Pacific learners and families want more accessible pathways that Pacific languages are used in, because being bilingual and biliterate has many positive effects on identity and wellbeing, particularly for young people.<sup>19</sup> In our review we found that:

- » The number of Pacific learners in Pacific bilingual and immersion education is growing
- » The number of schools with Pacific bilingual units is increasing
- » The number of Pacific bilingual and immersion early learning services has been decreasing since 2017, and
- » There are limited pathways in tertiary through Pacific languages.

The following pages contain several figures that provide a more detailed view into information about this indicator and its measures.

<sup>15</sup> Early learning services includes Kindergarten, Home-based, Education & Care, Playcentre and Hospital-based early learning services. In 2022, the Pacific languages early learning services comprised of Education and Care (63) and Home-based (30) early learning services. Data includes early learning services with Pacific language use of 51% and higher.

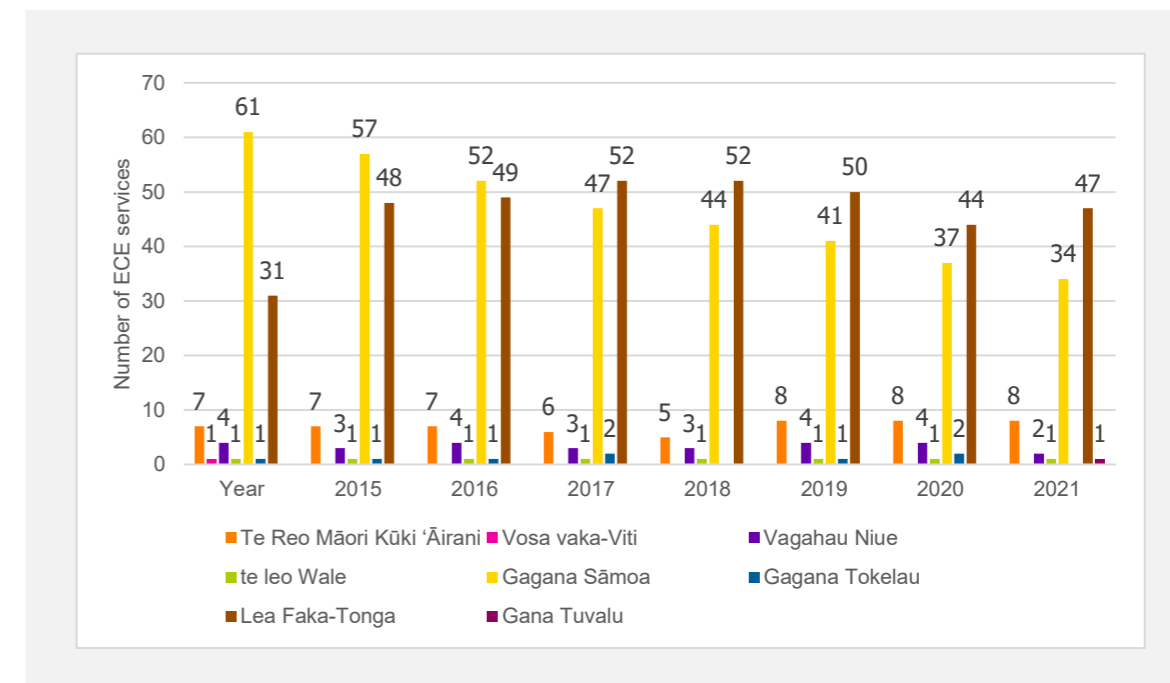
<sup>16</sup> Data includes bilingual and immersion learning with a combined Pacific language use of 51% and higher.

<sup>17</sup> Ibid. Note, a significant proportion of these learners are in primary schools.

<sup>18</sup> Includes primary, secondary, composite and specialist schools. Data is for students learning a Pacific language as a separate subject (Level 5), at the Primary level (Years 1-8) for a minimum of 15 hours a year or at Secondary level (Years 9-15) for a minimum of 20 hours a year.

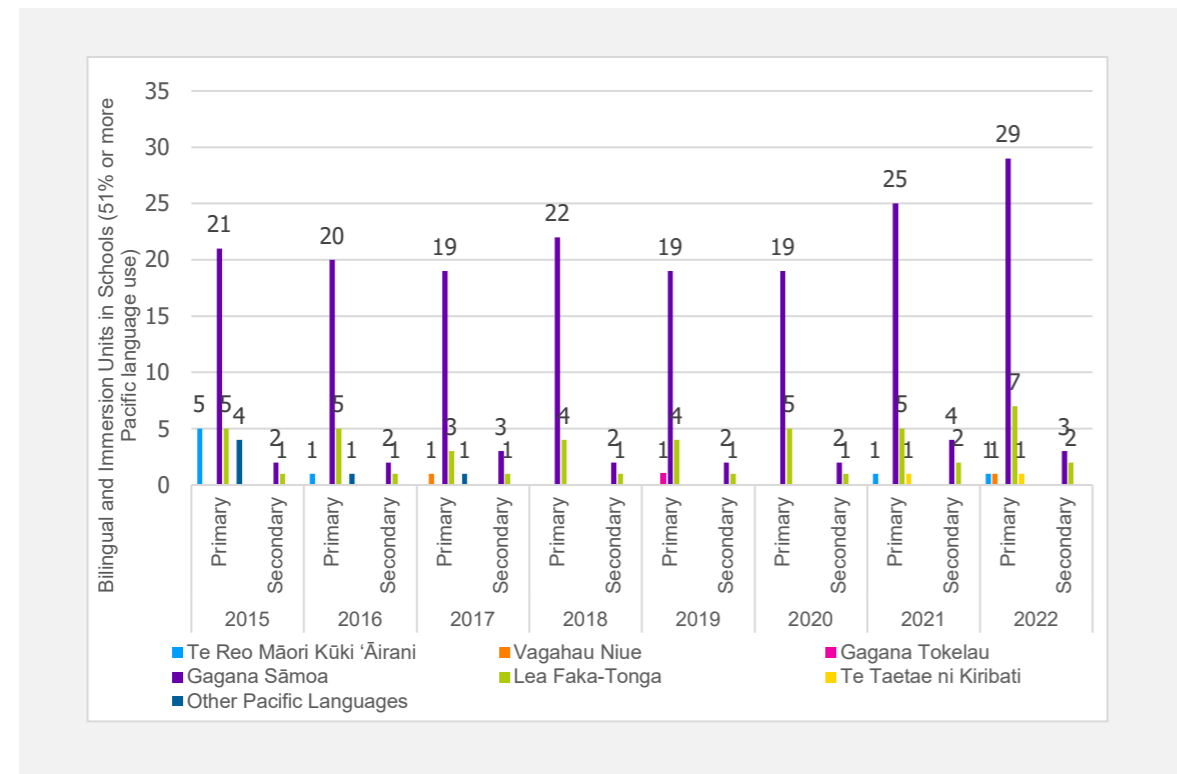
<sup>19</sup> For further information on the benefits of Pacific bilingual education, see: [Research to understand the features of quality Pacific bilingual education: Review of best practices | Education Counts](#) and [Best practice for teaching Pacific learners: Pacific Evidence Brief 2019 | Education Counts](#).

Figure 17: Early learning services using Pacific language bilingual and immersion pathways from 2015 to 2022



In 2022, there were 93 early learning services using Pacific languages for at least 51% of the time. Gagana Sāmoa and Lea Faka-Tonga are the main languages used, aggregated across the period 2015 - 2022. A trend has seen numbers of early learning services for Gagana Sāmoa decreasing across the years 2015 - 2021 and relatively stable for most other Pacific languages. Gagana Sāmoa and Lea Faka-Tonga have significantly greater pathways available in early learning services than other Pacific languages. One Gana Tuvalu early learning service is newly reflected in the 2022 data.

Figure 18: Number of Pacific bilingual and immersion units in schools from 2015-2022



In 2022, there were 44 bilingual and immersion units in schools, comprising 39 units in primary schools and 5 units in secondary schools. The first Te Taetae ni Kiribati bilingual unit is reflected in the data from 2021.

In 2022, the total learners in bilingual and immersion units is 2,606 (2,470 in primary and 136 in secondary schools). There are significantly more Pacific bilingual and immersion pathways available in primary than secondary schools and no such pathways at tertiary level. The majority of Pacific bilingual and immersion language learning in schools is occurring in the Pacific languages of Gagana Sāmoa and Lea Faka-Tonga.

Figure 19: Number of learners in Pacific bilingual and immersion units in schools from 2015-2022

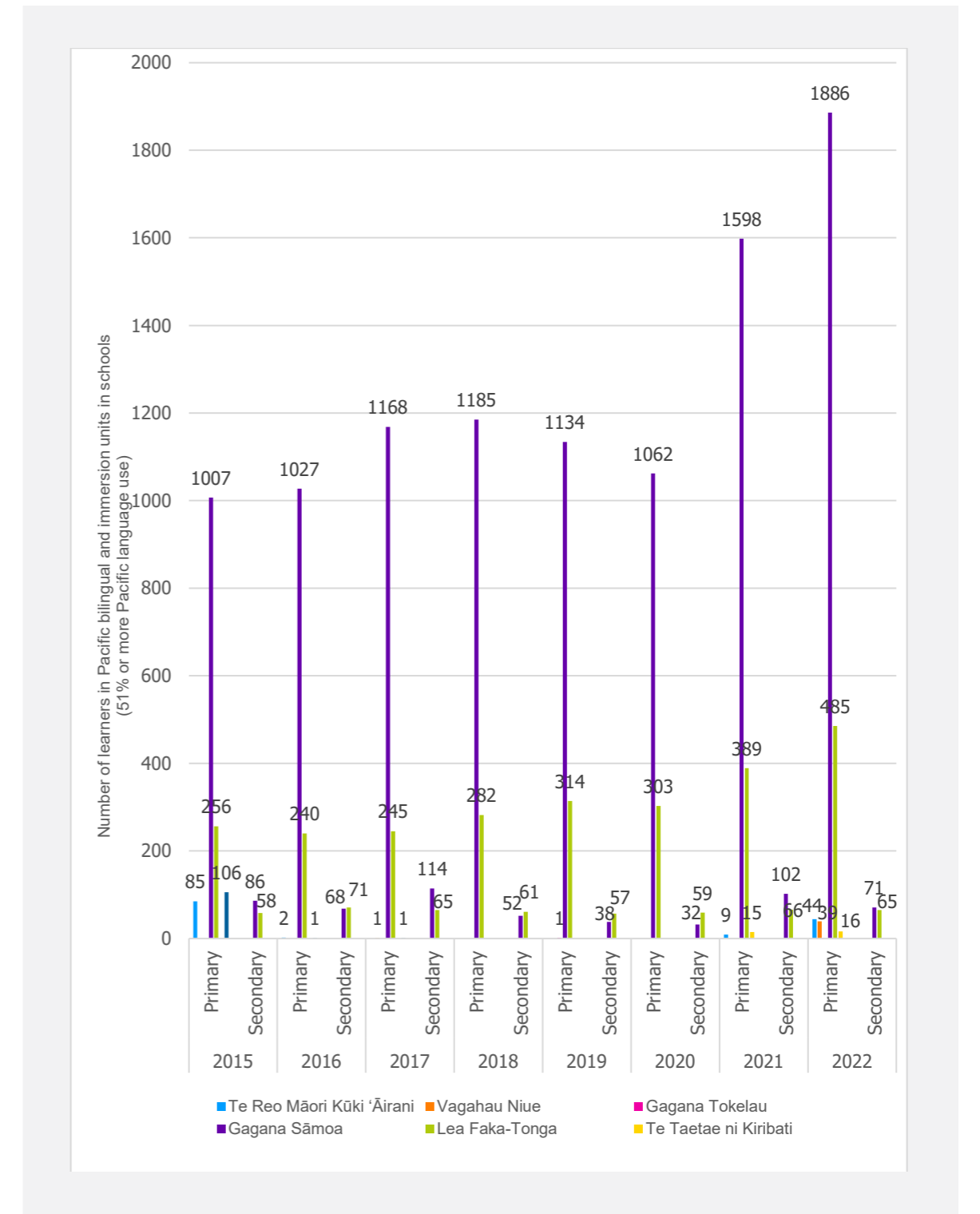
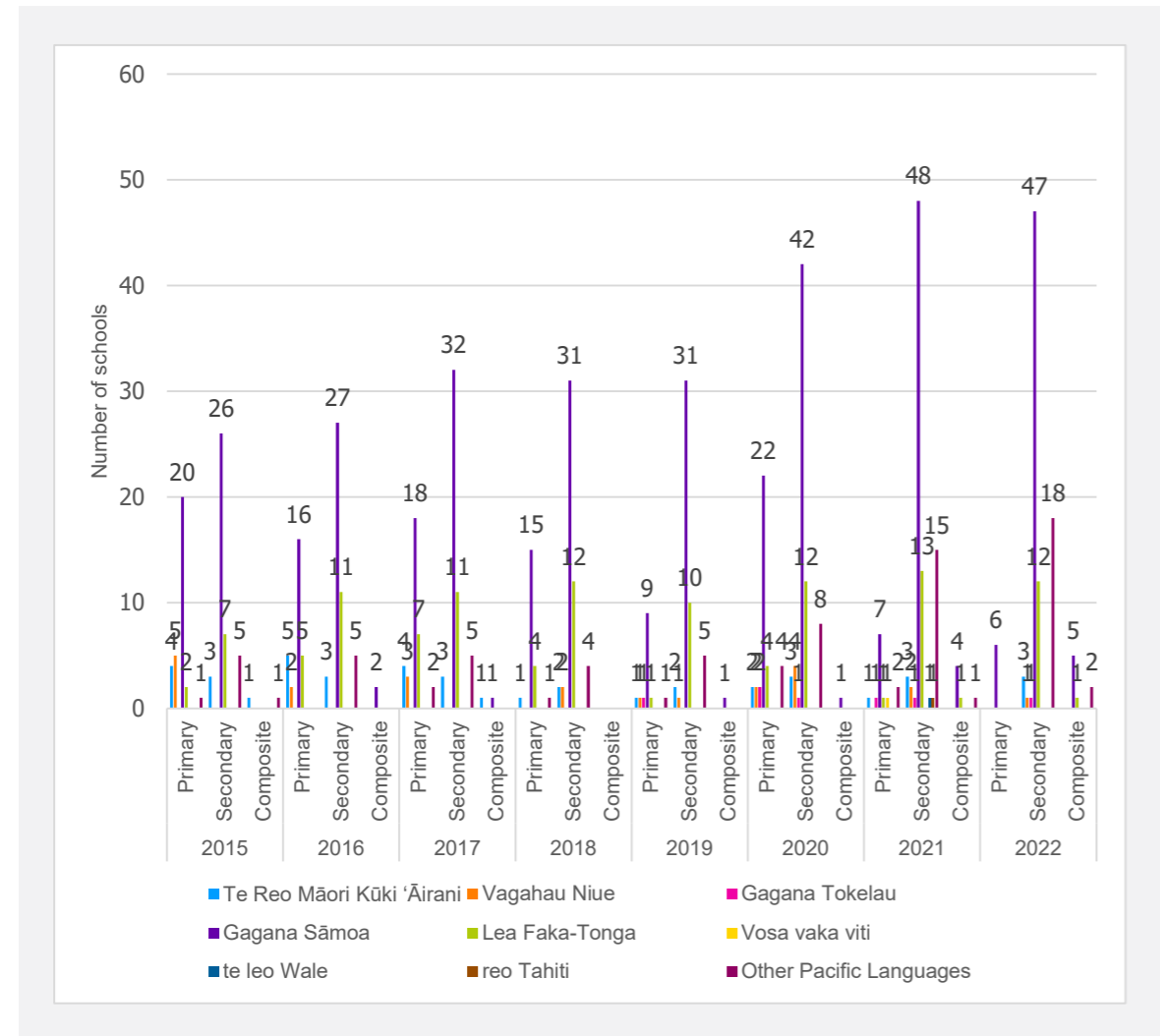


Figure 20: Number of Pacific language subject classes in schools teaching Pacific language subjects (Level 5) from 2015-2022 by school sector<sup>20</sup>



In 2022, there were a total of 96 Pacific language classes offered in at least 6 Pacific languages subjects (Level 5) being taught in 71 unique schools. Note, although there are fewer bilingual and immersion pathways in secondary schools (Figure 18), more secondary schools offer Pacific language subjects (Figure 20).

<sup>20</sup> Total (unique schools) counts each school once, therefore the sum of different language classes will exceed the total unique school counts.

Figure 21 (below) shows the total number and regional distribution of students in 2022 that were learning a Pacific language as a separate subject (Level 5) in schools, while Figure 22 shows total number and regional distribution of learners in Pacific bilingual and immersion units with a combined Pacific language use of 51% and higher. Comparing these figures, most regions have some degree of accessibility to Pacific language learning as a separate subject in schools, however, there is a significant gap in most regions for Pacific bilingual and immersion language learning. Figure 23 also shows the regional distribution of Pacific early learning services with Pacific language use 51% or more of the time, which similarly shows some regional gaps in service accessibility

Figure 21: Regional distribution and total count of students in 2022 involved in Pacific language learning as a separate subject (Level 5) in schools



Figure 22: Regional distribution and total count of students in 2022 involved in Pacific bilingual and immersion units (51% or more Pacific language use)



Figure 23: Regional distribution of total count of Pacific early learning services in 2022 (51% or more Pacific language use)



Figure 24: Students involved in Pacific language learning in tertiary education (2011-2022)

Language	Gagana Sāmoa	Te Reo Māori Kūki 'Āirani	Vagahau Niue	Lea Faka-Tonga
2011	205	0	0	15
2012	210	10	0	90
2013	190	10	0	35
2014	125	10	0	25
2015	200	15	0	15
2016	115	10	0	25
2017	145	5	0	15
2018	235	10	0	35
2019	485	5	75	115
2020	265	0	0	80
2021	345	15	5	75
2022	280	15	10	70

The bulk of tertiary students studying a Pacific language study Gagana Sāmoa, followed by Lea Faka-Tonga. Note, there are no Pacific bilingual or immersion pathways at tertiary level and only a small number of students have been studying Pacific languages at tertiary level.

**Supplementary qualitative data - ERO review of Pacific bilingual education**

The Education Review Office's (ERO) 2019 review of Pacific bilingual education<sup>21</sup> found that further support could help to address some of the challenges schools face in procuring resources and developing an approach focused on bilingualism informed by research literature and best practice.

Key recommendations in ERO's review include that the Ministry develop an overarching strategy for supporting Pacific bilingual education and to support development of resources, particularly Pacific language assessment tools to support those working in Pacific bilingual education. The Ministry has responded to ERO's recommendations by working with Pacific communities and the education sector to develop a policy on Pacific bilingual and immersion education, which is included in the 2023 refresh of the Action Plan.<sup>22</sup> Understanding how learners can access Pacific languages in their learning will be a continuous focus of the Action Plan.

21 [Current Provision of Pacific Bilingual Education | Education Review Office \(ero.govt.nz\)](#)

22 See: Action 1 progress update under Part One of this Progress Report.

**Responding to unmet needs - Tertiary education is accessible for Pacific learners**

Figure 25: Measures and data source for indicator: Pacific learners are accessing tertiary education, including vocational training<sup>23</sup>

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
KS1.3 Pacific learners are accessing tertiary education, including vocational training	No. of Pacific learners enrolled in tertiary education	47,355	2022	Ministry of Education
	No. of Pacific learners enrolled in apprenticeships	6,040	2021	
	No. of Pacific learners enrolled in apprenticeships that gained a qualification	605		
	No. of Pacific trainees in industry training <sup>24</sup>	7,310		
	Completion and progression rates for Pacific learners (Levels 1-10 tertiary education) <sup>25</sup>	Level 1-2 certificate (3 years): 76%	2019	
		Level 3-7 non-degree (5 years): 75%	2017	
		Level 7-10 bachelor+ (8 years): 66%	2014	
Age standardised participation rates for Pacific learners (Levels 1-10 tertiary education)	Level 1-2 certificate: 1.2%	2021		
	Level 3-7 non-degree: 7.5%			
	Level 7-10 bachelor+: 4.1%			
First-year retention rates across Levels 1-10 tertiary education <sup>26</sup>	Level 1-2 certificate: 76%	2020		
	Level 3-7 non-degree: 77%			
	Level 7-10 bachelor+: 81%			

23 Where available, trends and/or disaggregated data for the measures is found in the graphs further below. Tertiary education includes provider-based learning (university, Te Pūkenga, wānanga and private training establishments) and industry training (apprentices and trainees). Data displayed is the most currently available data.

24 Trainees are defined as non-apprentice industry training learners. They are trainees whose programme does not meet the New Zealand Apprenticeship level and credit criteria. Note, some trainees may also enrol as apprentices or in apprenticeship equivalent programmes with other organisations.

25 See Figures 31-33 below. Data is for the first year that a student enrolled so is for those who enrolled in 2019 (Level 1-2), 2017 (Level 3-7 non-degree) and 2014 (Level 7-10 bachelor+).

26 The retention rate is defined as the cumulative percentage of students who have taken less than five or more consecutive years break from their studies without completing a qualification. Retention rates cannot be calculated in the latest year of data as a further year of enrolment is needed to see who continued with their study. Note, this measure is unavailable for industry training.

Figure 26: Number of Pacific learners enrolled in tertiary education by Pacific ethnicity (2011 – 2022)

Pacific Ethnic Group <sup>27</sup>	Sāmoa	Cook Islands	Tonga	Niue	Tokelau	Fiji	Other Pacific Peoples	Total Pacific Learners
2011	17,685	7,740	7,145	2,685	885	5,350	3,910	42,720
2012	17,945	7,550	7,260	2,760	870	5,610	3,635	42,705
2013	18,180	7,890	7,635	2,805	880	6,020	3,340	43,775
2014	17,945	8,010	7,725	2,745	925	6,190	3,110	43,720
2015	19,010	8,450	8,175	2,890	1,000	6,700	3,530	46,515
2016	18,920	8,290	8,585	2,765	965	6,940	3,550	46,680
2017	18,445	7,815	8,480	2,610	930	7,015	3,395	45,300
2018	17,460	7,450	8,160	2,300	940	7,130	2,945	43,025
2019	17,605	7,225	8,275	2,390	925	7,415	3,310	43,620
2020	17,330	6,975	8,435	2,310	885	7,660	3,705	43,710
2021	19,150	7,620	9,095	2,530	990	8,220	4,225	47,830
2022	18,775	7,390	8,985	2,510	945	8,620	4,060	47,355

In 2022, there were 47,355 domestic Pacific learners enrolled in tertiary education, which is 10% of all enrolled domestic tertiary learners. There were significantly more Sāmoan enrolled than other Pacific ethnic groups. **Figure 26 (above)** shows that the number of all learners in tertiary education has fluctuated over the period from 2011 to 2022, but remained between 9 to 10 percent of total enrolments. At least half of the total Pacific learners for 2021 were enrolled in Level 3-7 non-degree tertiary study.

**Supplementary qualitative data – TEC Transitions from Secondary School Research report**

In 2022, the Tertiary Education Commission (TEC) completed a report on the context and motivations that influence secondary to tertiary transitions<sup>28</sup> and an evidence brief<sup>29</sup> on the transition patterns of Pacific learners in Tāmaki Makaurau into tertiary education. TEC’s findings include:

- » a declining number of Pacific learners participating in tertiary education, including learners with NCEA Level 3 and University Entrance
- » a growing number of Pacific learners with additional responsibilities outside of school, recognising family support as a key influence and motivation for their education and career pathway choices
- » the importance of knowledge about tertiary education to inform career decision-making as many Pacific learners are leaving the secondary school system without the core skills necessary for tertiary education academic requirements and learning methods
- » transition processes are key to feelings of confidence, belonging, and achievement, and
- » what defines transitional support, and its delivery is variable and inconsistent across tertiary education.

<sup>27</sup> Note, Pacific ethnicity data is only collected for the six ethnic groups listed.

<sup>28</sup> Tertiary Education Commission. 2022. Transitions from Secondary School Research report- External version. <https://www.tec.govt.nz/assets/Publications-and-others/Transitions-from-Secondary-School.pdf>

<sup>29</sup> Tertiary Education Commission. 2022. A background evidence brief on secondary to tertiary transition initiatives for Pacific school leavers (not yet published).

Overall, this demonstrates that further work is required by the education system to effectively respond to the specific needs of Pacific learners, including support to:

- » make key decisions about their futures in learning and employment, and
- » allow Pacific learners to continue in their chosen studies.

**Pacific learners generally have lower participation, completion and retention rates in tertiary education, particularly for Level 7-10 study**

Figure 27: Age Standardised Participation Rates by Level of study (2011-2021)

	Pacific Peoples			Total Population		
	Level of Study					
	Level 1-2 certificates	Level 3-7 non-degree	Level 7-10 bachelors and above	Level 1-2 certificates	Level 3-7 non-degree	Level 7-10 bachelors and above
2011	4.6%	8.5%	3.8%	3.2%	7.1%	4.9%
2012	4.4%	8.0%	3.9%	3.0%	6.6%	4.9%
2013	4.5%	7.5%	4.1%	3.1%	6.4%	4.8%
2014	3.8%	7.4%	4.0%	2.7%	6.4%	4.7%
2015	3.8%	7.7%	4.1%	2.5%	6.4%	4.5%
2016	3.3%	7.5%	4.0%	2.1%	6.5%	4.4%
2017	2.7%	7.3%	3.9%	1.7%	6.3%	4.4%
2018	1.9%	6.7%	3.9%	1.4%	6.1%	4.3%
2019	1.6%	6.8%	3.9%	1.2%	6.1%	4.3%
2020	1.2%	6.8%	3.8%	1.0%	6.1%	4.3%
2021	1.2%	7.5%	4.1%	1.1%	6.9%	4.6%

Age standardised participation rates tell us the proportion of the population studying at the tertiary level in each year, while correcting for differences in the distribution of ages between groups and over time. **Figure 27 (above)** reveals age standardised participation rates in tertiary education have declined in Level 3-7 non-degree and Level 1-2 certificates between 2011 and 2020, with a slight uptick in 2021 due to effects of the pandemic, which is likely to go back down again for 2022. The overall decline is occurring for both Pacific peoples and the total population but is more pronounced for the Pacific learner population.

Figure 28: Number of Pacific learners enrolled in apprenticeships by gender (2012-2021)

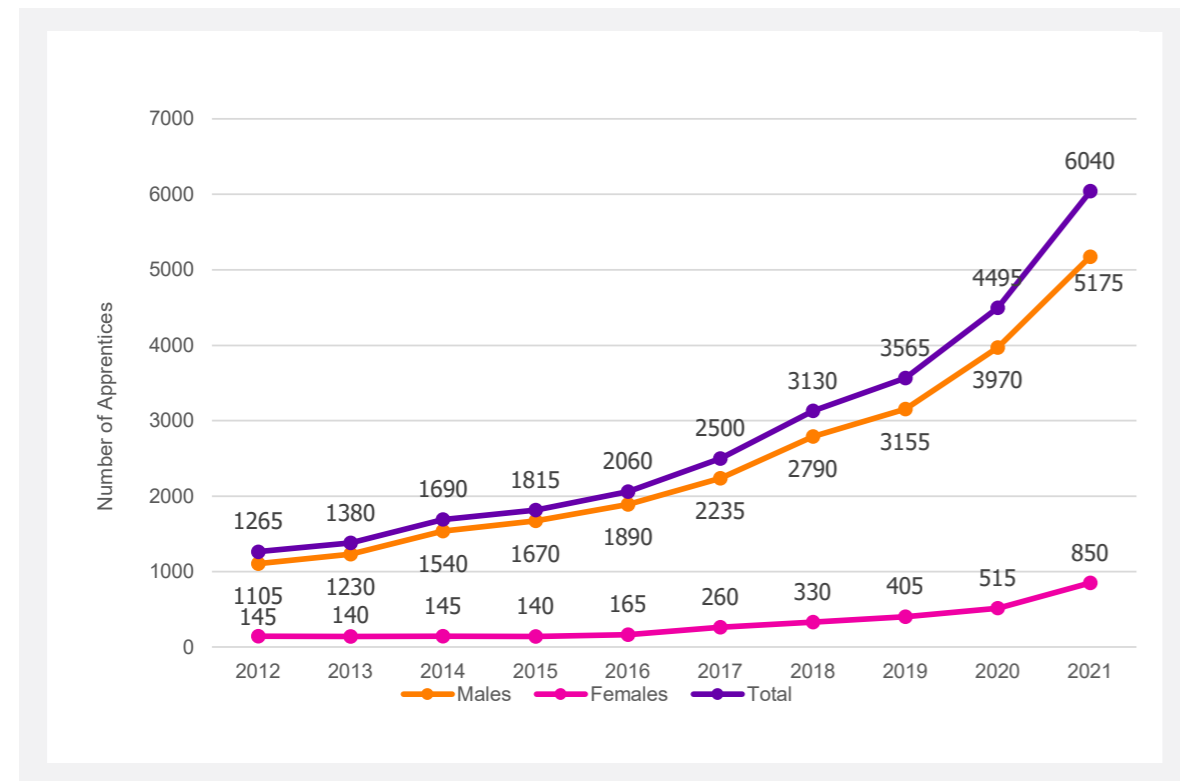
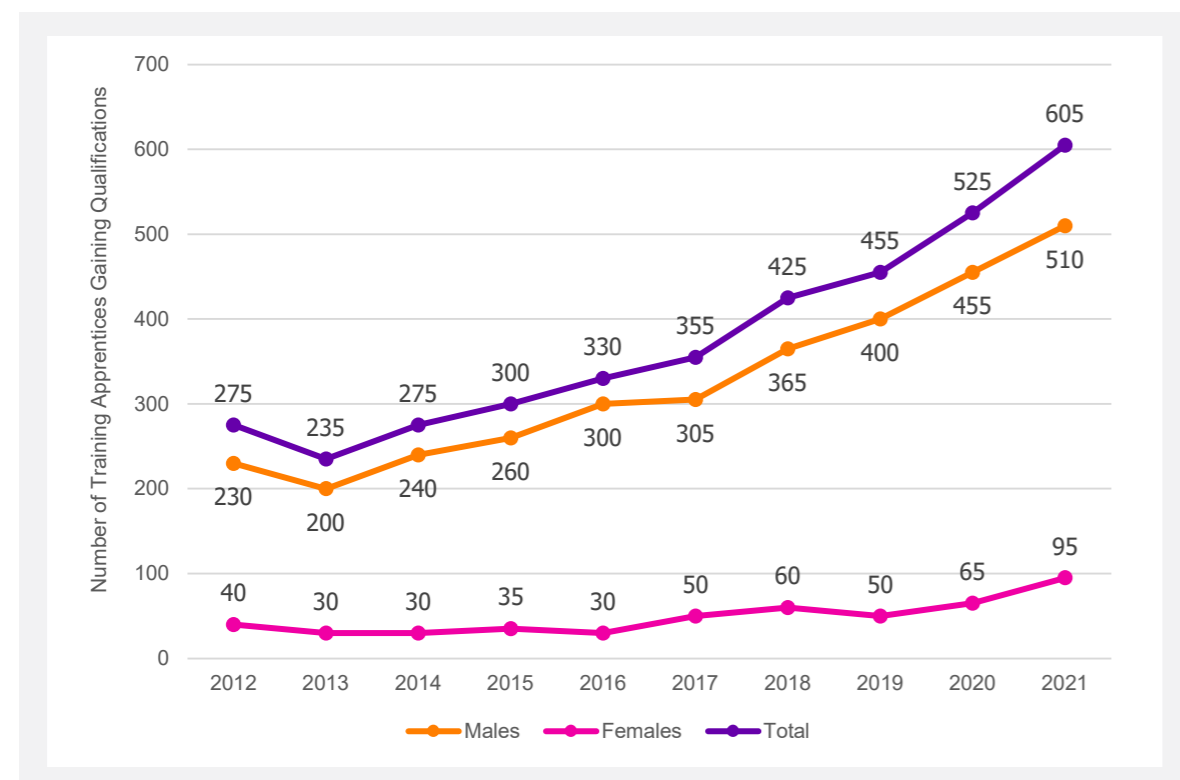


Figure 29: Number of Pacific completions of apprenticeships by gender (2012-2021)



Figures 28 and 29 (page 66) show the number of Pacific people enrolling in and completing apprenticeships has increased steadily since around 2014. Most Pacific people enrolling in and completing apprenticeships are male. The highest level of enrolments and completions for females was in 2021 with 850 enrolments and 95 completions.

Figure 30: Number of Pacific trainees in industry training (2021)

Broad Field of Study (NZCED)	Total Pacific	Total
Agriculture, Environmental and Related Studies	330	7,850
Architecture and Building	325	2,915
Creative Arts	10	160
Education	40	395
Engineering and Related Technologies	1,455	14,135
Food, Hospitality and Personal Services	1,150	7,450
Health	65	1,310
Management and Commerce	775	10,505
Society and Culture	2,185	20,700
<b>Total</b>	<b>7,310</b>	<b>74,415</b>

In 2021, Pacific trainees comprise 9.8% of all industry trainees.

Around 30% of all Pacific trainees in industry training are studying Society and Culture as their broad field of study.

Roughly 1 in 5 of all Pacific trainees in industry training are studying Community Client Care (n=1,435) as their detailed field of study (two levels of disaggregation below the broad field of study of Society and Culture). This study prepares or develops further the abilities of individuals to provide care for people living in the community or in residential care institutions.

Figure 31: 3-year completion and progression rates at Level 1-2 study (2011-2019)

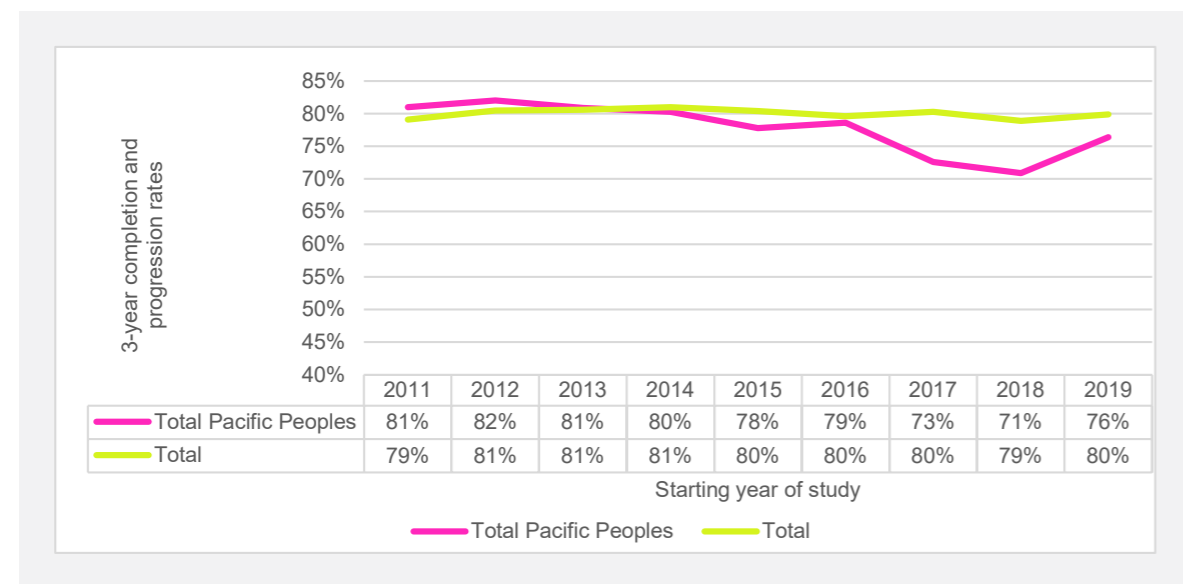


Figure 32: 5-year completion and progression rates at Level 3-7 non-degree (2011-2017)

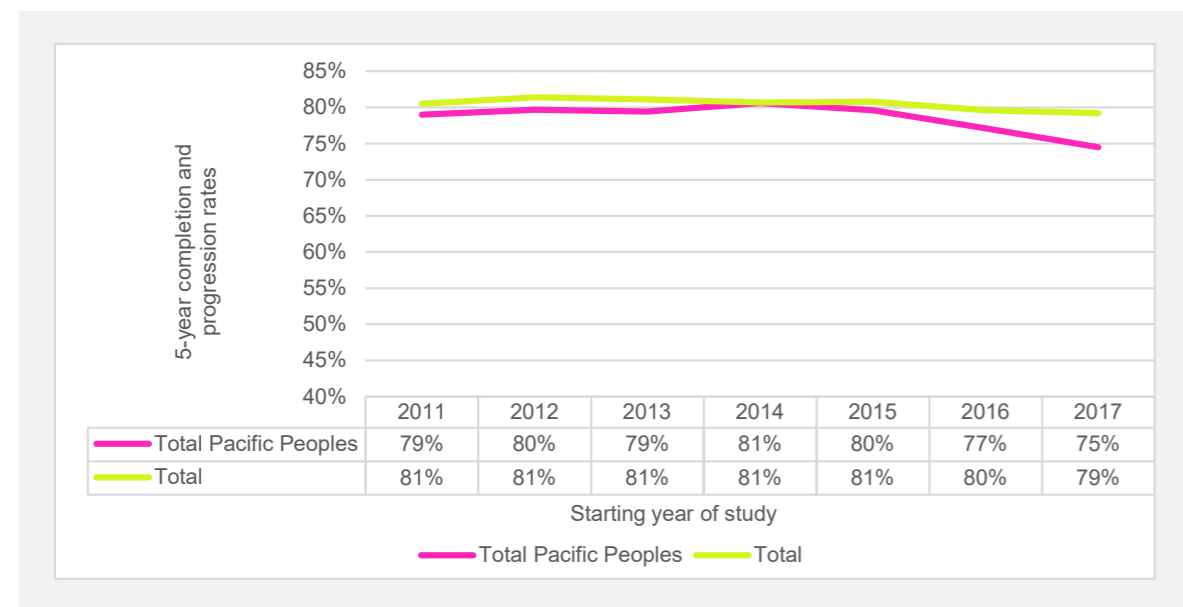
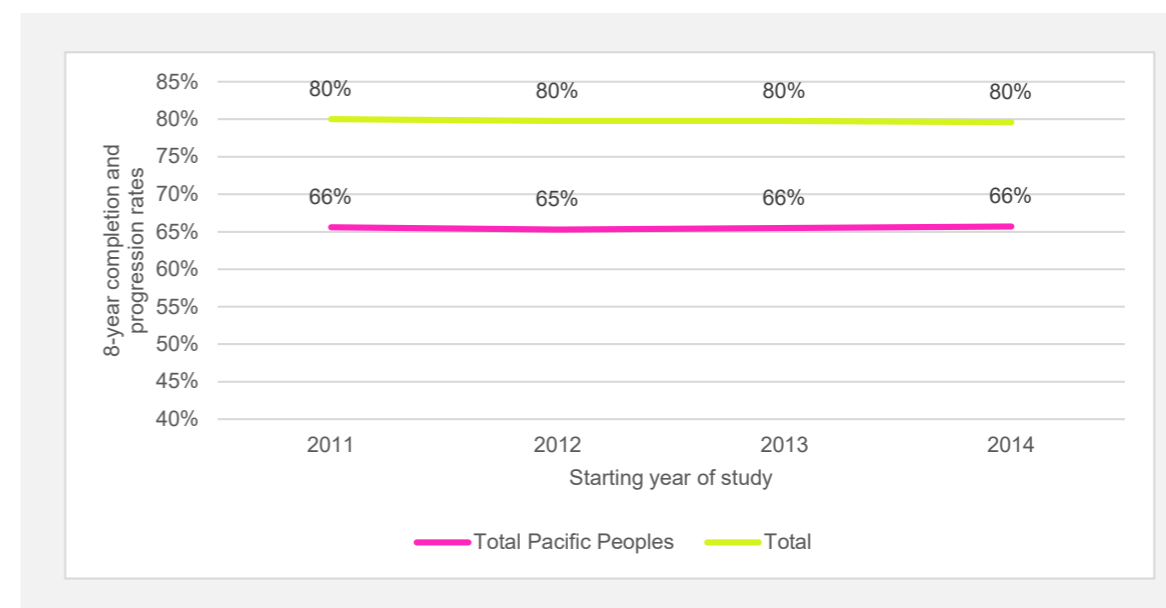


Figure 31 (page 68) shows the percentage of learners completing a Level 1 or 2 certificate or moving to a higher-level qualification within 3 years of their original enrolment. The year shown is the first year of study so the rate for 2018 includes learners completing or progressing to a higher qualification by the end of 2020.

Figure 32 (page 68) shows the percentage of learners completing a Level 3 to 7 non-degree qualification or moving to a higher-level qualification within 5 years of their original enrolment. The year shown is the first year of study, so the rate for 2016 represents the percentages that completed or moved into higher qualification study in 2021.

Level 1-2 certificate study for Pacific learners has had a slight increase in the last year but is still lower than 3 years ago and is lower compared to all learners. Level 3-7 non-degree study for Pacific learners shows completion and progression rates have declined. More work is needed to understand why Pacific learners are not completing or progressing their study at the same rate as all tertiary learners.

Figure 33: 8-year completion and progression rates for Level 7-10 bachelor's degree or higher (2011-2014)



Figures 33 and 34 show the percentage of learners completing a qualification at Level 7-10 (bachelor's degree or higher) or moving to a higher-level qualification within 8 years of their original enrolment. The year shown is the first year of study, so the rate for 2014 includes learners completing or progressing by the end of 2022.

Despite little change in the completion and progression rates in Figure 33, the data reveals a significant gap (-14%) between Pacific learners compared to all learners completing or progressing in tertiary study at Level 7-10. This suggests more work is needed to enable more Pacific learners to progress and complete their qualifications at the same rate as other learners.

Further disaggregation of the 8-year completion rate for all Pacific students starting their qualifications in 2014 (i.e. completing in 2022) is at 64% for Bachelors degrees Level 7, 72% for Honours and Postgraduate certificates and diplomas Level 8, and 81% for Masters degrees Level 9.<sup>30</sup>

<sup>30</sup> Note, this level of disaggregation is not shown in the above Figures but is set out here for comparative purposes within the Level 7-10 Bachelors degree and higher classification.

Figure 34: 8-year completion and progression rates for Level 7-10 bachelor's degree or higher by Pacific ethnic group (2011-2014)

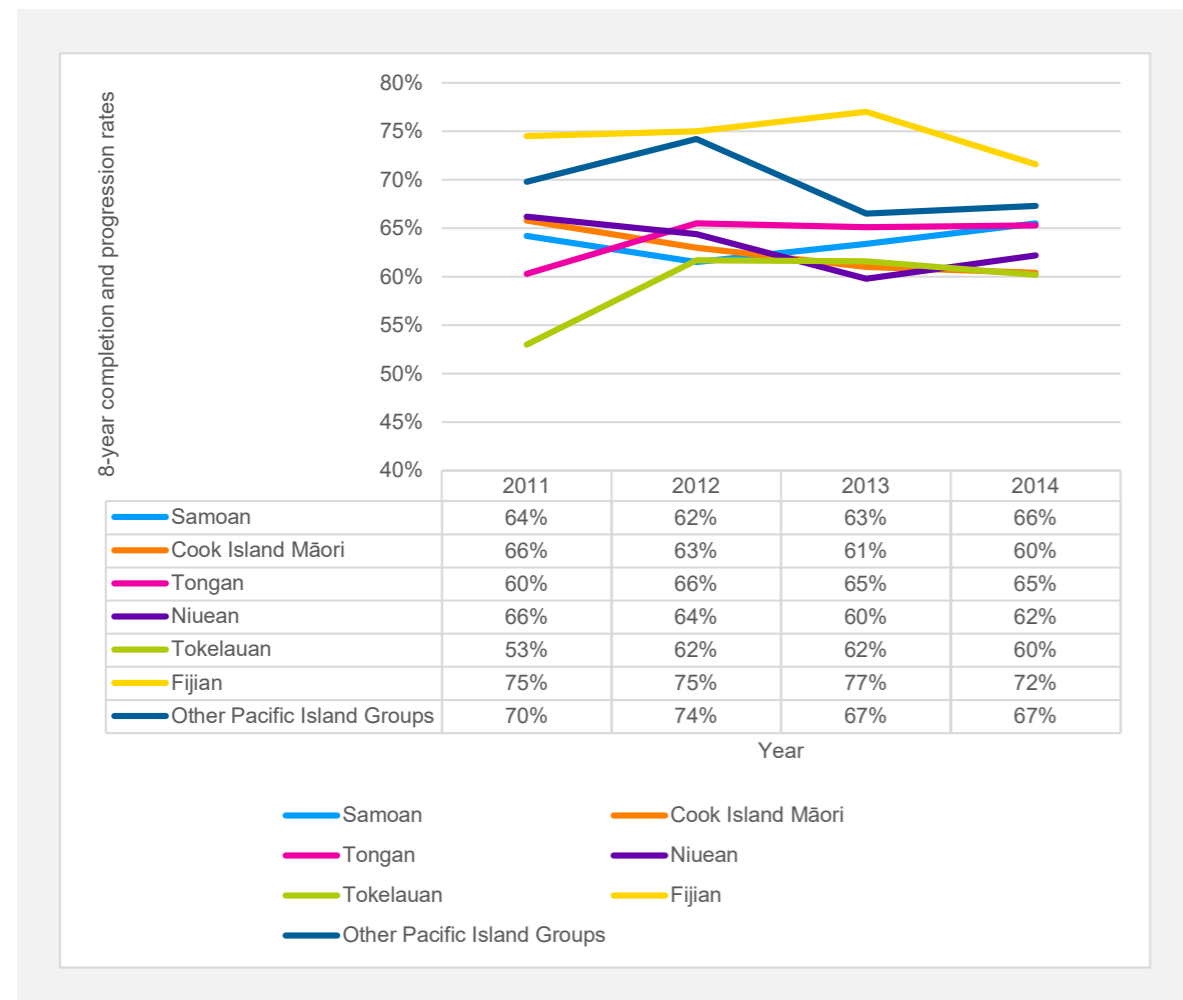


Figure 34 (above) also shows the 8-year completion and progression rate for Level 7-10 study by specific Pacific ethnic group, revealing a significantly higher rate for those of Fiji ethnicity compared to other Pacific ethnic groups. Cook Islands and Niue learners' completion and progression rates have declined over the period, while Tokelau learners have shown a marked increase.

Figure 35 shows the total number of students each year that complete a Level 1-10 tertiary qualification, by Pacific ethnicity. The Pacific group with comparatively higher completions across the period is Sāmoa, however note this is also the largest Pacific population group in New Zealand (roughly 47.9% of the total Pacific population).<sup>31</sup>

<sup>31</sup> Census 2018.

Figure 35: Number of Pacific learners completing a Level 1-10 qualification by Pacific ethnicity (2011-2021)

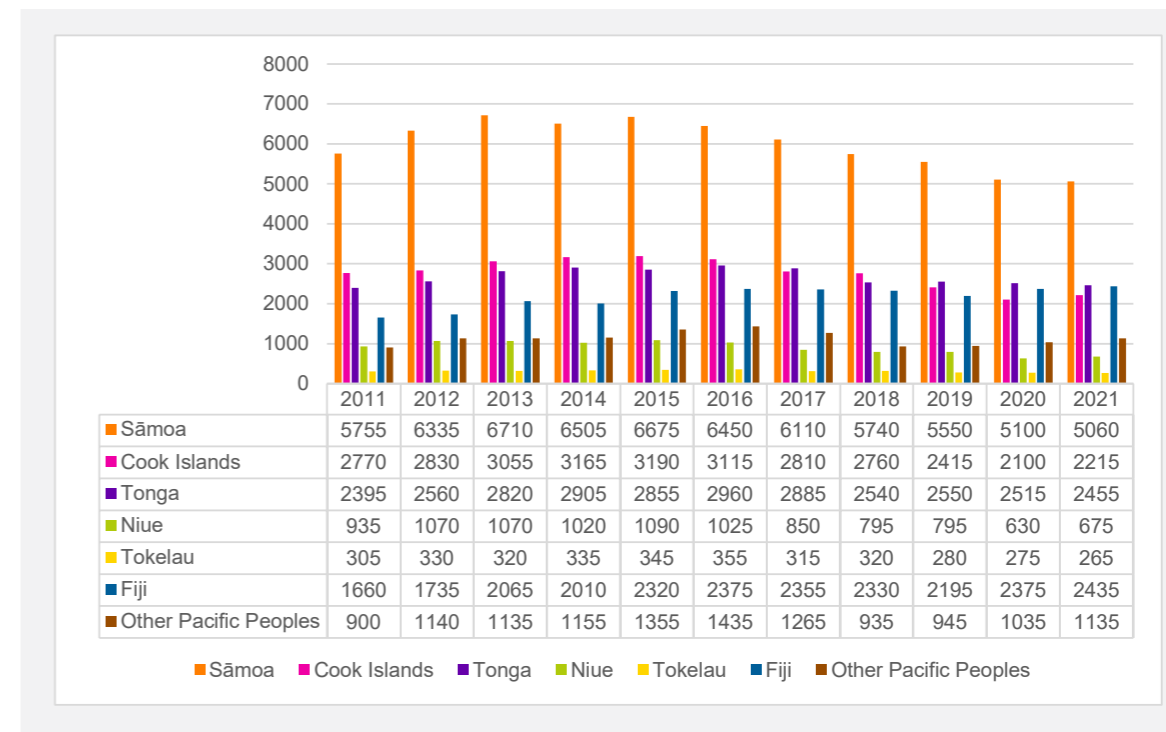


Figure 36: First-year retention rates Levels 1-10 tertiary study<sup>32</sup>

	Pacific Peoples			Total Population		
	Level of Study					
	Level 1-2 certificates	Level 3-7 non-degree	Level 7-10 bachelors and above	Level 1-2 certificates	Level 3-7 non-degree	Level 7-10 bachelors and above
2011	83%	85%	85%	82%	85%	90%
2012	85%	85%	85%	83%	86%	90%
2013	84%	85%	85%	84%	85%	90%
2014	84%	86%	86%	84%	85%	90%
2015	81%	85%	86%	83%	85%	91%
2016	81%	83%	85%	82%	84%	91%
2017	75%	80%	85%	82%	83%	91%
2018	73%	80%	85%	80%	81%	91%
2019	79%	78%	84%	81%	80%	90%
2020	76%	77%	81%	77%	79%	88%

Figure 36 shows the first-year retention rates for Pacific learners compared to all learners, across Levels 1-10 tertiary study. The data reveals that since around 2016 there have been steady declines in retention rates for Pacific learners in Levels 1-2 and 3-7 non-degree study, compared to the total learner population.

The data also shows that retention rates for Levels 7-10 (bachelor and above) for the total population have been relatively steady at around 90%, whereas for the Pacific population, the retention rate has also been mostly steady but at a lower rate (~85%). Note, there is a decrease in 2020 for all learners, which may in part be due to the pandemic.

<sup>32</sup> Retention rates are underestimated in recent years as it is not possible to determine whether students are taking a short break from their studies or whether they have permanently discontinued their study, and some learners return to study in later years. Note, this measure is not available for industry training.

## Key Shift 2 indicators

### Confront systemic racism and discrimination in education

Everyone deserves to live free from racism, discrimination and all types of harm. We know that experiences of racism and discrimination continue for Pacific learners in the education system and that more needs to be done to improve the experiences of our Pacific families and learners so that they can both feel and be safe.

Given existing gaps in the data, we also know that we need to find more ways of measuring and monitoring the impacts of racism and discrimination on Pacific learner wellbeing and safety so that we can improve our knowledge of what is happening and its prevalence.

Figure 37: Measures and data source for indicator: Culturally appropriate learning contexts and learning supports are equitably accessible

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
KS2.1 Culturally appropriate learning contexts and learning supports are equitably accessible	No. of Special Assessment Conditions for NCEA accessed by Pacific learners <sup>33</sup>	1,213	2021	Ministry of Education
	Proportion of Pacific learners that access Specialist Support Services <sup>34</sup>	2.42%		

### Confront systemic discrimination – learning supports are not equally accessed by Pacific learners compared to others

Learning support is the additional support some children and young people need to engage and achieve in education. It is available in early learning services, schools and other learning settings and is provided in a range of ways.

In our review we found that access to culturally appropriate learning support for Pacific learners in education is limited, with a gap between the proportion of Pacific students receiving learning support compared to all other learners. Figure 39 (page 74) shows that across almost every service available, the proportion of Pacific students accessing support is smaller than that of the total population. The greatest difference is in access to early intervention services and the Ongoing Resourcing Scheme (ORS).

Some students also require extra assistance to enable them to take part in assessments such as NCEA. Figure 38 (page 74) shows there were 1,213 applications for Special Assessment Conditions (SAC) for NCEA from Pacific learners in 2021, and six declined applications. Note, each application may include one or more of the types of help that is available.

<sup>33</sup> Includes enlarged papers, braille papers, special papers (PDF), signing reader, reader, computer use, writer, separate accommodation, extra time, rest breaks, and computer only.

<sup>34</sup> Includes early intervention service, communication service, ongoing resourcing service (ORS), behaviour service, high health, deaf and hard of hearing moderate needs, physical disability service and assessments for youth offending.

Figure 38: Total SAC for NCEA accessed by Pacific learners in 2021

Type of NCEA Special Assessment Conditions (SAC) accessed by Pacific students	Number of applications
Enlarged papers	25
Braille papers	1
Special papers (PDF)	25
Signing reader	5
Reader	460
Computer use	602
Writer	595
Separate Accommodation	809
Extra time	326
Rest breaks	149
Computer Only	326
Total applications	1,213

Figure 39: Proportion of students using Specialist Support by type of service and ethnicity (July 2020-June 2021)

Type of Ministry Specialist Services	Pacific Students	All Students	Difference (Pacific Students - All Students)
Early Intervention Service	1.72%	1.98%	-0.26%
Communication Service	1.04%	1.09%	-0.05%
Ongoing Resourcing Service (ORS)	0.50%	0.75%	-0.25%
Behaviour Service	0.44%	0.63%	-0.19%
High Health	0.13%	0.28%	-0.15%
Deaf and Hard of Hearing Moderate Needs	0.12%	0.11%	0.01%
Physical Disability Service	0.02%	0.08%	-0.06%
Assessments for Youth Offending	0.02%	0.02%	0.00%
All Services Above	2.42%	4.43%	-2.01%

Overall, the data on access to learning supports shows us that:

- » it is possible that not all Pacific learners have access to the supports that they need to succeed
- » we need to learn more about what is happening for Pacific learner access to SAC.

Figure 40: Measures and data source for indicator: Pacific learners are safe and free from racism, trauma and harm

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
<b>KS2.2 Pacific learners are safe and free from racism, discrimination, trauma and harm</b>	Proportion of Pacific learners who said teachers say negative things about people of some cultural groups <sup>35</sup>	61%	2018	PISA 2018 (ST223)
	Proportion of Pacific learners who said teachers have misconceptions about the history of some cultural groups <sup>36</sup>	74%		
	Proportion of Pacific learners reporting teachers with lower academic expectations for students of some cultural groups <sup>37</sup>	68%		
	Proportion of Pacific learners that experience bullying <sup>38</sup>	15%	2017-2019	Growing Up in New Zealand longitudinal study (2020)
	Proportion of Pacific learners reporting physical threats or physical harm at schools <sup>40</sup>	12% threatened by other students 12% physical harm (hit or pushed)	2018	PISA 2018 (ST038)
	Proportion of Pacific learners that are intentionally uninvolved	9%		
	Proportion of Pacific learners facing verbal abuse	23% were made fun of 15% had rumours spread about them		

**Confront racism – many Pacific learners report negative experiences in schools from teachers and other learners**

Many Pacific children and young people report experiencing racism, discrimination and marginalisation in their schools. What we have heard during our fono engagement to develop the Action Plan confirms repeated experiences of racism in our education system. Learners are also asking for support to help prepare them to deal with racism. We know that racism can have negative impacts on learners' sense of belonging and acceptance and that more needs to be done so that our Pacific children and young people are safe and free from racism, trauma and all types of harm in education.

35 The data reflects Pacific students reporting this behaviour for 'most' or 'all' teachers. Note, this behaviour is seen in 'some' teachers at a rate of 42%.

36 The data reflects Pacific students reporting this for 'most' or 'all' teachers.

37 Ibid.

38 Units are based on a cohort sample (n= 6,571) for the report: Now We Are Eight (Growing Up in New Zealand).

39 The data reflects Pacific students reporting these behaviours 'a few times a month' or 'once a week or more.'

40 Ibid.

Teachers also can have a profound impact on students. PISA data reveals that 61% of Pacific students reported that most or all teachers speak negatively about people of some cultural groups, while 74% of Pacific students reported that most or all teachers have misconceptions about the history of some cultural groups. This tells us that work must continue to confront and address racism and discrimination in schools.

The actions we have taken to support Pacific learners and teachers to confront and put an end to racism are outlined in Part One of the report (see: pages 32-34).

### Confront discrimination – bullying is more frequently experienced by Pacific learners than others and can impact achievement

There are significant numbers of Pacific learners facing challenges to their wellbeing through their experiences of bullying. The Growing up in New Zealand longitudinal study reveals that around 15% of Pacific learners in middle childhood had experienced bullying related to their family, culture or ethnicity and that bullying that occurred at least weekly was more commonly reported by Pacific children (22%) than others (Māori, 18%; Asian, 16%, European, 10%).<sup>41</sup>

This is further validated by PISA data which reveals some Pacific learners are threatened by other students (12%), some have been hit or pushed by other students (12%), while higher proportions of Pacific learners are challenged with psychological stresses and/or verbal harm due to other students making fun of them (23%) or spreading nasty rumours about them (15%).<sup>42</sup> All of these behaviours are unacceptable for any young person to be exposed to.

The three large-scale international studies, TIMSS, PIRLS and PISA<sup>43</sup>, all show that New Zealand learners experience high levels of exposure to bullying behaviours relative to learners in other countries. The three studies acknowledged that overall academic achievement of learners is lower when they are bullied more often. This helps us to understand how lifting Pacific achievement may be driven in part by eradicating bullying in schools experienced by Pacific learners. More broadly, eradicating bullying and other intimidatory behaviours from schooling supports an environment that enables our learners to thrive and succeed.

### Confront discrimination – Disabled and LGBTQI+ | MVPFAFF+ experiences

Youth19: A Youth 2000 Survey, found that most LGBTQI+ | MVPFAFF+<sup>44</sup> youth and Pacific rainbow youth were having positive experiences in schooling.<sup>45</sup> It also found that while Pacific young disabled people and those with chronic conditions mostly reported positive experiences in school, they were also less likely to feel safe at school and experienced worse wellbeing than other groups of learners.<sup>46</sup> Overall, more needs to be done to identify and respond to threats to wellbeing and to further our understanding of the factors that impact on cultural safety. When released, the findings of the Manalagi: Aotearoa Pacific Rainbow LGBTQIA+ MVPFAFF+ Health and Wellbeing Project<sup>47</sup> will undergo further exploration to better understand the experiences of MVPFAFF+ youth.

<sup>41</sup> Morton, S.M.B., Walker, C.G., Gerritsen, S., Smith, A., Cha, J., Atatoa Carr, P., Chen, R., Exeter, D.J., Fa'alili-Fidow, J., Fenaughty, J., Grant, C. Kim, H., Kingi, T., Lai, H., Langridge, F., Marks, E.J., Meissel, K., Napier, C., Paine, S., Peterson, E.R., Pilai, A., Reese, E., Underwood, L., Waldie, K.E., Wall, C. *Growing Up in New Zealand: A longitudinal study of New Zealand children and their families. Now We Are Eight. Auckland: Growing Up in New Zealand. Accessed from: [Growing Up Reports | Growing Up in New Zealand](#)*

<sup>42</sup> PISA 2018

<sup>43</sup> *The Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and The Programme for International Student Assessment (PISA) are defined in the glossary.*

<sup>44</sup> *The term MVPFAFF was developed by community activist and worker Phylesha Brown-Acton to encourage and facilitate wider use of traditional Pacific terms such as mahu, vakasalewalewa, palopa, fa'afafine, akava'ine, fakaleiti or leiti, and fakafifine (Kerekere, 2017).*

<sup>45</sup> <https://static1.squarespace.com/static/5bdbb75ccef37259122e59aa/t/60dd11a05fc4a74bf0de3e7a/1625100708894/Pacific+Rainbow+Youth19+Brief.pdf>

<sup>46</sup> [https://static1.squarespace.com/static/5bdbb75ccef37259122e59aa/t/60dd134379170606fa5c3a87/1625101127012/Youth19+Brief\\_Pacific+young+people+with+a+disability+or+chronic+condition.pdf](https://static1.squarespace.com/static/5bdbb75ccef37259122e59aa/t/60dd134379170606fa5c3a87/1625101127012/Youth19+Brief_Pacific+young+people+with+a+disability+or+chronic+condition.pdf)

<sup>47</sup> <https://www.manalagi.org/>

### Confront discrimination – Impacts of streaming disproportionately affect Pacific learners

Aotearoa New Zealand has one of the highest ability grouping rates of any OECD country (second only to Ireland), and one of the largest disparities between our highest and lowest achievers. Research from Tokona Te Raki<sup>48</sup> and the Ministry of Education<sup>49</sup> has highlighted the negative impacts of streaming and the need to shift to mixed ability grouping in our schools. In Aotearoa, those most disadvantaged by streaming are Pacific, Māori and disabled students, as they are more likely to be placed in lower ability groups and streams based on underlying bias, teacher perceptions of ability and assessment data. Even with the best teachers, ability grouping creates a stigma for students which influences their self-esteem, self-belief, long term aspirations, and future career pathways while also leading to entrenchment of social status. Streaming also fails to recognise some of the wider barriers that Pacific learners face, which with additional and tailored support, can assist in lifting Pacific learner achievement.

To address this, a range of research is being promoted across our educational teaching and development sites<sup>50</sup> to encourage schools and teachers to adopt flexible forms of grouping in the learning environment, as this leads to high level learning for all. Findings from He Whakaaro: Does streaming work? A review of the evidence confirm that:

- » there is a large body of evidence that fixed ability grouping and streaming practices limit the opportunities, aspirations, expectations and subsequent learning outcomes of learners allocated to middle and lower ability groups
- » there is mixed evidence that learners in high ability groups are any better off when grouped or streamed by ability
- » on average, the risks of fixed ability grouping, and streaming are outweighing the benefits in our education system, and
- » streaming reinforces stereotypes and estimations of certain groups of students' abilities, especially Māori and Pacific learners.

The OECD has advised that New Zealand's prevalent use of streaming and ability grouping drives inequity and reduces opportunities to learn. The OECD have also stated that the two factors that most contribute to high levels of student academic success are the degree to which students are taught in mixed-achievement groupings, and the high levels of challenge that students encounter in their learning experiences.

On 20 March 2023, [Kōkirihiā](#), a collaboration of key education agencies and other stakeholders,<sup>51</sup> was launched as a new plan to remove the practice of streaming from New Zealand's schools. It is designed to show the historical roots of streaming, generate awareness of the issue, showcase alternatives and set out key action points to achieve the goal of de-streaming by 2030. Kōkirihiā found that:

- » 69.6% of primary teachers reported using at least some form of streaming, compared to 30.4% that reported they did not stream
- » 66.2% of secondary teachers reported using at least some form of streaming, compared to 33.8% that reported they did not stream
- » 61.3% of teachers reported that they are confident to teach without streaming or ability grouping, and
- » 47.4% of teachers and 55.6% of school leaders agreed that streaming and ability grouping reinforce socio-economic and ethnic inequalities in education.

You can find out more about Kōkirihiā here: [Ending Streaming | Tokona Te raki \(maorifutures.co.nz\)](#)

<sup>48</sup> [http://www.maorifutures.co.nz/wp-content/uploads/2021/04/TTR\\_Streaming\\_Document.pdf](http://www.maorifutures.co.nz/wp-content/uploads/2021/04/TTR_Streaming_Document.pdf)

<sup>49</sup> <https://www.educationcounts.govt.nz/publications/series/he-whakaaro/he-whakaaro-does-streaming-work-a-review-of-the-evidence>

<sup>50</sup> <https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/Raising-the-bar-with-flexible-grouping>

<sup>51</sup> Including Ministry of Education, ERO, NZQA, NZEI, PPTA, and iwi leaders.

Figure 41: Measures and data source for indicator: Pacific learners' wellbeing and cultural safety is supported and promoted in all learning settings

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
KS2.3 Pacific learners' wellbeing and cultural safety is supported and promoted in all learning settings	Proportion of Pacific learners that feel they belong at school	74%	2018	PISA 2018 (ST034)
	Proportion of Pacific learners that feel safe at school	83%		
	Proportion of Pacific learners that feel like an outsider or left out at school	21%		
	Number of Pacific learners participating in early learning services <sup>52</sup>	-14,605	June data collection week, 2021	Ministry of Education
	Proportion of Pacific learners who regularly attend primary or secondary school <sup>53</sup>	26.4%	Term 2 data collection week, 2022	

**Many Pacific learners report they have a sense of belonging, inclusion and safety in schools**

For this indicator, we looked at the PISA data that asks students about their experiences at schools to determine whether they feel safe and a sense of belonging, and whether they feel left out or experience feeling like an outsider at school. Of the Pacific learners surveyed:

- » 74% agreed or strongly agreed that they feel like they belong at school
- » 83% agreed or strongly agreed that they feel safe at school, and
- » 21% agreed or strongly agreed that they feel like an outsider or left out of things at school.

This data is unable to provide us insights into what is happening for those who do not feel a sense of belonging, safety or inclusion when at school. For example, we would want to know what the drivers and circumstances are for those who negatively experience school, and whether those experiences are evenly spread across the schooling system or, for example, whether higher rates of belonging, safety and inclusion are experienced in schools with greater Pacific learner populations. More research is needed in this area so that we can identify how to improve the experiences of all Pacific learners at school so that everyone feels safe and included.

<sup>52</sup> Data for early learning is collected for the ECE Census during one week in June/July each year, so these numbers reflect the week when the data is collected and for that week in June/July 2021 only. The collection method changed in 2014 so earlier numbers are not directly compared, although overall trends can be considered. 2022 data is not reflected here as it was collected during a COVID-19 peak. The early learning participation data is available online.

<sup>53</sup> Term-2-2022-Attendance-Indicator.pdf (educationcounts.govt.nz)

**Attendance for Pacific learners remains a concern, with compounding impacts due to COVID-19**

There is a strong connection between attendance and feeling safe in places of learning, which is why efforts are made to support and promote Pacific learners' wellbeing and cultural safety in all learning settings. Reduced barriers to education can also promote regular attendance and influencing factors on attendance can include school culture and inclusiveness, having locally responsive curriculum, supporting wellbeing and mental health, and having strong relationships with ākonga, whānau, iwi, hapū and community.

Regular attendance<sup>54</sup> predicts the best outcomes for both learner wellbeing and achievement, which are key priorities of the education system. Our insight studies show that attending school regularly is associated with more positive wellbeing outcomes, and that each additional half-day of absence from school is associated with a reduction in the number of NCEA credits students attain.<sup>55</sup> Tackling lower attendance and its drivers is therefore crucial for supporting greater NCEA achievement for Pacific learners.

A new Government Attendance and Engagement Strategy sets expectations to turn around years of dropping school attendance rates for all students and includes a target of at least 70% of all children regularly attending school in 2024. You can read more about the strategy at: [Attendance-and-Engagement-Strategy-Documents.pdf \(education.govt.nz\)](#)

The COVID-19 pandemic also had a strong impact on the attendance of Pacific learners in early learning and schooling. The *He Whakaaro series*<sup>56</sup> found that:

- » early learning participation was affected over lockdown and beyond, and although attendance has increased it was slower in Auckland
- » participation for Pacific learners was more negatively affected by the pandemic, with Pacific learners in Auckland experiencing more barriers to participation
- » attendance in schools in response to COVID-19 has worsened for Pacific learners
- » national level data shows less Pacific learners leaving school early or unenrolling from school, but this data does not match the reported experiences of Pacific learners across the country, and
- » enrolment and participation in tertiary education for Pacific peoples has grown.<sup>57</sup>

<sup>54</sup> School attendance is measured in half-days, i.e., a minimum of two hours either before or after noon, contributing to the minimum four hours of school a day. Student attendance is grouped into several categories based on the number of half-days students attend school, e.g., regular, irregular, moderate, or chronic absence. Reasons for non-attendance are varied and do not necessarily imply a lack of willingness to learn. Regular attendance means being at school 90% or more of the time.

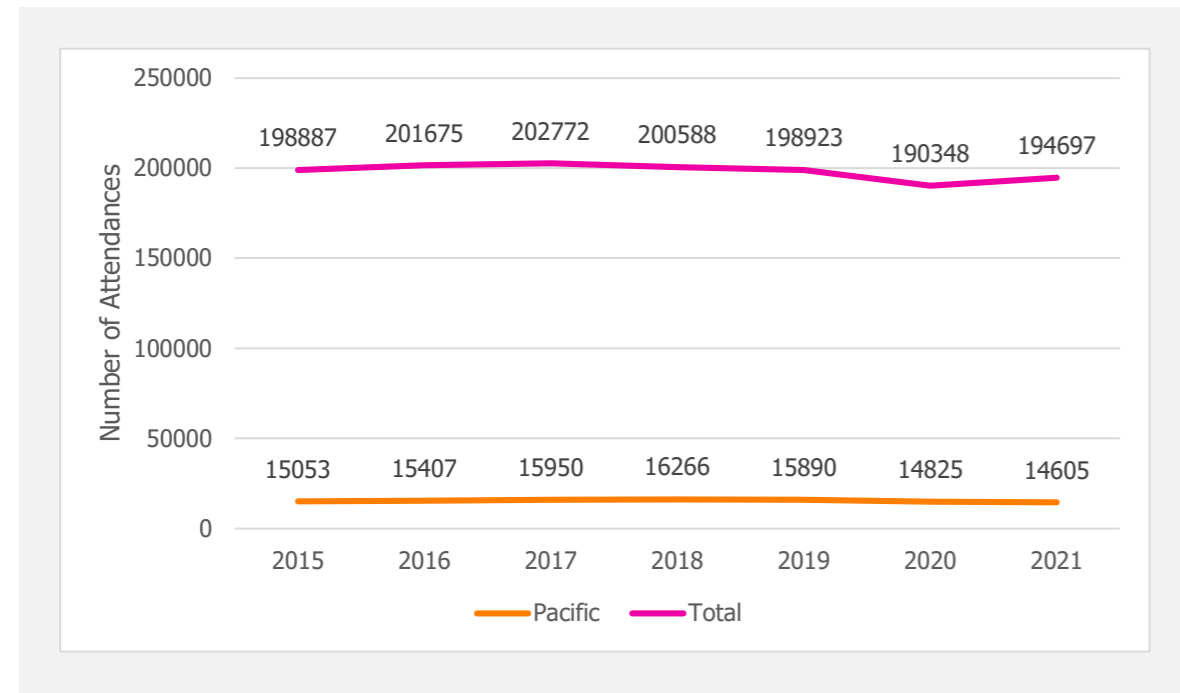
<sup>55</sup> [Term-2-2022-Attendance-Indicator.pdf \(educationcounts.govt.nz\)](#)

<sup>56</sup> [He Whakaaro: What is the relationship between attendance and attainment? | Education Counts; He Whakaaro: How COVID-19 is affecting school attendance | Education Counts](#)

<sup>57</sup> [The impact of COVID-19 on tertiary education in New Zealand: Initial impact on participation | Education Counts](#)

**Participation - early learning**

Figure 42: Early learning services participation by ethnicity (2015 to 2021)<sup>58</sup>

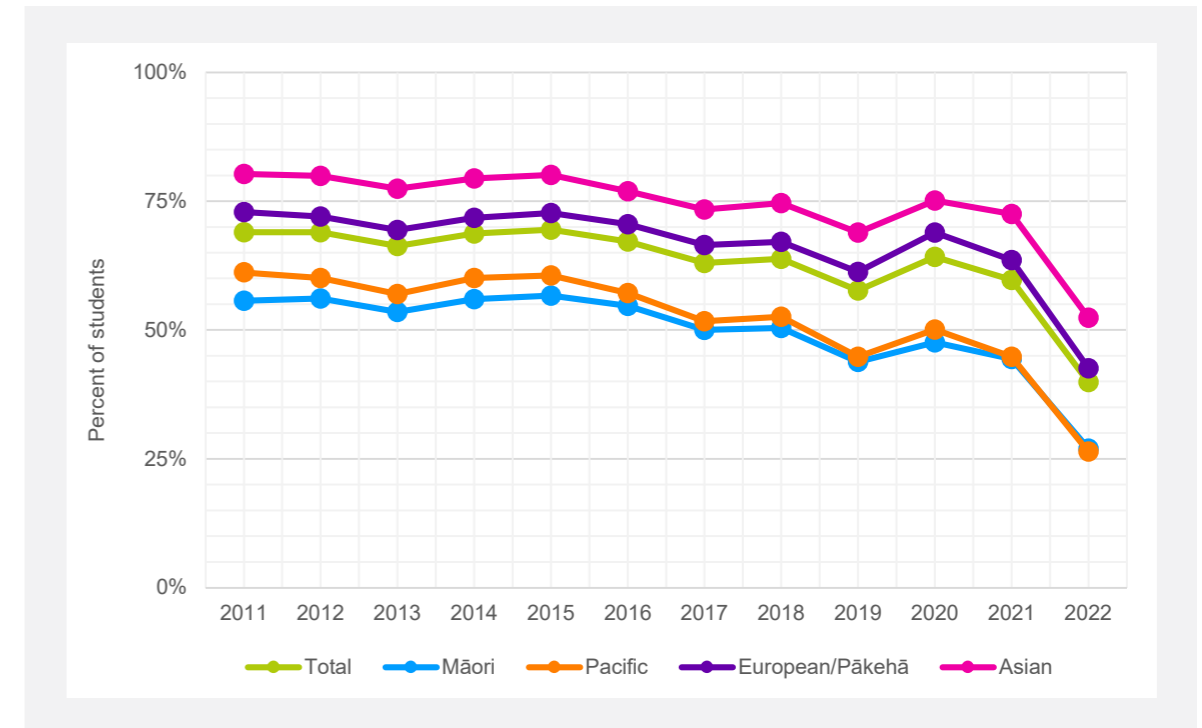


There was a year-on-year increase in participation for Pacific children in early learning services between 2015-2018. However, this has decreased overall in the period 2015-2021, down to 14,605 Pacific participants (who make up 7.5% of all participants). A similar decline is shown for all learners.

<sup>58</sup>Data shows participation in early learning services during the ECE Census week, which occurs around late June each year. Note, this will miss children who did not have participation recorded during the ECE Census week. Numbers cover licenced services only and uses prioritised ethnicity for trends purposes, as total ethnicity collection is only available from 2020.

**Attendance - primary and secondary schools**

Figure 43: Attendance rates by ethnicity (Term 2 for the years 2011-2022)<sup>59</sup>



In Term 2 of 2022, one-quarter of Pacific students (26.4%) met the criteria for regular attendance. The rate of regular attendance for Pacific from Term 2 in 2021 to 2022 has decreased 18.4 percentage points. Pacific attendance rates for Term 2 in 2022 have dropped below Māori for the first time across the time period. Term 2 regular attendance has seen a steady decrease across all ethnicities from 2015, with Pacific learners having the lowest regular attendance (26.4%).

<sup>59</sup> Since 2011, all state and state integrated schools in New Zealand have been invited to submit Term 2 attendance data. From 2020, schools have been asked to provide attendance data for each term.

### Key Shift 3 indicators

#### Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners

We know that we need more quality teachers and leaders to support Pacific learners' educational success. This means we need to see:

- » more professional learning and development (PLD) available to address gaps in teachers' access to the support they need
- » more teachers using culturally sustaining practices for their learners, and
- » Initial Teacher Education programmes that enhance new teacher's capabilities to provide a strong foundation for teaching and learning.

This is not the responsibility of any one teacher alone, but requires coordinated action supported by the Ministry together with other education agencies and entities, education leaders, principals, and school boards, as appropriate.

Figure 44: Measures and data source for indicator: Professional learning and development on Pacific cultural capability is accessible and meaningful

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
KS3.1 Professional learning and development on Pacific cultural capability is accessible and meaningful	No. of page views of the Tapasā online resources	-19,200	May 2021-March 2022	Ministry of Education
	No. of educators that have participated in Tapasā PLD - early learning services	162 teachers from 22 early learning services	April 2022-March 2023	
	No. of teachers that have participated in Tapasā PLD - primary and secondary schools	106 teachers from 14 schools		
	Proportion of school teachers that have received practical help from PLD to improve the progress of Pacific students <sup>60</sup>	47%	2019	NZCER National Survey, 2019: What's happening in our English-medium primary schools
	Proportion of school teachers that have received practical help from PLD to engage Pacific students in their class <sup>61</sup>	40%		

<sup>60</sup> Teachers were asked if they had received help from their PLD for improving the progress of Pacific students. Data is for those that agreed (37%) and strongly agreed (10%). n=620 teachers. Note, the data only represents primary schools delivering in English-medium.

<sup>61</sup> Teachers were asked if they had received help from their PLD for engaging Pacific students in their class. Data is for those that agreed (32%) and strongly agreed (8%). n=620 teachers. Note, the data only represents primary schools delivering in English-medium.

#### Access to Pacific cultural capability training is contributing to improved experiences in schools and the classroom, but more work is still needed

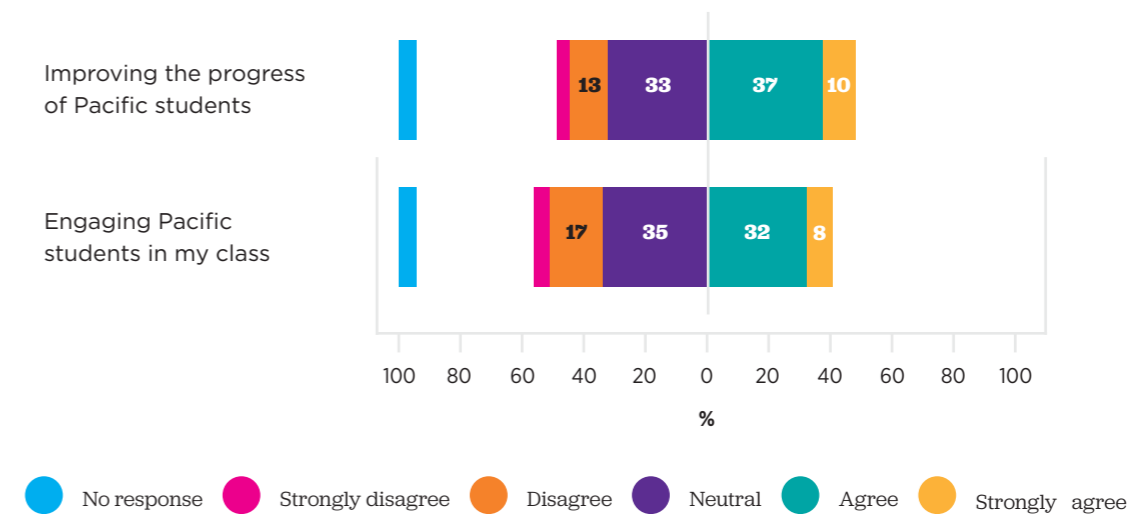
Tapasā: cultural competencies framework for teachers of Pacific learners is a key resource that supports Pacific cultural capability and understanding of the values, perspectives, and worldviews of Pacific learners, families and communities. Tapasā is outlined further in Part One under Key Shift 3, action 22 (see page 36 of this report).

The New Zealand Council for Educational Research (NZCER) National Survey of Schools project undertakes regular surveys of primary and secondary schools to gather information on what is happening in schools. This commenced in 1989 with primary schools, and secondary schools were included from 2003. Cultural competency is among the areas of interest explored through the National Survey.

In 2019, NZCER published its latest survey findings on meeting the needs of Pacific students in English-medium primary schools,<sup>62</sup> which broadly covers the extent to which support provisions for Pacific students are addressed in schools by principals, teachers and school boards. Teachers were asked what practical help they had received from their PLD in the last three years to engage students in their class and to improve their progress.

Of the 620 total teacher responses, 47% of teachers reported having received help from their professional learning to improve the progress of Pacific learners, and 40% had such help to support Pacific learners' engagement in the classroom.

Figure 45: Practical help from professional learning to support Pacific students (NZCER, 2019)



#### What's happening in our English-medium primary schools: Findings from the 2019 NZCER national survey

More still needs to be done so that all teachers can be supported to access PLD to support their ability to improve Pacific learners' progress and engagement, given the proportion of teachers providing neutral and disagreement responses.

<sup>62</sup> Meeting the needs of Pacific students - findings from the NZCER 2019 National survey of English-medium primary schools | New Zealand Council for Educational Research

Among the survey responses, Decile 1 and 2 schools' teachers had the highest proportion reporting strong agreement that they had received practical help from their professional learning to help improve Pacific student achievement (26%) and Pacific student engagement (20%). The 2019 NZCER survey also asked a range of questions about schools' approaches to support Pacific student wellbeing, which are outlined under the next indicator.

Figure 46: Measures and data source for indicator: Teachers and schools use culturally sustaining practices for Pacific learners

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
KS3.2 Teachers and schools use culturally sustaining practices for Pacific learners	Proportion of principals whose schools have incorporated Pacific cultural values, identities and languages into daily practices in classrooms <sup>63</sup>	34%	2019	NZCER National Survey, 2019: What's happening in our English-medium primary schools
	Proportion of principals whose schools have incorporated Pacific cultural values, identities and languages in schoolwide practices in ways that promote Pacific students' belonging <sup>64</sup>	42%		
	Proportion of teachers that incorporate Pacific students' cultures into their teaching in ways that promote belonging	73%		
	Proportion of teachers that provide Pacific students with opportunities to work together and support each other	71%		
	Proportion of students that learn about the cultures of diverse cultural groups	99%	2018	PISA 2018 (SC165)
	Proportion of Pacific learners at schools that encourage students' expression of diverse identities	98%		

63 Data shows the proportion of respondents that said Pacific cultural values, identities and languages were partially embedded (28%) or well embedded (6%); n= 145 principals. Note, the data only represents primary schools delivering in English-medium.

64 Data shows the proportion of respondents that said Pacific cultural values, identities and languages were partially embedded (30%) or well embedded (12%); n= 145 principals. Note, the data only represents primary schools delivering in English-medium.

If teachers use culturally sustaining practices they will critically reflect on their own circumstances, build relationships with learners, and support the languages, histories, cultures, and identities of their learners by incorporating those within the content of their classes and in their teaching environments. In contrast with monocultural/monolingual approaches, culturally sustaining practice seeks to sustain the diversity of languages, literacies, and cultures. This positively contributes to a sense of belonging and feeling valued, and fosters inclusion within learning settings. In turn, this can contribute to attendance and achievement.

In the NZCER National Survey, 2019: What's happening in our English-medium primary schools, a majority of teachers surveyed<sup>65</sup> said that they incorporate Pacific students' cultures in teaching in ways that promote belonging (56% agree and 17% strongly agree (73%)), and that they provide Pacific students with opportunities to work together and support each other (52% agree and 19% strongly agree (71%)). 84% of teachers also said they make a point of knowing which Pacific culture each of their Pacific students' families identify with (57% agree and 27% strongly agree).

Figure 47: Increases in teachers agreeing that they include practices to support Pacific students' learning and wellbeing (2016 and 2019)

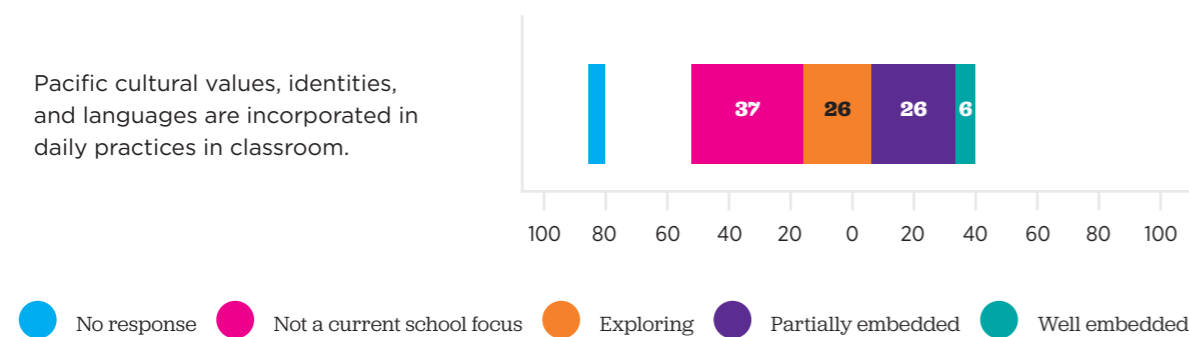
Type of Ministry Specialist Services	2016 (n = 771) % agree	2019 (n = 620) % agree
I make a point of knowing which Pacific culture each of my Pacific students' families identify with.	42	57
I incorporate Pacific students' cultures in my teaching in ways that promote belonging.	37	56
I provide Pacific students with opportunities to work together and support each other.	36	52

There has been a marked increase in teachers that agree they include practices to support Pacific students' learning and wellbeing since 2016.

In 2019, more than half of teachers agreed that they include practices to support Pacific students' learning and wellbeing.

65 Data shows the proportion of respondents who agreed or strongly agreed, n=620.

Figure 48: Proportion of principals whose primary schools have incorporated Pacific cultural values, identities and languages into daily practices in classrooms (NZCER, 2019)



Alongside the 34% of schools that have either partially or well embedded Pacific cultural values, identities and languages in daily classroom practices, a further 26% of schools were exploring how to do this. This means around 60% of schools have shown an interest in this area.

Figure 49: Proportion of principals whose primary schools have incorporated Pacific cultural values, identities and languages into schoolwide practices (NZCER, 2019)



42% of schools have either partially or well embedded Pacific cultural values, identities and languages in schoolwide practices, with a further 25% of schools exploring how to do this. This means around 67% of schools have shown an interest in this area.

**Initial Teacher Education provides a strong foundation for quality teaching, including culturally sustaining practices**

Figure 50: Measures and data source for indicator: Initial Teacher Education provides a strong foundation for culturally sustaining practices

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
KS3.3 Initial Teacher Education provides a strong foundation for culturally sustaining practices	No. of ITE programmes with a focus on Pacific cultural competence	3	As at end April 2023	Teaching Council of Aotearoa New Zealand

Following the launch of the Teaching Council's new ITE Programme Approval, Monitoring and Review Requirements (2019), 89 ITE programmes have been approved, including three with a Pacific-specific focus that lead to teacher registration in New Zealand:

- i. Auckland University of Technology – Bachelor of Education (Pacific Early Childhood Teaching)<sup>66</sup>
- ii. Auckland University of Technology – Bachelor of Education (Pacific Primary Teaching)
- iii. Manukau Institute of Technology – Bachelor of Education (Primary Pacific).

These programmes allow more in-depth teacher training focused on the needs of Pacific learners and application of Pacific cultural competency in learning environments.

<sup>66</sup> Note, this programme has been approved under the 2019 ITE requirements but is currently not on offer. It will be offered at a later date. The full list of current ITE programmes approved is found here: [Programme requirements and approval :: Teaching Council of Aotearoa New Zealand](#)

### Key Shift 4 indicators

Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met

Parents and families require access to helpful information and support to effectively participate in education and to enable the same for their Pacific learners. The Action Plan committed to enabling Pacific parents and families to engage in education through initiatives including Talanoa Ako and targeted NCEA support. It also committed to enabling reciprocal relationships between families and places of learning so that Pacific learners can thrive in their places of learning.

This section outlines the data that shows how the education sector has been partnering with Pacific families to design, implement, and enable more opportunities for Pacific learners' aspirations to be met.

Figure 51: Measures and data source for indicator: Support for Pacific parents is accessible, culturally safe and helpful

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
KS4.1 Pacific parents can access culturally safe and helpful supports	No. of participants in Talanoa Ako programmes <sup>67</sup>	881 families	As at end 2021	Ministry of Education
	No. of Talanoa Ako partners <sup>68</sup>	74		
	No. of users of the Talanoa Ako online series	122,601		
	No. of participants in ma le Pasifika workshops <sup>69</sup>	2,710	2020-2021	NZQA
	No. of trained NCEA champions	10		

Both the Talanoa Ako initiative and NCEA ma le Pasifika workshops are outlined further in Part One under Key Shift 4, actions 31 and 32 (see pages 41-42 of this report).

Access and engagement with the first of the Talanoa Ako online series achieved 87,891 independent engagements<sup>70</sup> with all sessions by July 2020. This represents a 10-fold increased reach into the community compared to earlier face-to-face offerings. Similarly, the 2021 summer series reached a total of 34,710 independent engagements. Cumulatively, the Talanoa Ako series reached 122,601 participants as at the end of 2021.

67 Talanoa Ako data represents a cumulative total since the programme has been running.

68 Talanoa Ako partners are contracted providers that deliver the Talanoa Ako programme to eligible Pacific families.

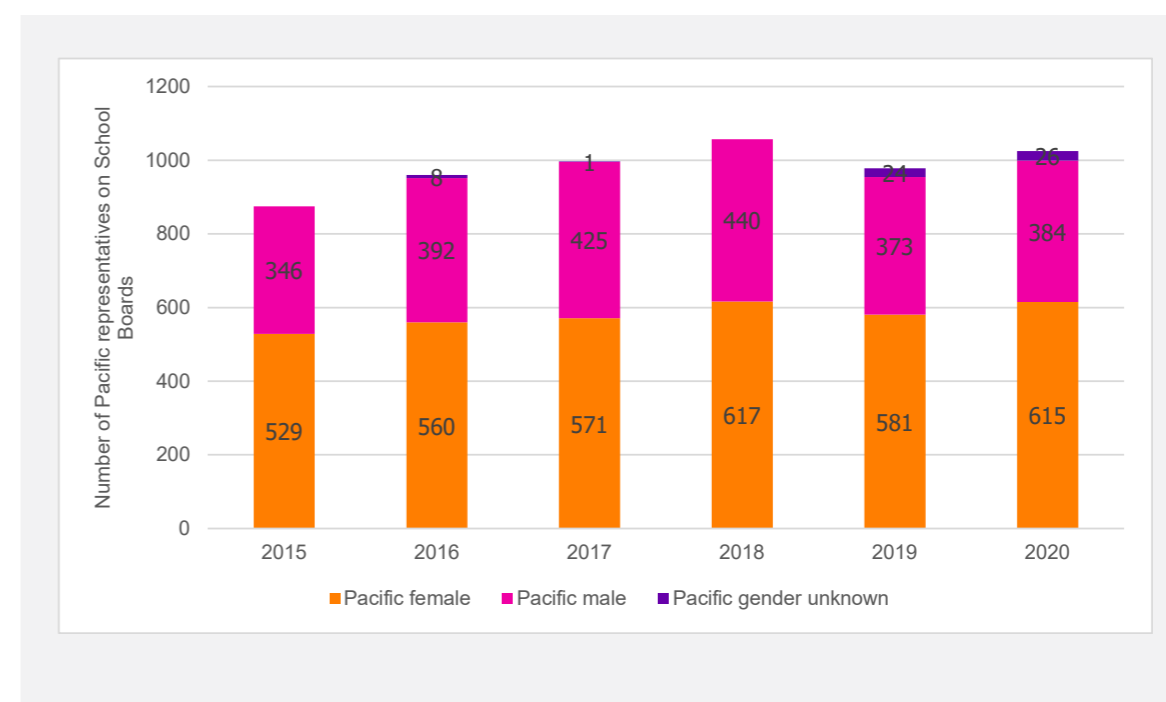
69 Data is cumulative for the years 2020 and 2021. NCEA champions support and facilitate ma le Pasifika workshops.

70 See: Talanoa Ako Response to COVID-19 – case studies [Talanoa Ako / Home - Pasifika \(tki.org.nz\)](https://www.tki.org.nz/)

Figure 52: Measures and data source for indicator: Quality reciprocal relationships exist between Pacific families and places of learning

Indicator	Description of Measures	Baseline Data	Time Period	Data Source	
KS4.2 Quality reciprocal relationships exist between Pacific families and places of learning	No. of Pacific representatives on School Boards	1,025	2020	Ministry of Education	
	Proportion of schools with strategic documents for engaging Pacific families <sup>71</sup>	36%	2019		NZCER National Survey, 2019: What's happening in our English-medium primary schools
	Proportion of schools with Pacific home-school partnerships that are working well in the school	38%			

Figure 53: Number of Pacific representatives on School Boards

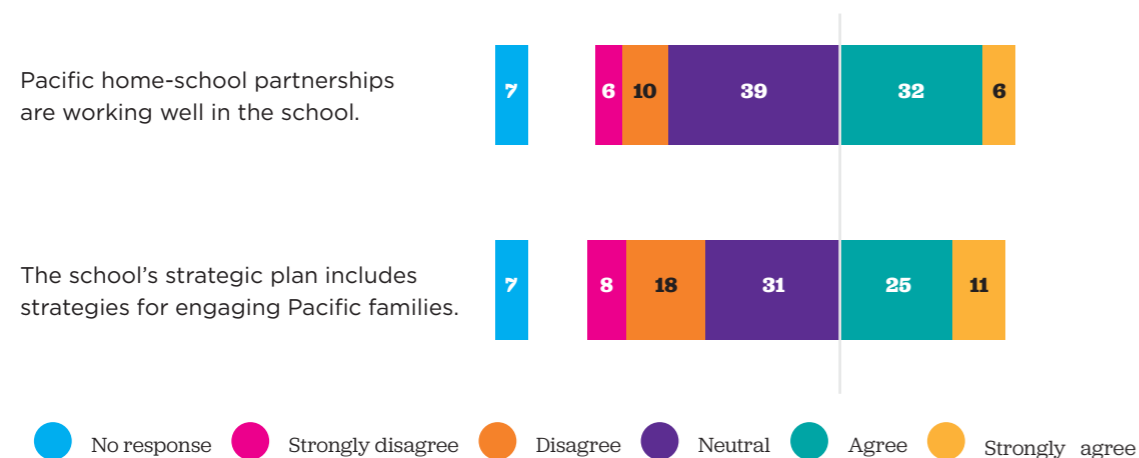


The number of Pacific people on School Boards increased slightly over the period 2015-2020.

In 2020 there were 1,025 Pacific people that were School Board representatives, comprising of 615 females and 384 males. This accounts for 5% of the total School Board representatives.

71 Note, the measures from the NZCER survey are for primary schools only. Where additional data becomes available for other learning settings this indicator will be updated.

Figure 54: Proportion of schools with Pacific home-school partnerships and strategies for engaging Pacific families (NZCER, 2019)



The data reveals that more work is needed to support Pacific home-school partnerships, with 38% that either agree or strongly agree that these relationships work well. Only 36% of schools agreed their school has strategies for engaging Pacific families, which means this aspect is largely left to be led by teachers.

Figure 55: Measures and data source for indicator: Pacific learners access meaningful pathways in education and to employment

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
KS4.3 Pacific learners' aspirations for meaningful pathways through education to employment are met	Proportion of Pacific school leavers with NCEA Level 2	25%	2021	Ministry of Education
	Proportion of Pacific school leavers with NCEA Level 3 or UE	51.1%		
	Destinations of Pacific school leavers	See Figure 58		
	Proportion of Pacific learners that have undertaken specified activities to find out about future study or work	See Figure 59	2018	PISA 2018 (EC150)
	Proportion of Pacific learners that have acquired basic skills to search for and obtain employment	63% acquired skills for a job interview 69% acquired skills to write a CV 84% acquired skills to search for a job		
Post-study incomes of Pacific people	See Figures 60-62		2021	Ministry of Education

**Supporting aspirations for meaningful pathways – Pacific learners need support to plan their education so that they have more options when they leave school**

The National Certification of Educational Achievement (NCEA) Levels 2 and 3 are respectively, the second and final stages of senior secondary education. Both NCEA Level 2 and 3 serve as a foundation for further study and/or employment and encompass a wide range of learning.

Five key data signposts have been identified by the New Zealand Qualifications Authority (NZQA)<sup>72</sup> to help show whether students are on a pathway to attain NCEA and University Entrance, which will support higher learning pathways:

- i. **Staying in school:** In 2021, 65% of Pacific students stayed until the end of Year 13.
- ii. **UE achievement:** Tracking achievement during the last three years of secondary school from year 11 to Year 13, shows significant inequities with only 26% of Pacific students gaining University Entrance in 2021.
- iii. **Students have been assessed in sufficient credits to meet the expectation of their year level:** This is a particular concern for UE where ~40% of Pacific students are not being assessed in sufficient credits to achieve UE.
- iv. **Tracking the number of courses completed to support NCEA achievement:** Pacific and Māori students are less likely to be assessed in a sufficient number of courses to achieve the NCEA standard.
- v. **Tracking the assessment mix:** By having an assessment programme with higher proportions of unit standards than achievement standards, Pacific and Māori students will generally find it more difficult to meet the threshold required to be awarded UE.



Figure 56: School leavers with NCEA Level 2 as highest level of attainment by ethnicity (2011-2021)

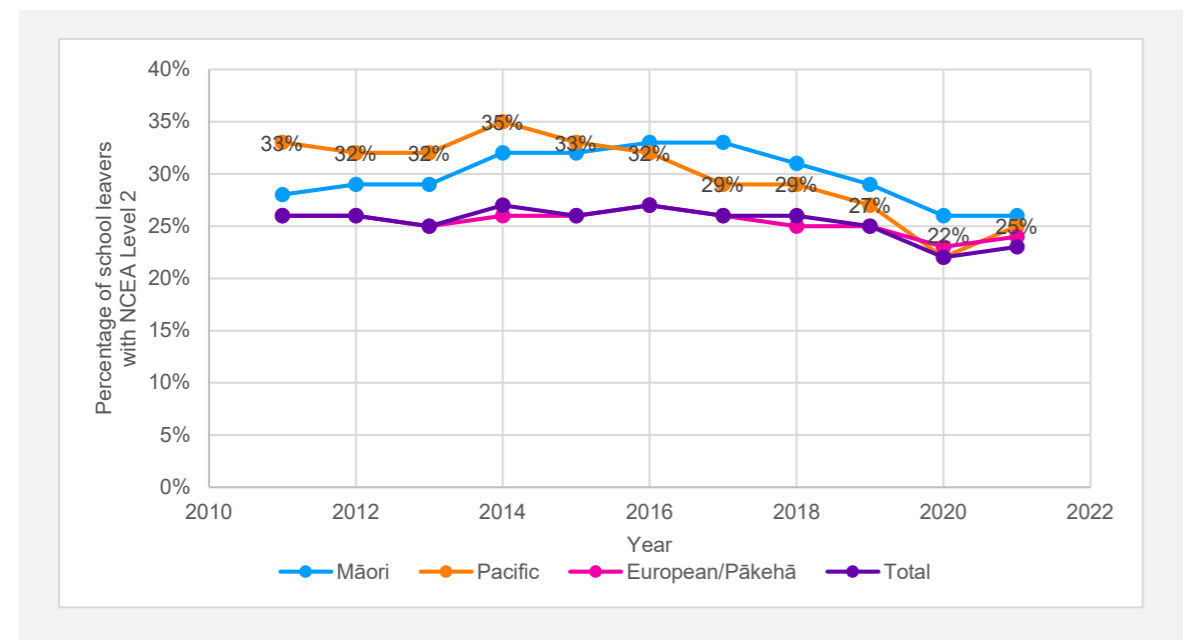
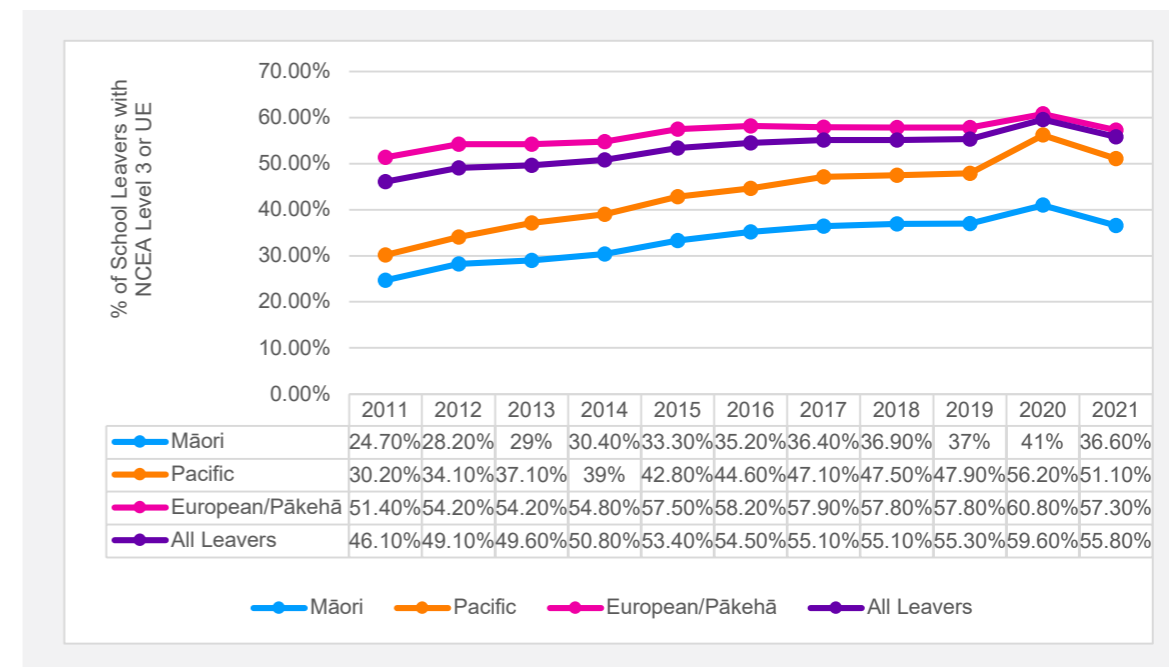


Figure 56 shows the proportion of Pacific students that leave school with NCEA Level 2 as their highest achievement has declined from 33% in 2011 to 25% in 2021. At the same time, the proportion of Pacific students that leave school with NCEA Level 3 or UE has steadily increased from 30.2% in 2011 up to 51.1% in 2021 (Figure 57, page 93). This increase is positively associated with both greater earnings potential and long-term socio-economic impacts. However, only 26% of Pacific school leavers attained UE standard in 2021. In 2021, the combined proportion of Pacific school leavers that attained NCEA Levels 2, 3 and UE standard was 76.1%.

Figure 57: Pacific school leavers with NCEA Level 3 or University Entrance (UE) standard (2011 - 2021)



NCEA Level 3 is the final stage of senior secondary school. Achieving NCEA Level 3 is only one component of attaining UE. UE is the minimum requirement to go to a New Zealand university. 'UE standard' includes attainment of the UE award and attainment of UE standard from assessments outside the New Zealand Qualifications Framework. The upwards trend for UE standard attainment for Pacific learners shows that more of the Pacific student leavers population is equipped with qualifications that can support higher levels of long-term economic wellbeing. However, more is still needed to close the gap between Pacific school leavers and European/Pākehā.

Figure 57 shows that from 2011 to 2020, all ethnic groups saw an improvement in NCEA Level 3 or UE standard achievements, with Pacific school leavers having the largest increase over the period (56.2% of Pacific school leavers achieved NCEA Level 3 or UE in 2020). 2021 saw a slight dip in these rates (-5.1%) but it is too early to say whether this shows a trend, and it is unclear whether this is due to COVID-19, noting the rise in achievement rates for the year 2020 which was during the pandemic.

Secondary and Tertiary education qualifications are associated with a range of indicators and measures of wellbeing linked to higher incomes, more labour-market opportunities and improved living standards. Research by Scott in 2018<sup>73</sup> found the earnings of students attaining UE standard who go directly into tertiary study after leaving school will overtake the earnings of all their less qualified peer groups five years after leaving school. By year 7 after leaving school, the average earnings for the UE standard group are 28% higher than those who leave school with only NCEA Level 2.

73 <https://conversation.education.govt.nz/assets/TES/16-Sept-2019-Annex-2-Draft-Evidence-Brief-003.pdf>

Figure 58: Destinations of Pacific school leavers in 2020<sup>74</sup>

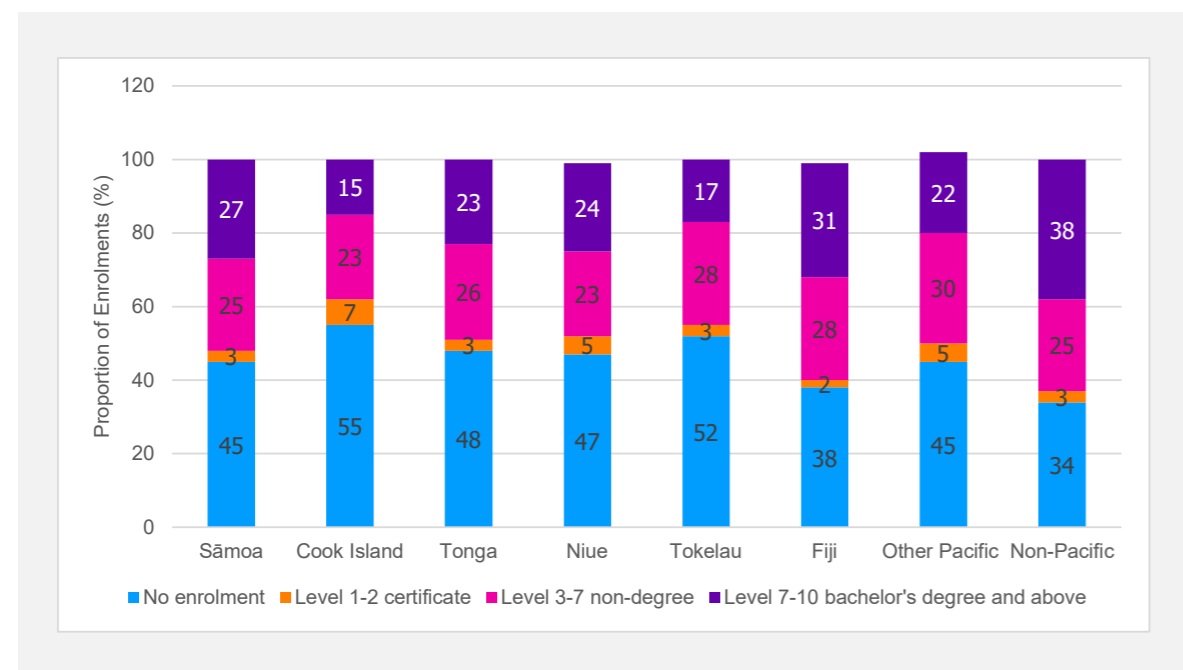


Figure 58 (above) shows that a significant proportion of Pacific school leavers across all Pacific ethnic groups do not enrol in formal qualifications at tertiary education or in industry training. Additionally, a much lower proportion of Pacific learners enrol in Level 7-10 study than non-Pacific learners.

The total number of Pacific learners who left school in 2020 with no enrolment was 3,425. Pacific school leavers in 2020 that did enrol totalled 275 enrolled in a Level 1-2 certificate, 1,840 enrolled in Level 3-7 non degree study, and 1,735 enrolled in Level 7-10 bachelors and above.

More work is needed to understand what happens for Pacific school leavers that do not enrol in tertiary education and why they choose not to enrol in tertiary study, as well as how in-school decisions and other incentives such as scholarships are supported to enable higher education.

Information about transitions from secondary to tertiary education can be found at: [Transitions from Secondary School | Tertiary Education Commission \(tec.govt.nz\)](https://www.tec.govt.nz/Transitions-from-Secondary-School)

**Supporting aspirations for employment – Pacific learners require support to navigate transitions with acquired knowledge and skills**

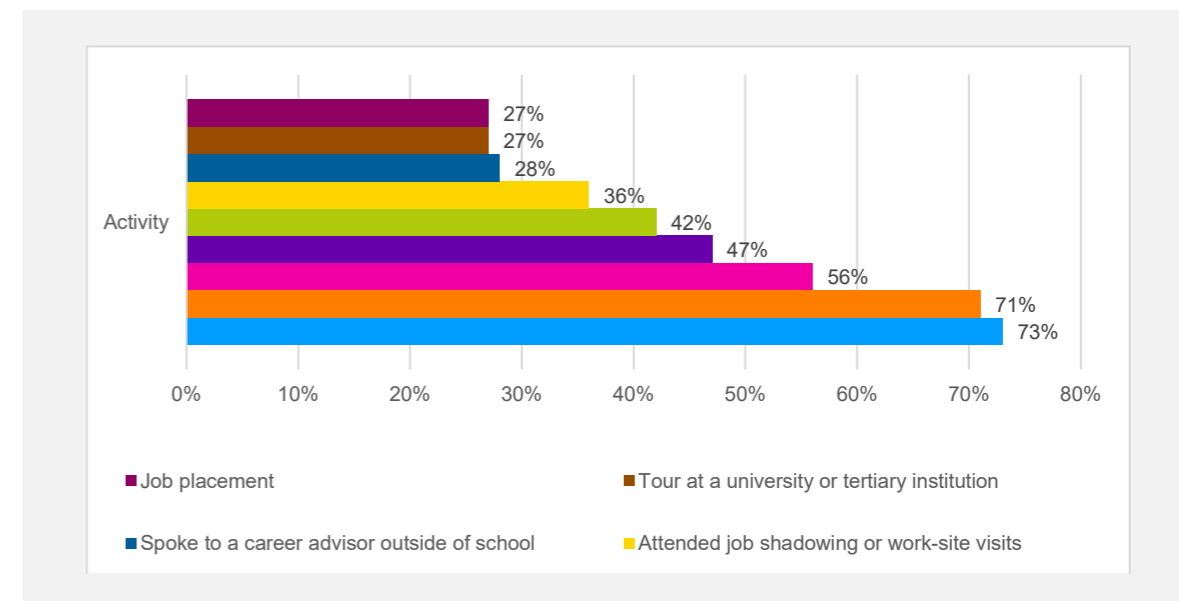
Navigating the transition between secondary school and adulthood, whether that be further study/ training or employment, can be a daunting experience for many Pacific learners. Ensuring that Pacific learners are equipped with the knowledge and skills to navigate these transitions successfully is one way that improved wellbeing outcomes can be supported. While many Pacific learners report having acquired the skills to search for a job (84%), only some say they have the skills to go the next step by writing a CV (69%) and fewer still say they have the skills to prepare for a job interview (63%). These are important basic skills that everyone needs, and which can help to greatly improve one’s sense of self-confidence in aiming to obtain employment.

<sup>74</sup> Data relates to domestic students leaving a New Zealand school during 2020 and enrolled at any time during 2021 with a tertiary education provider in formal qualifications >0.03 EFTS. Data excludes non-formal learning in tertiary education. Students are counted in the highest qualification type/NZQF level they enrol in during the year. Ethnicity counts may not add to the total as students are counted in each ethnic group they identify with.

Many Pacific learners seek out information to help with their future work or study decisions from their parents or parents’ friends (73%). As such, it remains important that the family is included in this aspect of the education to employment pathway in a timely way and that learners, families and influencers are aware and can access useful sources of information and guidance to support the aspirations and abilities of their Pacific learners. This highlights the importance of building quality home-school relationships with Pacific families, quality relationships with Pacific families and tertiary institutes, and quality relationships with industry and business, employers and communities

We also know that many Pacific learners look for information about careers on the internet (71%), which provides an opportunity to harness existing Pacific networks to provide useful information that supports Pacific learner aspirations. Less than half of Pacific learners speak with in-school careers advisors (42%), and some go on to complete a work-site visit (36%), tour a university (27%) or do a job placement (27%). We do not know enough about why fewer Pacific learners participate in these activities or about those who participate in none at all, though there are assumed cultural barriers that could act to prevent some Pacific learners from doing so.

Figure 59: Specified activities undertaken by Pacific learners to help them make decisions about future work or study



**Supporting aspirations for employment – post-study incomes of Pacific people are generally lower over time than non-Māori and non-Pacific**

We reviewed comparative data on graduate students’ outcomes to help us better understand the incomes of people who had completed qualifications when they were aged under 25 years,<sup>75</sup> i.e., those who entered tertiary education soon after leaving school. We saw that higher levels of tertiary study have a relationship to higher incomes, but this is not evenly distributed between males and females, or across ethnic groups.

<sup>75</sup> <https://www.education.govt.nz/further-education/information-for-tertiary-students/employment-outcomes/>

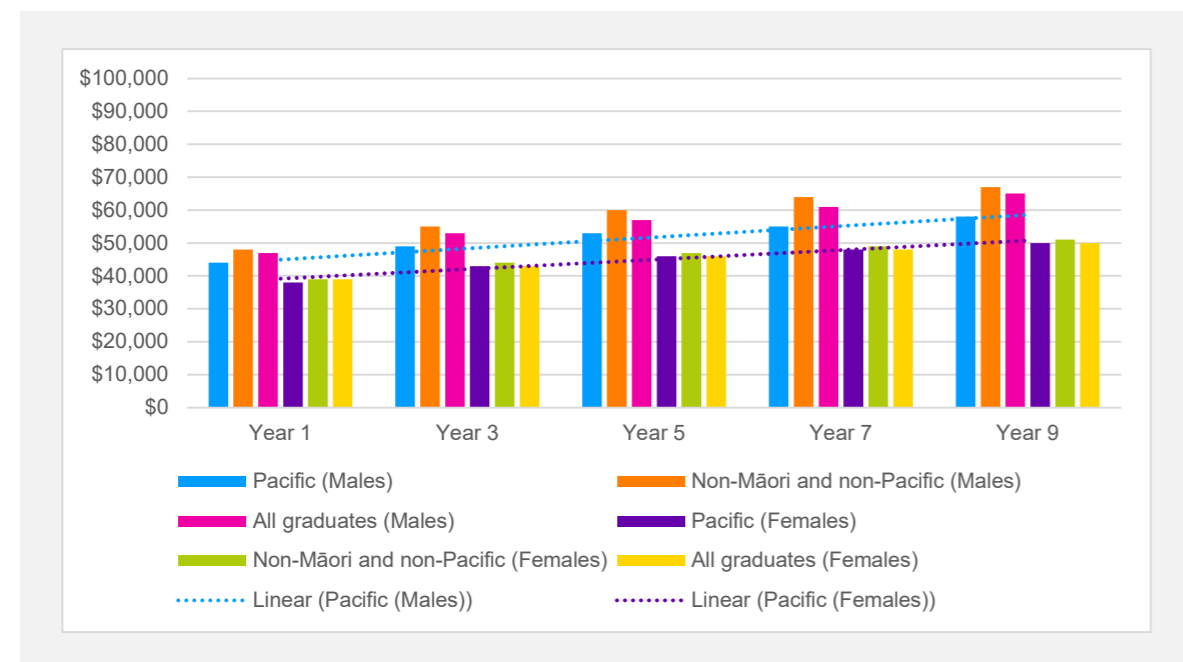
Figures 60-62 (pages 96-97) show that the median annual earnings of tertiary graduates aged under 25 who were in employment after study was:<sup>76</sup>

- » Higher for males compared to females, with income for both increasing over time
- » Males have higher incomes than females in all years post-study for non-degree graduates, whereas male and female degree graduates start out with similar incomes in the year following study and then males incomes grow faster than female incomes
- » Lower for Pacific males compared to non-Māori and non-Pacific males, and
- » Similar or slightly lower for Pacific females compared to non-Māori and non-Pacific females (except Year 3 and 9 for Certificates Level 1-3).

The gender gap in earnings is much larger than the ethnicity gap for each level of study. The earnings are not adjusted for hours of work, so part of this difference may be due to greater full-time work by females. At each level of study, the gap between Pacific males and females increases over time. The gap between Pacific males and non-Pacific/non-Māori males is smaller than the gender gap but increases over time at all levels of study. There is only a very small gap between Pacific females and non-Pacific females, which tends to stay constant over time.

These patterns have long-term implications, particularly affecting Pacific females, for whom along with other females the pay gap is the widest. Research from the Human Rights Commission identifies addressing educational attainment as an important component of addressing the Pacific pay gap,<sup>77</sup> which includes access to quality education and training opportunities.

Figure 60: Certificate Level 1-3 tertiary graduates (aged under 25) show a gender and ethnicity gap in annual earnings



Note, data for Figures 60-62 show five different graduation cohorts' earnings, based on years since graduation, i.e., 1-year, 3-years, 5-years, 7-years, and 9-years. This helps us to see any change in incomes over time, which can be expected after having gained in-work experience.

<sup>76</sup> The data covers the tax year 2019 to 2022 and groups those who completed qualifications into 5 graduation cohorts based on how many years it has been since they completed their qualification.

<sup>77</sup> Matada Research Group. (2022) Pacific Pay Gap Inquiry Literature Review. Human Rights Commission, Wellington, NZ. <https://76v71b.p3cdn1.secureserver.net/wp-content/uploads/2022/10/Pacific-Pay-Gap-Inquiry-Literature-Review.pdf>

Figure 61: Certificate and Diplomas Level 4+ tertiary graduates (aged under 25) show a gender and ethnicity gap in annual earnings

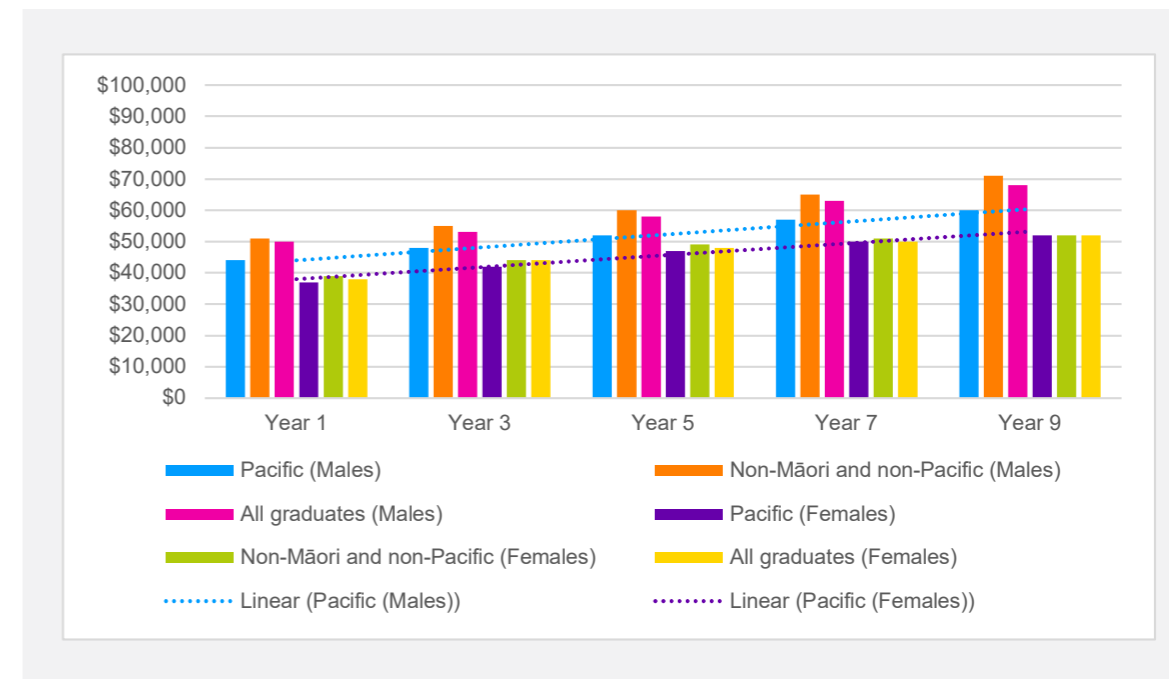
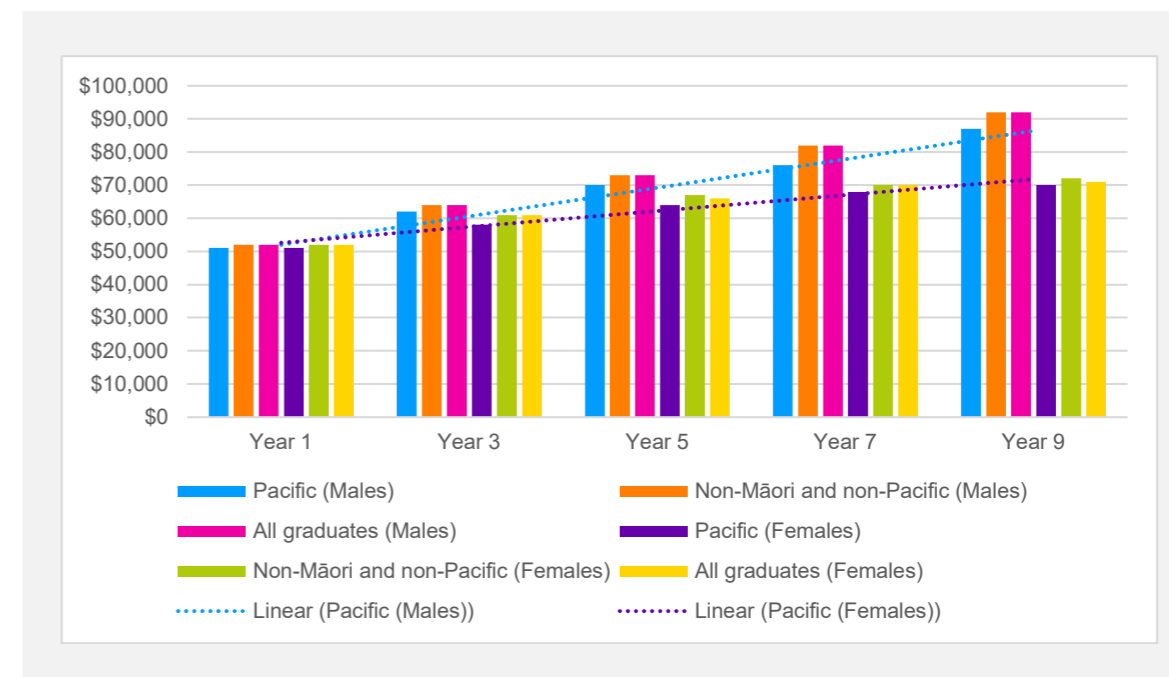


Figure 62: Degree and Graduate Diploma graduates (aged under 25) show a gender gap and ethnicity gap in annual earnings



### Key Shift 5 indicators

#### Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages

Pacific families and communities told us that the workforce needs to better reflect the Pacific learner and family population, which is why it is important that we continue to grow and retain the nationwide Pacific workforce. This workforce needs to be better represented across early learning, schooling and tertiary education and can be increased through a range of methods, including:

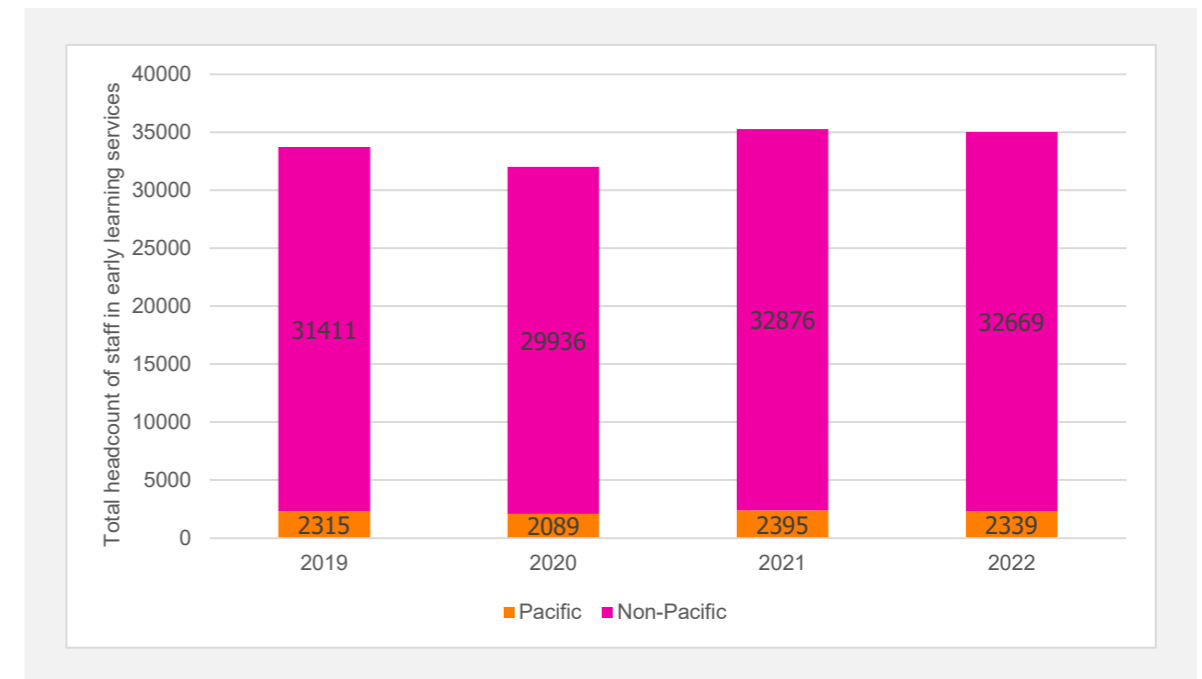
- improvements to Initial Teacher Education (ITE),
- removal of barriers to enrolment and engagement, and
- scholarships to support training opportunities.

Figure 63: Measures and data source for indicator: The education workforce reflects the diversity of the student population

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
KS5.1 The education workforce reflects the diversity of the student population	No. of Pacific staff in early childhood education <sup>78</sup>	2,339	2022	Ministry of Education
	No. of Pacific school teachers (primary and secondary)	3,005 Pacific school teachers	2021	
	Proportion of tertiary academic staff identified as Pacific	4.0%	2022	

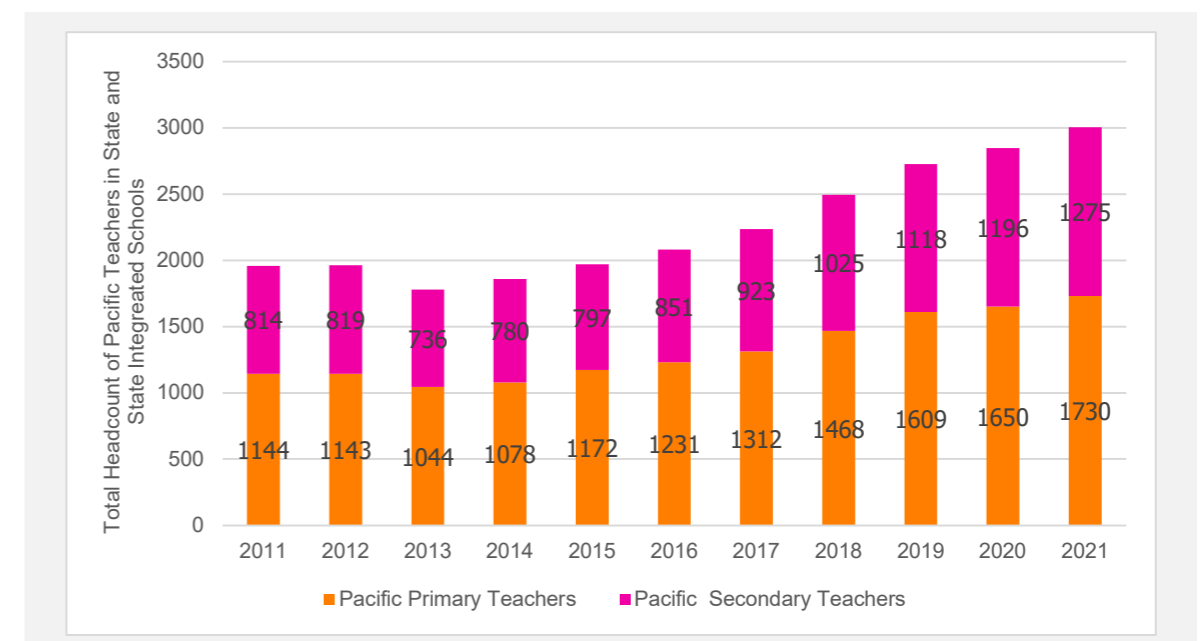
<sup>78</sup> Early learning includes casual education & care, correspondence school, education & care, home-based, hospital-based and kindergarten.

Figure 64: Total headcount of Pacific and non-Pacific staff in early childhood education (2019 – 2022)



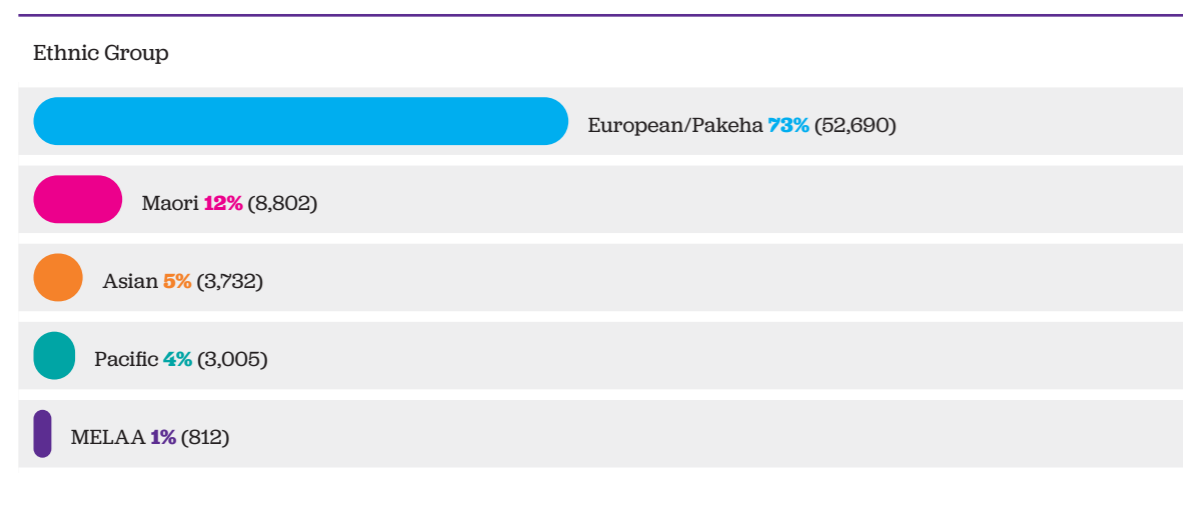
In 2022 there were 2,339 Pacific staff in early childhood education, which represents roughly 6.7% of the total workforce. More than half of the Pacific workforce is based in the Auckland region (1,573) followed by Wellington (307) and Waikato (132). Of the total Pacific workforce in 2022, most were in Education & Care (2,026) followed by kindergarten (189) and home-based care (113).

Figure 65: Total headcount of Pacific primary and secondary teachers<sup>79</sup>



<sup>79</sup> Note, teachers can work in more than one role across a year. Here teachers are counted in their main role, i.e., the one they worked the most hours in during the year. Total response ethnicity is used, and all teachers are included, i.e. regular (permanent and fixed-term) and day relief teachers. Demographic information is for state and state integrated schools.

Figure 66: Proportion of teacher population identified as Pacific



The data shows a steady increase in Pacific school teachers, up from 1,858 in 2014 to 3,005 in total in 2021. In 2021, Pacific teachers in schools represent roughly 4% of the total workforce, which tells us more work is needed to increase the Pacific teacher workforce.

Figure 67: Proportion of Pacific Academic staff in tertiary education providers from 2016 to 2022

Sub-sector	Universities	Te Pūkenga	Wānanga	Private Training Establishments	Total
2016	2.0%	2.8%	5.8%	6.2%	3.2%
2017	1.8%	3.2%	5.8%	4.3%	2.9%
2018	1.9%	4.8%	5.6%	5.5%	3.6%
2019	1.9%	4.9%	5.7%	5.2%	3.5%
2020	2.0%	5.1%	4.8%	5.8%	3.7%
2021	2.3%	5.1%	5.2%	6.8%	4.1%
2022	2.6%	4.4%	4.8%	7.1%	4.0%

In 2022, the proportion of Pacific Academic staff in tertiary education providers was 4.0%, similar to 2021, and showing a marginal increase over the previous years.

Research to understand more about the pathway for Pacific academic staff into tertiary academic positions reveals significant barriers and challenges, including:

- undervaluing of skills and knowledges
- lack of focused recruitment and retention initiatives
- employment insecurity, and
- persistent underrepresentation within institutions.

Figure 68: Measures and data source for indicator: Pacific people have access to opportunities to train and progress as teachers

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
KS5.2 Pacific people have access to opportunities to train and progress as teachers and education staff	No. of domestic Pacific ITE enrolments <sup>80</sup>	435	2021	Ministry of Education
	No. of domestic Pacific ITE graduates	90		
	No. of Pacific school principals	65		
	No. of Pacific senior tertiary academic staff <sup>81</sup>	140	2022	
	No. of Pacific people receiving teaching or education study scholarships <sup>82</sup>	-59		

**Pacific people have opportunities to train as teachers - Initial Teacher Education (ITE)**

Obtaining an Initial Teacher Education (ITE) qualification is the first step to becoming a teacher in New Zealand. Having access to opportunities to undertake quality ITE supports the growth of our Pacific education workforce. Access to financial supports, like scholarships, are important for Pacific people who want to become teachers because they enable equitable access to ITE pathways. This is also of particular importance for those who want to study and teach in Pacific bilingual and immersion education settings. In 2022, there were 36 TeachNZ scholarships and 4 Tūlī Takes Flight scholarships awarded to study education qualifications.

<sup>80</sup> Data shows people entering ITE for the first time in all sectors and relates to domestic students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03EFTS (more than one week's full-time duration).

<sup>81</sup> Data shows the number of Pacific senior academic staff at universities, Te Pūkenga and wānanga, 2022. Our definition of senior tertiary academic staffx includes professors/deans, associate professors/heads of department, and senior lecturers/principal lecturers.

<sup>82</sup> Data is for 2022 recipients of TeachNZ Scholarships (n=55) and the inaugural round of Tūlī Takes Flight scholarships (n=35; only 4 of these were in an education field).

Figure 69: Number of domestic Pacific teacher trainees enrolled in ITE for the first time by sector (2005 to 2021)<sup>83</sup>

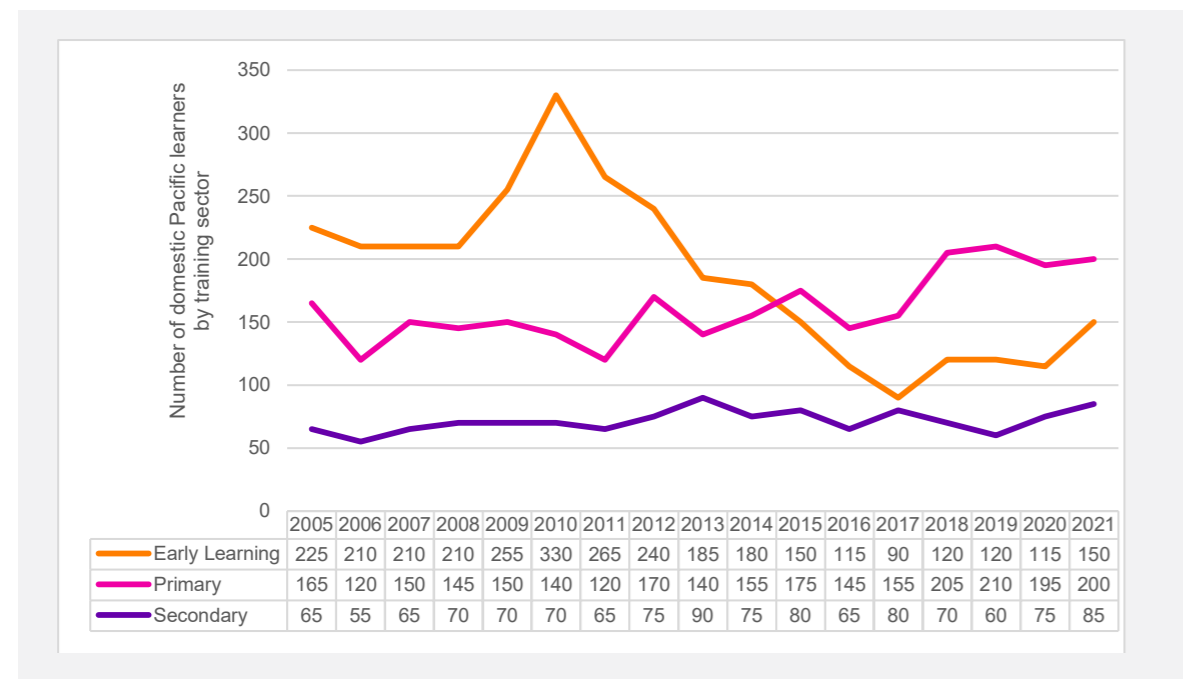
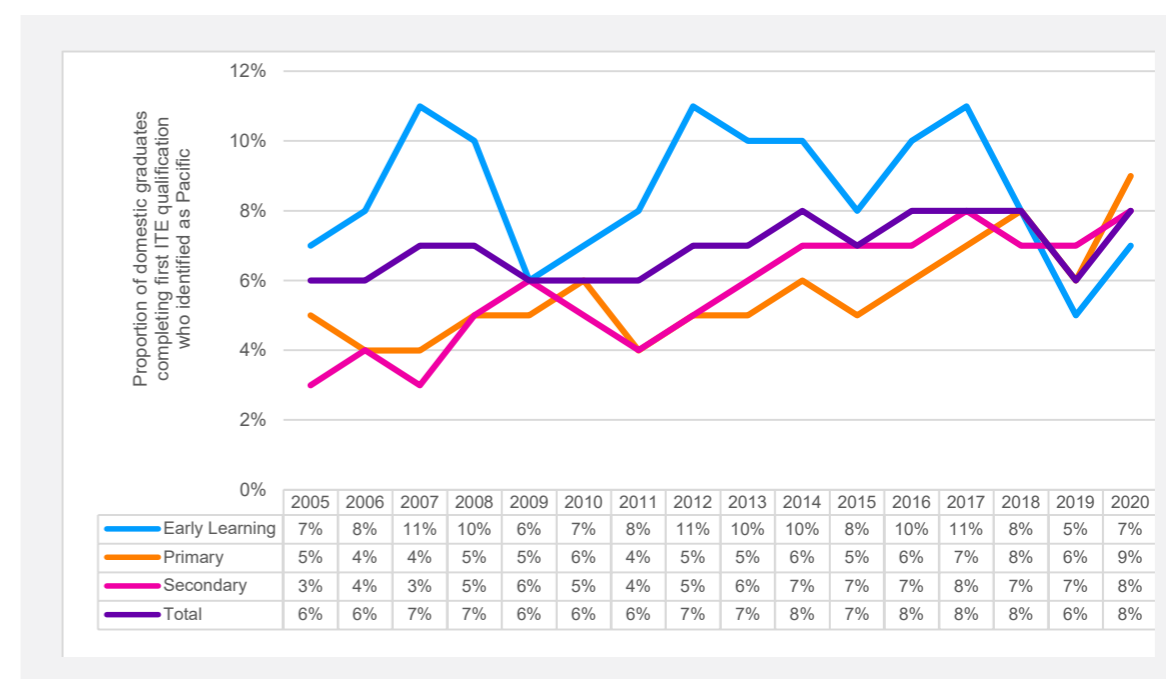


Figure 69 shows that in the early learning sector ITE pathway, numbers of domestic learners have decreased from a high of 265 in 2011 to a low of 90 in 2017. The number has since increased to 150 Pacific learners in 2021. The peak in enrolments in 2009 and 2010 coincided with increased participation in tertiary education during the Global Financial Crisis (GFC) and funding changes in the early learning sector.

The number of domestic Pacific ITE learners (primary school) shows a steady increase since 2017. This sector continues to outpace other ITE sectors for Pacific learners. Pacific ITE learners (secondary school) have also seen minor fluctuations in numbers since 2005, with a peak of 90 enrolled Pacific secondary ITE learners in the year 2013, followed by a total of 85 Pacific secondary ITE learners in 2021. The combined total ITE enrolments across all sectors for 2021 is 435 Pacific learners.

<sup>83</sup> The data shows the number of domestic early learning ITE trainees enrolling for the first time in a particular year by Pacific ethnicity.

Figure 70: Proportion of domestic graduates completing their first ITE qualification who identified as Pacific (2005 to 2021)



The proportion of domestic ITE graduates who identify as Pacific has grown since 2005 across most sectors.

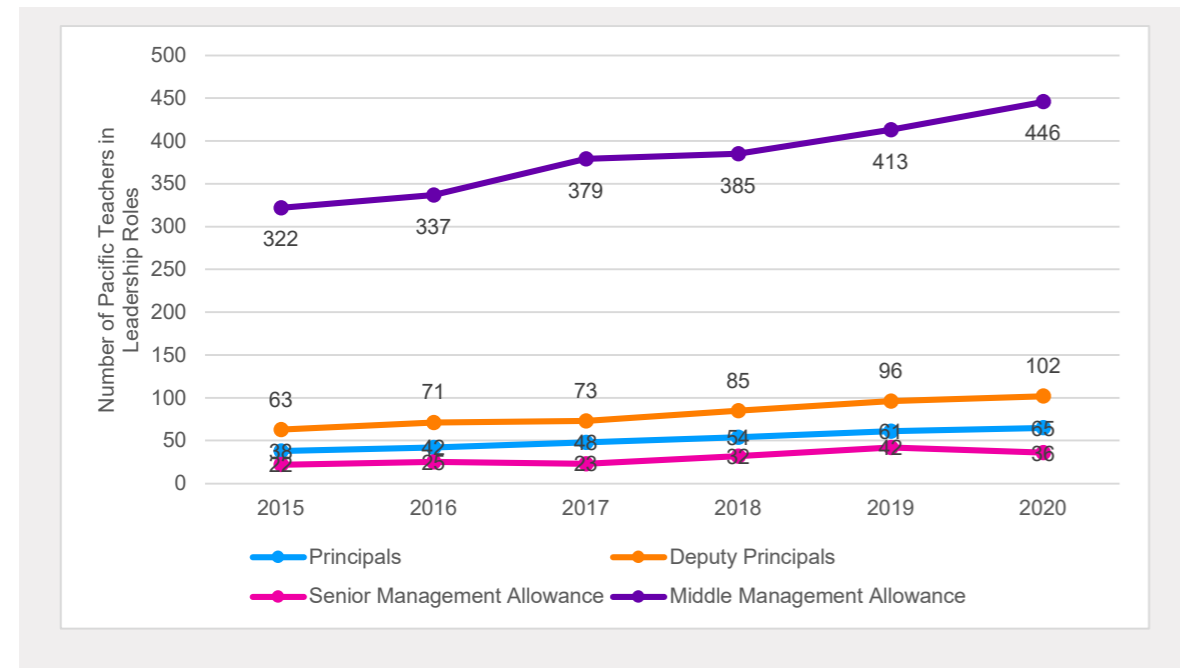
The Early Learning sector has seen fluctuating graduations across the period, with numbers declining between 2017 and 2019 before rising in 2020 and 2021.

In 2020, the proportion of domestic ITE graduates in all sectors that are Pacific is 7%, comprising a total of 290 graduates (90 in Early Learning, 140 in primary and 60 in secondary).

**Pathways to leadership and other specialist roles can be improved as fewer Pacific people are in these roles**

We know Pacific teachers need pathways into leadership and other specialist roles.<sup>84</sup> To see more Pacific teachers in leadership roles we need to see increases in numbers at every level to enable progress through to principal roles. Between 2015 and 2020 the number of Pacific teachers in leadership roles in schools has increased. However, the proportion of Pacific teachers in leadership roles is relatively unchanged from 2017 to 2020.

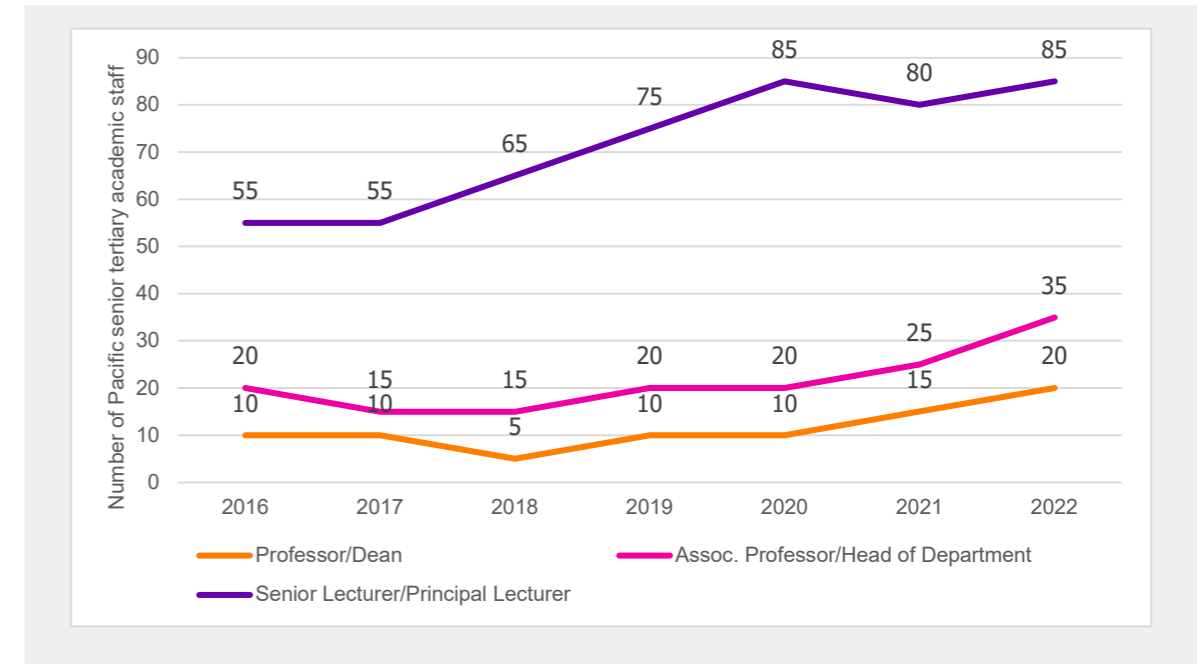
Figure 71: Number of Pacific teachers in leadership roles in schooling has increased 2015 to 2020 for all leadership categories



From 2015 to 2020, the number of Pacific principals has increased from 38 to 65 principals. The largest increase in Pacific leadership is in teachers receiving middle management allowance, with an increase of 124 teachers across the period. The smallest increase is in senior management allowance with an increase of 14 teachers across the period.

<sup>84</sup> This information is gathered via payroll data/snapshots of payroll data. We have classified teachers receiving management units as being in leadership roles for schools.

Figure 72: Number of Pacific senior tertiary academic staff at universities, Te Pūkenga and wānanga, 2016-2022



In 2022 there were 140 Pacific senior tertiary academic staff, the majority of whom held senior lecturer/principal lecturer designations. This represents only 2% of the total tertiary senior academic staff.

## Data sources

The Measurement Framework outlined in this Progress Report details a range of data sources for measurement over different timeframes which reflect different snapshots of information.

The quantitative data that we have captured for this first Progress Report will establish a baseline upon which we can track progress over time. Where possible, this is supplemented by qualitative data that provides a broader view of what is happening for Pacific learners and in our education system.<sup>85</sup> Key data sources used include education data, Ministry of Education and government funded evaluations of education initiatives and both national and international studies that review education in the New Zealand context. As more datasets become available, further data will be collected and our Measurement Framework will also be further refined to provide the fullest suite of data possible to measure all of the Action Plan outcomes.

Note, some of the data and information used comes from national and international surveys and relies on the timing of these surveys, often done only once every three or four years. Information from these studies will usually only be reported when it is new and won't be repeated every year.

In this first report, information is provided from several cases over a long timeframe, e.g., from 2000. This is a baseline and provides context for this report and future reports. Future reports are anticipated to include summary data covering 5-10 years, regional and ethnic specific data, where those are available.

The majority of the Ministry's ethnicity data is based on total response ethnicity. That is, learners who identified in more than one ethnic group have been counted in each ethnic group, so the sum of the various ethnic groups may not add to the total. This way of counting can pass over real-world situations for people with multiple ethnicities. However, it is a preferred methodology than prioritised ethnicity which fails to capture Pacific people who also identify as Māori.

Information about only six Pacific ethnicities is collected for early learning, schools and tertiary education and the Ministry's data is limited in how we monitor Pacific language learning. Other Pacific ethnicities and languages not included in the six Pacific ethnic groups are grouped as "other Pacific", but where further disaggregation is available this data is reported.

<sup>85</sup> Note, the data relied on for this first Progress Report mainly covers the period 2015 – 2021, with some historic data from 2000-2014 used for comparative assessment of long-term changes in outcomes.



## Annex 1: Measurement Framework

Indicator	Description of Measures	Baseline Data	Time Period	Data Source
<b>Key Shift 1. Work reciprocally with diverse Pacific communities to respond to unmet needs</b>				
<b>KS1.1 Pacific learners' basic needs are met so they are ready to learn</b>	» No. of Pacific learners accessing Food in Schools	» 56,858 or ~70% of Pacific learners	» 2021	» Ministry of Education
	» No. of Pacific learners provided with access to devices	» -14,000	» 2020-2022	
	» Proportion of Pacific learners with access to internet at home	» 95% internet, 93% mobile phone	» 2018	» PISA 2018 (IC001)
	» Proportion of Pacific learners with a quiet study space at home	» 78%		
	» Proportion of learners accessing ESOL funding who identified as Pacific	» 28.3% of NZ born students, 13.1% of migrant students	» 2023	» Ministry of Education
<b>KS1.2 Families can access Pacific language options in education</b>	» No. of Pacific language early learning services (51% or more Pacific language use)	» 93	» 2022	» Ministry of Education
	» No. of Pacific bilingual and immersion units in schools (51% or more Pacific language use)	» 44		
	» No. of learners in Pacific bilingual and immersion units (51% or more Pacific language use)	» 2,606		
	» No. of Pacific language subject classes in schools teaching Pacific language subjects (Level 5)	» 96 classes in 71 schools		
	» Regional distribution and total count of students involved in Pacific language learning as a separate subject in schools	» Auckland (3,274), Waikato (408), Bay of Plenty (88), Taranaki (26), Hawkes Bay (283), Manawatu-Whanganui (20), Wellington (814), Nelson (44), Canterbury (678), Otago (3), Southland (4), rest of New Zealand (nil)		
	» Regional distribution and total count of students involved in Pacific bilingual and immersion units (51% or more Pacific language use)	» Auckland (2,504), Hawkes Bay (46), Manawatu-Whanganui (56), rest of New Zealand (nil)		
	» Regional distribution of total count of Pacific early learning services (51% or more language use)	» Auckland (75), Waikato (4), Hawkes Bay (3), Manawatu-Whanganui (2), Wellington (6), Canterbury (3), rest of New Zealand (nil)		
	» Enrolments in tertiary Pacific language courses	» 430	» 2021	
<b>KS1.3 Pacific learners are accessing tertiary education, including vocational training</b>	» No. of Pacific learners enrolled in tertiary education	» 47,355	» 2022	» Ministry of Education
	» No. of Pacific trainees in industry training	» 6,040	» 2021	
	» No. of Pacific learners enrolled in apprenticeships	» 605		
	» No. of Pacific learners that complete apprenticeships	» 7,310		
	» Completion and progression rates for Pacific learners across Levels 1-10 tertiary education	» Level 1-2 certificate (3 years): 76%	» 2019	
		» Level 3-7 non-degree (5 years): 75%	» 2017	
		» Level 7 bachelors and above (8 years): 66%	» 2014	
	» Age standardised participation rates for Pacific learners across Levels 1-10 tertiary education	» Level 1-2 certificate: 1.2%	» 2021	
		» Level 3-7 non-degree: 7.5%		
		» Level 7-10 bachelors and above: 4.1%	» 2021	
» First-year retention rates for Pacific learners across Levels 1-10 tertiary education		» Level 1-2 certificate: 76%	» 2020	
	» Level 3-7 non-degree: 77%			
	» Level 7-10 bachelors and above: 81%			

**Key Shift 2. Confront systemic racism and discrimination in education**

<b>KS2.1 Culturally appropriate learning contexts and learning supports are equitably accessible</b>	» Proportion of Pacific learners that access Specialist Support Services	» 2.42%	» 2021	» Ministry of Education
	» No. of Special Assessment Conditions for NCEA accessed by Pacific learners	» 1,213		
<b>KS2.2 Pacific learners are safe and free from racism, discrimination, trauma, and harm</b>	» Proportion of Pacific learners who said teachers say negative things about people of some cultural groups	» 61%	» 2018	» PISA 2018 (ST223)
	» Proportion of Pacific learners who said teachers have misconceptions about the history of some cultural groups	» 74%		
	» Proportion of Pacific learners who say teachers have lower academic expectations for students of some cultural groups	» 68%		
	» Proportion of Pacific learners that experience bullying	» 15%	» 2017-2019	» Growing Up in New Zealand longitudinal study (2020)
	» Proportion of Pacific learners reporting physical threats or physical harm at schools	» 12% threatened by other students; 12% physical harm (hit or pushed)	» 2018	» PISA 2018 (ST038)
	» Proportion of Pacific learners who are intentionally uninvited	» 9%		
	» Proportion of Pacific learners facing verbal abuse	» 23% were made fun of; 15% had rumours spread about them		
<b>KS2.3 Pacific learners' wellbeing and cultural safety is supported and promoted in all learning settings</b>	» Proportion of Pacific learners that feel they belong at school	» 74%	» 2018	» PISA 2018 (ST034)
	» Proportion of Pacific learners that feel safe at school	» 83%		
	» Proportion of Pacific learners that feel like an outsider or left out at school	» 21%		
	» No. of Pacific learners participating in early learning services	» 14,605	» June data collection week, 2021	» Ministry of Education
	» Proportion of Pacific learners who regularly attend primary or secondary school	» 26.4%	» Term 2 data collection week, 2022	

**Key Shift 3. Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners**

<b>KS3.1 Professional learning and development on Pacific cultural capability is accessible and meaningful</b>	» No. of page views and downloads of the Tapasā resources	» -19,200	» May 2021 – Mar 2022	» Ministry of Education
	» No. of educators that have participated in Tapasā PLD – early learning services	» 162 teachers from 22 early learning services	» Apr 2022 – Mar 2023	
	» No. of teachers that have participated in Tapasā PLD – primary and secondary school	» 106 teachers from 14 schools	» 2022	
	» Proportion of school teachers that have received practical support from PLD to improve the progress of Pacific students in their class	» 47%	» 2019	» NZCER National Survey, 2019: What's happening in our English-medium primary schools
	» Proportion of school teachers that have received practical support to engage Pacific students in their class	» 40%		
<b>KS3.2 Teachers and schools use culturally sustaining practices for Pacific learners</b>	» Proportion of principals whose schools have incorporated Pacific cultural values, identities and languages in daily classroom practice	» 34%		» NZCER National Survey, 2019: What's happening in our English-medium primary schools
	» Proportion of principals whose schools have incorporated Pacific cultural values, identities and languages in schoolwide practices in ways that promote Pacific students' sense of belonging	» 42%		
	» Proportion of teachers that incorporate Pacific students' cultures into their teaching in ways that promote belonging	» 73%		
	» Proportion of teachers that provide Pacific students with opportunities to work together and support each other	» 71%		
	» Proportion of students that learn about the cultures of diverse cultural groups	» 99%	» 2018	» PISA 2018 (SC165)
	» Proportion of Pacific learners at schools that encourage students' expression of diverse identities	» 98%	» As at end of April 2023	» Teaching Council of Aotearoa New Zealand
	<b>KS3.3 Initial Teacher Education provides a strong foundation for culturally sustaining practices</b>	» No. of ITE programmes with a focus on Pacific cultural competence	» 3	» As at end of April 2023

**Key Shift 4. Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met**

<b>KS4.1 Pacific parents can access culturally safe and helpful supports</b>	» No. of participants in Talanoa Ako programmes	» 881 families	» As at end of 2021	» Ministry of Education
	» No. of Talanoa Ako providers	» 74		
	» No. of users of the Talanoa Ako online series	» 122,601		
	» No. of participants in ma le Pasifika workshops	» 2,710	» 2020-2021	» NZQA
	» No. of NCEA champions	» 10		
<b>KS4.2 Quality reciprocal relationships exist between Pacific families and places of learning</b>	» No. of Pacific representatives on school Boards	» 1,025	» 2020	» Ministry of Education
	» Proportion of schools with strategic documents for engaging Pacific families	» 36%	» 2019	» NZCER National Survey, 2019: What's happening in our English-medium primary schools
	» Proportion of schools that have Pacific home-school partnerships that are working well in the school	» 38%		
<b>KS4.3 Pacific learners' aspirations for meaningful pathways through education to employment are met</b>	» Proportion of Pacific school leavers with NCEA Level 2	» 25%	» 2021	» Ministry of Education
	» Proportion of Pacific school leavers with NCEA Level 3 or UE	» 51.1%		
	» Destinations of Pacific school leavers	» 3,425 no enrolment » 275 enrolled in Level 1-2 certificate » 1,840 enrolled in Level 3-7 non-degree » 1,735 enrolled in Level 7-10 bachelors and above	» 2021	
	» Proportion of Pacific learners that have undertaken specified activities to find out about future study / work	» 27% job placement » 27% tour university or tertiary institution » 28% spoke to career advisor outside of school » 36% job shadowing or work-site visits » 42% spoke to career advisor in school » 47% visit careers expo/careers night » 56% completed a questionnaire on interests and abilities » 71% searched the internet about careers » 73% spoke to parents or parents' friends	» 2018	» PISA 2018 (EC150)
	» Proportion of Pacific learners that have acquired basic skills to search for and obtain employment	» 63% acquired skills for a job interview » 69% acquired skills to write a CV » 84% acquired skills to search for a job	» 2018	» PISA 2018 (EC151)
	» Post-study incomes of Pacific people	» Level 1-3 certificates (males), Year 1: \$44,000; Year 5: \$53,000; Year 9: \$58,000 » Level 1-3 certificate (females), Year 1: \$38,000; Year 5: \$46,000; Year 9: \$50,000 » Level 4+ certificates/diplomas (males), Year 1: \$44,000; Year 5: \$52,000; Year 9: \$60,000 » Level 4+ certificates/diplomas (females), Year 1: \$37,000; Year 5: \$47,000; Year 9: \$52,000 » Degrees/graduate diplomas (males), Year 1: \$51,000; Year 5: \$70,000; Year 9: \$87,000 » Degrees/graduate diplomas (females), Year 1: \$51,000; Year 5: \$64,000; Year 9: \$70,000	» 2021	» Ministry of Education

**Key Shift 5: Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages**

<b>KS5.1 The education workforce reflects the diversity of the student population</b>	» No. of Pacific staff in early childhood education	» 2,339	» 2022	» Ministry of Education
	» No. of Pacific teachers in schools (primary and secondary)	» 3,005 Pacific school teachers	» 2021	
	» Proportion of tertiary academic staff identified as Pacific	» 4.0%	» 2022	
<b>KS5.2 Pacific people have access to opportunities to train and progress as teachers and education staff</b>	» No. of domestic Pacific ITE enrolments	» 435	» 2021	
	» No. of domestic ITE graduates	» 90		
	» No. of Pacific school principals	» 65		
	» No. of Pacific senior tertiary academic staff	» 140	» 2022	
	» No. of Pacific people receiving teaching or education study scholarships	» -59		

## Annex 2: Glossary

**Bilingual education** is defined as academic instruction in two languages, with both languages used as a medium of instruction and to deliver curriculum content. Bilingual education is generally seen with one language being the medium of instruction for at least 51% of the time.

**Education Review Office (ERO)** – ERO is the public service department of New Zealand charged with reviewing and publicly reporting on the quality of education and care of students in all New Zealand schools and early childhood services.

**Progress in International Reading Literacy Study (PIRLS)** - An educational research study on children's reading literacy achievement conducted in countries around the world. In addition to assessing students, PIRLS also collects background information using questionnaires from the students, their parents/caregivers, their reading teachers, and from the principals of the schools at which they attend.

**Programme for International Student Assessment (PISA)** - An international study that assesses how well 15 year-olds are prepared to meet the challenges of today's society. The PISA-based Test for Schools provides school-level estimates of performance and information about the learning environment and students' attitudes gathered from student questionnaires.

**Trends in International Mathematics and Science Study (TIMSS)** - An international comparative study that provides countries the opportunity to examine trends in mathematics and science achievement at the middle primary level (Year 5) and lower secondary level (Year 9).

**Immersion education** is a subset of bilingual education and is defined as having one language as the medium of instruction for at least 81% of the time.

**Medium education**, for example Māori medium, is another way of referring to bilingual and immersion education.

**Language learning** is the learning of a language as a second language, not as the main medium to access the curriculum, although elements of the curriculum may be accessed in this way.

**National Certificate of Educational Achievement (NCEA)** - The main qualification for senior secondary school students, available at Levels 1, 2 and 3 on the New Zealand Qualifications Framework (NZQF).

**New Zealand Qualifications Authority (NZQA)** - NZQA is the New Zealand government Crown entity tasked with administering educational assessment and qualifications.

**Professional Learning and Development (PLD)** - Approach to professional learning, to support continuous improvement.

**SELO** - Strengthening Early Learning Opportunities Programme.

**University Entrance (UE)** - The minimum requirement to proceed directly from a New Zealand secondary school to a New Zealand university. To be awarded UE, a student needs to attain NCEA Level 3, with a minimum of 14 credits at Level 3 in each of 3 UE-approved subjects.

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Notes

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**“A child will feel safe  
if they are wrapped  
in their culture”**

Tokelau adult. Hutt Valley, 2019

