



# Talanoa Ako

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## Ngāue Fakataha ki he Ako 'a e Fānau:

Schools, Parents and Families Working  
Together to Better Understand and  
Support Pacific Students' Progress  
and Achievement at School



## Acknowledgments

The Ministry of Education initiated and published this research and development project. This project helped to increase understanding and grow reciprocal relationships between schools and their Pacific parents, families, and communities to support their children's learning, progress, and achievement.

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## Introduction

The Ngāue Fakataha ki he Ako 'a e Fānau project was driven by the Pasifika Education Plan and Pacific research priorities found by Pasifika Education Priorities Working Group. It was important for this project to follow a research and development pathway to:

1. find out what was currently happening in participating schools and,
2. review literature and evidence of what works to raise achievement (Phase 1).

This was followed by the development phase (Phase 2), where solutions were co-constructed with all participants to ensure they were fit for purpose. The solutions were then piloted and improvements made (where needed) before adoption as everyday practices.

The Fanā Fotu - Transformation research methodology was used in this project, enabling talanoa to draw together participants' voices to co-construct context appropriate school-wide practices for change, sustainability, and follow through for improvement and better outcomes.

The Talanoa Ako cycle tool has resulted from this research and is an example of best practice for engagement with Pacific parents, learners, families and communities (pg 12 to 19).

This resource should be read in conjunction with the Action Plan for Pacific Education (APPE 2020).  
<https://pasifika.tki.org.nz/Pacific-Education-2020-2030>



## Ko e Fanā Fotu – Transformation

The Fanā Fotu – Transformation (Fanā Fotu) methodology researched Pacific students' progress and achievement in schools.

It suggests solutions or different ways of working (development), and follow through to identify results.

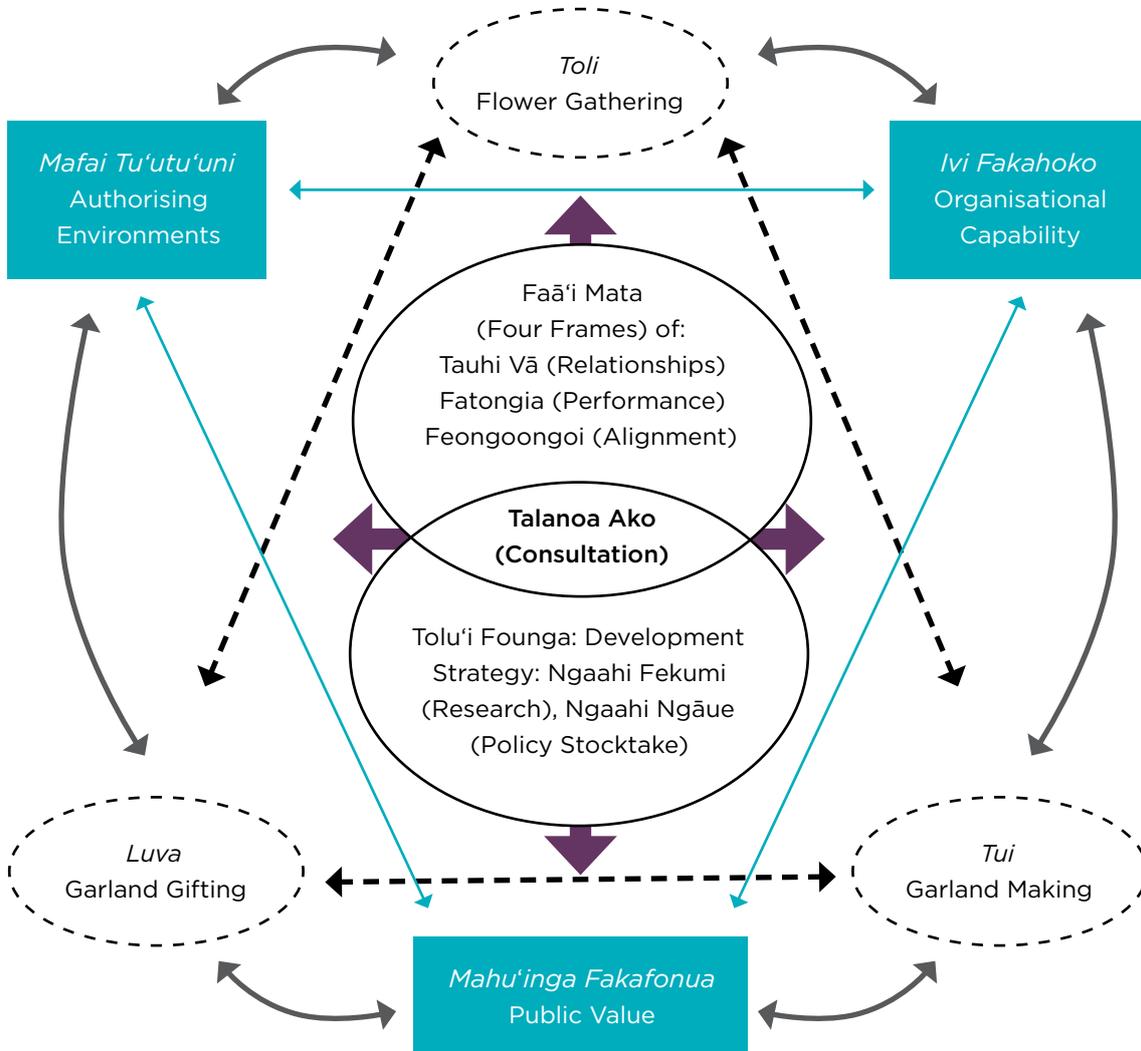
Fanā Fotu operates on the “balcony”, as well as the “dancefloor”, with talanoa ako at the centre, sustaining strong tauhi vā relationships. These relationships are important between individuals and within and between systems and different generations because they negotiate across intercultural realities and multiple world views (Tongati'o, 2010).

Fanā Fotu ensured that Ngāue Fakataha was strategic, operational and responsive to, and appropriate for Pacific participants. The influencing and sustaining of transformative changes in the education system requires ongoing innovation, policy development, and successful implementation. It needs to be reciprocally founded on talanoa about education: talanoa ako, drawing together Pacific learners, parents and communities' voices, school leaders' and teachers' voices, data, and evidence of what works to raise student achievement. Also needed is Pacific knowledge and ways of knowing how to co-construct culturally appropriate practices that create value for all.

Fanā Fotu provides a way of working and knowledge building that weaves together Pacific and non-Pacific methodologies to develop responsive leadership and pedagogical practices for Pacific success.



## KO E FANĀ FOTU - TRANSFORMATION



Central to Fanā Fotu is talanoa ako (e.g. interviews and discussion about education) and connecting with Tolu'i Founa (development), to bring together a strategic view across the education system, personalised to the contexts of participating schools, their students, parents, families, and communities. This enables rigour, with results being debated and critiqued from different perspectives and contexts. Talanoa ako facilitated open expressions of inner feelings and experiences, which was further enhanced when Samoan and Tongan languages were used with some participating parents and students.

“Rippling talanoa and tauhi vā (relationships) effects helped the research team to hear more parent and caregiver voices” (Phase One Report, page 23).

Talanoa ako also connects with Faā'i Mata (Relationships), ensuring that relationships, performance, and alignment frames all work, enhancing rapport, and providing the best environment to solve problems and achieve desired outcomes. Performance looks at what goals need to be set, how to achieve them, and what measures are needed to monitor performance. Alignment looks at the relationship between or within organisations and their members: poor alignment creates barriers to achieving an organisation's goals (Varghese, 2006).



The surrounding Fatu'anga Kakala (strategic value) integrates the kakala methodology of toli (flower gathering), tui (garland making), and luva (garland gifting) (Helu Thaman, 1997), and the public value chain of organisational capability, authorising environments, and public value (Moore, 1995). Toli encapsulates data collection through talanoa ako, reviewing school documentation and research evidence; tui is data analysis and co-constructing results and reports, and luva is gifting the final report, improvement and development strategies back for trialling and ownership by schools, their students, parents, families, and communities. The resulting strategies will then be expected to become everyday practices, meeting the needs of each school, its parents, caregivers, families, and communities, and letting people work together to achieve better results, creating value for all, resulting in strengthened Ngāue Fakataha ki he Ako 'a e Fānau.

## Ngāue Fakataha – Key Findings

The following diagram brings together the key findings across the project, alongside the main influences on Pacific relationships.

### TALANOA AKO TO ENGAGE, CONNECT AND DELIVER PACIFIC SUCCESS

**Strong** governance and leadership, with clear purpose, vision, and follow-through, are essential for schools. **Effective** partnerships and engagement with parents and families to work together in consistent and sustainable ways to support Pacific and all students' progress and achievement. **A curriculum** that is culturally responsive, engaging and effective supports parents, families, and communities to mentor and motivate students.

**Parents**, mainly, wanted to know about their children's learning and progress, what they were doing well or not well in, what support was provided at school, and how and what they can do to support their children at home. **Parents** also wanted to know about their children's behaviour because this was an important indicator of their children's preparedness for learning, following instructions, and completing their schoolwork. It also gives assurance that their children are being respectful members of their class.

**Schools** acknowledged the importance of being more culturally inclusive, for example, providing information to parents in their first language and offering translation support during reporting interviews.

**All** participants need to be well prepared for the child's progress report meeting, to make sure they can contribute their knowledge and understandings, seek clarification when needed, and help plan next steps in the child's learning. **Parents** wanted the language used in their child's progress reports to be clear and easy to understand.

**Schools** need to use clear strategies to genuinely engage parents and families so they participate in the life of the school and contribute to and learn about their children's educational experiences. **Parents** need clear and regular communications using a variety of media (e.g. email, text) and languages. **Genuine** relationships involve parents having input into activities that the school initiates, and giving feedback about their effectiveness.

**The** Education Review Office found that, for parents, it is the relationships that focus on children's learning and achievement that they most highly value.

**When** schools aligned their reporting processes with a professional development focus on culturally responsive and appropriate curriculum design and formative assessment, students were more excited about their learning and more able to talk about their learning goals and progress towards meeting them, teachers were more consistent in their approach to reporting student progress and achievement, and parents felt more informed and engaged, and confident enough to ask questions and contribute during the report meeting. **Parents** also want to better understand assessment tools.





**Parents** clearly saw their role as helping and supporting their children's learning at home. **With** encouragement and invitation, parents will enter into productive, effective partnerships with schools to raise achievement through sharing and ownership. **Parents** are willing to share their cultural strengths, for example, parents had responded positively to a school's invitation to teach Samoan language, music, and dance within the school. Students would like more cultural events like Polyfest.

**Pacific** parents have high levels of respect for teachers as professionals, and acknowledged, as parents, they need to add new ways of supporting their children's learning, such as asking deep questions of teachers.

**Mutual** trust and respect are critical to relationships where staff and parents share responsibility and accountability for children's learning and wellbeing, with each partner in the relationship understanding their roles in supporting students to achieve the next step in their learning.

**The** way in which teachers understand identity, language, and culture, and therefore select the content of their educational programmes, has significant implications for their students, because these are integral to who they are. **Teachers** also need to know the differences across and within Pacific cultures, and to know what it's like to be Pacific.

**School** leaders and teachers continued to have a strong commitment to students and their families. **Parents** said that relationships with the school are important, and that teachers were open and greeted and talked with them. For example, a smile often puts parents at ease, and teacher visibility when parents are dropping off and picking up their kids shows staff are welcoming and accessible.

**Parents** and families identified that the physical environment of the school affected their sense of belonging and inclusiveness. **Pacific** parents and students would like to see more in the school's environment that reflected them as Pacific peoples.

**Building** better relationships first requires considering any mismatch between Pacific students' views and those of their teachers.

**Increasing** awareness of the importance of two-way communication to enhance the understanding of students' backgrounds and learning needs.

**Parents** were pleased to have time to look at their child's progress report, rather than receiving it at the meeting itself, when they felt too rushed to absorb the content, let alone ask questions about their child's progress and achievements, especially when teacher-talk tended to dominate some meetings.



## Pacific Agency

Placing Pacific learners at the centre of their learning requires pedagogical practices, epistemologies, curriculum, and leadership to be tailored to practices and actions that fit learners and the knowledge they bring to their learning.

When solutions to shape successful learning are co-constructed with Pacific students, their teachers, parents, families, and communities, the students become agents of their learning as well as being strong and secure in their values, identities, languages, and cultures.

Successful ways forward can include the following:

- » a deliberate focus on pedagogy from school leaders and teachers alike (Education Review Office, 2016)
- » scaling up and sustaining what works faster (Tongati'o, 2010)

- » continuous use of data and evidence to inform teacher learning, development, and practices (Robinson et al., 2009)
- » capitalising on home languages as a foundation for other language learning, with teachers and leaders working in partnership with parents, families, and communities (Education Review Office, 2017)
- » fostering student agency, where students are autonomous and highly committed to and motivated in their learning (Tongati'o et al., 2016, page 111).

The “Pacific Agency for Success and Achievement” diagram links the main themes identified in the literature for Ngāue Fakataha: project aims, findings, and outcomes (red print). It also links the fundamental principles of the Pasifika Education Plan (PEP), Education Review Office (ERO) report on Pasifika education (2013), and characteristics of effective assessment and pedagogy from the New Zealand Curriculum (NZC) (black print).





The central themes are listed on pages 10-11 (shown in coloured circles in the figure) and are also the foundations for the Talanoa Ako Cycle.

- » Tauhi Vā/Vā Fealoa'i - Relationships: The values important to Pacific peoples are explored in the context of achieving educational success for all Pacific students.
- » Talanoa Ako Fakataha/Talatalanoaga Faalea'oa'oga - Reporting processes and communicating about students' learning and progress: This underlines the importance of effective reporting strategies, and strategies to develop communication processes for parents and schools to work together in supporting Pacific students' progress and achievement.
- » Ngāue Fakataha/So'omaea-le-fua - Working together to support student learning: This focuses on the conditions for partnership within learning and reporting processes, with reference to the roles of the school, teachers, parents, and students.
- » Ko ho Mahu'igā moe Ako/Amana'ia ma Fa'atāua - Pedagogy that contributes to successful learning: This encompasses findings on relationships, particularly relating to cultural identities. It also includes findings on the links between personal identity, motivation, and self-efficacy.
- » Taumu'a ki he Ako Lelei/Mautinoa le Taunu'uga - Expectations, goal setting, feedback and self-assessment: The concepts of goal setting, feedback, feed forward, and self and peer assessment within a framework of appropriate expectations provide further insights into the role that students, parents, teachers, and the school may play in establishing learning goals and helping students to achieve them as they work towards successful outcomes at school and in life.
- » Faitu'utu'uni mo e Taki Fakapotopoto ki he Ako Lelei/O Pulega Lelei ma Ta'ita'iga Mautu mo Suiga Manuia - Strong governance and leadership for change: Strong governance and leadership have a fundamental influence on the ways and extent to which schools, parents, and families work together to better understand and support (Pacific) students' progress and achievement at school.

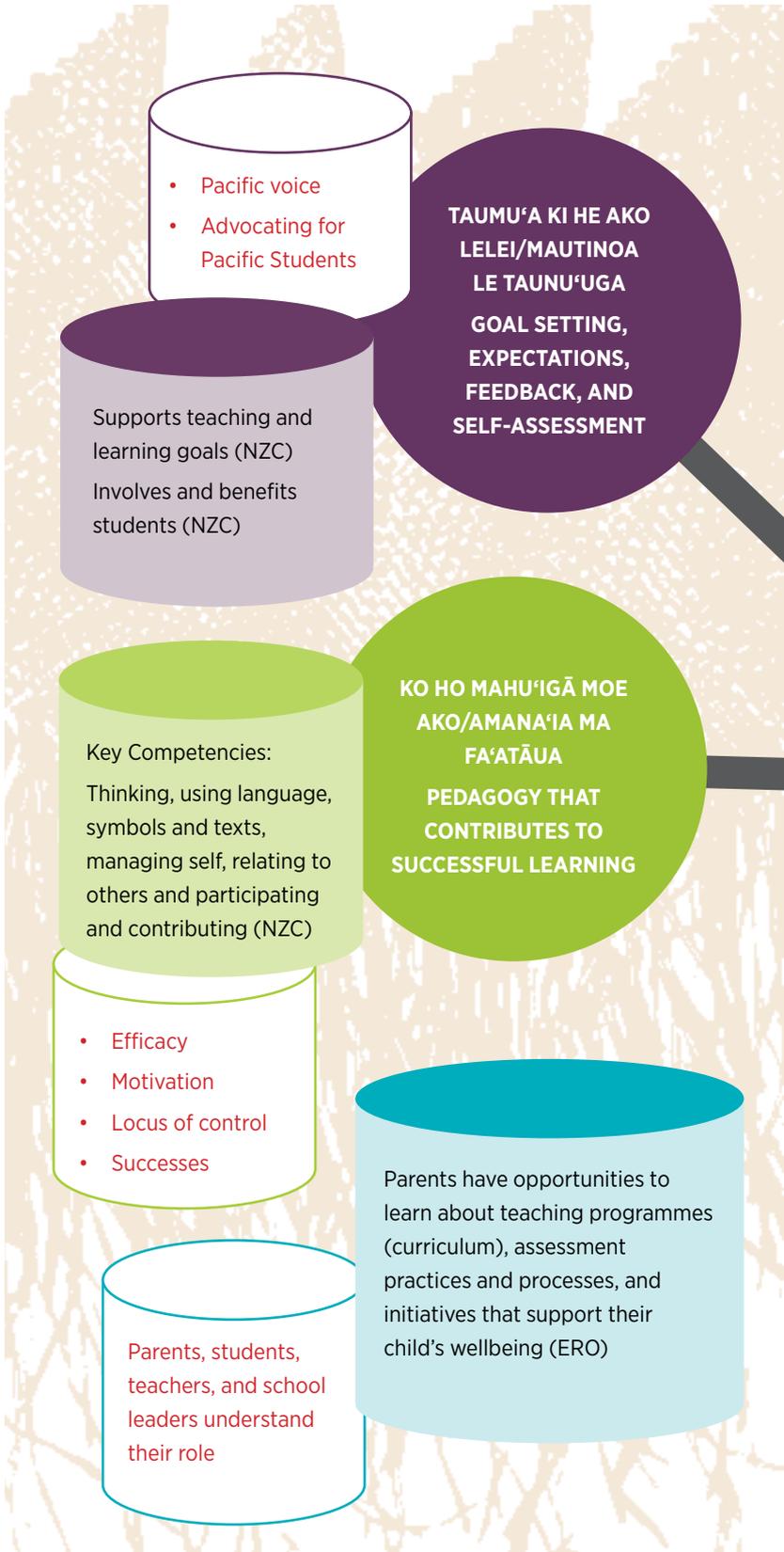
PACIFIC AGENCY FOR SUCCESS AND ACHIEVEMENT

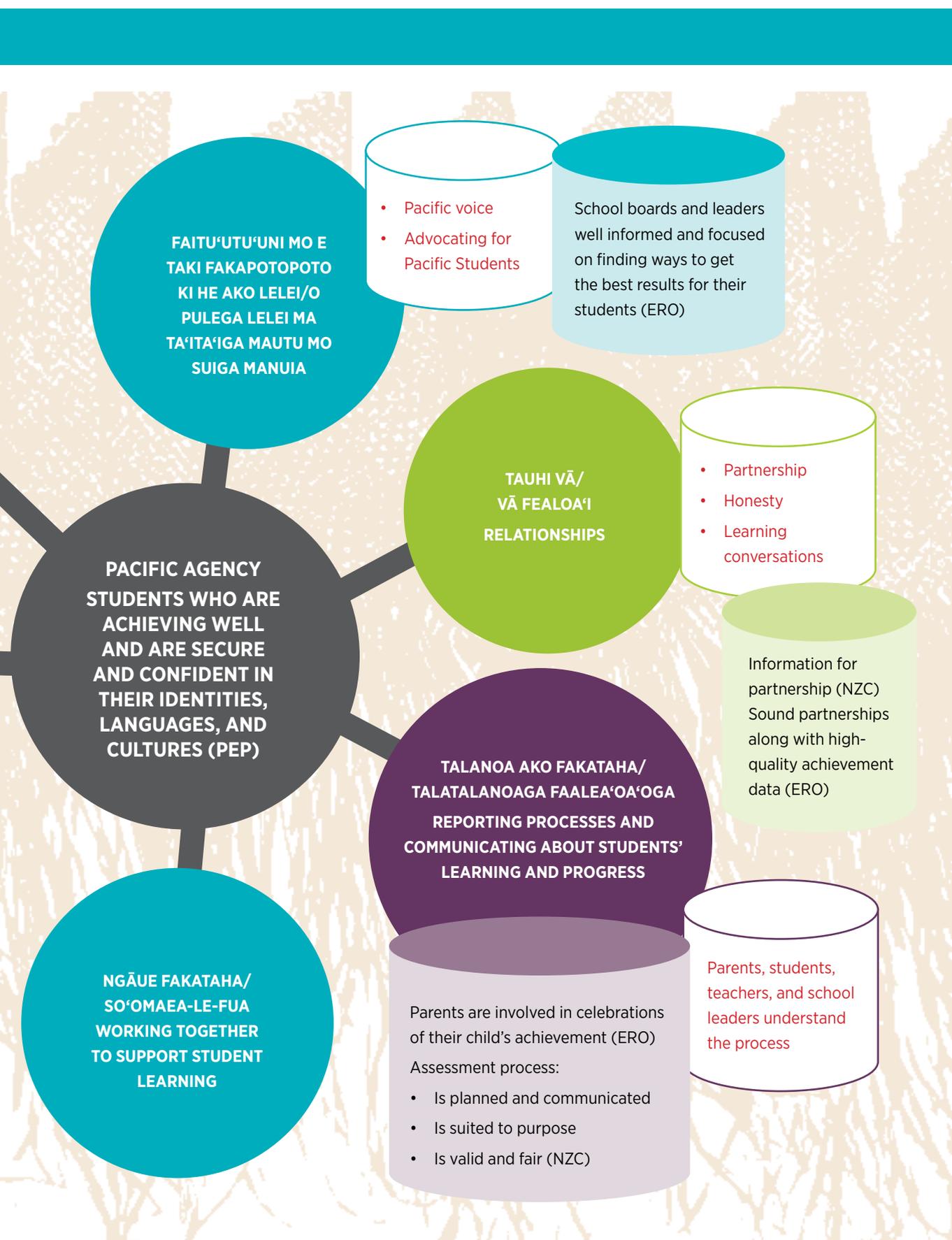


Tongans wear a ta'ovala kie fau (like the one pictured above) or kiekie around their waists as a sign of respect for oneself and others. The ta'ovala to be worn is dependent on the occasion, the wearer's status in the family or community, and the people present.

This ta'ovala kie fau was woven by a mother for her children to wear at their university graduations. It is decorated with beads, bringing together Tongan and non-Tongan materials and symbolising the fact that this family is Tongan and has to weave their knowledge of being Tongan, their identities, language and culture, and Tongan ways of knowing, with their tertiary education outside of Tonga. This heirloom continues to be passed around the family to be worn at graduations.

The fau tree (*Hibiscus tiliaceus*) is grown by the men in the family, its branches are cut and immersed in sea water for several weeks to cleanse, soften, and whiten the inside bark. They are then removed from the sea, washed in fresh water, sun dried, and rolled into bundles. Women then weave and decorate the ta'ovala, and children help in fetching fau bundles for the weaver and counting the beads to use, capturing the whole family's contribution to education.





(Tongati'o et al., 2016; Phase Two Report, pages 9, 10).



## Talanoa Ako Cycle

Analysis of the results from Ngāue Fakataha led the research team to develop the Talanoa Ako Fakataha/Talatalanoaga Faalea'oa'oga Cycle. It is intended to help school leaders, teachers, parents, families, and communities in understanding their roles, responsibilities, and contributions to student success. The Talanoa Ako Cycle closely aligns with the fundamental principles of the *Action Plan for Pacific Education 2020–2030*, *The New Zealand Curriculum*, and the six main themes from the Ngāue Fakataha findings. It is important for students, parents, families, communities, school leaders, and teachers to be prepared for talanoa ako.

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*Put simply, the purpose of the Talanoa Ako Cycle is to help a school and its parents identify and implement key activities for working effectively together to better understand and support students' learning and progress over time. ... [and] sets out key actions to help schools, parents and families, teachers, and students anticipate and understand what steps they need to take, and when, throughout the school year, to:*

- » *establish and reinforce respectful, inclusive relationships as the foundation of effective partnerships around student learning*
- » *reach a clear understanding of the purpose of working together about student learning and develop statements for inclusion in school policy documents that reflect this shared understanding and purpose*
- » *establish clear, timely learning goals for students*
- » *support, track, clearly report on, and review learning goals*
- » *establish and build on students' and parents' strengths in relation to learning*
- » *help students address areas of difficulty in their learning*
- » *increase deeper level talanoa ako (discussion or conversations about education and learning) among all participants throughout each annual cycle.*

(Tongati'o et al., 2016: Summary Report, pages 5, 6)

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## PACIFIC AGENCY FOR SUCCESS AND ACHIEVEMENT

### SCHOOL LEADERS

Establishing, after consultation, the school's vision for engaging with families around learning

Providing professional learning for teachers about working with parents to support student learning and in delivering a culturally responsive curriculum

Developing effective systems for goal setting and talanoa ako

### TEACHER

Designing a culturally responsive curriculum

Knowing the academic strengths and next steps in learning for the student

Sharing achievement information with parents and students

Helping the student and their parents to set the learning goals and to monitor progress toward achieving the goals

### PARENTS

Sharing my hopes and expectations about my child's learning with the teacher

Asking questions about my child's learning and progress

With my child and their teacher, actively contributing to setting the learning goals for my child

Supporting my child's learning at home

### STUDENT

Knowing what I am good at and what I need to work on and why (academic goals)

Knowing my teacher and parents are going to help me with my learning

Knowing I will work with my peers so that we can help each other with our learning

### BOARD OF TRUSTEES

Development of policies that support the school and parents working together

Advocating for the education of Pacific students



## An Overview of Roles within a Talanoa Ako Cycle

To help schools wishing to implement the Talanoa Ako Cycle, or their own adaptation of it, the Ministry team developed a set of “guide tools” to be used alongside the Cycle. A description of these tools is given below.

- » **Preparing for Talanoa Ako – A Guide for Parents:** The guide aims to enable parents to be knowledgeable about what to expect from their child’s teacher when meeting with them to talk about their child’s progress and achievement (e.g. at the goal setting talanoa early in the school year and at the mid-year talanoa ako), their own role at those meetings, and how to prepare for that role. The guide includes suggestions on the sorts of questions parents may wish to ask the teacher about their child’s learning.
- » **Preparing for Talanoa Ako – A Guide for Teachers:** This provides suggestions for teachers in conducting genuine talanoa with parents and students at pivotal points of the yearly Talanoa Ako Cycle, and in particular for the goal-setting talanoa and at mid-year reporting meetings.
- » **Ngāue Fakataha/So’omaea-le-fua – Working Together to Support Student Learning: Understanding Roles and Responsibilities:** This tool, which is intended for school leaders and teachers, describes the roles and responsibilities for the board of trustees, school leaders, teachers, parents, and students within the year-long Talanoa Ako Cycle. The tool contains tables for schools to share with parents, to help them have a more active role in talanoa about their children’s learning goals, progress, and achievement.

- » **Faitu’utu’uni mo e Taki Fakapotopoto ki he Ako Lelei/O Pulega Lelei ma Ta’ita’iga Mautu mo Suiga Manuia – Strong Governance and Leadership for Change:** The tool identifies for school leaders important elements of strong governance and leadership for change in working with parents to support student progress and achievement. Three main themes are identified by the Education Review Office (2015): leading organisational change, developing leadership capability, and leadership for the curriculum.

**Examples of the guiding tools** are included in the two tables on pages 16–17. These are intended for parents, to help them understand and play an active role at the goal-setting talanoa ako early in the school year and in the mid-year talanoa ako to discuss the written report of their child’s progress and achievement. The information might also be used with teachers and students.

<b>GOAL-SETTING TALANOA</b>	<b>TAUMU'A KI HE AKO LELEI</b>	<b>MAUTINOA LE TAUNU'UGA</b>
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At the beginning of year Talanoa Ako (Talking about education and learning – parent, teacher/school, and learner), it is important we set goals together for your child’s learning and progress. We would really like you and your child to come to this Talanoa Ako together. We will talanoa about your child’s interests and strengths. Together we will set goals for your child’s learning. We will talanoa about how you can help your child at home. We will also talanoa about any questions you might want to ask the teacher and your child when you are at home.

<b>THE PARENTS' ROLE AT THE TALANOA AKO</b>	<b>THE TEACHER'S ROLE AT THE TALANOA AKO</b>	<b>YOUR CHILD'S ROLE AT THE TALANOA AKO</b>
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- |   |   |  |
|---|---|--|
| <p>Tell the teacher about your child.</p> <ul style="list-style-type: none"> <li>» Tell the teacher about the things your child is good at. This might include interests and strengths they have outside of school.</li> <li>» Tell the teacher what makes you proud of your child.</li> <li>» Tell the teacher if you feel worried about your child’s progress and achievement.</li> <li>» Tell the teacher if you have goals you would like your child to work on this year.</li> <li>» Ask the questions you have about your child’s learning and progress.</li> </ul> | <ul style="list-style-type: none"> <li>» The teacher will ask you to speak first and to tell them about your child’s interests and strengths outside school.</li> <li>» When you have finished telling the teacher about your child, the teacher will ask your child to speak.</li> <li>» When your child has finished speaking, the teacher will then show you achievement information about your child. The information will tell you how well your child is progressing in reading, writing, and mathematics.</li> <li>» The teacher will tell you about what your child is doing well and what your child’s next learning steps might be; the teacher will also ask you if you have any suggestions for how they could better help your child at school.</li> <li>» To help you find out more about your child’s learning and progress, the teacher will share with you possible questions about things you might want to ask, for you to use during the year.</li> </ul> | <p>Your child will talk about what they are doing at school and what they are learning in class.</p> |
|---|---|--|

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When you have each spoken, the teacher will work with you and your child to set a learning goal for your child. The teacher will also share ideas with you about what you can do to help your child at home.

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## MID-YEAR TALANOA AKO

It is important we talanoa at this time of the year so we can talk together about the progress and achievements of your child. At the mid-year Talanoa Ako, we will talk about the written report on your child's progress that we have sent to you. Before coming to the Talanoa Ako, we ask that you read the report with your child.

THE PARENTS' ROLE AT THE MID-YEAR TALANOA AKO	THE TEACHER'S ROLE AT THE MID-YEAR TALANOA AKO	YOUR CHILD'S ROLE AT THE MID-YEAR TALANOA AKO
<p>Please tell your child's teacher about:</p> <ul style="list-style-type: none"> <li>» what you are most proud of about your child's learning and progress</li> <li>» any worries or concerns about your child's learning and progress</li> <li>» what you have been helping your child with in their learning at home.</li> </ul> <p>Please feel welcome to ask the teacher any questions you might have, and also ask the teacher to explain anything in the report that was not clear to you.</p> <p>You are welcome to use any of the questions that you were given at the goal-setting Talanoa Ako.</p>	<ul style="list-style-type: none"> <li>» The teacher will greet you and make you feel welcome.</li> <li>» The teacher will ask you to speak first and to tell them about what you are proud of about your child's learning and what you want your child to achieve.</li> <li>» When you have finished, the teacher will ask your child to talk about what they are proud of in their learning and what their next learning goals might be.</li> <li>» When your child has finished speaking, the teacher will then talk about what your child is doing well and what your child's next learning steps might be.</li> </ul>	<ul style="list-style-type: none"> <li>» Your child will tell you about the learning goal they set with you and the teacher at the beginning of the year and how well they have achieved their goal.</li> <li>» Your child will also talk about what they are doing well at school and what they are learning in class.</li> <li>» Your child will also tell you about what they think their next learning goal might be.</li> </ul>

When you have each spoken, the teacher will work with you and your child to set a new learning goal. The teacher will also share ideas with you about what you can do to help your child at home.

The table on pages 18-19 on the "Talanoa Ako Cycle" brings together the principles of Pasifika success, assessment for learning, tauhi vā/vā fealoha'i (relationships), governance and leadership, roles and responsibilities, and student learning theory. It is intended as a guide for schools to use to develop their own Talanoa Ako Cycle.

## Talanoa Ako Fakataha/Talatalanoaga Faalea'oa'oga Cycle (the “Talanoa Ako Cycle”)

This table combines the principles of Pacific success, assessment for learning, tauhi vā/vā fealoa'i (relationships), governance and leadership, roles and responsibilities, and student learning theory. The processes outlined are based on effective reporting practices identified in the education research literature (Mitchell, 2009, 2010, 2015). The Talanoa Ako Cycle presented is intended as a guide for schools to use when developing their own Talanoa Ako Cycle.

Principles	Process	Suggested main actions	Expected outcome(s)
<ul style="list-style-type: none"> <li>» Successful Pacific students secure and confident in their identities, languages, and cultures (Action Plan for Pacific Education 2020–2030)</li> <li>» Strong governance and leadership for change</li> <li>» Involves and benefits students' self-efficacy, locus of control, and motivation (New Zealand Curriculum)</li> <li>» Contributes to parents' knowledge about how to support their child's learning (New Zealand Curriculum)</li> <li>» Contributes to a teacher's knowledge about how to support the child's learning (New Zealand Curriculum)</li> <li>» Supports teaching and learning goals (New Zealand Curriculum)</li> </ul>	Developing a shared vision for educational success	<ul style="list-style-type: none"> <li>» School leadership team (SLT) to actively engage with parents to develop a shared vision for educational success</li> <li>» SLT to actively prioritise engaging (more) parents more effectively in students' learning progress at school; include statements in school policy documents to this effect</li> <li>» SLT, in consultation with staff, board of trustees and parent representatives to establish indicators for what successfully achieving this would look like</li> <li>» Ensure everyone in the school understands and strives to achieve the vision</li> <li>» Establish initial steps to connect with wider group of parents and the community</li> <li>» Provide relevant professional development for staff and parents</li> <li>» Promote consistency of approach across the school</li> </ul>	Agreement and understanding are reached among those involved in the development process about the vision of what the school is seeking to achieve; a Talanoa Ako Cycle is agreed and enacted
	Embedding a framework for a Talanoa Ako Fakataha/Talatalanoaga Faalea'oa'oga Cycle within the school assessment policy as a core part of engaging parents in their children's learning and establishing strong home-school partnerships about learning and assessment	<ul style="list-style-type: none"> <li>» School asks parents to help by sharing their cultural expectations and knowledge</li> <li>» School seeks support from community members to translate documentation</li> <li>» School communicates to parents the annual process for reporting, in a range of languages</li> <li>» School welcomes parents to speak in their first language or to bring a support person for language assistance to any meetings with the teacher</li> <li>» Teachers talk with students about the annual reporting process</li> </ul>	
<ul style="list-style-type: none"> <li>» Is planned and communicated (New Zealand Curriculum)</li> <li>» Is suited to purpose (New Zealand Curriculum)</li> </ul>	Beginning of year Talanoa Ako	<ul style="list-style-type: none"> <li>» Learning conversation between the parent, teacher, and student</li> <li>» Informed by students' interests and strengths, parents' knowledge of their child, achievement data (wider curriculum)</li> <li>» Incorporates goal setting: to establish and agree on challenging and achievable student learning goals</li> <li>» Ideas for helping at home shared</li> </ul>	Everyone is clear about: <ul style="list-style-type: none"> <li>» the student's current interests and strengths, achievements, and prior learning</li> <li>» the learning goals</li> <li>» their role in supporting the student</li> </ul>

Principles	Process	Suggested main actions	Expected outcome(s)
» Is valid and fair (New Zealand Curriculum) » Celebrates the progress and achievement made by the student (New Zealand Curriculum)	First six months – plan in action	» Effective teaching and learning » Valuing and incorporating identities, languages, and cultures as contexts for learning » Regular feedback and feed forward to students » Student agency strengthened » Regular talanoa with parents about their child’s progress » Parents supporting learning at home	» The student is able to evaluate their own progress » The student regulates actions based on feedback » Parents understand and support learning
	Preparation for mid-year Talanoa Ako	» Mid-year report written by the teacher and shared with the student before it goes home; students understand what has been written about them in their reports » Students and teachers decide what they will share with parents to show students’ progress and achievement » Parents will receive the mid-year written report, see their children’s portfolios, and have access to information about possible questions to ask » Parents plan what questions they might ask about their children’s learning and progress and decide what questions they will ask	Everyone is well prepared to participate in the mid-year Talanoa Ako (reporting meeting or three-way conference)
	Mid-year Talanoa Ako	» Learning conversation between the parent, teacher, and student » Mid-year written report discussed » Informed by achievement data (wider curriculum) » Goals are reviewed and reset » Ideas for helping at home shared	Everyone is clear about: » progress and achievement to date » the next learning goals » their role in supporting the student
	Second six months – plan in action	» Effective teaching and learning » Valuing and incorporating identities, languages, and cultures as contexts for learning » Regular feedback and feed forward to students » Student agency strengthened » Regular talanoa with parents about their child’s progress » Parents supporting learning at home	» The student is able to evaluate their own progress » The student regulates actions based on feedback » Parents understand and support learning
	Preparation for end-of-year reporting	» Students and teachers decide what they will share with parents to show progress and achievement » Students know about and understand what has been written about them in their reports and understand their progress and next steps	» Students understand what has been written about them in their reports and understand their progress and next steps » The written report provides accurate information about progress and achievement
	End-of-year report	» Written by the teacher and shared with the student before it goes home » Is sent home to the parents who discuss the report with their child » Ideas for maintaining learning at home shared » Parents given opportunity to ask questions of teachers and the school, if they wish	School and families are able to celebrate student success (progress and achievement) Parents and students can maintain progress over the summer break

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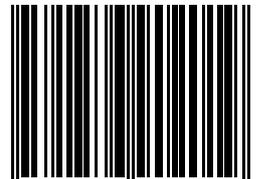
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