



**Talanoa
Ako**

Building Pacific-Capable Boards

Seu le manu ae taga'i i le galu



Seu le manu ae taga'i i le galu

Successful Pacific Learners

Snare the bird but be aware of the waves.

*(Bird hunting on the open waters was a skilful craft and activity.
The wisdom and skill of the master fishers was to snare a bird at sea
while keeping an eye on the waves as they will be their downfall.)*

In the context of this document and the Ministry of Education's Action Plan for Pacific Education 2020-2030, this Samoan proverb speaks of success that is not from luck but from masterful observation and understanding of the environment.

A Pacific-capable school board is a tautai matapalapala (wise master fisher) as it navigates the waters of what successful Pacific education must be. A Pacific-capable school board must provide culturally safe learning spaces for all their learners.

Acknowledgments

Thank you to the Pacific board of trustees talanoa group, which met in July 2020 and provided valuable lived experience. The broad cross-section of views included insights from board chairs and parent and proprietor representatives within state and state-integrated school settings.

Thank-you to Rose Jamieson, Moe Sa'u and Gabby Makisi from the Ministry of Education for the opportunity and guidance to produce this resource.

Their insights have helped revitalise the "Effective governance Supporting Pasifika Success: Information for school boards of trustees" (2013), which was originally named and developed by a group of experienced Pacific school board trustees in 2012.

Terminology

We use "Pacific" throughout this document as a collective term to refer to people of Melanesian, Micronesian, and Polynesian descent, who have migrated to, or were born in, Aotearoa New Zealand.

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Ala 'i Sia, Ala 'i Kolonga Skilful at Sia, Skilful at Kolonga

*(A Tongan piece of wisdom, meaning a person
who is skilful and adaptable in many environments, places, and situations)*

Introduction

As a school board, you play a vital role in deciding and leading the future direction and performance of your school. All board members are important for Pacific educational success; parent, family, and community engagement; and overall performance of your school.

Over the past 20 years, there has been a **steady increase** in Pacific peoples standing and/or being appointed to school boards. This is encouraging; however, Pacific board member numbers are still low when compared with the Pacific resident population numbers. Nationally, Pacific peoples comprise 8 percent of the resident population of Aotearoa New Zealand, yet Pacific peoples make up only 5 percent of school board members. So, there is **still a lot of work to do** to ensure that **there is an adequate representation of Pacific peoples at the school decision-making table** – regardless of your board make-up, **all boards need to grow to be Pacific-capable**.

This resource aligns to the Ministry of Education's Action Plan for Pacific Education 2020–2030 and other resources. It can support how your board develops your school's charter to embed Pacific success in its strategies and goals and build Pacific capabilities in governance, management, curriculum, and the school environment.

This resource will **help you navigate your board's journey to be responsive and capable to meet the educational achievement, progress, and expectations** of your Pacific learners and their parents, families, and communities.

A **Pacific-capable school board** is one that:

- » is responsive to the needs and aspirations of its Pacific learners, parents, families, and school communities
- » has high expectations of itself as a board and for its Pacific learners
- » is forward thinking and pro-active, as well as connected to its Pacific families and school communities
- » has strategies for delivering high-quality education progress and achievement for its learners, and supports its priorities and efforts for its Pacific learners
- » plans for intentional engagement with education sector activities that are part of the Ministry of Education's Action Plan for Pacific Education 2020–2030.

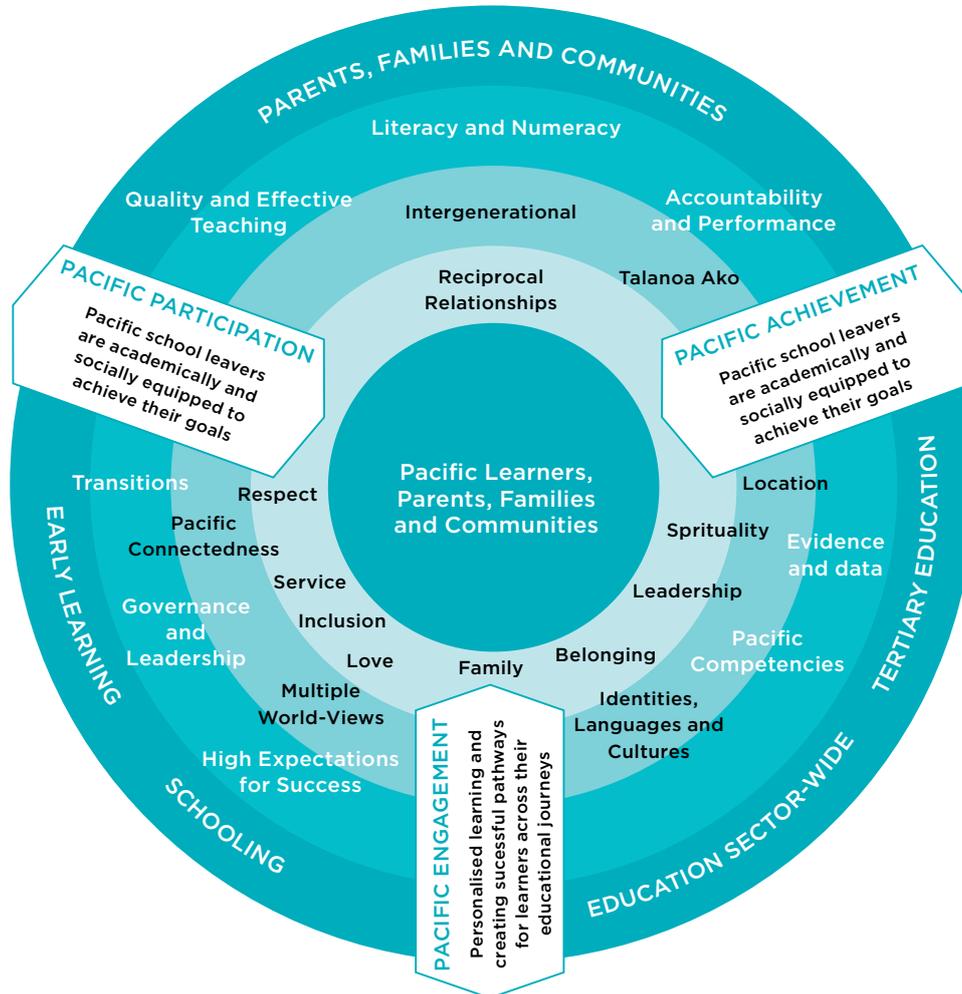
Your board should use this resource to help refresh and refocus and **include it as part of any new board member's induction**.

This resource and the other Talanoa Ako guided resources¹ will help you and your board **consolidate your thinking on the future planning, positioning, and promotion of your school in relation to Pacific learners, families, and communities** in a fast-changing world of learning and knowledge development and creation.

¹ Talanoa Ako guided resources – A set of resources, inclusive of Building Pacific Capable School Boards, (2021)

Pasifika Success Compass

Figure 1: The Pasifika Success Compass



Source: Pasifika Education Plan 2013–2017, Ministry of Education

The Pasifika Success Compass captures the essence of past and present Pacific education plans. All activities, domains, principles, and values are oriented around the Pacific learners, parents, families, and communities, who are at the centre of the compass. Surrounding this are the values and conditions that support Pacific success and link to the outer ring of what the Ministry of Education can provide.

The Pasifika Success Compass was the beginning of the Tapasā: Cultural Competencies Framework for Teachers of Pacific Learners as it puts parents, families, and communities at the centre of Pacific success with their children. The Pasifika compass and Tapasā originated from the Ministry of Education’s *Pasifika Education Plan 2013–2017*.

Talanoa Ako Guided Resources

From the Pasifika compass and talanoa/discussion with Pacific parents, families, and communities across Aotearoa New Zealand, the Pacific PowerUP Programme was developed in 2013 to build parents, families, and communities’ knowledge of the education system and schools, so they are able to support their children’s learning journey. The Programme was delivered by Pacific communities, in Pacific communities.

In response to monitoring and evaluation, Pacific PowerUP grew into Talanoa Ako in 2019. The Programme continues to partner with local Pacific community organisations like churches, social service providers, and schools to strengthen the capability of Pacific parents and their families. This Programme effectively allows parents, families, and communities to be at the centre of the Pasifika compass with their children. The Programme enables this through providing parents, families and communities with information and knowledge, which builds confidence and feelings of safety.

The concept of “Talanoa” is to have a discussion and the term “Ako” is to learn. Talanoa Ako is literally a programme of talking about education and learning, where Pacific parents, learners, families, and communities lead the Talanoa, As and By Pacific.

The Pacific PowerUP to Talanoa Ako evaluations from 2016–2019 helped summarise the key experiences and aspirations of over 1,800 parents, families, learners, and community leaders. They expressed the importance of improving Pacific engagement with schools as important as raising Pacific achievement.

As a result of the findings from the PowerUP to Talanoa Ako evaluations, the **Talanoa Ako Guided Resources** (TAGR) have been produced to systematise these learnings and develop and refresh other resources that support schools and teachers to work with Pacific communities and learners and contribute to Pacific success.

The TAGR resources that (include this resource) can be found online on TKI on the Pasifika Communities page and hard copies are available.

These resources include Talanoa Ako: Talking about Education and Learning which is the findings of the PowerUP to Talanoa Ako evaluations, case studies, a literature review on the findings, and several video clips of Pacific talking about education and learning, their experiences, and aspirations. There is also a resource on reporting feedback to Pacific families, PISA Literacy – how communities and schools can support literacy for Pacific, a resource to support schools to develop a Pacific education strategy and best practice from Pacific principals.

These resources will support Boards of Trustees to build their Pacific capability and support Pacific progress and achievement at their schools.

The TAGR complement the Tapasā tool.

Tapasā

“Tapasā” is a Samoan term that can be translated to mean “compass”. However, as a traditional concept, the Tapasā extends beyond the limitations of a physical compass and is understood to mean a guide or pathway on the malaga or journey.

The Tapasā cultural competencies framework captures the traditional definition of Tapasā in its application and delivery. Tapasā serves a dual role as a tool for Pacific learners and their families to use in their learning and as an essential teaching framework for teachers in understanding, contextualising, and delivering learning for Pacific learners.

It is an important tool in your school’s tool kit for Pacific student success and becoming a Pacific-capable board.

Moemoe a panako

The small fish that never sleeps

(A Cook Islands' piece of wisdom, meaning to be wary, watchful, and wide awake)

Scope

This resource is **intended for all school boards and their respective members, school leaders, and school communities**. Regardless of whether you have Pacific learners or not, this resource will provide support and guidance on how your school and board can become Pacific-capable. The aim is to have boards and schools work towards **actively responding to the education, progress, achievement, and success of Pacific learners and communicating and engaging** with their families and communities **in a meaningful way**. Along with other resources developed for schools, this resource will **provide a toolkit to support current and future boards in their work**.

Pacific-capable Boards of Trustees

Pacific-capable boards means boards (and the individuals that make up those boards) understanding the cultures, behaviours, values, beliefs, and relationships; engaging effectively; and having in place functioning systems that will ensure Pacific learners' education achievement. (Note: This concept is unpacked further in the section below.)

Pacific Values

Pacific-capable boards understand and appreciate Pacific values and the importance of engaged and informed Pacific families and communities. Although there are similarities across the Pacific nations, each Pacific nation has unique languages, cultures, identities, beliefs, and traditions.

The Pacific demographic in Aotearoa New Zealand is changing with its population growth being driven by Kiwi-born Pacific peoples rather than migration. There are also more blended Pacific families, whose children identify themselves to more than one Pacific or other ethnic groups. This will continue to be the case in coming years. Despite the growing diversity, there are some common values that are shared by Pacific peoples irrespective of the generations. These include, but are not limited to:

- » love
- » family
- » respect
- » reciprocating relationships
- » consensus decision-making
- » service.

Alongside these values, identity through language and culture, is central to learning and well-being for Pacific learners. The integration of educational achievement with a learner's culture, language, and identity, builds self-esteem, a sense of belonging, and confidence to connect.

Action Plan for Pacific Education 2020–2030

The Action Plan for Pacific Education 2020–2030 (the Plan) was developed throughout 2019 as a result of much consultation with Pacific families and communities, teachers, and businesses over a two year period. It was launched in 2020. The Plan is the government’s commitment to systemic shifts that aim to ensure “**diverse Pacific learners and their families feel safe, valued and equipped to achieve their education aspirations**”.² The five key focus areas that are needed to achieve these systemic shifts are described in figure 2 below. We encourage your board to actively identify areas of your school charter that align with these key focus areas.

Figure 2: The five key focus areas of the Action Plan for Pacific Education 2020–2030

<p>1</p> <p>Work reciprocally with diverse Pacific communities with unmet needs arising from COVID-19</p>	<p>Pacific learners and families are diverse and have different needs and aspirations. This is further exacerbated by COVID-19 and the way it has impacted Pacific communities differently. Working reciprocally at a local level to respond to unique needs and aspirations will better ensure that all Pacific learners have great education opportunities and outcomes.</p>
<p>2</p> <p>Confront systemic racism and discrimination in education</p>	<p>Pacific learners and families have identified racism as a major barrier in our education system. We will work to confront and eliminate racism, discrimination, and stigma, including for Pacific learners who identify as LGBTQIA+ MVPFAFF1 and/or have disabilities. This will ensure that Pacific learners and their families have a strong sense of belonging and education is a trusted, inclusive space.</p>
<p>3</p> <p>Enable education leaders to become culturally competent with diverse Pacific learners</p>	<p>Pacific learners and families have told us that one of the most important influences is their educators and leaders. Great educators and leaders do their best to value and understand Pacific learners’ unique identities, languages, and cultures and support them to thrive. Taking coordinated action to support educators and leaders to be the best for Pacific learners and families will make a significant difference to the experiences of Pacific learners and families in education.</p>
<p>4</p> <p>Partner with families to design education pathways to meet learning aspirations</p>	<p>Pacific learners and families describe learning and succeeding as a collective activity. Decisions regarding learning, pathways, and employment are often based on the needs and aspirations of the wider family and/or community. We will support Pacific learners and their families to be informed and confident in achieving their education aspirations. We will also support Pacific learners and their families to plan and pursue the education pathways that they aspire to, in partnership with educators.</p>
<p>5</p> <p>Grow, retain, and value highly competent Pacific educators</p>	<p>Pacific learners and families see teachers and leaders of Pacific heritage as role models who can often relate to learners in ways that make the learners and their families feel comfortable and safe. Teachers and leaders of Pacific heritage often have additional responsibilities to support Pacific learners and families, and sometimes it can be difficult to manage these responsibilities. Valuing and growing the number of teachers and leaders with Pacific heritage is a key part of ensuring quality teaching and leadership that reflects and responds to the needs of Pacific learners and their families.</p>

² Ministry of Education. (2020). *Action Plan for Pacific Education 2020–2030*. Wellington: Ministry of Education, page 4.

The Plan draws on Pacific communities' strengths, such as resilience, creativity, innovation, and a commitment to collective values. It complements the *Tapasā: Cultural Competencies Framework for Teachers of Pacific Learners*, released in 2018.³ The Framework "serves as a guide for teachers as they navigate and support their own journey of becoming more culturally aware and competent"⁴ when working alongside Pacific learners and their parents and families towards a shared education destination for the learner.

The five shifts may be confronting, however, with learners, families, and communities at the centre of your work, it is easy to see how to affect attitudes, behaviours, processes, and systems in order to support Pacific learner education progress, achievement, and success.



³ For more information on this framework, see the Teaching Council of Aotearoa New Zealand webpage at URL: <https://teachingcouncil.nz/resource-centre/tapasā/>

⁴ Ministry of Education. (2018). *Tapasā: Cultural Competencies Framework for Teachers of Pacific Learners*. Wellington: Ministry of Education, page 5.



Activity 1: School Overview

CREATING A BOARD PLAN THAT IS RELEVANT TO THE ACTION PLAN FOR PACIFIC EDUCATION 2020–2030

The board will carry out an overview of what it is currently doing for Pacific students in relation to the school charter and the board reporting.

The board will then compare this against the five key focus areas in the Action Plan for Pacific Education.

The questions listed below will help guide the board's conversations and development of ideas, initiatives, and eventually priorities.

(See also Appendix 1.)

How is your current charter, its objectives, priority areas, and outcomes supporting the five key shift areas for Pacific learners?

Note: Charters are being phased out. New regulations will require boards to develop a 3-year strategic plan and an Annual Implementation Plan (AIP)⁵

What more can your board do to support these key shifts?

- » Do you have Pacific representatives on your board of trustees or can you take proactive steps to bring Pacific representation onto your board?
- » Look at the diversity of your school's staff. Does it reflect the diversity of the student body and the communities your school serves?
- » Could your board explore the option of paid positions or allowances to recognise and value teachers who contribute to the cultural life of the school and connecting with Pacific families?
- » Have you created opportunities to hear from your staff about their experiences teaching and leading and how they are supported and valued in their roles?
- » Do your measures of success reflect family and community aspirations of learning?
- » Do your enrolment processes honour the rights of Pacific students with disabilities and additional learning needs to access education?
- » Is your school committed to professional learning and development around anti-racism and discrimination?
- » How does your board currently connect with Pacific families? Is communication only on your terms? What languages do you use? What forms of communication do you use? How accessible are those forms of communication for your Pacific families?
- » What are the different understandings and relationships of your Pacific families? How might this impact how and when you engage and the people you engage with?
- » Review your policies around racism, discrimination, and bullying. What is informing these policies? What happens to create barriers to understanding and addressing racism?
- » Think about your policies and practices around same-ability grouping and streaming. Who is being affected by these policies and how?

⁵ Education and Training Act 2020 No 38 (as at 13 July 2021), Public Act 138 School strategic plan and annual implementation plan - New Zealand Legislation: <https://legislation.govt.nz/act/public/2020/0038/latest/LMS262279.html>

Taeao fakatiu te matagi
A better future lies just over the horizon
(A piece of wisdom from Tokelau meaning things can change)

Pacific Insights Over Time

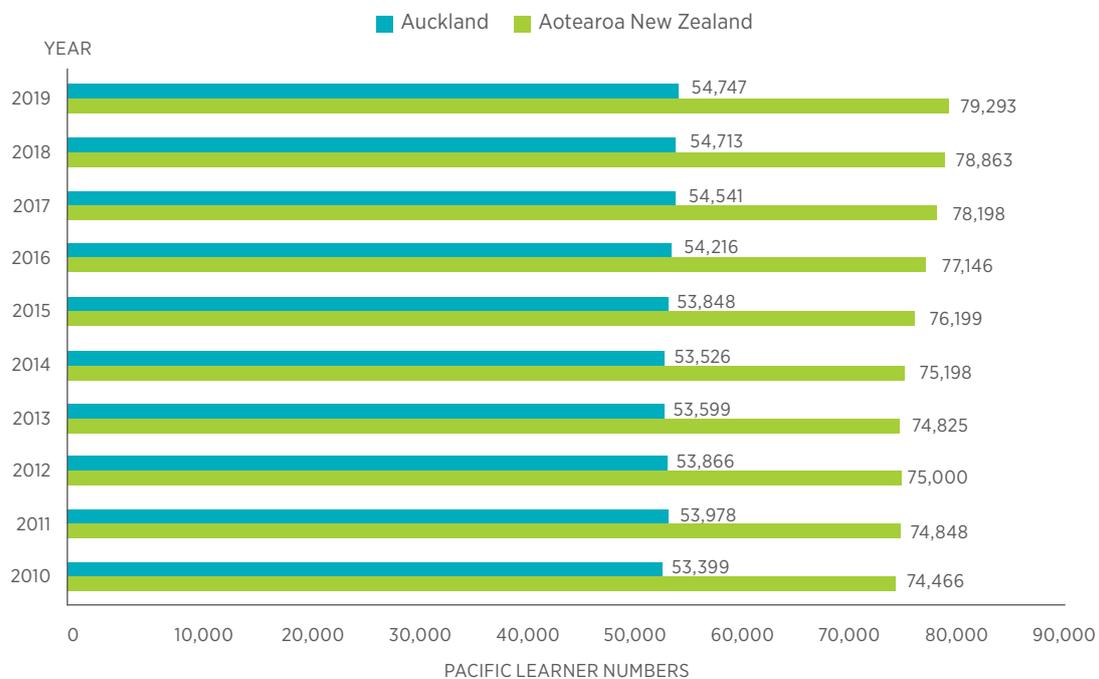
Over the past 25 years, **Pacific learner roll numbers in schools throughout Aotearoa New Zealand have increased to 10 percent** of the total learner population, keeping ahead of relative numbers of Pacific peoples making up the general population. However, **in Auckland, the Pacific learner roll number makes up 20 percent of learner numbers across the region.**

Based on recent median population projections from Statistics New Zealand, the **Auckland Pacific learner roll in 2019 is ahead** of where the Pacific learner roll proportion for the whole of Aotearoa New Zealand is projected to be in 2043.⁶

Over the past 20 years, Pacific board member numbers have only increased from 2 percent to 5 percent. This is well below relative general Pacific resident population numbers for the same period.

The following series of graphs provide demographic information and insights on Pacific population and learner numbers. Auckland is included as a comparison since more than **two-thirds of the Pacific population and Pacific learners of Aotearoa New Zealand reside in Auckland.**

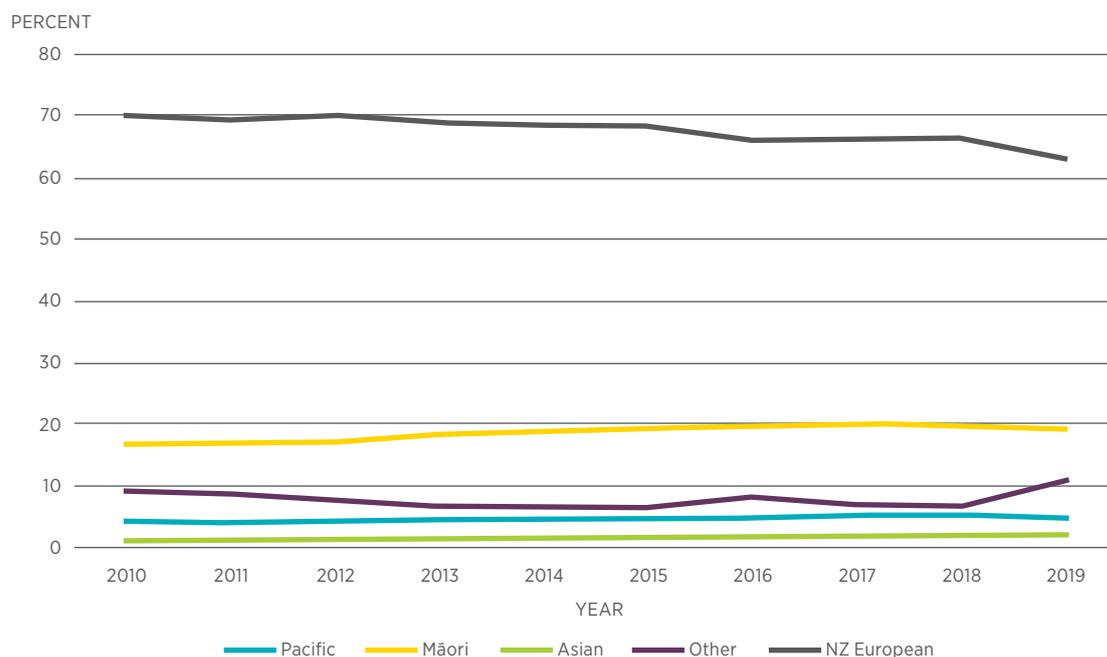
Figure 3: Pacific learner numbers, Aotearoa New Zealand and Auckland, 2010–2019



Over the past decade, Pacific learner numbers have grown 2.5 percent in Auckland and 6.5 percent across the country.

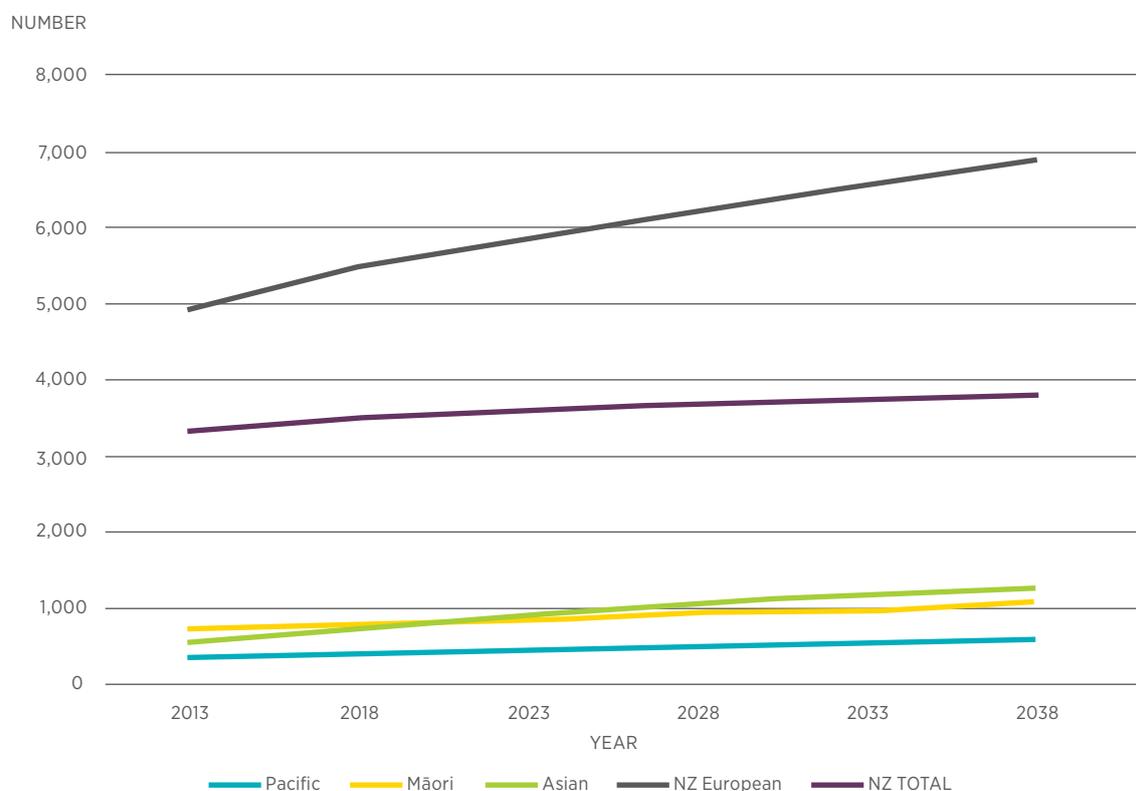
⁶ Stats NZ. (2021). "National Ethnic Population Projections: 2018 (base)–2043". URL: www.stats.govt.nz/information-releases/national-ethnic-population-projections-2018base-2043 (accessed 10 August 2021).

Figure 4: Percentage of school board of trustee members, by ethnicity, 2010–2019



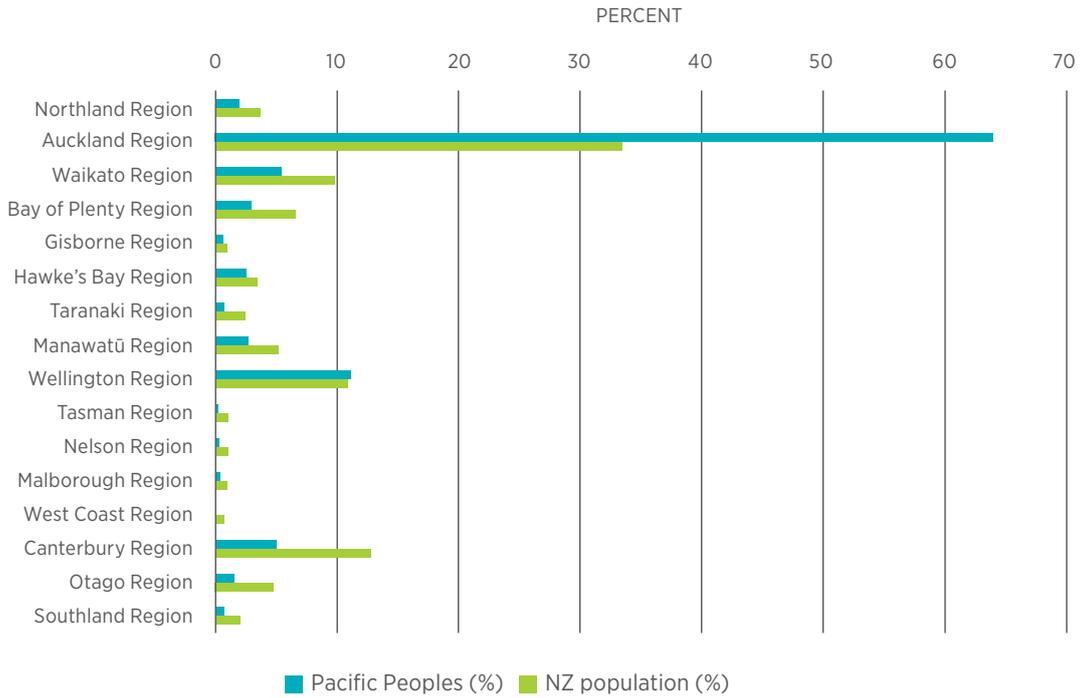
The percentage of board members, who identify as Pacific has only increased by 3 percent over the past decade, as compared to Pacific learners increasing by 6.5 percent in the same period.

Figure 5: Median growth projections for ethnic populations in Aotearoa New Zealand, 2013–2038



Our Pacific communities are projected to grow by 66 percent over the period 2013–2038, while the overall population of Aotearoa New Zealand is projected to grow by 40 percent. This overall population growth is likely to be driven by growth in our Asian, Pacific, and Māori communities.

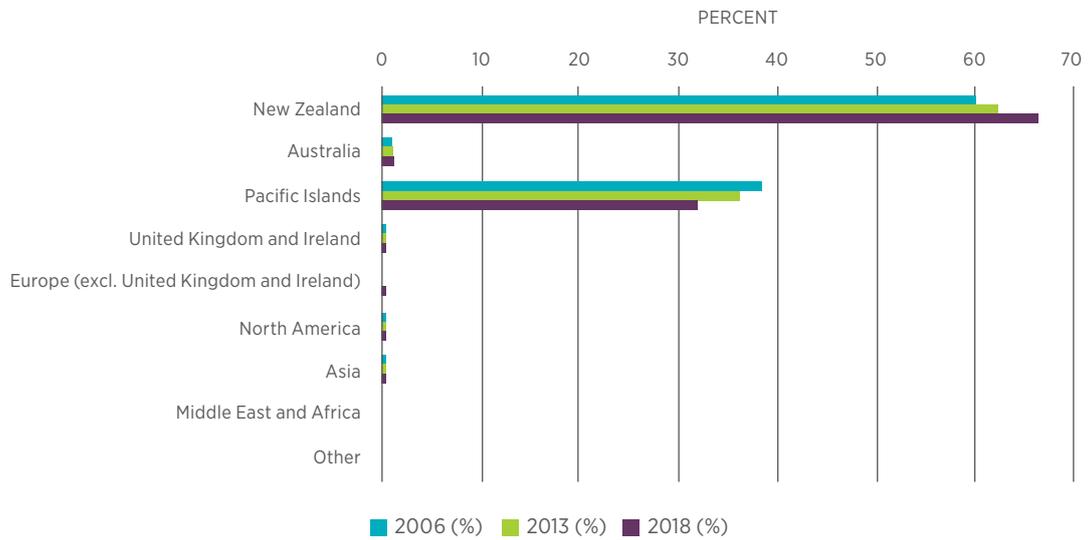
Figure 6: The Pacific population of Aotearoa New Zealand as a percentage, by region, 2018



Source: Regional council areas census data 2018, Stats NZ

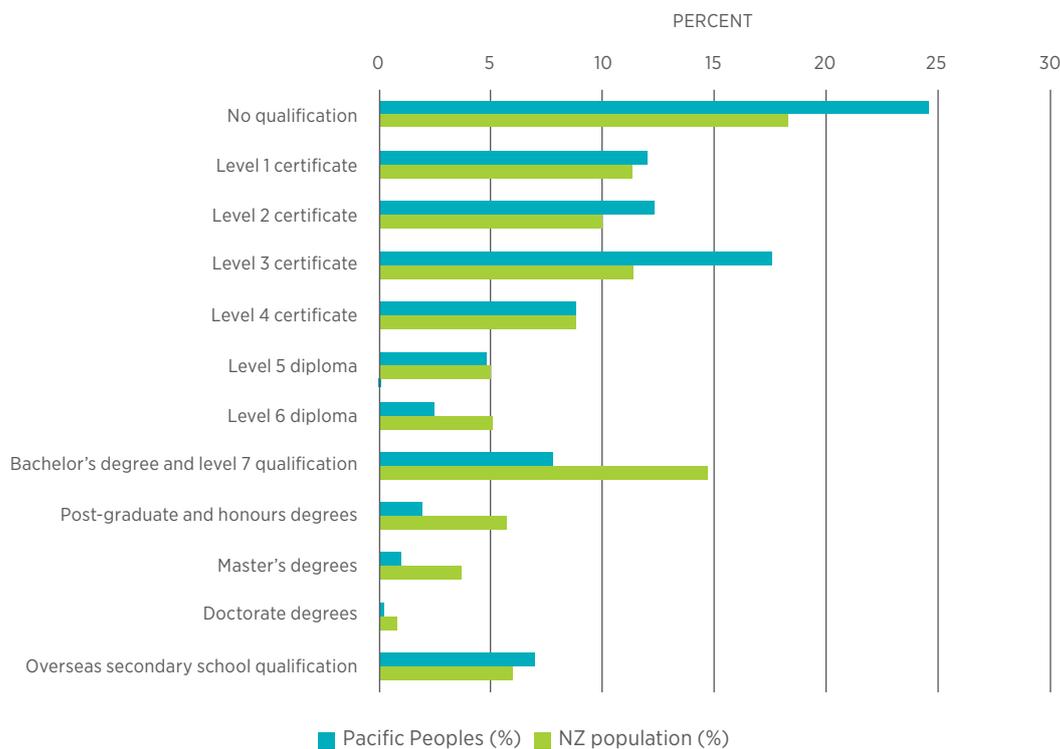
Pacific populations and therefore Pacific learner populations are concentrated in our urban centres, with Auckland having close to two-thirds of the Pacific populations.

Figure 7: Pacific population birthplace, 2006, 2013, and 2018 censuses



As shown in figure 7, over two-thirds of the Pacific population of Aotearoa New Zealand is New Zealand born.

Figure 8: Highest qualifications for Pacific peoples compared with the general population of Aotearoa New Zealand, 2018



Pacific education achievement and success must be a priority for the education sector – as it is for Pacific learners, parents, families, and communities.

It is of utmost importance to grow Pacific school board members to align with learner numbers. Schools should already be actively engaging with and encouraging their Pacific parents and communities to put themselves forward for roles on the school board. This is a skills and numbers exercise, where **schools need interested, capable Pacific people** to bring their different expertise to the decision-making table at the board governance level. At a minimum, **all boards need to be Pacific capable.**



Activity 2: Environmental Scan of Your School and Board

Conduct an environmental scan of your school for the last 20 years, in relation to Pacific learners and their families and communities.

Collect, collate, analyse, and review the data. If you have projections for your future school community, include this as it will help your board in setting priorities.

Identify any key trends, especially in relation to ethnic demographics, Pacific learner education achievement success, board membership, etc.

This scan goes deeper than the one completed for Activity 1, where you were focusing on current activities. This starts to look at historical and possibly future projections for your Pacific learners and their families and communities.

E sega ni vuka na kaka me biu toka na buina

The parrot will not fly leaving its tail in its nest

(A Fijian piece of wisdom, meaning something that is essential to have)

Pacific-capable Boards and the Education and Training Act

WHAT DOES THE LEGISLATION TELL US?

“School Boards are **responsible** for the school/kura’s **performance** and ensuring that all legal requirements are met.” (New Zealand School Trustees Association, NZSTA, Information for parents⁷)

So, what does that really mean? The bottom line is that the board is legislatively responsible for:

- » **learner safety and wellbeing**
- » **learner progress and achievement**
- » **setting the vision** for the school or kura
- » ensuring the school or kura has **policies and processes** in place that comply with the laws of Aotearoa New Zealand.⁸

Education in Aotearoa New Zealand has undergone the biggest overhaul since 1989 with the passing of the **Education and Training Act 2020**.

The Act aims “to give **all learners a high-quality, culturally responsive, seamless and inclusive education**, from early learning, through schooling, and into tertiary education, vocational training, and employment.”⁹

For boards, this means strengthened governance and refocusing on what matters most to your school’s learners, parents, families, and communities.

For school board members, it means **stronger legislative support to ensure Pacific learner success in your school**.

Section 127 of the Act states that:

1. A board’s primary objectives are to ensure that:
 - » every learner at the school is able to attain **their highest possible standards in education achievement**; and
 - » the school:
 - › is a **physically and emotionally safe place for all** students and staff
 - › gives effect to relevant **student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993**
 - › takes all reasonable steps to **eliminate racism, stigma, bullying, and other forms of discrimination** within the school

⁷ See the NZSTA webpage Information for parents at URL: www.nzsta.org.nz/advice-and-support/information-for-parents/

⁸ NZSTA, Information for parents at URL: www.nzsta.org.nz/advice-and-support/information-for-parents/

⁹ Ministry of Education webpage The Education and Training Act 2020: Information for Boards at URL: www.education.govt.nz/our-work/legislation/education-and-training-act-2020/the-education-and-training-act-information-for-boards/

- » the school is **inclusive** of, and caters for, **students with differing needs**
 - » the school **gives effect to Te Tiriti o Waitangi**, including by:
 - › working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
 - › taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
 - › achieving equitable outcomes for Māori students.
2. To meet the primary objectives, the board must:
- » have **particular regard to the statement of national education and learning priorities** issued under section 5
 - » **give effect to its obligations** in relation to:
 - › any **foundation curriculum statements, national curriculum statements, and national performance measures**
 - › **teaching and learning programmes**
 - › **monitoring and reporting students' progress**
 - » perform its functions and exercise its powers in a way that is **financially responsible**
 - » if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement
 - » comply with all of its other obligations under this or any other Act.¹⁰

Section 138 of the Act states that:

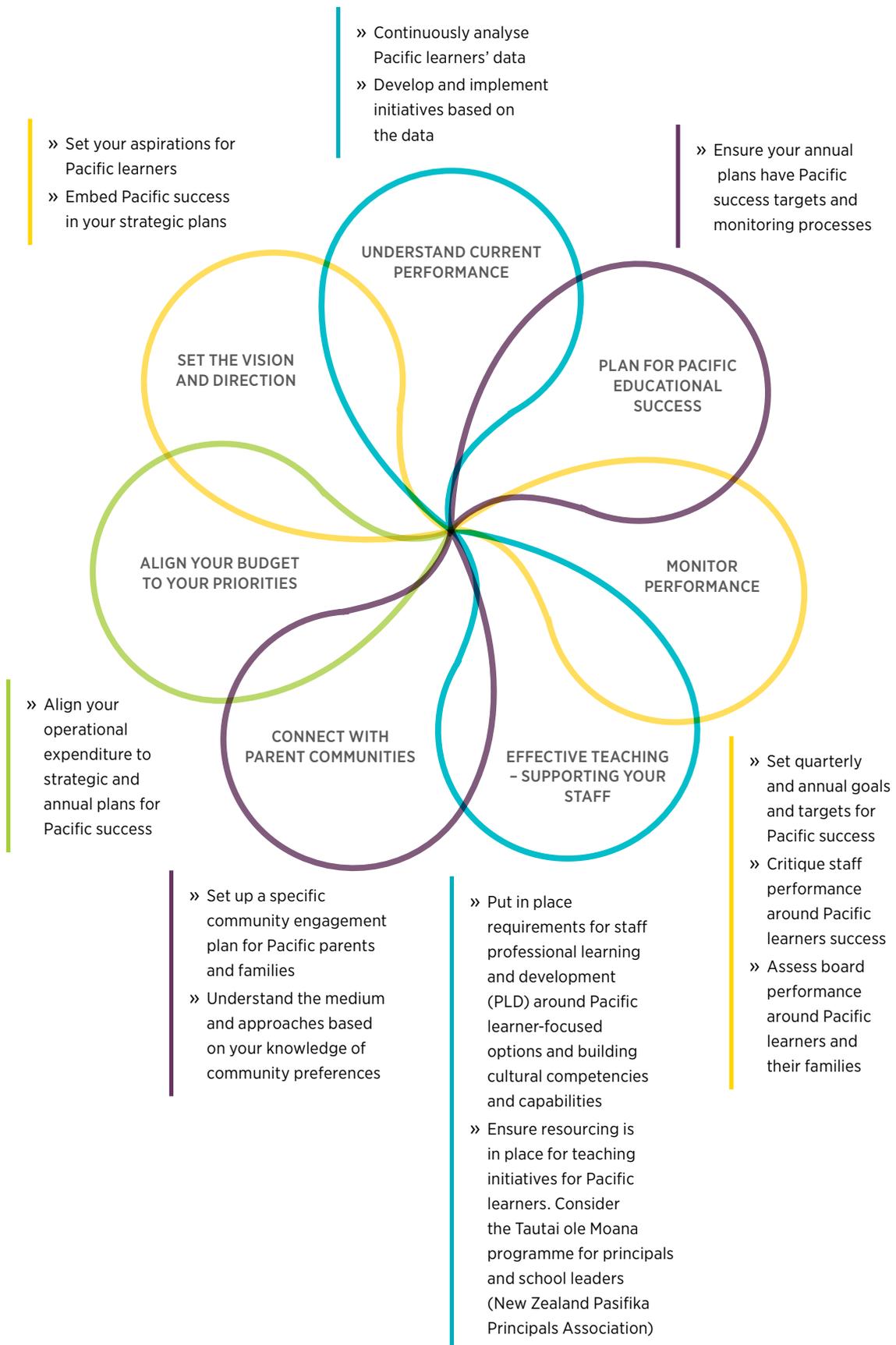
School strategic plan and annual implementation plan

1. A board must have the following strategic planning documents for its school:
 - (a) a strategic plan, for each 3-year period or for a shorter period determined by the Secretary, that sets out the board's strategy for achieving (or making progress towards achieving) its objectives during that period; and
 - (b) an annual implementation plan for each year that sets out how the board intends to implement that strategy during the year.
2. A board must prepare its first strategic plan and annual implementation plan when required by regulations made under section 639 to do so.
3. If, at the commencement of this section, a board has a charter in effect for the 2022 year, the charter is to be treated as the board's first strategic plan.
4. If a board's strategic plan is its 2022 school charter, the statement of variance is not required to include a comparison with an annual implementation plan.
5. However, a board with a 2022 school charter as its strategic plan must continue to update the annually updated sections of its charter until its first annual implementation plan is required under regulations made under section 639.
6. The annually updated sections of a 2022 school charter must be updated no later than a date fixed by the Secretary.

¹⁰ Ministry of Education webpage The Education and Training Act 2020: Information for Boards at URL: www.education.govt.nz/our-work/legislation/education-and-training-act-2020/the-education-and-training-act-information-for-boards/

HOW SHOULD PACIFIC-CAPABLE BOARDS PUT THIS INTO ACTION?

Figure 9: Key actions for Pacific-capable boards



**UNDERSTAND
CURRENT
PERFORMANCE**

- » Continuously analyse Pacific learners' data
 - › Ensure the regular reporting of performance at each board meeting.
 - › Ensure that your board monitors performance.
- » Develop and implement initiatives based on the data
 - › Ensure the regular reporting of existing or new initiatives and their impacts.
 - › Ensure that your programme's effectiveness is monitored and reported on.

**SET THE
VISION AND
DIRECTION**

- » Setting your aspirations for Pacific learners
 - › Plan and allocate resources for success.
 - › Hold each other accountable for success.
 - › Ensure that staff have the training and resources to deliver success.
 - › Ensure all school staff understand why it is important to support the Board's aspirations Pacific learner success.
 - › Ensure that learners have access to quality learning and resources.
- » Embed Pacific success in your strategic plans
 - › Be explicit in your goals for Pacific success.
 - › Be aspirational in your targets or performance.
 - › Ensure that the learners' parent community and the board's aspirations are aligned.

**ALIGN YOUR
BUDGET TO
YOUR
PRIORITIES**

- » Align your operational expenditure to strategic and annual plans for Pacific success
 - › The board must prepare budgets that are fiscally responsible and commit appropriate resources to improving Pacific success.
 - › Are resources being applied where they are needed most to achieve Pacific success?

**CONNECT
WITH PARENT
COMMUNITIES**

- » Set up a specific community engagement plan for Pacific parents and families
 - › The board reports on parents' and families' engagement.
- » Understand the medium and approaches based on your knowledge of community preferences
 - › Identify most impactful engagement approaches for the ethnicities of your communities and act on them.

EFFECTIVE TEACHING - SUPPORTING YOUR STAFF

- » Put in place requirements for staff professional learning and development (PLD) around Pacific learner-focused options and building cultural competencies and capabilities
 - › Ensure you have in place staff PLD on engaging with Pacific learners: Training in tools such as Tapasā: Cultural Competency Framework for Teachers of Pacific Learners.
- » Ensure resourcing is in place for teaching initiatives for Pacific learners
 - › The principal and senior leadership team identify initiatives and resources to support staff PLD, and these initiatives and resources are supported by the board, including the Tautai ole Moana programme for principals and school leaders.
 - › Allocations and allowances are approved in the annual budget.

MONITOR PERFORMANCE

- » Set quarterly and annual goals and targets for Pacific success
 - › Progress needs to be captured and presented on a regular basis at board meetings.
- » Critique staff performance around Pacific learners' success
 - › The principal and senior leadership team are tracking staff performance on Pacific success.
 - › Provide appropriate PLD to improve performance.
 - › Assess board performance around Pacific learners and their families.
 - › Assess the board's engagement with its parent families and community.
 - › Assess the effectiveness of your school's charter and annual plans.
 - › Report on outcomes.

PLAN FOR PACIFIC EDUCATIONAL SUCCESS

- » Ensure your annual plans have Pacific success targets and monitoring processes
 - › Commit to increasing Pacific success across all year levels.
 - › Commit to targeting problem areas for Pacific success.
 - › Ensure that your annual plans build upon learnings and findings from each year.
 - › Ensure your engagement plan with Pacific parents and communities is in place across the year.
 - › How is identity, culture, and language reflected in your plan(s)?

STATUTORY OBLIGATIONS OF ALL BOARDS

A board is responsible for ensuring that their school complies with the relevant laws of Aotearoa New Zealand and has policies and processes in place to protect the health, safety, and wellbeing of learners, staff, families, contractors, and other visitors to the school.

Figure 10 lists the pieces of legislation that all boards should be familiar with. These are considered the ones that board members will come across in board meetings and matters relating to governance.

Figure 10: Legislation relevant to school boards

	<p>EDUCATION & TRAINING ACT 2020</p> <ul style="list-style-type: none"> » Te Tiriti o Waitangi commitments » Planning and reporting for school boards » Code of conduct for school boards
	<p>HEALTH & SAFETY AT WORK ACT 2015</p> <ul style="list-style-type: none"> » Board's role in health and safety » School charter for health and safety » Active monitoring
	<p>OFFICIAL INFORMATION ACT 1982</p> <ul style="list-style-type: none"> » Understanding types of requests » Timelines for responding » Request for private information of a learner by parents
	<p>HARMFUL DIGITAL COMMUNICATIONS ACT 2015</p> <ul style="list-style-type: none"> » Statutory role of schools to maintain safety and report » Board processes to deal with online incidents » Keeping learners safe online
	<p>EMPLOYMENT RELATIONS ACT 2000</p> <ul style="list-style-type: none"> » Principal and staff contracts » Good employer practices » Other employment-related legislation
	<p>VULNERABLE CHILDREN ACT 2014</p> <ul style="list-style-type: none"> » Child protection policies » Safety checking of staff » Support structures within school
	<p>LOCAL GOVERNMENT OFFICIAL INFORMATION AND MEETINGS ACT 1987</p> <ul style="list-style-type: none"> » Public accessibility to meeting agendas and minutes » Privacy of information

La ō gatasi le futia ma le umele

We must work together and be of one mind in our undertaking

(A Samoan piece of wisdom)

Engaging with and Informing Pacific Parents, Families, and Communities

Your board needs to be **authentic and intentional** in its engagement with its Pacific parents and families, as well as with the wider Pacific communities. Engaging and bringing together the perspectives and views of learners, parents, families, and communities will assist you in achieving Pacific educational achievement. Studies have shown that while quality teaching has a big influence on Pacific education success, the most effective factor is engaged parents who are involved in a dialogue – a two-way learning relationship.¹¹

Your board, through the principal, should be engaging with your Pacific parents, families, and communities. A well thought out engagement plan developed in collaboration with your Pacific parents and families will help draw the relevant stakeholders together. These stakeholders may be from churches, businesses, and communities, including Pacific-ethnicity communities specific to your school. The best scenario for Pacific engagement is “as and by Pacific”, this helps to cut through potential challenges of language, culture, and identity.

The Ministry of Education has developed **Talanoa Ako guided resources to help schools, parents, and families support their own and their learners’ learning** and understanding of the education sector.

At the end of this resource, there is a section called Resources and Information, which includes a list of useful websites that will provide extra guidance for schools on how to better engage with parents and communities.

The **first step is to know who your Pacific learners are, including their ethnicities and their families**. Keep in mind that “Pacific” is a collective term and your **approaches to “community” will need to be diverse and adaptable**.

As you prepare engagement sessions with your Pacific communities, remember that timing can be challenging for everyone, so work with your parents and families to identify days and times that will suit everyone to get involved.

¹¹ Alton-Lee, A. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*. Wellington: Ministry of Education. URL: www.educationcounts.govt.nz/__data/assets/pdf_file/0019/7705/BES-quality-teaching-diverse-students.pdf (accessed 25 June 2021).

HOW ARE OTHER PACIFIC COMMUNITIES DOING IT?

Pasefika Trustees Network (PTN) is an example of a community driven initiative. It an organisation that brings together Pacific families from across Christchurch for PLD and other activities that help inform Pacific students' learning. In their own words PTN "is committed to success for our Pacific children. We see involvement in the governance of schools as one way of supporting how our children succeed in their learning journey and champion a holistic approach to success!"¹²

Community driven initiatives such as the PTN are encouraged as they help to make the board space less daunting and more accessible for Pacific peoples. Such grassroots initiatives contribute to the health and vitality of the conversations that inform engagement between boards and their communities as they are community inspired and led by people who are motivated.



¹² Pasefika Trustees Network Facebook page at URL: www.facebook.com/pasefikatrusteestnetwork/ (accessed 25 June 2021).



Activity 3: Develop Your Board's Pacific Engagement Plan

A board should have a specific engagement plan for their Pacific learners and those learners' families, and communities. Appendix 4 includes a sample engagement plan template.

Develop a Pacific engagement plan for your board that incorporates the key aspects outlined below.

- » Why? (What is the rationale for the board in wanting to engage with its Pacific communities?)
- » What do you as a board and your Pacific communities hope to achieve in the engagement?
- » What do you already know of your school's Pacific learners, their families, and their communities? (Refer to your environmental scan from Appendix 1.)
- » What have any past engagement processes identified about Pacific learners, their families, and their communities? Learn from your past as nurturing relationships is a strong Pacific value.

Fakataufata e mafiti he gutu mo e gahua he tau lima

When you speak with authority,
make sure you follow through with actions

(A piece of wisdom from Niue, meaning that it is important to do what you say you will)

Board Self-evaluation Checklist

All boards should critically review and evaluate their performance annually. This allows the board to continuously improve their performance and recalibrate their effectiveness as different challenges and situations develop.

The following is a basic checklist of questions for school boards to consider in evaluating their performance. The questions can also be considered with a Pacific lens.

- How well are the school's teaching and learning programmes supporting students to progress and attain their highest possible standard in educational achievement?
- What do our board's relationships with the principal, families, communities, and other stakeholders look like?
- How well is the charter/strategic plan linked to the work and expected outcomes of the school?
- How well are the key goals/targets/indicators and monitoring, evaluating, and reporting processes helping our board in its own overarching monitoring role?
- Is our board meeting or exceeding all legislative requirements?
- What does our staff satisfaction look like?
- How are our board discussions: are they well informed and well run? Are they about the most important things? Are they focused on governance and not micromanaging operations?
- Are our committees working as they should? And are all board members involved and engaged?
- Do our board members feel that their skills are used and their contribution is valued?
- How is our chair performing in their role?
- What is the quality of the relationship between our board's chair and the principal?
- What is the quality of the relationship between our board and the school's senior management?

Board Pacific-capable Checklist

The following is a checklist of questions that every **Pacific-capable board** should **consider** if they have Pacific learners on their roll. The more Pacific learners there are in the school, the greater the requirement should be to respond to these questions. However, all schools should be anticipating and preparing for growth in the number of Pacific learners in coming years.

GOVERNANCE

- Are the vision, mission statement, and values in our school charter **relevant to our Pacific learners**?
- Does our charter **clearly state our commitment** to meet Pacific learners' educational and personal potential and growth?
- Does our charter clearly state a focus on **achieving positive and productive partnerships with Pacific families and communities**?
- Does our charter **align with the relevant focus areas** of the Action Plan for Pacific Education 2020–2030?
- Have we used or are we **using the charter to inform and support our planning for Pacific learner education achievement**? How is our board **supporting this**?
- Are **we using information from our monitoring and evaluations** of Pacific learner achievement to inform our future planning?

CURRICULUM

- Are our Pacific learners **able to attain their educational success while maintaining and enhancing their identity, culture, and language** as Pacific people?
- How are we **supporting Pacific learners' success across our curriculum**?
- Should we **consider specific Pacific languages as curriculum options**?
- How are **Pacific cultures and languages demonstrated in our curriculum and learning**?
- Have we **allocated funding for specific activities, programmes, or resources that specifically support Pacific learners' success**?

ENGAGEMENT

- Were our **Pacific learners, families, and communities consulted** in the development of our school charter?
- Does our school charter include any **specific actions/targets/goals or outcomes** in relation to Pacific engagement or participation?
- What are our current **strategies and plans for engaging** with or involving Pacific families and communities?
- Did those parents, families, and communities participate in the development of those strategies and plans?
- Do we know how **satisfied our Pacific families and communities are** with us?
- Have we allocated funding to engage in productive partnerships with Pacific families and communities?

ACCOUNTABILITY

- Does our **principal report on our Pacific learners' educational achievement** on our board agenda?
- What is the current status of **Pacific learners' attendance and achievement** at our school?
- Are the majority of Pacific learners at our school **attaining high-quality education success**?
- Does the annual plan include **specific actions to support the engagement and success of Pacific learners** at our school?
- What proportion of our school **budget is allocated to Pacific learners**, based on numbers and need in our school?
- How do we **prioritise budget areas**?
- How do we **measure the impact of budget allocation for Pacific learners**?
- How are we **monitoring and evaluating our activities to support Pacific learners**?
- Does our **annual report specifically report on the progress of Pacific learners against our charter targets and goals**?



Toto hau tokiga nei, aua na tupulaga e fai mai

Plant a seed today, for our future generations

(A piece of wisdom from Tokelau, meaning it is important to think ahead in the actions we take now)

Case Studies: Demonstrating Pacific Capability

The journey to becoming a Pacific-capable board and school can be navigated successfully when there are opportunities to see and reflect on how other school, boards, and communities are doing things. This section provides examples of schools that are already demonstrating Pacific-capable practices and behaviors.

Their journeys may help inspire and provide a guide for your own board's journey towards becoming Pacific capable.

The following six case studies pre-date the Ministry of Education's Action Plan for Pacific Education 2020–2030. However, you can see the schools have aligned to one or more of the five key shifts identified in the Plan.

Case study 1:

STATE-INTEGRATED CATHOLIC SCHOOL,
YEARS 9-13, AUCKLAND,
ROLL 795 (AS AT JULY 2020)

This school demonstrates how a Pacific-capable board can support and promote Pacific students' success and excellence. Pacific learners make up more than 88 percent of the school roll. Successive ERO reports have identified the continued high quality of education, which is supported by:

- » high expectations
- » highly effective leadership and governance
- » strong community engagement.

These aspects are reflected in the school's charter and in outcomes in their annual plans.

Pacific student success is driven effectively by supportive staff and strong parent and community engagement.

The school has been at the forefront of delivering NCEA Samoan and Tongan languages, acknowledging the importance of languages for Pacific student success as a part of their culture and identity.

The school's strengths are:

- » explicit expression of Pacific educational success through the charter and annual plans' actions, measuring, monitoring, and evaluation
- » effective support and promotion of Pacific students' educational success
- » active parent and family engagement in students' learning
- » parents' and students' appreciation of the many bilingual Pacific staff who support parents in using their home languages
- » systems and processes that align well with the school's vision and mission
- » active and involved board members, developing high-quality learning environments for staff, families, and students.

Case study 2:

CO-EDUCATIONAL STATE SCHOOL,
YEARS 0-6, AUCKLAND,
ROLL 602 (AS AT JULY 2020)

This school is a contributing primary school that is Pacific capable. Pacific students make up 46 percent of the school roll. The school's roll has been growing over recent years. The school celebrates all cultures and its staff's diversity reflects the multicultural nature of both the school and the wider community.

The school's curriculum has a strong focus on children gaining foundation skills in reading, writing, and mathematics. It has developed and incorporated a number of parent programmes to encourage whānau to be part of the learning community and to be involved with learning steps at home.

The school's charter and annual plan set out clearly the strategic direction, goals, and focus for each year of the three-year charter.

The school's latest ERO report highlighted the school's strengths as outlined below.

- » Pacific learners benefit from processes and practices that support participation in their learning and support their leadership development.
- » Pacific parents feel supported by the school, as it creates a positive learning environment for them and their children.
- » Ethnic-specific parent consultation meetings are a part of the school's self-review tools.
- » The teachers demonstrate a commitment to continuing to develop an engaging, responsive, and challenging curriculum for Pacific students.
- » The promotion of well-being of children and their whānau is a school priority.
- » The school's systems and practices are increasingly promoting equity and excellence for learner's education outcomes.
- » The school's board members have a professional approach to their stewardship role and are reviewing policies and processes to ensure they meet their governance responsibilities and statutory obligations.

Case study 3:

STATE SCHOOL,
YEARS 9-13, CHRISTCHURCH,
ROLL 1,292 (AS AT JULY 2020)

This school is a secondary school that is Pacific capable. Pacific students make up 5 percent of the school roll. The school charter has a Pacific dimension, with a board purpose “to acknowledge the unique heritage of Pasifika peoples”.

The school's goals for their Pacific learners are to:

1. increase the academic achievement of Pacific learners by supporting both staff, in their teaching practice, and students, in their learning
2. advance meaningful connections between the school and Pacific families and communities
3. improve the social engagement of Pacific learners, both in and beyond the school, for example, through leadership and citizenship.

The school's ERO reports highlight that Pacific learners are well supported in their language and culture, with strong links between the school and Pacific communities. The ERO recommendations are clearly reflected in the school's charter.

The charter points to the importance of “culture, Pasifika achievement and consulting with our Pasifika community” and that these are responsibilities of the board. Pacific learners are achieving well.

The school's strengths are:

- » respect for and inclusion of Pacific cultures through school curriculum and events and in the physical environment
- » high expectations for Pacific learner education success that are set out in the charter
- » clearly articulated goals and targets for Pacific learners outlined in the annual plans
- » monitoring, tracking, and reporting of Pacific learners' education achievement
- » a board responsibility for consulting with Pacific communities that is reported at least twice a year
- » supportive relationships that staff build with learners, acknowledging the learners' “unique cultural experience”
- » regular oversight and monitoring of Pacific learner education achievement that is managed at the senior leader level.

Case study 4:

CO-EDUCATIONAL STATE SCHOOL,
YEARS 0-6, AUCKLAND,
ROLL 409 (AS AT JULY 2020)

This school is a contributing primary school that is Pacific capable. Pacific learners make up 40 percent of the school roll. The school actively responds to Pacific success by identifying areas of disparity for Pacific learners. An example is an initiative to support Pacific boys' writing. The leadership team, with the support of the board, introduced effective initiatives to target this specific group and their learning needs.

The school's 2019 ERO report identified that achievement information for Māori and Pacific showed effective learning and acceleration. The board and leadership team has a strong focus on equity and excellence. Emphasis on valuing each learner's culture, language, and identity is helping develop engagement and partnerships with parents and the wider community.

The school's strengths are:

- » a focus on achieving equitable outcomes for all children
- » quick implementation of initiatives to support successful outcomes for Māori and Pacific learners
- » robust systems for identifying learners who need targeted support or additional learning needs
- » transparent expectations and reporting processes that support sustainability
- » regular consultation and collaboration with the school's whānau and community
- » high-quality internal evaluation and ongoing improvement.

Case study 5:

CO-EDUCATIONAL STATE SCHOOL,
YEARS 1-6, WELLINGTON,
ROLL 117 (AS AT JULY 2020)

This school is a contributing primary school that is Pacific capable. Pacific students make up 49 percent of the school roll. The school is engaged in ongoing curriculum review and teacher development to respond effectively to learners' needs through language, culture, and learner identity. The school deliberately engages families/whānau in the direction of the school's curriculum.

The school's recent ERO report highlighted that they are effectively promoting equitable and excellent outcomes for learners through building teacher capacity and the development of good processes and systems.

Other areas highlighted include the collaborative approach of the board and senior leaders to addressing priority areas. The school has a focus on service and serving learners and their families.

The strengths of the school are:

- » effective teaching that recognises and acknowledges adapting their teaching approaches to respond to the learners' needs
- » collaborative partnerships with families, especially of learners who may require deeper learning approaches to accelerate their learning
- » promotion of equitable and excellent outcomes for learners
- » support for teacher professional learning development, with a focus on learner benefit
- » collaborative and purposeful board and leadership teams, focused on improvement
- » an active and engaged board, which promotes the school in the local community
- » learner-focused evaluations that provide evidence of successful innovations and initiatives.

Case study 6:

CO-EDUCATIONAL STATE SCHOOL,
YEARS 9-13, AUCKLAND,
ROLL 2,058 (AS AT JULY 2020)

This school is a secondary school that is Pacific capable. Pacific students make up 50 percent of the school roll. The school has a focus on improving achievement through developing and sustaining cultural identity; engagement in *akoranga* (learning); *whānau* engagement, and an integrated approach to learning through initiatives such as STEAM.¹³

The school charter identifies the development of learners' cultural identity as an important part of developing and implementing critical culturally sustaining pedagogy. An example of where the school has applied this is in addressing the gender disparity in achievement between Māori and Pacific boys and girls. The school developed culturally appropriate initiatives to work with the boys to improve their achievement levels.

This school believes that when culture and care connect, the relational space becomes a lived experience. This was brought to life in 2020, as COVID-19 wreaked havoc across Aotearoa and the world. The school saw a rainbow through the storm and opened the *kura* to a revised timetable, naming it their "*vā*" in honour of their Pacific communities and the relational spaces that are nurtured (Anae, 2010).

The school's *vā* holds *wānanga* (higher learning) at the centre, where *ākonga* (students) have the flexibility to choose their learning areas of interest one day a week. The rest of the week, the *vā* incorporates the core/traditional curriculum spaces. This has been a learning experience for all; staff and learners alike. New initiatives bring opportunities for growth and development for the *kura*, its staff and learners, and the learners' *whānau*. The school looks forward to what the future brings during these unprecedented times. A quote they are modelling is "I belong to my village, and my village belongs to me" (Tui Ātua Tupua Tamasese Efi, 2007).

The school's ERO report stated that the students have a strong sense of their cultural identity and are engaged and active participants in learning.

The school strengths are:

- » monitoring and tracking Pacific learner education achievements
- » teachers receiving professional learning in culturally responsive teaching approaches
- » active board and school engagement with parents, *whānau*, and the school's communities
- » active learner pathway development with business and community leaders to support future-focused pathways for employment and enterprise
- » pastoral care that promotes learner well-being and learning success
- » internal evaluation processes to improve learner achievement and engagement.

¹³ STEAM is an acronym that stands for science, technology, engineering, arts, and mathematics.



Resources and Information

For additional information and resources for school boards, go to the **Ministry of Education website** and the **New Zealand School Trustees Association (NZSTA) website**. All school trustees have free access to the NZSTA's professional learning development and online resources. You will need to register online for the NZSTA's learning management system.

WEBSITES FOR GENERAL INFORMATION

Anae, Melani. (2010). *Research for better Pacific schooling in New Zealand: Teu le va - a Samoan perspective*. MAI Review.

Education Counts, for school data and information:

www.educationcounts.govt.nz/home

Education Counts, Best Evidence Synthesis programme, for trustworthy evidence about what works and what makes a difference in education: www.educationcounts.govt.nz/topics/BES

Education Counts, Best Practice for teaching Pacific Learners: Pacific Evidence Brief 2019: www.educationcounts.govt.nz/publications/pasifika_education/best-practice-for-teaching-pacific-learners-pacific-evidence-brief

Education Review Office: www.ero.govt.nz

Education Review Office, School Leadership that Works: <https://ero.govt.nz/our-research/school-leadership-that-works>

Education Review Office, School Trustees Booklet: Helping you ask the right questions: <https://ero.govt.nz/our-research/school-trustees-booklet-helping-you-ask-the-right-questions>

Ministry of Education: www.education.govt.nz

Ministry of Education, Action Plan for Pacific Education 2020–2030: <https://pasifika.tki.org.nz/Pacific-Education-2020-2030>

Ministry of Education, Collective agreements: www.education.govt.nz/school/people-and-employment/employment-agreements/collective-agreements/

Ministry of Education, Conversations: Action Plan for Pacific Education: <https://conversation.education.govt.nz/conversations/action-plan-for-pacific-education/>

Ministry of Education, Education Services: Talanoa Ako: <https://www.education.govt.nz/communities-of-learning/partnering-with-community/talanoa-ako>

Ministry of Education, Guidance for boards, supporting boards in making appointments to the leadership and teaching roles and in the stewardship of their community of learning / kāhui ako: www.education.govt.nz/communities-of-learning/guidance-for-boards/#sh-about%20boards%20of%20trustees

New Zealand Educational Institute (NZEI) Te Riu Roa, the education union for principals, teachers, support staff and other education professionals working in primary, area and secondary schools, early childhood centres, special education, and school advisory services: www.nzei.org.nz

New Zealand Principals' Federation (NZPF): www.nzpf.ac.nz

New Zealand School Trustees Association (NZSTA): www.nzsta.org.nz

Pasefika Trustees Network Facebook page: www.facebook.com/Pasefika-Trustees-Network-608585309638465/?ref=page_internal

Post Primary Teachers Association (PPTA), the professional association and union of secondary school teachers and principals: www.ppta.org.nz

Secondary Principals' Association of New Zealand (SPANZ): www.spanz.school.nz

Stats NZ, Education, for statistical information about participation and achievement in New Zealand formal education:
www.stats.govt.nz/topics/education

Te Kete Ipurangi (TKI): www.tki.org.nz

Te Kete Ipurangi (TKI), Ministry of Education, Pacific Education Community, An introduction to Tapasā:
<https://pasifika.tki.org.nz/Tapasā>

Tertiary Education Commission:
www.tec.govt.nz

Tui Atua Tupua Tamasese Taisi Efi, Head of State Speech, Public Lecture Address, University of Hawaii, Manoa, Hawaii, 29 October 2007 Source:
http://www.head-of-state-samoa.ws/pages/speech_jurisprudence.html

WEBSITE FOR INTEGRATED SCHOOLS

Association of Integrated Schools New Zealand (AIS NZ), supporting, networking and providing advocacy for non-Catholic state integrated schools: www.aisnz.org.nz

WEBSITES FOR STATE-INTEGRATED SCHOOLS

Anglican Schools of Aotearoa New Zealand and Polynesia: <https://anglicanschools.nz>

New Zealand Catholic Education Office (NZCEO): www.nzceo.org.nz

New Zealand Catholic Education Office, *Board of Trustees Handbook*:
www.nzceo.org.nz/resource-items/board-of-trustees-handbook

New Zealand Catholic Primary Principals' Association: www.nzcppa.org.nz

Presbyterian Church Schools' Resource Office: <http://presschools.org.nz>

WEBSITE FOR PRIVATE SCHOOLS

Independent Schools of New Zealand (ISNZ):
www.isnz.org.nz/about-us/our-services

WEBSITES TO SUPPORT ENGAGEMENT WITH PACIFIC PARENTS AND COMMUNITIES

Careers New Zealand: Engaging with Pacific peoples: www.careers.govt.nz/resources/planning/engaging-with-parents-community-and-business/engaging-with-pacific-peoples

Ministry for Pacific Peoples, Resources: *Yavu: Foundations of Pacific Engagement*:
www.mpp.govt.nz/publications/resources

Te Kete Ipurangi, Inclusive Education: Strengthen Pacific community engagement to support student learning:
www.inclusive.tki.org.nz/guides/supporting-pacific-learners/strengthen-pacific-community-engagement-to-support-student-learning

Appendix I: An Environment Scan for Your School

(RELATING TO ACTIVITY 1, PAGE 9)

TEMPLATE

Number of Pacific students	Number	Percentage	
Ethnic spread			
Pacific board members			
Ethnic spread of Pacific BOT			
Pacific school programmes (List initiatives in the first column and in the second column list which key shift(s) they relate to, from page 7, for example, 3, etc.)	Initiative	Shift	
Number of Pacific churches in your area and the denominations of those churches	Number	Denomination	
Does your school have an active Pacific parents group?	Y/N		
Pacific staff	Number	Ethnicities	Role at your school

Appendix 2: Key Shifts

(SEE PAGE 9)

Looking at the brief environment scan for your school in Appendix 1:

What are the strengths of your school?	
What are the gaps?	

Use the eleven bullet points listed under Activity 1 on page 9 to help you as you contemplate your school's environment.

What can your board do to support the key shifts you have identified in that environment scan?	
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Discuss as a board alongside your environment scan and the questions listed above.



Appendix 3: Assessing the Data

(RELATING TO ACTIVITY 2, PAGE 14: ENVIRONMENTAL SCAN)

Pacific achievement data	Pacific numbers data	Pacific ethnicity data
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Use alongside appendices 1 and 2.

What are the key trends?

How does this inform your present responses?

From Appendix 2 and page 14 actions

Are you moving in the right direction for your Pacific learners?

What are two or three key things your board needs to begin or strengthen?

Appendix 4: Measuring Success

(RELATING TO ACTIVITY 3, PAGE 23: PACIFIC ENGAGEMENT PLAN)

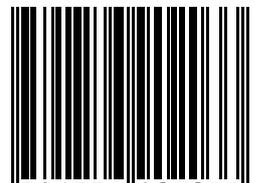
<p>Background (<i>Why?</i>)</p>	<p>Overview, environment scan</p>
<p>Introduction</p>	<p>What do we hope to achieve in this engagement? <i>(Key shifts, Pacific-capable board, page 17)</i></p>
<p>What will you do/develop?</p>	<p>Past engagement <i>(case studies pages 28–33)</i></p>
<p>How will you measure success?</p>	<p><i>(Achievement data, attendance data, parent engagement data – school fono, inclusion in your charter)</i></p>

See checklists, pages 24–26



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