



**Talanoa
Ako**

Make it HAPPEN

Have an Action Plan for
Pacific Education Now!



Acknowledgments

This Talanoa Ako Guided Resource is entitled “Make it HAPPEN”.

The word “Happen” is used as an acronym and a call to action for all involved with Pacific learner success to “Have an Action Plan for Pacific Education Now”.

We acknowledge the contributions and feedback from school leaders and staff who have championed this work, in particular Tautai Moana.

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Make it HAPPEN

Throughout this resource, we will look at key documents like the *Action Plan for Pacific Education*¹ and *Tapasā*² to help you construct your school's Pacific Education Action Plan and your own individual Pacific Education Action Plan.

WHAT IS THE ACTION PLAN FOR PACIFIC EDUCATION 2020–2030?

To understand how to position the *Action Plan for Pacific Education* (APPE) within your centre, school, or learning institution, we need to know what the legislation tells us about why we need to get there.

There are five overarching objectives across the entire education system under the Education Act 2020, which are highlighted in the National Education Learning Priorities.³



Think about the above overarching objectives through the lens of Pacific learners, parents, families, and communities by sourcing their opinions to inform your approach.



WHERE TO FROM HERE?

- » Gather Pacific learner, family, and community voices to inform your centre, school, or learning provider's approach by asking yourself:
 - How do we put Pacific learners at the centre?
 - What do we provide to ensure there is barrier free access to success?
 - How do we ensure that Pacific learner, parent, and community knowledges are embedded and valued in our teaching and learning?
 - How are we preparing our Pacific learners for the future of learning and work?
 - How can we ensure that the education we provide in our contexts for Pacific learners is counted in Aotearoa's world class inclusive public education system?
- » Gather staff voices and evidence by asking:
 - What are we doing well?
 - How do we know what we know?
 - What would you like to develop alongside Pacific learners, families, and communities?
 - How will you ensure your school action plan records how you will monitor, review, and continually champion outcomes for Pacific learners?

¹ https://conversation-space.s3-ap-southeast-2.amazonaws.com/Pacific+Education+Plan_WEB.PDF

² <https://teachingcouncil.nz/assets/Files/Tapasā/Tapasā-Cultural-Competencies-Framework-for-Teachers-of-Pacific-Learners-2019.pdf>

³ <https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf>

Plan for Pacific Success

WHY DO WE NEED AN ACTION PLAN FOR PACIFIC EDUCATION?

Your centre, school or learning institution's approach to building an APPE will help you figure out how you can develop best practice as a teacher, leader, principal, or Board member, alongside Pacific learners, parents, and families, to build reciprocal partnerships with Pacific communities. See page 3 of *Tapasā*⁴ for more information.



WHERE TO FROM HERE?

- ❑ Conduct your own Pacific audit of your learning context by focusing first on how Pacific learners feel about their learning and success.
- ❑ Use the information gathered from Pacific learners to map and guide your plan.
- ❑ When creating your action plans, include a variety of learning approaches in your plan for success – including kinaesthetic and play-based activities and more.
- ❑ Seek new ways to be successful, otherwise your plan will reinforce a deficit approach to learning.
- ❑ Step towards reciprocal partnerships with our Pacific communities.
- ❑ Incorporate the Pacific identities, languages, and cultures of your learners into your context.

⁴ <https://teachingcouncil.nz/assets/Files/Tapasā/Tapasā-Cultural-Competencies-Framework-for-Teachers-of-Pacific-Learners-2019.pdf>



Identify Pacific Needs

We know from our work in centres, schools, and places of learning that effective Pacific community engagement is critical.

Hearing the needs of Pacific learners from their parents, families, and communities helps us to understand how best to meet the needs of Pacific learners in the classroom.

Tapasā shows us how we can use the voices of Pacific communities to inform our Pacific Action Plans.

- » We can see this by looking at Pacific perceptions of what constitutes a good teacher. See page 7 of *Tapasā*,⁵ “Characteristics of a good teacher”.

The *Action Plan for Pacific Education* gives us a comprehensive view of how we can all participate in activating Pacific success as a collective.

- » We must focus on Pacific communities’ own definitions of success to steer us in the right direction. See page 12 of the APPE, “How we will know we’re making progress.”⁶



⁵ <https://teachingcouncil.nz/assets/Files/Tapasā/Tapasā-Cultural-Competencies-Framework-for-Teachers-of-Pacific-Learners-2019.pdf>

⁶ https://conversation-space.s3-ap-southeast-2.amazonaws.com/Pacific+Education+Plan_WEB.PDF



WHERE TO FROM HERE?

Effective talanoa with our Pacific parents, families, and communities can bring to the surface what we need to know about how learning is fostered at home by:

- ❑ Finding out what kinds of learning activities parents, and families teach their children at home
- ❑ Finding out what expectations parents, families, and communities have of learning providers
- ❑ Finding out how parents, families, and communities can contribute their strengths and skills to their child's learning
- ❑ Locating and valuing common safe spaces where parents, families, and communities actively engage.



Determine Inclusive Pacific Education Actions

When we think about ways to further connect and engage with Pacific learners, exploring alternative views will help us grow culturally responsive strategies that help us get there. This is the way to grow, value, and experience a learning culture of respect and belonging – by strengthening our understanding of Pacific worldviews and experiencing Pacific knowledges as a position and source of strength.

The TKI Inclusive Education website has strategies for action with respect to Pacific learners.⁷

- » Click on the left side panel to find useful strategies for action underneath the following headings:
 - › Know your Pacific learners
 - › Establish reciprocal relationships with families
 - › Build community networks
 - › Build a culturally responsive environment
 - › Explore Pacific notions of inclusion.

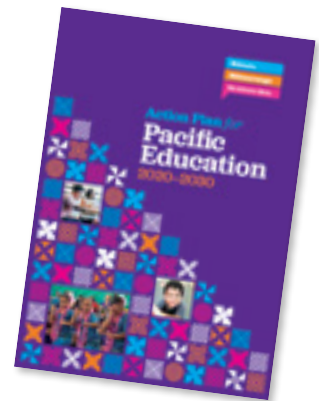
Work your way through each section and use the videos to discuss with your peers how you can apply the strategies in your classroom, across your school, and with communities of learning/kāhui ako.

These are REAL examples with REAL actions.

Inclusive Education Teaching and Learning for our Pacific Learners

Key Shift 2 from the APPE (page 28), “Confront systemic racism and discrimination in education”, connects directly to inclusive education.⁸

Explore how your school ensures the accessibility of learning support interventions for Pacific learners by using the Family/Whānau File⁹ as a conversation guide with parents, or use this as a guide to create your own document.



WHERE TO FROM HERE?

For further support for Pacific families, there are Pacific translations of the Learning Support Action Plan 2019–2025 available.¹⁰

- » Use these valuable tools to remove barriers when communicating with Pacific parents who would prefer to communicate in their heritage languages.

⁷ <https://inclusive.tki.org.nz/guides/supporting-pacific-learners/#strategies-for-action>

⁸ https://conversation-space.s3-ap-southeast-2.amazonaws.com/Pacific+Education+Plan_WEB.PDF

⁹ <https://parents.education.govt.nz/assets/Documents/Special-Education/TheFamilyWhanauFile.pdf>

¹⁰ <https://conversation.education.govt.nz/conversations/learning-support-action-plan>





Identify Gifted Pacific Education Qualities

Pacific learners may exhibit gifts and talents at home or in their cultural communities that do not surface in a formal learning setting.

The TKI Gifted website has information about identifying gifted Pacific learners¹¹ and about “Planning for Gifted Learners” in your centre, school, or learning institution.¹²

Read carefully through the following sections on the website:

- » Involve whānau
- » Involve the learner
- » Access the strengths and needs.

Use the videos to discuss with your peers how you can apply the strategies in your classroom, across your centre, school or learning provider, and within your communities of learning/kāhui ako.



WHERE TO FROM HERE?

For further support for Pacific families with gifted learners:

- » Watch the video “Pasifika Characteristics of Giftedness”,¹³ which explains that culture is a carrier of, rather than a barrier to, success.
- » Find out how you can identify Pacific giftedness in your context.¹⁴
- » Read through how to work with young learners with giftedness.¹⁵

¹¹ <https://gifted.tki.org.nz/further-support/guide-to-identification-and-provision/identification-extra/identifying-pasifika-giftedness/>

¹² <https://gifted.tki.org.nz/further-support/guide-to-identification-and-provision/provision/>

¹³ <https://vimeo.com/243738744>

¹⁴ <https://gifted.tki.org.nz/define-and-identify/characteristics-of-the-gifted-and-talented/>

¹⁵ <https://gifted.tki.org.nz/define-and-identify/identification/under-served-groups-and-identification/>

Commit to Pacific Success

The focus of Key Shift 3 from the APPE is to enable every teacher, leader, and educational professional to take coordinated action to become culturally competent with diverse Pacific learners. See page 31 for government actions and page 33 for resources.¹⁶

Everyone who has direct or indirect contact with Pacific learners has the responsibility to commit to Pacific success. We all have a role in creating and contributing to learning environments that recognise and support Pacific success.

There are other Talanoa Ako Guided Resources available to help you reach your commitment to Pacific success.

- » *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*
- » *Building Pacific-Capable Boards*
- » *Learnings from PISA for Pacific Parents and Schools, Tama a le 'ele'ele, sa'ili malō*



WHERE TO FROM HERE?

- » Ask yourself: Am I Pacific capable? Are we Pacific capable?
- » Read the Talanoa Ako Cycle in *Ngāue Fakataha ki he Ako 'a e Fānau* to map out how you can help to champion Pacific success.
- » To figure out who participates in the implementation of the Talanoa Ako Cycle, focus specifically on page 13 of *Ngāue Fakataha ki he Ako 'a e Fānau*, which provides an overview of the roles involved.
- » For Pacific parents who would like to read and learn more about how they can champion education for their students, encourage them to download the Talanoa Ako app.¹⁷



¹⁶ <https://teachingcouncil.nz/assets/Files/Tapasa/Tapasa-Cultural-Competencies-Framework-for-Teachers-of-Pacific-Learners-2019.pdf>

¹⁷ <https://www.education.govt.nz/news/talanoa-ako-digital-app-now-available/>



Weave Pacific Success into Our Contexts

LEARNING CONTEXT

- » *Tapasā* includes case studies of Pacific learners and communities that will be useful to compare with your own centre, school, and learning institution experiences. See pages 17–33.

TEACHING CONTEXT

- » Be intentional in your growth cycle by including a focus on each of the cultural competencies or *turu* within *Tapasā*. See page 8 for *Turu 1* and *Turu 2*, and page 9 for *Turu 3*.¹⁸
- » Use the various *turu* as a positioning tool to see where you are when it comes to your praxis with Pacific learners.
- » Discuss your positioning within each *turu* with a critical friend.

LEADERSHIP CONTEXT

- » Get familiar with *Talanoa Ako: Building Pacific-Capable Boards*. There are some great tools to use in this document, including:
 - › A Board self-evaluation checklist – see page 24.
 - › Help to create a Pacific-capable board – see page 17, figure 9 for key actions of Pacific-capable boards.
 - › Case studies to compare with your own centre, school or learning institution experiences of leadership and governance – see pages 28–33.

¹⁸ <https://teachingcouncil.nz/assets/Files/Tapasā/Tapasā-Cultural-Competencies-Framework-for-Teachers-of-Pacific-Learners-2019.pdf>

COVID-19 Support for Pacific Learners and Communities

Connecting with our Pacific students online during a pandemic is challenging. However, it is important that the challenges COVID-19 has highlighted do not become a barrier to Pacific learners' success.

There are some key supports in place for you to use to foster resilience in Pacific learners and communities.



WHERE TO FROM HERE?

Access all the available support for your Pacific learners.

- » Ministry for Pacific Peoples has key COVID-19 information translated in the various Pacific languages that you can share with your Pacific learners and communities.¹⁹
- » Specific information relating to COVID-19 is located on the Te Tāhuhu o Mātauranga, Ministry of Education website.²⁰
- » NZQA also has material translated into Pacific languages pertaining to learning recognition credits and changes to thresholds.²¹
- » Oranga Tamariki has compiled a list of community foodbanks that can be accessed.²²

¹⁹ <https://www.mpp.govt.nz/covid-19/>

²⁰ <https://www.education.govt.nz/covid-19/>

²¹ <https://www.nzqa.govt.nz/about-us/covid-19/>

²² <https://practice.orangatamariki.govt.nz/covid-19-implications-for-our-practice/pacific-resources-for-covid-19/#covid-19-community-foodbanks>



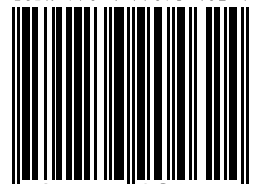
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