

Annex 2: Pasifika education – Briefing for Incoming Minister

Executive Summary

- 1 New Zealand has a youthful and fast growing Pasifika¹ population. By 2030, Pasifika peoples will make up over 10 percent of the working-age population.² To maximise New Zealand’s economic potential and improve social equity, the Government needs to ensure that Pasifika children, young people and adults (Pasifika) are supported to achieve social, cultural, economic and individual wellbeing.
- 2 More Pasifika children, young people and adults (Pasifika) are achieving success in the education system but persistent inequities in the system mean that Pasifika will continue to be disproportionately represented in the tail end, impacting their ability to achieve social, cultural, economic and individual wellbeing.
- 3 The current Pasifika Education Plan 2013-2018³ is the fifth such plan, and sets out the Government’s strategic direction for improving learner and student outcomes for Pasifika people in New Zealand. The plan has yielded incremental positive shifts but persistent inequity in the education system remains for many Pasifika.
- 4 The traditional approach of developing a new Pasifika education plan and relying on individual initiatives has not been sufficient to accelerate progress and achievement. A whole of system response is needed so that every lever is used to ensure every Pasifika person gets a quality education and is successful.
- 5 A coherent whole of system policy approach is required that:
 - urgently addresses the inequity in Pasifika progress and achievement to significantly reduce the disproportionate number of Pasifika whom we need to do better for
 - ensures the education system achieves excellence for all Pasifika
 - embeds a coherent set of Pasifika specific targets across key system strategies (including a new Pasifika education plan).
- 6 In addition, there are a number of actions that could also be undertaken to ensure the current system responds to the needs of all Pasifika.

Background

The Pacific population in New Zealand

- 7 In 2013, 7 percent (n=295,941) of the New Zealand population identified with at least one Pasifika ethnicity.⁴ The number of Pasifika people in New Zealand is expected to grow an average of 1.7 percent per annum over the next two decades – reaching a population of more than half a million. Pacific people will make up 11 percent of the New Zealand population by 2038.⁵

¹ This term is used specifically in the education sector to describe Pacific peoples.

² Statistics NZ: National Ethnic Population Projections: 2013(base) – 2038, www.stats.govt.nz

³ The previous joint Ministers for Education agreed to extend the Pasifika Education Plan 2013-2017 until the end of December 2018 to enable officials to leverage off legislative and system changes to improve Pasifika education outcomes.

⁴ The standard Pasifika ethnicities categories are: Samoa, Tonga, Tokelau, Niue, Cook Island Māori, Fijian, Tuvalu, Other.

⁵ Statistics New Zealand (2014). *2013 Census QuickStats about culture and identity* (www.stats.govt.nz).

Quick stats:

- **Pasifika remains the largest ethnic group with the highest proportion of children (aged 0-14 years)** at 35.7 percent compared to European/Pākehā (19.6 percent), Māori (33.8 percent), Asian (20.6 percent) and Middle Eastern/Latin American/African (25.5 percent).
 - **Pasifika remain a youthful population** with a median age of 22.1 years. A little under half (46.1 percent) are less than 20 years old (compared with 27.4 percent for the total population), and the majority (54.9 percent) are younger than 25 years old.
 - **Samoan remains the largest Pasifika ethnic group** (48.7 percent of the Pasifika population) followed by Cook Island Māori (20.9 percent), Tongan (20.4 percent) and Niuean (8.1 percent).
 - **Almost two-thirds of Pasifika are born in New Zealand.** Pasifika ethnicities with the highest proportions of New Zealand born people include: Niuean (78.9 percent born in NZ), Cook Island Māori (77.4 percent), Tokelauan (73.9 percent), Samoan (62.7 percent) and Tongan (59.8 percent).
 - **Most Pasifika people live in the North Island.** Almost two-thirds of those who identified with at least one Pasifika ethnicity lived in the Auckland region, with just over half of those living in South Auckland, and 12.2 percent lived in the Wellington region.⁶
- 8 The difference in population profile, along with a higher fertility rate for the Pasifika population, will result in an increase in the number and proportion of Pasifika participating in the early learning, schooling and tertiary sectors. It is estimated that Pasifika students will rise from 10 percent to 20 percent of the total school population by 2050.⁷

Pasifika Education Plan 2013-2017

- 9 The Pasifika Education Plan (PEP) is the Government's strategic direction for improving education outcomes for Pasifika people in Aotearoa New Zealand. The PEP takes a system-wide view of education to support Pasifika to achieve in early learning, schooling and tertiary education. There is a particular focus on Pasifika parents, families and communities, recognising the pivotal role they play in supporting the educational outcomes of their children and young people.
- 10 The Ministry of Education (the Ministry) has overall responsibility for the Pasifika Education Plan and is supported by six partner agencies: Education Review Office (ERO), New Zealand Qualifications Authority (NZQA), Education Council, New Zealand School of Trustees Association (NZSTA), Tertiary Education Commission⁸ (TEC) and the Ministry of Pacific Peoples.
- 11 The PEP comprises of 16 targets that have been identified and agreed to with key stakeholders. The targets are supported by 40 actions agreed to by all partner agencies.
- 12 The PEP was due to be refreshed in 2017, but it was agreed that this be deferred to ensure we align and leverage off the legislative changes.

⁶ Ibid.

⁷ Pasifika Education Monitoring Report. Ministry of Education. 2017.

⁸ Careers New Zealand was also a partner to the PEP but is now part of the Tertiary Education Commission.

Implementing the PEP through targeted and tailored Pasifika education initiatives

- 13 Partner agencies undertook a number of initiatives to implement the PEP. Some of the specific Pasifika initiatives are noted below.
- 14 The *Pasifika PowerUP* programme works across the education system to meet the specific and various needs of Pasifika families and communities. *Pasifika PowerUP* supports parents and families to champion their children's learning so they can achieve greater educational success. There were over 18,000 engagements nationally with parents, adults, students and children during the *Pasifika PowerUP* programme in 2016.
- 15 Evaluation of the *Pasifika PowerUP* programme found positive behavioural changes. These included:
- Parents have more confidence to engage in a meaningful way with the school about their child's education (e.g. parent/teacher interviews, subject choices that align with their children's goals and aspirations) and have an important and rightful role in their children's education.
 - Parents are gaining a better understanding of the education system and how success can open up higher educational opportunities for their children.
 - Students are engaged (e.g. they are eager for extra learning support, are setting goals for their future, and seeking advice on how to achieve these goals).
 - Schools are noticing a difference in the students attending *Pasifika PowerUP* and are keen to support the programme.
- 16 NZQA deliver *NCEA ma le Pasifika* information workshops to increase awareness and understanding of the National Certificate in Education Achievement (NCEA) and, in turn, strengthen parent's involvement in supporting their child/ren through NCEA. Given the target audience, officials worked collaboratively where possible to include the workshops as part of the *Pasifika PowerUP* programme to show a joined up agency approach.
- 17 The *Pasifika Church Partnership Strategy* (targeting Pasifika churches) was developed to help parents/caregivers to fully understand the benefits of early learning.
- 18 To boost *Pasifika success* in schooling, the Ministry funded initiatives to:
- a. *strengthen the capability of teachers to support the learning of Pasifika students*
 - i. through timely and relevant information (e.g. Public Achievement Information)
 - ii. the development of *Tapasā*: Pasifika competencies for teachers of Pasifika students
 - iii. Pasifika Success Professional Learning and Development programme in primary and secondary schools. Initiatives ranged from intensive support to develop an action plan to lift the achievement of Pasifika students, to providing links with bilingual pedagogy and Pasifika bilingual research.
 - b. *engage Pasifika students through culturally appropriate teaching approaches*. One example being Developing Mathematical Inquiry Communities which draws on Pacific pedagogy. Over 2014/15, the model was used to teach mathematics at three Porirua East primary schools. Monitoring showed that when well implemented, this culturally responsive approach enables four to five years of accelerated improvement in mathematics, oral language and pro-social problem-solving skills in students, as well as significantly improving other literacy skills.

- c. *facilitate greater partnerships between schools and Pasifika families.* Several of these initiatives focus on building capability to effectively engage with parents, families and communities of Pasifika students. For example, *Mutukaroa*⁹ fosters the role of parents in the education of their children through a school and community learning partnership.

- 19 The priorities set out in the Tertiary Education Strategy for Pasifika include:
- improving information available for students to help them make good choices (e.g. performance of providers, employment outcomes)
 - improving performance of Pasifika students through initiatives such as a Pasifika assessment tool developed by TEC to assess whether proposed tertiary education organisations (TEO) investment plans achieve strong Pasifika learner outcomes¹⁰
 - the Māori and Pasifika Trades Training
 - providing numeracy and literacy support to students. Foundation level qualifications are now fees-free for most students. This reduces barriers for students to gain the basic skills needed to progress into, and succeed in, further education or training.
- 20 The education sector has undertaken a number of initiatives to accelerate Pasifika achievement in education. Key lessons going forward include the importance of:
- understanding the individual and specific needs of each of the ethnic groups that make up Pasifika, to improve targeted and tailored solutions
 - coordination and integration of efforts across the sector and partnering agencies
 - an overarching monitoring and evaluation framework for Pasifika education activities
 - identifying distinct and dual activity and investment in Pasifika education.

Since 2013, more Pasifika children and young people have achieved in education

- 21 Since the launch of the PEP, there are more Pasifika:
- participating in early learning
 - achieving in key school qualifications (particularly in NCEA Level 2 or an equivalent qualification)
 - staying in school until they are 17 years old
 - participating in study at bachelors level and above.
- 22 Against the backdrop noted in paragraph 20, the above positive shifts are constrained by the slow pace of progress and the persistent inequity gap for many Pasifika.

There is still a long way to go before all Pasifika children and young people are engaged and achieving well

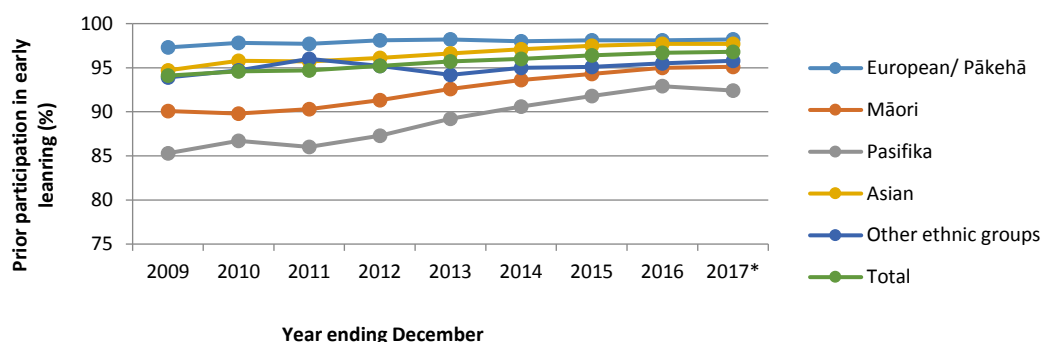
- 23 While many Pasifika are participating, engaging and achieving well in education, key educational indicators across the sector show that Pasifika are still participating and/or achieving at lower levels compared with their non-Pasifika counterparts. The equity

⁹ Driving the vision of *Mutukaroa* is the simple idea: if parents knew more, they could do more to support their children's learning and have a more meaningful conversation and productive relationship with the school. Research also suggests that transition to school is likely to be better supported if there is a strong emphasis on building positive learner-focussed connections between each child's parents and their school.

¹⁰ This draws upon success indicators identified in the TEC's 2014 literature review *Doing Better for Pasifika in Tertiary Settings*.

gap between Pasifika and non-Pasifika is significant (over 10 percentage points across all system measures and generally increasing at higher levels of education).

Prior participation in early childhood education of children starting school by ethnic group, 2009-2017



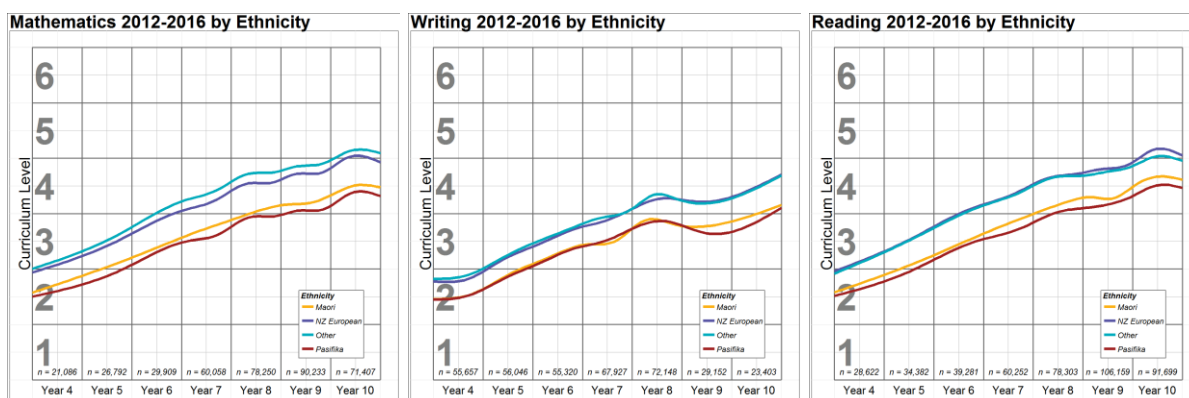
- 24 Evidence shows that participation in quality early childhood education (ECE) is linked to better performance at school,¹¹ yet those children who could most benefit are currently the least likely to access it. For children from disadvantaged backgrounds, the provision of high quality ECE is particularly beneficial. Although Pasifika participation in ECE has increased over time, it is still the lowest for all ethnic population groups.
- 25 Evidence suggests there is variability in the quality of early learning provided across the sector. While many providers are effective, ERO has found that some services struggled to apply the early childhood curriculum framework effectively in their programmes or to fully reflect the needs, culture and priorities of children and their families and whānau. ERO national evaluations found that responsiveness to Pasifika children: 21 percent of the sample implemented a curriculum that had very little or no impact on Pasifika success, and 13 percent of the sample had no awareness of how to promote success for Pasifika children.¹²
- 26 During the primary years of schooling, the expected student progress is, on average, one curriculum level every two years. Over the past four years, there has been overall improvement in achievement in primary school,¹³ but the achievement for Pasifika across reading, writing and mathematics despite increases, is much lower than for other ethnic groups.
- 27 The electronic-assessment tools for teaching and learning (e-asTTle) is an online assessment tool used by teachers to carry out formative and summative assessments in three learning areas - Mathematics, Reading and Writing. Ministry data currently covers 2012-2016.¹⁴ The data represents New Zealand schools and demographics and has been calibrated against the New Zealand Curriculum Levels. Whilst the students and schools are anonymous, some demographics (ethnicity, gender, socio-economic status) are captured along with the test scores. The data shows strong trends for Pasifika.

¹¹ The PISA 2009 reading data (15 year old students). OECD. Ministry of Education, December 2010 shows that students who had attended ECE scored on average 60 points higher at age 15 than those who did not attend.

¹² The Education Review Office (2012) *Partnerships with Whānau Māori in Early Childhood Services*. Wellington.

¹³ As measured against the National Standards.

¹⁴ Just over 35 percent of all students are tested at least once per year in each of three learning areas. Usage of e-asTTle as a learning progression measure drops off as children move through years 9 and 10.



Figures: Mathematics, Writing, Reading e-asTTle progression by Ethnicity and Year Group 2012-2016

- 28 The above figures show that Pasifika sit at the tail end across all three subject areas. This implies that efforts to address inequity is, at best, holding the problem and not closing the gap.
- 29 Non-attendance at school is prevalent for Pasifika in primary and secondary schools. Nationally there has been a decrease in the number of students attending school regularly.¹⁵ During Term 2 of 2016, over 40 percent of Pasifika did not attend school regularly, and Pasifika had the highest rate of those who arrived late to class.¹⁶ The percentage of time spent truanting for Pasifika was over twice the percentage for most other ethnicities.¹⁷
- 30 Ensuring that Pasifika progress into higher level qualifications is an important focus. People who achieve higher level qualifications (NZQF Level 4 and above) have a greater return on investment than those achieving lower level qualifications. In 2014, the Ministry published a report looking at the earnings and outcomes for young Pasifika and non-Pasifika who complete a tertiary qualification.¹⁸ We know that the returns of study are generally higher for young Pasifika graduates than for non-Pasifika graduates. Gaining a tertiary qualification is a means of reducing or eliminating disparities in earnings between Pasifika and non-Pasifika. Young Pasifika with a tertiary qualification also earn a premium over the median earnings of the total Pasifika working population.
- 31 In 2016, around 10 percent of the 231,000 equivalent full-time students (EFTS) in tertiary education were Pasifika, compared to 9 percent in 2010. The majority of Pasifika study in Auckland. In 2016, around two-thirds of Pasifika studying at university, and half of Pasifika studying at polytechnics, did so in Auckland. Pasifika women are more likely to study at higher levels than Pasifika men, as Pasifika women are almost twice more likely to enrol at university than Pasifika men, and Pasifika men are more likely to study Level 1-3 certificates than Pasifika women.
- 32 While the number of Pasifika participating in tertiary education has increased, disparities remain.¹⁹ In particular, young Pasifika studying full-time are less likely to complete bachelors-degree qualifications within five years, compared to all young New

¹⁵ Regular school attendance is defined as being present at school for more than 90% of all half days in Term 2. The data is collected from state and state-integrated schools for Term 2 in 2016.

¹⁶ A new measure of how often students arrive late to class was introduced. The rate of lateness measures how many classes students were marked as arriving late to, out of all the classes they attended.

¹⁷ Attendance in New Zealand Schools 2016 report.

¹⁸ The outcomes of tertiary education for Pasifika graduates: What Pasifika graduates earn and do after their tertiary education. Available from <http://www.educationcounts.govt.nz/publications/80898/the-outcomes-of-tertiary-education-for-pasifika-graduates>.

¹⁹ <https://www.educationcounts.govt.nz/statistics/indicators/main/education-and-learning-outcomes/1907>

Zealanders.²⁰ While Pasifika are increasingly choosing to study higher-level qualifications, many young Pasifika will study lower-level qualifications because they did not attain NCEA Level 2 or 3 in secondary school. Research shows that Pasifika are at greater risk of passing fewer than 85 percent of their first year courses and that prior school achievement was a significant factor in predicting all Pasifika success in tertiary education.

- 33 Adult Pasifika have higher tertiary education participation rates compared to all adult New Zealanders. In addition, the five-year qualification completion rates for adult Pasifika have increased at a similar rate to all New Zealanders, showing positive results.

A different approach to improving Pasifika education outcomes is needed

- 34 Pasifika success in tertiary education is critical to the outcomes for Pasifika, and to New Zealand's ongoing economic performance. Action is needed now to ensure the growing Pasifika population is supported to achieve future success.
- 35 Traditionally, the Ministry has led the development and implementation of a PEP as a mechanism to drive change within and across the education system.²¹ This approach has yielded some positive results, but falls short of the systemic changes needed to ensure the system addresses inequities for many Pasifika and strives for excellence for all Pasifika. Community consultation undertaken by the Ministry in 2012 for the current plan showed that Pasifika communities and educators considered that there was insufficient accountability for Pasifika education success and few consequences when Pasifika did not achieve well. **The traditional approach to Pasifika education is not effective on its own.**

What do we know works for Pasifika?

- 36 Pasifika is not a homogenous group. Pasifika people have multiple world views and diverse cultural identities. They are able to operate and negotiate successfully through spiritual, social, political, cultural and economic worlds. Success in education requires harnessing Pasifika diversity²² within an enabling, personalised education system that works for young Pasifika children and young people, their families and communities. This requires the education system, leadership and curricula to start with the Pasifika child/young person and their family at the centre, drawing on their identities, languages and cultures. The more we understand the child/young person, the better we can respond to their needs, aspirations and education goals.
- 37 Parents, families and communities play a pivotal role in determining the educational outcomes of their children and young people. Families with high expectations, homes with positive learning environments and communities with accessible community institutions all play a role in lifting educational achievements and outcomes. Evidence shows that when parents know how to help support their children with learning, their children are more likely to succeed.

²⁰ Attaining higher level qualifications such as bachelor's degrees, is important as they improve the employment outcomes of young Pasifika graduates.

²¹ Partners to the Pasifika Education Plan include: MoE, NZQA, ERO, TEC, Careers NZ (now part of TEC), Teachers Council (now the Education Council), NZSTA and the Ministry of Pacific Peoples.

²² This includes the Identity, Language and Cultural needs for ethnic-specific vs multiple ethnicities, generational gaps, and NZ vs Island born if we are to have an equity and excellence education system for all.

- 38 Evidence shows that there are five critical factors for Pasifika success:
- **high quality leadership**
 - **use of student information and data** to monitor and improve teaching and learning
 - a **highly reflective culture** where teachers inquired into and regularly reflected on their teaching practice
 - ongoing, whole of staff **professional learning and development**
 - close **engagement with parents and whānau** and their **identity, language and culture.**^{23 2425}
- 39 McAuley High School is an example of a high performing school that demonstrates the five critical factors noted above. The majority of students at McAuley High School are Samoan, Tongan, Cook Island, Niuean, Tokelauan and Fijian. Student achievement in National Certification for Education Achievement (NCEA) is well above other secondary schools with similar student profile and exceeds national averages in Levels 1, 2 and 3. Their rates of Merit and Excellence endorsements have also increased in NCEA Level 1, 2 and 3. In 2016, 81 percent of McAuley High School leavers went onto tertiary education, and of this number, 62 percent enrolled at Universities.
- 40 Contributing factors to their success include:
- many of the staff share the cultural backgrounds and languages of the students and the diversity of the school population is celebrated and serves as a productive resource
 - school trustees, leaders and staff have high expectations for all students to achieve and succeed
 - well-analysed achievement information is used to set targets and priorities, review the effectiveness of learning programmes, develop meaningful pathways for students and maintain high levels of student achievement
 - progress information is used to plan appropriate programmes and interventions to accelerate student success
 - staff work in partnership with students and their parents to understand achievement data and identify ways to support students' success
 - a recently introduced multi-level system quickly identifies students who could be at risk of not achieving and guides their selection of courses and qualification pathways. This monitoring system has contributed to the refinement of reports to parents about their children's achievement.²⁶
- 41 An effective tertiary education system that is responsive to Pasifika needs is the best way to equip them with the skills they need to succeed. An effective tertiary education system for Pasifika:
- focuses on attaining higher levels of tertiary education through increasing participation, retention and completion of tertiary level qualifications
 - achieves parity of participation and achievement with non-Pasifika at all levels of study
 - equips Pasifika with the skills and knowledge to succeed in the workforce.

²³ The Education Review Office. (2015). *Infants and Toddlers: competent and confident communicators and explorers*. Wellington.

²⁴ Education Review Office, *Improving Education Outcomes for Pacific Learners*, May 2012.

²⁵ Education Review Office, *Making Connections for Pacific Learners' Success*, November 2013.

²⁶ McAuley High School ERO report – 30/04/2015.

- 42 While we know what the critical factors across different education settings are, the system still does not successfully and consistently apply these, hence the slow pace of progress and the variability of results across the education system.

The system needs to shift to ensure all Pasifika children and young people are engaged and achieving their potential

- 43 A coherent whole of system policy approach is required that:
- a. urgently addresses the inequity in Pasifika education to significantly reduce the disproportionate number of Pasifika whom we need to do better for
 - b. ensures the system achieves excellence for all Pasifika
 - c. embeds a coherent set of Pasifika specific targets across key system strategies (including a new Pasifika education plan).

Key area 1: Urgently address the inequity challenges for Pasifika children and young people through a coordinated whole of system response

- 44 Key system indicators and results have shown very little change with only incremental lifts in the last decade. Pasifika are participating and/or achieving at lower levels compared with their non-Pasifika counterparts. Pasifika are less likely to achieve in numeracy and literacy, Pasifika are more likely than non-Pasifika to leave school without a qualification; are less likely to leave school with NCEA Level 3, and are less likely to complete higher level qualifications in tertiary education.²⁷
- 45 There are a number of opportunities to help reset the approach to tackle the inequity challenge including:
- embedding cultural competencies for Pasifika consistently across the system from early learning right through to tertiary education
 - focussing on the statement of National Education and Learning Priorities (NELP) and School Planning and Reporting as the first set of legislation changes to the Education Act to embed a coordinated whole of system response
 - improving our Pasifika evidence base (including data) so we better understand the needs of the different Pasifika ethnic-specific children and young people
 - monitoring and reporting improvements for Pasifika
 - including Pasifika specific targets across key system strategies
 - leading the development of a new Pasifika education plan that reinforces a new approach.
- 46 Recent changes to the Education Act enable you, as the Minister of Education, to set the Government's medium term priorities for early learning and compulsory education for a period of five years. A new planning and reporting regime for schools has also been introduced through the Education Act. The changes to planning and reporting are designed to increase accountability to government and parents, remove unnecessary complexity and focus boards on what really matters for lifting learning.
- 47 Issuing a NELP, that includes a priority, addressing the system inequity for Pasifika is a key opportunity to drive a coordinated and focussed approach across the sector in the coming years. Using the NELP to align the strategic planning and reporting levers can help drive other flow on effects across the education system (e.g. funding, implementation, professional development) to ensure coherency, clarity and consistency.

²⁷ Pasifika Education Plan Monitoring Report 2016.

- 48 In addition, the Tertiary Education Strategy (TES) provides another lever that can be used to help reinforce this inequity focus. The TES sets out the Government's long-term strategic direction and its current and medium-term priorities for tertiary education. One of the priorities of the TES is *Priority 3: Boosting the Achievement of Māori and Pasifika*. In order to receive Government funding, tertiary education organisations (TEOs) are required to show how they are giving effect to all the priorities of the TES through their investment plans.
- 49 Government, through the Tertiary Education Commission, also works with TEOs to strengthen their focus on improving participation and achievement outcomes for Pasifika students. This will support more Pasifika to gain the qualification that support them to find better and more rewarding work and participate more fully in their communities. Government works with TEOs by:
- requiring TEOs with the largest Pasifika catchment areas, as part of their Investment Plans, to have organisation-wide strategic and operational plans to improve participation and achievement rates
 - identifying, scaling up and funding appropriate evidence based initiatives that work for Pasifika.

Key area 2: Ensure the system responds effectively to achieve excellence for all Pasifika

- 50 Pasifika students' educational success builds from their achievement as they progress through all levels of the education system. The most influential factors that support Pasifika children and young people's educational outcomes are:
- their parents, families and communities, and
 - quality teaching and learning and effective leadership within an education setting.²⁸
- 51 While the policy settings are being reset, the Ministry is undertaking work to ensure the system responds effectively to Pasifika by:
- leveraging off *Te Whariki*, and *Tapasā* to embed cultural competencies for Pasifika consistently across the system²⁹
 - improving the quality of teaching in early learning
 - effectively engaging Pasifika parents, families and communities in the design and implementation of new policies and initiatives
 - boosting Pasifika achievement and participation in tertiary education.^{30,31}
- 52 Significant improvements in the quality of information on children's enrolment and participation in early learning has been made, which has supported our efforts to lift participation. To support improved curriculum delivery and teaching, the Ministry has updated *Te Whāriki*, the early childhood curriculum documents that covers children from birth to start of school. *Te Whāriki* has a stronger bicultural framing, a focus on

²⁸ Framework of Impact on Variance in Outcomes in Schooling (Source: Alton-Lee, Collaborating across policy, research and practice: Knowledge building for sustainability development). 2015.

²⁹ *Tapasā* is an action in the Pasifika Education Plan 2013-2017. Work was undertaken in 2016 and 2017 to align *Tapasā* with the update of the *Te Whāriki* early learning curriculum and the launch of new Standards for the Teaching Profession in July. A shared implementation plan between the Ministry, Education Council and ERO is being developed.

³⁰ The Tertiary Education Commission's (TEC) Pasifika Operational Strategy 2017-2020 seeks to ensure more Pasifika students succeed in tertiary education, and is informed by the Tertiary Education Strategy and the Pasifika Education Plan.

³¹ The NZ Qualifications Authority's Pasifika Plan 2015-2017 has a vision of 'Pasifika students qualifying for the future world'.

identity, language and culture (including Pasifika) and on inclusion of all children.³² In addition, there are explicit links to the New Zealand Curriculum and *Te Marautanga o Aotearoa* and a new web repository for curriculum resources, professional development workshops and networks of curriculum enquiry. To further support quality teaching and curriculum delivery, the Ministry is proposing to develop progress markers that teachers can use to identify children's progress and what their next steps might be.

- 53 Providing high quality, cultural responsive teaching and learning does not happen in a vacuum and is most effective as part of a whole service change. Beginning teachers make up a very small proportion of the teaching workforce and the teaching workforce is aging. As such, increasing the number of Pasifika, including bilingual Pasifika teachers, and initial teacher education (ITE) that includes culturally responsive teaching and learning practices, while important, will have a limited impact on in-school practice in the immediate future. It takes at least 2-3 years of focussed and consistent effort for a school to develop and embed best practice around culturally responsive teaching and learning. It takes longer to ensure we can both attract and retain the right Pasifika people, in the right places, at the right time across the teaching workforce.
- 54 Increasing the cultural competency of the workforce is important to a system-wide approach and must include both a capacity and capability focus. *Tapasā* is the cultural competencies framework for teachers of Pasifika children and young people.³³ The *Tapasā* framework is currently being finalised and is expected to be completed and launched this year. A shared implementation plan between the Ministry, Education Council and ERO is being developed.
- 55 The Ministry is leading a number of initiatives to understand the voice of parents, iwi, whānau, children and young people, and employers, business and industry. Across these various programmes there is promising practice that aligns with international and national evidence of successful transitions and pathways for the 70 percent of young people who do not go into tertiary education on leaving school. We are investigating how similar models of best practice might be created or supported in targeted regions with high instances of unique or combined social and economic pressures, including NEETs, unemployment, higher Māori population and low average household incomes.
- 56 There are also other areas that the Ministry will need to address moving forward, including how to:
- tackle unconscious bias in the education system³⁴
 - ensure the appropriate use of robust data and evidence for Pasifika to underpin teaching, learning, and leadership practice across the system.

³² *Te Whāriki* is comprised of two parts – *Te Whāriki* Early Childhood Curriculum and *Te Whāriki a Te Kōhanga Reo*.

³³ *Tapasā* responds to one of the key actions of the Pasifika Education Plan 2013-2017, to strengthen the Pasifika capability and capacity of the education workforce. Work was also undertaken in 2016 and 2017 to align *Tapasā* with the update of the *Te Whāriki* early learning curriculum and the launch of new Standards for the Teaching Profession in July.

³⁴ Turner, H, Rubie-Davies, C.M, Webber, M, *Teacher Expectations, Ethnicity and the Achievement Gap*, NZ J Educ Stud, published online 11 March 2015.