Briefing Note: Update on options for systematising the effective features of Pasifika PowerUP

To: Hon Jenny Salesa, Associate Minister of Education

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Security Level: In Confidence

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Messaging seen by Communications team: No

Purpose

This briefing provides additional information on your preferred option for systematising the effective features of Pasifika PowerUP.

Summary

- We propose that the systematisation of the effective features of Pasifika PowerUP (PowerUP) will be achieved by:
  
  o Developing online resources to support Pacific parents, families and communities;
  
  o Expanding and strengthening the provision of PowerUP; and
  
  o Targeting resources to education providers to better enable them to connect with Pacific parents, families and communities. This consists of:
    
    - the implementation of Tapasā;
    
    - the development of Pacific Achievement Collaboratives;
    
    - strengthening support for Developing Mathematical Inquiry Communities.

- Work is underway to seek funding, as part of Budget 19, to support this systematisation.
Proactive release

Agree that this Briefing will **not** be proactively released at this time as it contains information relating to Budget 19.

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19 / 10 / 2018

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Hon Jenny Salesa  
**Associate Minister of Education**
Background

1. Following our previous advice on options to strengthen the effective features of Pasifika PowerUP [METIS 1146650 refers], you indicated that your preferred option for further development is:
   a. Online resources to support Pacific parents, families and communities.
   b. The provision of PowerUP to be expanded and strengthened;
   c. Resources targeted to education providers to better enable them to connect with Pacific parents, families and communities.

2. This briefing provides additional information on each of the elements of your preferred approach, including links to initiatives that are being developed for inclusion for Budget 2019.

Developing online resources to support Pacific parents, families and communities

3. We have identified an opportunity to develop user-friendly, accessible and culturally relevant online resources, in a range of Pacific languages. These resources would enable Pacific parents, families and communities to access advice, guidance and support anytime and anywhere, including in areas where the concentration of Pacific populations is too small to make workshop-style provision viable. This would enable a wider reach across New Zealand than workshops alone.

4. We anticipate that the online resources would be developed by working with community leaders, brokers, parents and families who have already participated in the PowerUP initiative. The online resources could include mobile applications and interactive web pages in Pacific languages. Hard copies of these resources would also be made available.

5. The resources could be advertised online, in churches, community centres and libraries. In addition, community brokers or brokers located in early learning services, schools and Kāhui Ako, could help raise awareness of the online resources and provide support for their use.

6. The development of a PowerUP Toolkit in 2019 would link to the online resources as they are developed. This will ensure that the resources complement the material included in the Toolkit and strengthen the practical application of these resources.

7. We know that many Pacific children, young people and their families experience digital exclusion. The Ministry of Education is currently involved in a number of pilots to identify a scalable and sustainable approach to closing the digital divide for all school students.

8. We are seeking funding, as part of Budget 19, for the development and implementation of the online resources to support Pacific parents, families and communities.

Expanding and strengthening of PowerUP

9. You have received a briefing outlining the next steps for the provision of PowerUP in 2019 [METIS 1148491 refers].

10. At present funding for the delivery of PowerUP is secured until December 2019. You have agreed to an expanded and strengthened provision of PowerUP, which will contribute to the systematisation of the effective features of the programme, from 2020

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1 This can include variable access to a digital device and connectivity in the home. It can also include lack of skills or confidence to access the digital world.
onward [NETIS 1146650 refers]. Work is underway to seek funding for this model as a part of Budget 19.

11. Currently there are 20 PowerStations across New Zealand. The expanded and strengthened provision of PowerUP will increase the programme's geographic reach by setting up more PowerStations in areas where there are currently some PowerStations, but there is demand for more, and in areas where there are currently no PowerStations.

12. In areas where the Pacific populations are too small to make the PowerStation model viable, local venues, where Pacific communities come together, will be identified to establish workshop-based provision that best meets the needs of highly dispersed communities.

13. This could be complemented by the provision of the online resources which would further support Pacific families to engage with their children's education providers and empower them to seek improvements in the education system.

14. The strengthened PowerUP model proposed in the Budget 2019 bid will include:
   a. Flexible delivery and a shorter mandatory participation time;
   b. Better identification of responsiveness to local community needs. This would enable ethnic-specific PowerStations to be set up to cater to the needs of specific Pacific communities. This could also be achieved through the church delivery model; and
   c. Ongoing evaluation, including the learnings from the implementation of the strengthened model of PowerUP being piloted in 2019.

Resourcing education providers to better support Pacific students and their families

15. While it is important to increase the confidence and knowledge of Pacific families to enable them to better engage with their children's education provider, it is equally important to build the capability of teachers and leaders to more effectively engage with Pacific parents and communities, and with Pacific children and young people.

16. Teacher baggage and low expectations are significant issues in New Zealand for Pacific and Māori children and young people, and this has an ongoing negative impact. The impact of effective teaching and informed parents and families on the outcomes for children and young people is more significant when they are achieved together.

Tapasā: Cultural competencies framework for teachers of Pacific learners

17. Tapasā provides a significant opportunity to ensure that teachers working with Pacific children and young people are culturally responsive to all their learners. The Ministry is working with the Teaching Council of Aotearoa New Zealand (Teaching Council) to design, develop and implement the roll out of Tapasā: Cultural competencies framework for teachers of Pacific learners.

18. The first set of resources is expected to be available in early 2019. The Teaching Council has developed workshops on the Code of Professional Responsibility and Standards for the Teaching Profession and is intending to make Tapasā a core component of the delivery of these workshops.

19. The Ministry of Education is currently developing training sessions for regional Ministry staff regarding Tapasā. We are also working to determine how Tapasā could be included in the accreditation of Professional Learning and Development (PLD) providers, and
exploring how to access the Networks of Expertise initiative to support the implementation of Tapasā.

20. We are seeking funding, as part of Budget 19, to support the further development and implementation of Tapasā.

*Pacific Achievement Collaboratives*

21. We have identified an opportunity to develop Pacific Achievement Collaboratives (PACs), which would support a collaborative cluster approach to culturally responsive teaching for Pacific children and young people.

22. A cluster approach would help teachers and school leaders to raise their awareness of the negative impacts of racism on learners. It would also build teacher and leader capability to provide high quality, culturally responsive teaching and learning that lifts achievement for Pacific children and young people.

23. Work is underway to seek funding, as part of Budget 19, to ensure that an effective model for PACs can be designed, trialled and implemented in a sustainable way.

*Developing Mathematical Inquiry Communities*

24. When well-implemented, Developing Mathematical Inquiry Communities (DMIC) is an example of a highly effective intervention, which includes mixed ability grouping, ambitious mathematics, and culturally responsive teaching and learning. This initiative builds relationships between teachers and parents, supporting and valuing the mathematics knowledge of parents and families and engaging them in the mathematics learning of their children.

25. The impact of DMIC for teachers, Pacific children and their families has been shown to be significant. A series of videos, including the voices of principals, teachers, children and parents participating in DMIC, has recently been made available online.²

26. As part of Budget 19 funding is being sought to strengthen support for DMIC and to increase its reach, as well as ensuring that the effective practices embedded in DMIC can be accessed by schools not receiving the initiative.

² Videos showing the impact of DMIC, including voices from families: https://www.educationcounts.govt.nz/topics/bes/school-leadership-for-improvement-in-primary-mathematics-education-russell-school-best-evidence-in-action-implementation-exemplar/10-russell-school-the-difference