Education Report: Summary of Pacific fono feedback 2019

To:	Hon Jenny Salesa, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	07/11/2019	Priority:	Medium
Security Level:	In Confidence	METIS No:	1210725
Key Contact:	Dr Andrea Schöllmann Deputy Secretary, Education System Policy	DDI:	s 9(2)(a)
Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this paper is to update you on the key messages that have emerged from the recent round of fono to co-design an Action Plan for Pacific Education (the Action Plan), and to outline how the feedback is continuing to inform a whole-of-system approach to supporting Pacific success.

Summary

1   You have requested a summary of the themes that have emerged from the recent round of 27 fono to co-design the Action Plan. A draft summary for each fono has been produced and a number of repeated themes across New Zealand are evident.

2   There is strong support for the Vision for Pacific Education and five key shifts identified based on the feedback from the 2018 fono series. The most commonly identified indicators of success include Pacific learners and families feeling accepted, included, valued and free from racism and discrimination, families feeling confident supporting their children and eliminating financial barriers in education.

3   Feedback regarding what needs to be changed in the Action Plan include explicitly building cultural competence of non-Pacific teachers and leaders using Tapasā, addressing English language requirements that act as a barrier to growing the number of Pacific ECE teachers, and stronger recognition of ethnic and regional specific needs.

4   Other highlights from the fono include examples of community innovation to support Pacific success, including in the Tokelau community in Porirua, Pacific communities in Palmerston North and surrounding areas and those in the Hawke's Bay.

5   To respond to the feedback received so far, there are a number of key actions that could be delivered across the Education portfolio through key Education Work Programme items, and other relevant pieces of work. These actions are outlined in the Education Report, alongside an assessment of whether they are currently included in the work.

Recommended Actions

The Ministry of Education recommends you:

a.   **agree** that the 28 finalised summaries of feedback from the 2019 series of fono are published online when they are finalised in mid-November

<div align="right">Agree / Disagree</div>

b.   **not release** this report at this time because information regarding the wider Education Work Programme is still under development

<div align="right">Release / Not release</div>

Dr Andrea Schöllmann
Deputy Secretary
Education System Policy

11 / 11 / 2019

Hon Jenny Salesa
Associate Minister of Education

5 /12 /19.

Background

1. In your Cabinet paper "A Whole of System Approach for Pacific Success" [Cab 19 MIN0383 refers] you committed to work collectively with communities in a reciprocal way to develop an Action Plan for Pacific Education (the Action Plan) and to use the learnings from this work to feed into the wider Education Work Programme

2. From late August until early October, 27 fono were held across the country to co-design the Action Plan with diverse Pacific communities.

3. The purpose of these fono was to gather feedback to confirm the proposed Vision for Pacific Education and key shifts for the Action Plan and to collaborate with communities on a shared way of measuring success. Based on feedback from the 2018 fono series, five focus areas and a broader list of success indicators were identified and formed the basis of two activities at each fono in 2019.

4. This Education Report provides you with an update on the feedback received from attendees as well as a snapshot of how the feedback from these fono and the 2018 fono series is being incorporated into key pieces of work in the Education Work Programme (EWP).

2019 fono series feedback

Process for summarising the feedback

5. Whilst the fono were underway, a simultaneous process to record, enter and summarise the feedback was undertaken. The end result is a set of 27 summaries that outline the key points raised at each fono. Drafts of the relevant summaries were shared with facilitators and regional Ministry staff who attended particular fono, giving a chance to provide feedback or add additional comments that might not have been captured.

6. The same process is currently underway for members of the public who attended each fono to provide feedback. Once feedback is received, the summaries will be finalised and published online. It is intended that this will happen by mid-November, just over a month after the fono were completed. The process of sharing drafts for feedback is one way of honouring the principle of reciprocity when working with Pacific communities.

7. Annexes 1 and 2 provide an example of one of the drafts that was shared for feedback, as well as the designed version that gives an idea of what the final published summaries will look like. We recommended that the 27 summaries are published in mid-November, once they are finalised.

Summary of feedback

8. There is strong, almost unanimous support for the five key shifts identified in your earlier Cabinet paper. Some of the feedback regarding each of the key shifts included:

    a. Acknowledgement that racism and discrimination were being identified upfront as issues for the first time and that these things have a significant impact on learning. A number of people wanted to separate this priority from valuing identities, languages and cultures. Others wanted to emphasise the diversity of cultures included under the umbrella of "Pacific" peoples.

b. Agreement on the need for targeted support for Pacific learners. Some communities, particularly from regions with larger Pacific populations, strongly supported growing Pacific bilingual pathways. There were also a number of comments about building better understanding amongst parents and children of the diverse career pathways beyond education.

c. Strong support for having better connections between schools and families and communities and a need for better communication from schools so parents really know what is going on and how to support their children. Pacific PowerUP was identified a number of times as being helpful in achieving this.

d. Support for having more Pacific teachers and leaders. However many people noted that while that is important, the best teacher isn't always a Pacific person. The current English language requirements for teacher education qualifications acting as a barrier to more Pacific people become qualified ECE teachers was consistently raised.

9. Across the country, the most common indicators of success identified were:

Success indicators	No. of times included in 'Top 5'
Pacific learners and their families feel accepted and included	203
Pacific learners' faith, beliefs and cultures are valued in education	167
There are no financial barriers to accessing education for Pacific learners and families	162
Pacific learners and families are free from racism and discrimination in education	161
Pacific families feel confident supporting their children in education	145

10. As discussed in your Cabinet paper, the feedback on success indicators will inform the development of the measurement framework for the Action Plan. This will involve identifying data that education partners, communities and the sector already have available that could support monitoring of progress, as well as identifying gaps in current data sources and working to address these.

11. As well as feedback in support of the key shifts, there was also substantial feedback on what attendees thought was missing or what they would change about what was included in the draft Vision and key shifts. The most frequently raised elements that were seen as missing included:

a. significant investment in **shifting the levels of cultural understanding and cultural competence of non-Pacific teachers and leaders** – particularly focusing on quality PLD and on rolling out Tapasā to support this. There is concern that Tapasā is a valuable resource but there has been little investment in resources or training to ensure it has a wide reach;

b. addressing the **English Language requirements for teacher education qualifications that create barriers,** particularly for ECE teachers who are teaching in Pacific immersion settings. At many of the fono, attendees raised this as a barrier to increasing the number of Pacific teachers; and

c. recognition of **ethnic specific and regional specific needs** in the Action Plan. A number of people wanted actions specific to their area, a focus on smaller ethnic groups and places with smaller Pacific populations and to stop using 'Pacific' as an umbrella term

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12. Other issues that were identified as missing, although mentioned less frequently, included having a more **responsive curriculum**, addressing **mental health** and **wellbeing** and ensuring there is **strong Pacific leadership and governance** in the sector and visibility of this in the Action Plan.

Community innovation

13. Another highlight of the 2019 fono series was the discussion of the innovation that exists in Pacific communities across the country. A number of examples of this innovation were shared, including:

   a. **Porirua Tokelau community**: the community identified an issue with Pacific youth who were not in education, employment or training (NEETs) and spent 6 months constructing a canoe at a community hall, drawing in Tokelau teenagers who were disengaged from education. Thanks to the experience, some of the young people went on to study carpentry. They noted "*The project wasn't measured or monitored. It was a cultural transfer of knowledge.*" The community are now looking at setting up a local carving school.

   b. **Palmerston North community**: the community stressed that the Ministry should strengthen existing community projects that are community led and continue to foster positive relationships. For example, the community run PaSifika FuSion, which is similar to Polyfest but with more focus on skills like essay writing, music, maths, science and speeches. People from Taranaki and Whanganui participate and there is interest in joining from the Tokoroa community. The Palmerston North community reports that participating students have higher levels of academic achievement.

   c. **Hawke's Bay community**: In alignment between the local DHB, the regional Ministry of Education office and Secondary School Principals, a Hawke's Bay youth survey and research project has recently been undertaken, to understand Pacific youth's experiences. This will be repeated every two years and will inform the planning and response of local schools and services.

Responding to what works for Pacific learners and families

14. Your Cabinet paper "A Whole of System Approach for Pacific Success" outlined the urgent need to ensure explicit visibility and commitment to all Pacific learners across the Education Work Programme. Whilst this feedback and the voice gathered from the 2018 fono series is important for designing the Action Plan, the critical success factor will be how it continues to inform the *whole of system* response across the Education Work Programme.

15. To ensure this happens, there are some critical components that must be delivered through different parts of the EWP. The table below identifies key strategies responsible for delivering these critical components and whether or not current versions of these pieces of work are set up to deliver for Pacific communities. *Note: all EWP items included are not yet finalised and are consulting or in draft.*

16. It is recommended that you use this summary to inform your own feedback and discussions with those responsible for key EWP items. We will update this table as discussions are had with each of the teams responsible for key EWP items.

EWP Item	How it can support Pacific success based on feedback and evidence	Currently included
Early Learning Strategic Plan	• Building culturally sustaining practice through resources, PLD and ITE	Yes- noting that ITE changes sit with the Teaching Council but MoE and ERO will have a monitoring role
	• Growing and supporting Pacific specific provision, including Pacific bilingual provision	Yes – as part of network management
	• Network of expertise to support Pacific governance and management of Pacific centres	Yes – the plan commits to more broadly providing governance and management support to Pacific services

s 9(2)(f)(iv)

EWP Item	How it can support Pacific success based on feedback and evidence	Currently included
Curriculum Progress and Achievement	• Co-design **culturally sustaining progress** tools with Pacific families and communities, and disrupting racist and discriminatory practice	Yes
	• Ensure tools, support and resources include immersion or bilingual contexts	No – immediate focus is on English medium resources
	• Ensure system supports Pacific families with skills to support their child's progress	Yes

s 9(2)(f)(iv)

Tomorrow's Schools	• Target resources and interventions to ensure Pacific learners access learning opportunities and pathways, including considering cost of education and access to technology	Confidential
	• Eliminating racist and discriminatory practices, including same-ability grouping, gendered uniforms, stand-down and suspensions for uniform 'violations', barriers for students with disabilities	Confidential
	• Grow bilingual pathways for Pacific learners	Confidential
	• Hardwire parental and community engagement in education across the education system	Confidential

Next steps

17. We are waiting on some final translations of feedback from the fono, and will provide attendees the chance to add additional comments before summaries are completed and published online in mid-November, should you agree to this. This feedback will inform the development of the Action Plan and Cabinet paper.

18. Wider work will progress as per the timeline below and you should expect to see the feedback above reflected in:

    a. changes to the key shifts for the 10 year Action Plan, shared with you as part of the Action Plan outline in the week of 25th of November; and

    b. the development of a measurement framework based on what communities shared success looks like for them, shared with you in the week of the 16th of December.

Action Plan development timeline

Week	Actions
28 Oct	Summarise feedback from fono, add any final translated material & share with attendees to provide any additional comment before publication
4 Nov	
11 Nov	Publish summaries from fono with Ministerial approval
18 Nov	Internal engagement to identify latest actions (nationally, regionally, agencies) Drafting the Action Plan and Cabinet paper outlines
25 Nov	Share Action plan and Cabinet paper outline with Minister
2 Dec	Preparing final drafts of Action Plan & Cabinet paper and first round of internal circulation
9 Dec	
16 Dec	Share final drafts with Minister
23 Dec	Ministry closed for break
30 Dec	
6 Jan	Internal circulation for feedback (end of this week and beginning next)
13 Jan	Respond to feedback, update Minister
20 Jan	Interagency & Ministerial consultation (10 days)
27 Jan	

3 Feb	Respond to feedback, update Minister, Lodge Cabinet paper (5 February)
10 Feb	SWC (12 February)
17 Feb	Cabinet approval (17 February) & launch (21 February)

Annexes

Annex 1: Example of draft summary for fono

Annex 2: Example of formatted fono summary for publication

Porirua Tokelau Fono: *Feedback Summary*

Are the proposed areas important?

- A number of comments that suggest a focus on racism and discrimination is very important. Names need to be pronounced correctly and there needs to be more work improving cultural competence at secondary level. Young people particularly commented that this was important.
- Young people also want targeted support to help them learn more about their own culture
- There is support for stronger partnerships with schools but one suggestion for the Ministry to resource this.
- Bilingual early childhood is seen as a good start but what this means for colleges is unclear. Having your language is important for giving confidence in your identity. There is frustration that Tokelau language is not taught and there needs to be more support for it as a realm language
- There is a support for a stronger Tokelau focus, rather than Pacific focus. Attendees appreciated the chance to engage and discuss as the Tokelauan community

What questions do you have?

- Why is there only one Pacific language being taught?
- IELTS – why is there discrimination with the Tokelau language teachers needing to sit this?
- How do we get more teachers?
- Do the recent announcements about New Zealand history include Pacific history?

"There would be concern if MoE is doing the mapping out of what is needed... we have been doing it for years. Build on that rather than start from scratch. We want to see real co-creation of solutions."

"Name the white spaces/for 'Palagi teachers' to own up to racism."

Is there something missing? What would you change?

- Disabilities and learning support needs need greater support
- More emphasis on holistic approach and wellbeing
- Access to technology
- A number of people want to see NCEA in gagana Tokelau and more Tokelau resources and curriculum content
- Diverse ways of teaching – currently western concepts where someone stands up the front and talks. For Tokelau kids, they learn from mentoring, storytelling, dancing, creative arts.
- Introduce a forum/community where parents are able to support each other and network for brighter future.
- Involving community organisations with expertise to support local solutions
- More Tokelauan parents on the Boards of Trustees is important. Glenview primary schools is a good example where over half the Board is Tokelauan

Community innovation

- Porirua has an issue with NEETS but the community spent six months constructing a canoe at a community hall. This drew young Tokelau boys in and one of the boys decided to go on and study carpentry – *"The project wasn't measured or monitored. It was a cultural transfer of knowledge."* Now looking at setting up a Tokelau carving school in Porirua.
- The community has driven a solution to there being a lack of opportunity to study Tokelauan language at school. They worked with two colleges to design guidelines for learning the language. This is overseen by a teacher outside of the school but it is the first time they have got credits for Tokelauan.

What does success look like for you?

Top 5	Pacific learners and their families feel accepted and included	There are no financial barriers to accessing education for Pacific learners and families	Pacific learners feel confident supporting their children in education	Pacific learners and families are free from racism and discrimination in education	Pacific learners' faith and beliefs and cultures are valued in education