



PASIFIKA SUCCESS

is a shared responsibility

Dr Lesieli Tongati'o, Pule Ma'ata Pasifika
Jay Farris, Central South Regional Pasifika Education Coordinator

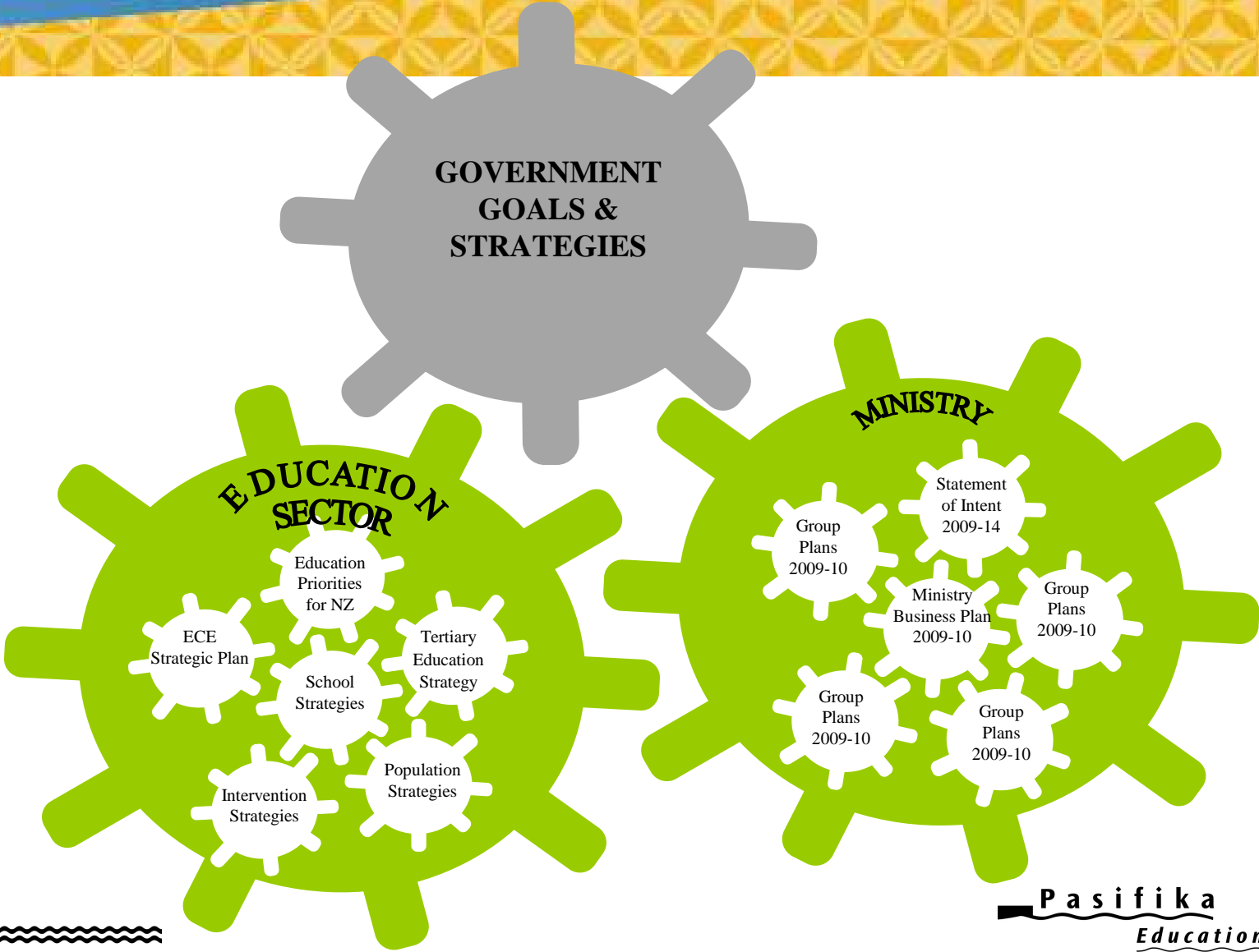
Session Format

- Pasifika Education Plan 2009 - 2012
- Central South Pasifika Profile
- Effective Pasifika Practices
- Talanoa One
- Talanoa Two

PLD Provision for Pasifika Learners Is:

- Making sure that pedagogical practices enable Pasifika learners to achieve in education as well as have strong identities, languages and cultures
- Having/growing Pasifika capacity, being Pasifika capable and competent
- Believing that you can make a real and positive difference to Pasifika education outcomes
- Being connected and responsive

Contexts - Authorising Environments



Contexts - Pasifika Population

- Young, fast growing and diverse
- 7.2% of the total population
- 60% is NZ born
- 67% live in Auckland
- 49% are Samoan
- 77% earn under \$50,000 p/a
- 44% had no qualifications in 2007



Pasifika Education Plan 2009-2012

Vision

Doing Well for Self, Family, Communities, Aotearoa New Zealand, the Pacific Region and the World

Pasifika Education Plan

- Organised into four sections – ECE, Compulsory, Tertiary, Education Sector-wide
- Focus areas, goals, targets, actions
- Shared responsibility and accountability
- Annual monitoring and reporting considers:
 - Effort – How much did we do?
 - Quality – How well did we do it?
 - Effect – Is anyone better off?
 - Next steps
 - Risks and mitigating strategies
 - Research and evidence

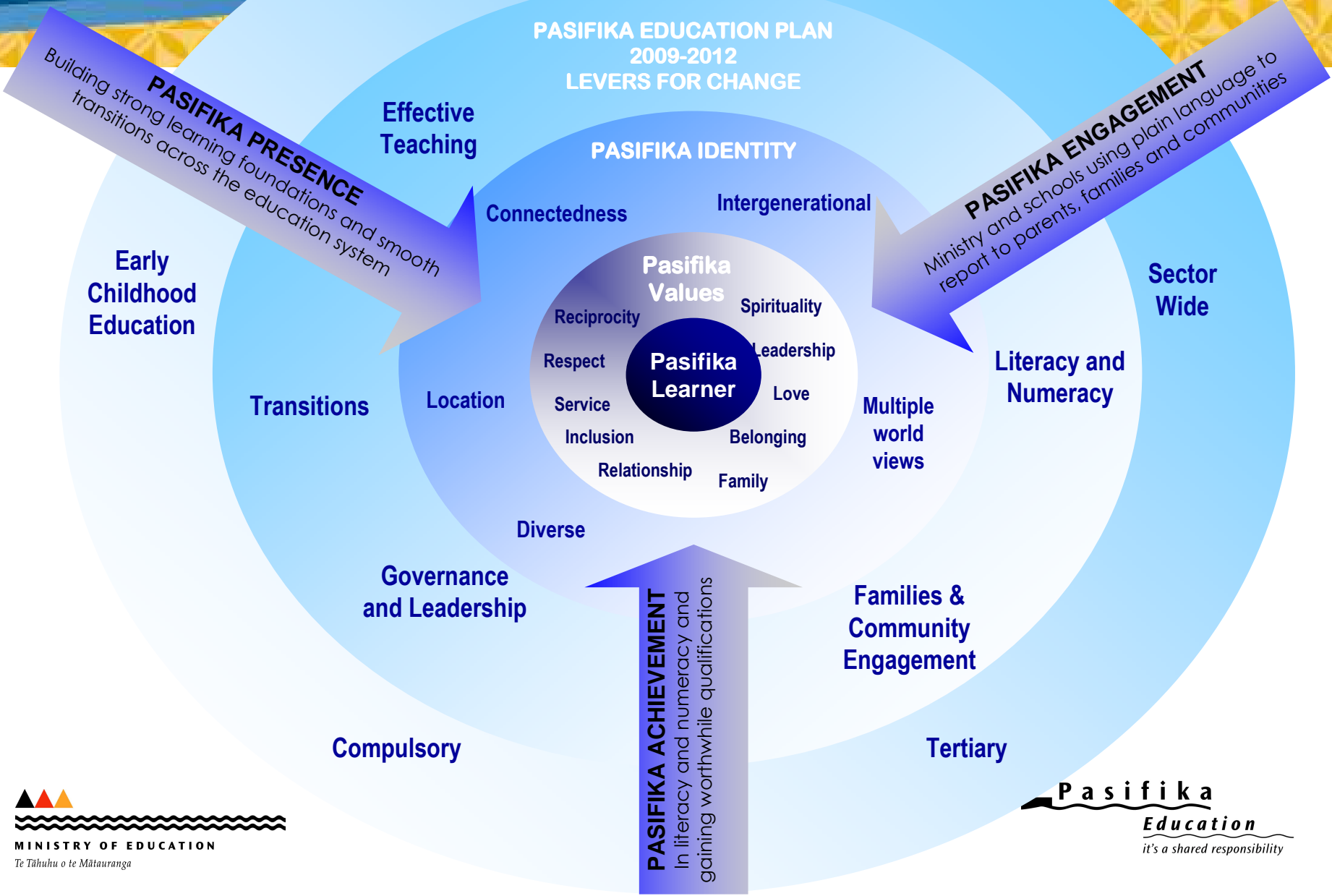
Focus Areas

- Early Childhood Education – building strong foundations for learning
- Compulsory education – accelerating literacy and numeracy achievement; gaining secondary-level qualifications
- Tertiary education – enabling Pasifika peoples, particularly youth to participate and attain higher levels of tertiary education
- Education sector-wide - Strong monitoring using research, evidence, evaluation and data to drive sustained progress and change; and; collaborate with agencies to identify what works for Pasifika peoples in Aotearoa New Zealand and the Pacific Region

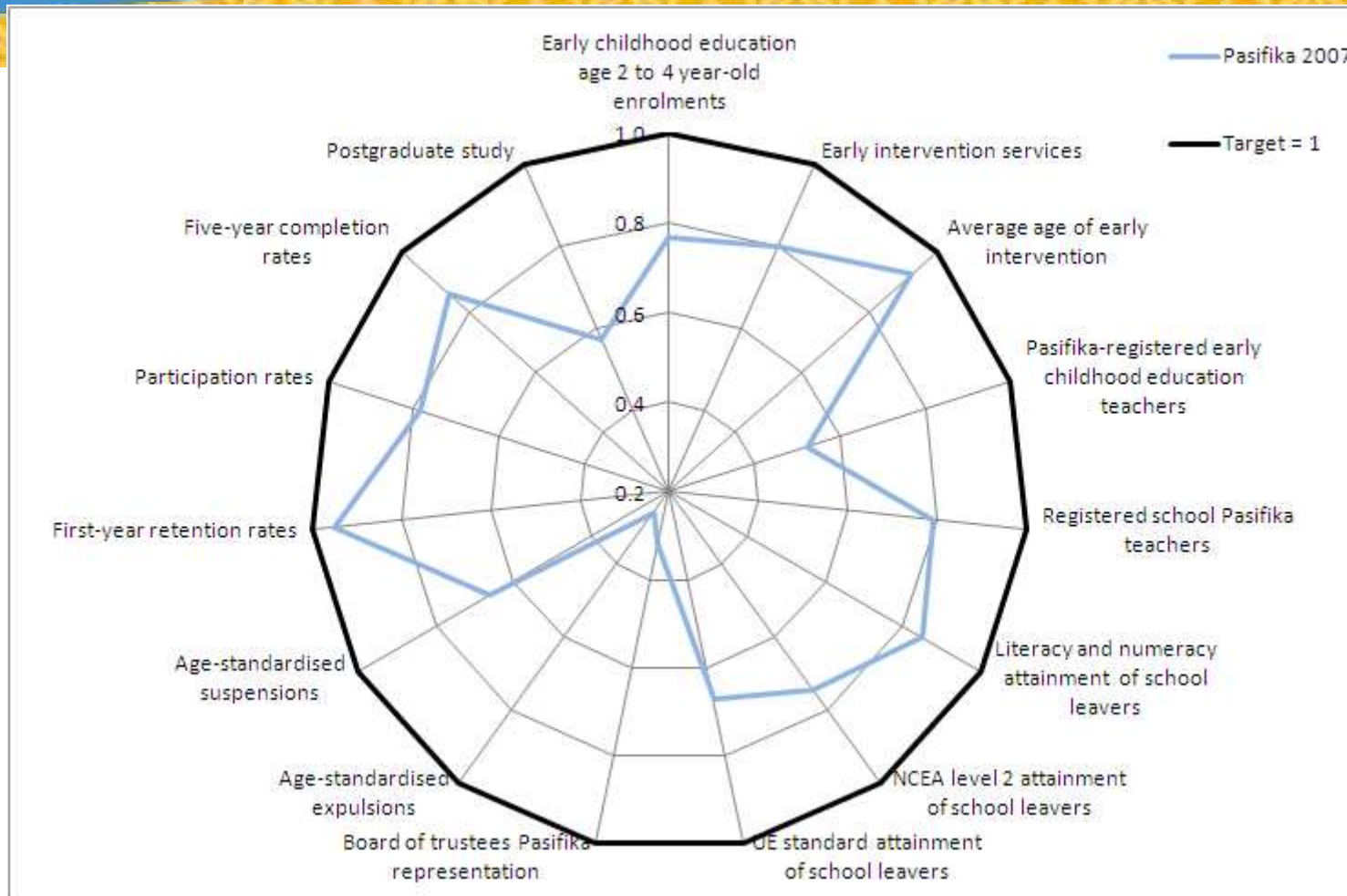
Pasifika Compass for Success

NEW ZEALAND EDUCATION SYSTEM

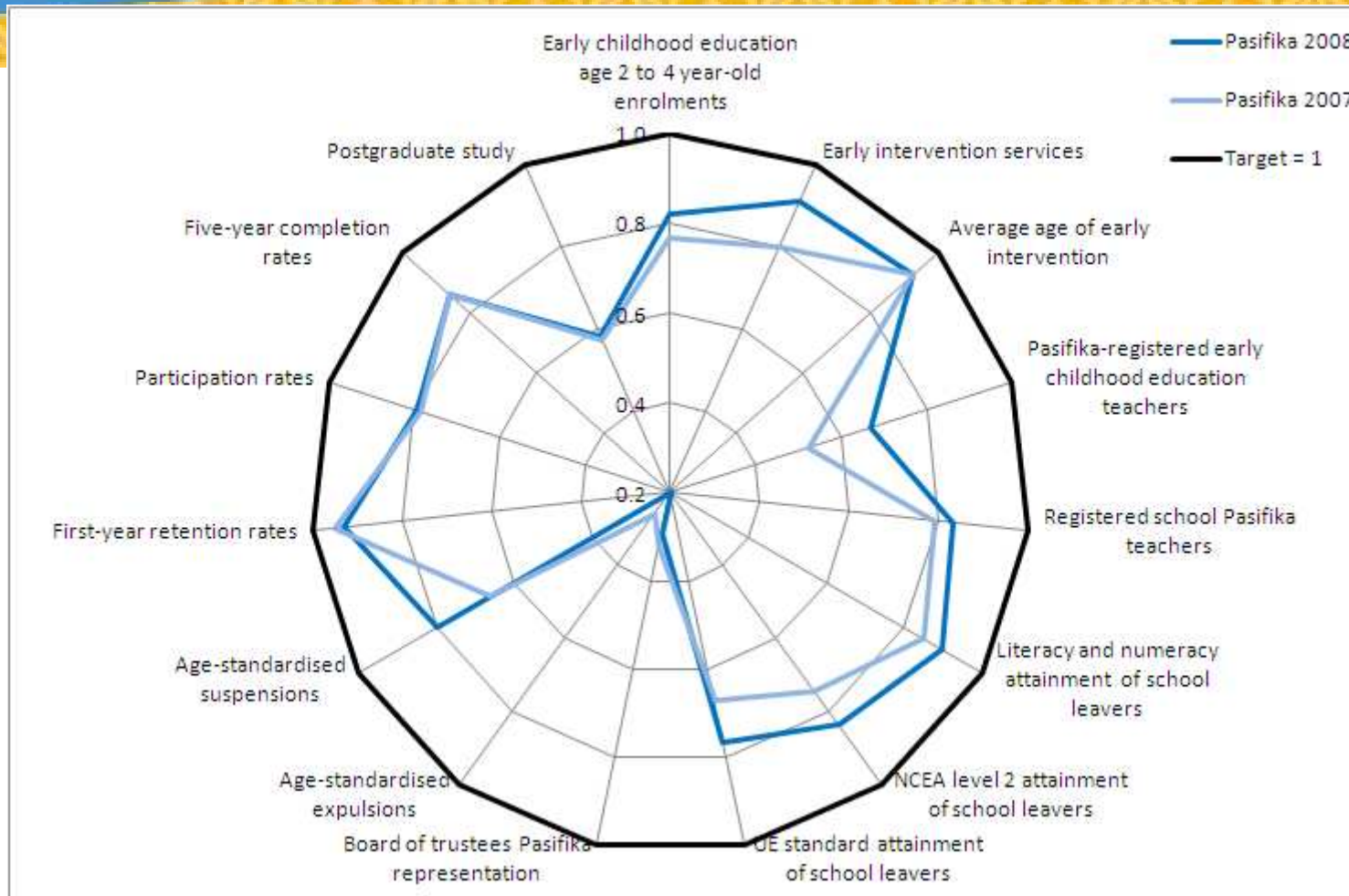
PASIFIKA EDUCATION PLAN
2009-2012
LEVERS FOR CHANGE



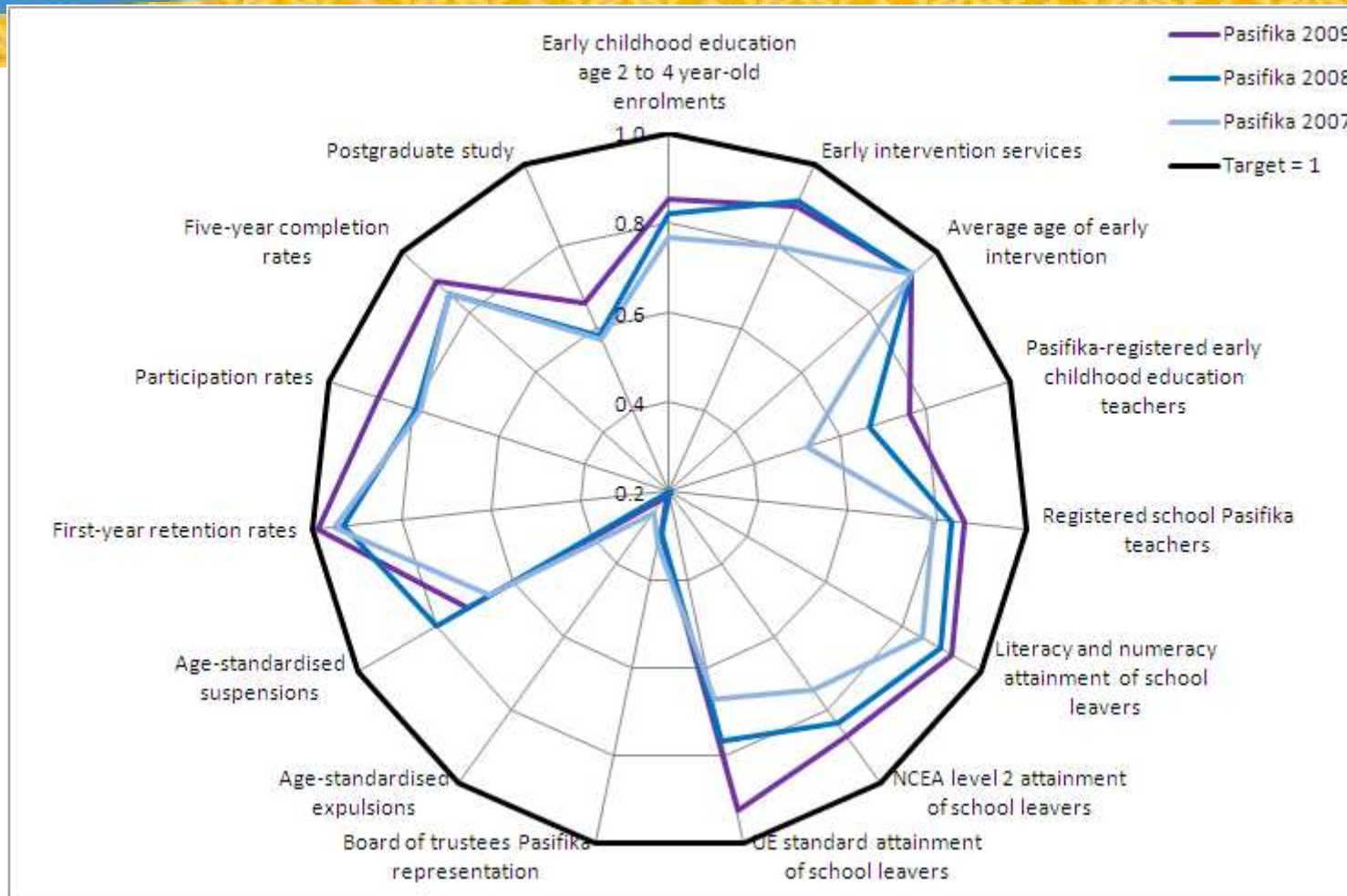
Progress Against Targets



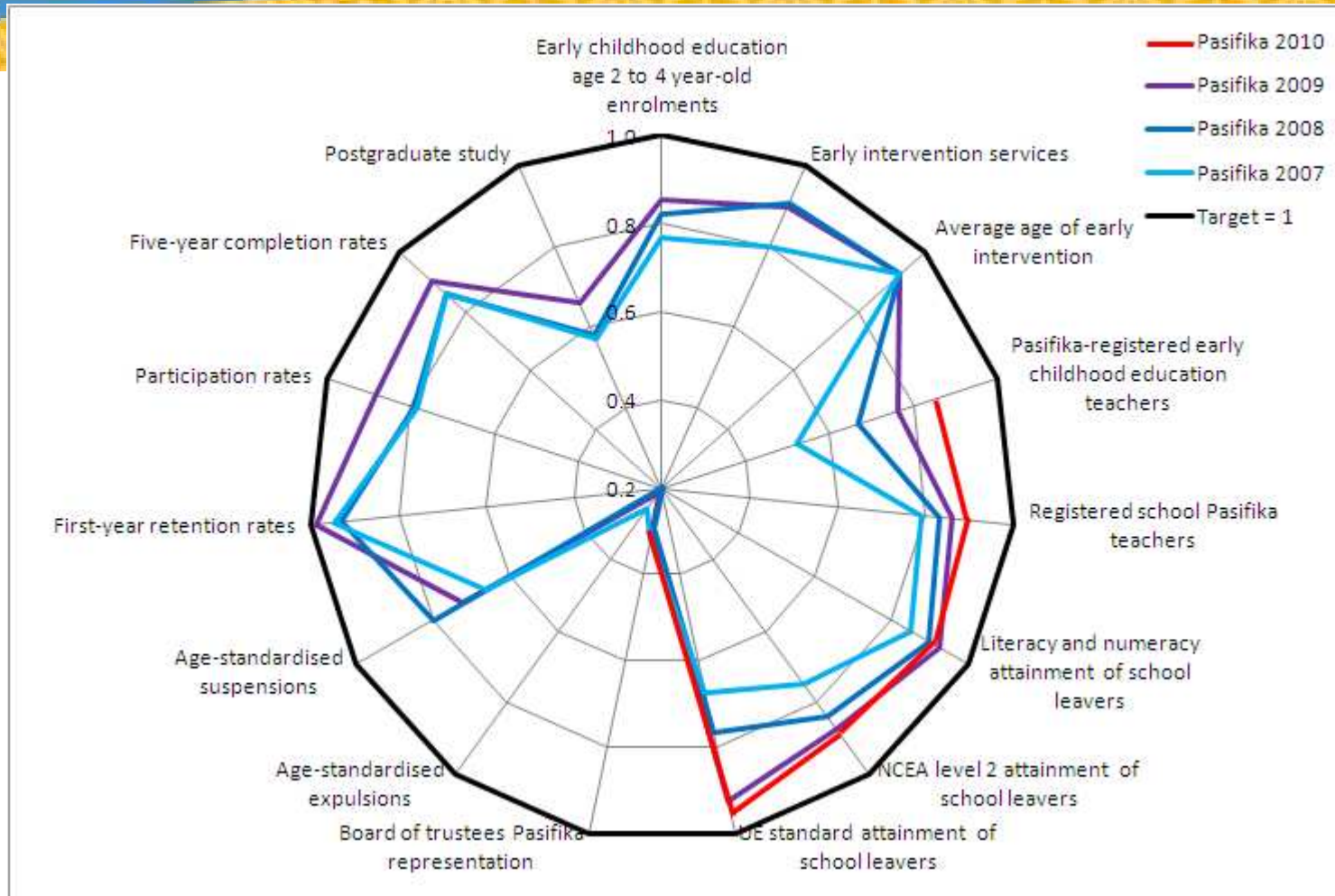
Progress Against Targets



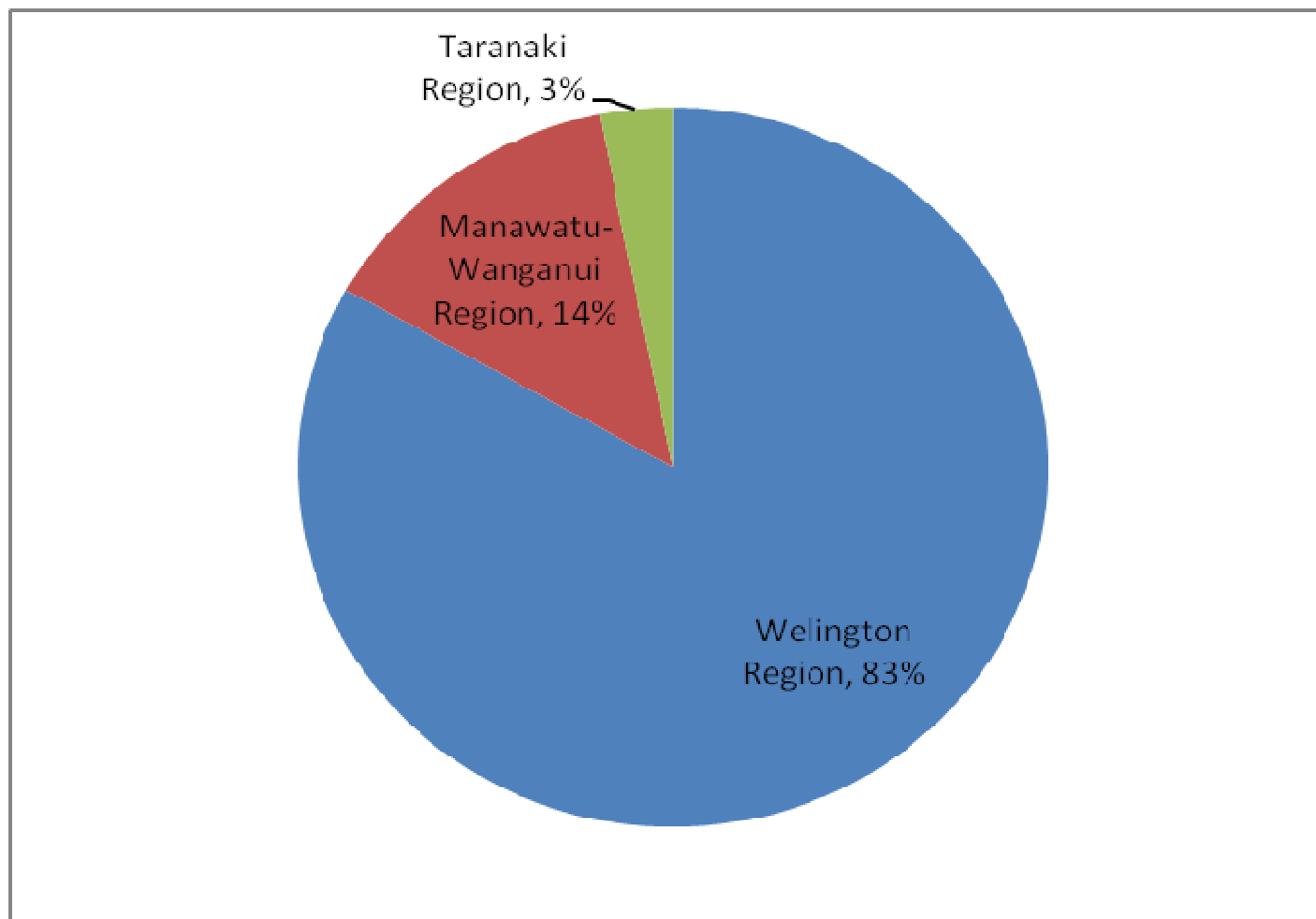
Progress Against Targets



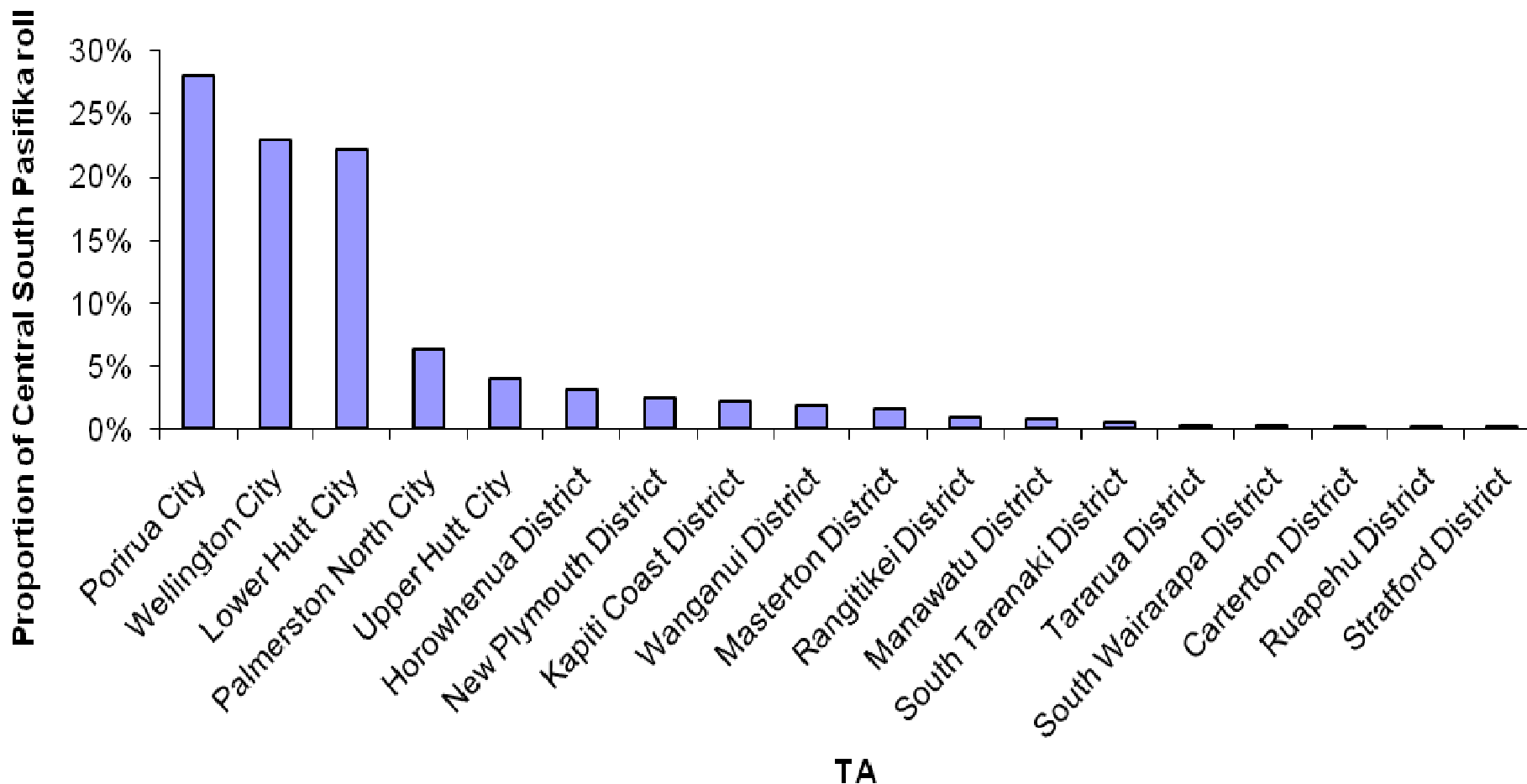
Progress Against Targets



Pasifika Student Profile in the Central South Region

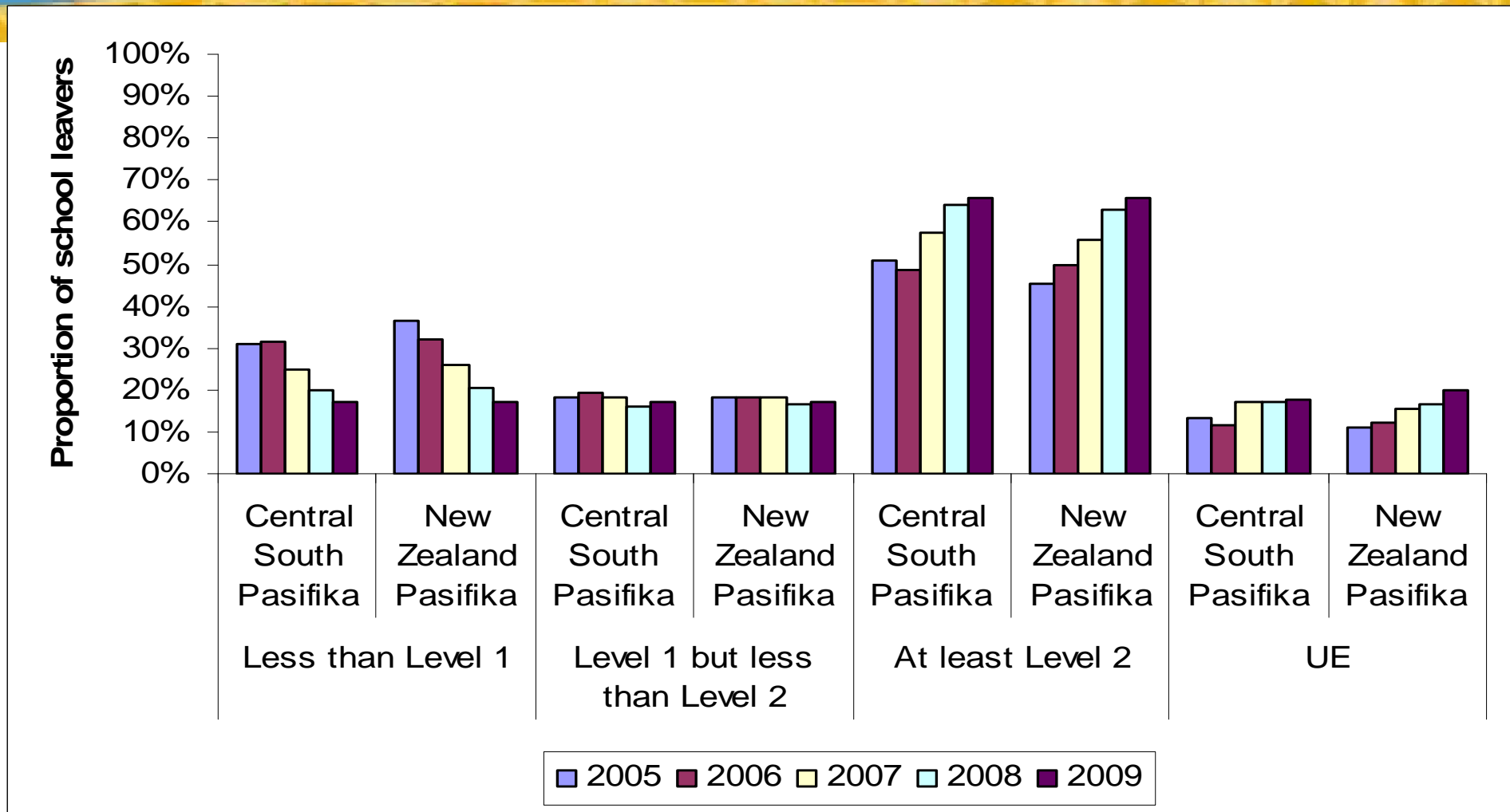


Pasifika roll across Territorial Authorities



School leavers' highest attainment

CS Pasifika vs NZ Pasifika



School leavers' attainment

100 Pasifika students

- 17 left school with no NCEA qualification
- 17 left school with NCEA Level 1 but less than NCEA level 2
- 66 left school with NCEA Level 2 and above
- 23 left school with UE

100 non-Pasifika students

- 12 left school with no NCEA qualification
- 13 left school with NCEA Level 1 but less than NCEA Level 2
- 75 left school with NCEA Level 2 and above
- 48 left school with UE

Challenges

- ❖ Scaling up what works
- ❖ Urgency
- ❖ Relationships and partnerships
- ❖ Leadership and governance
- ❖ Involving parents, families and communities
- ❖ Research and evidence
- ❖ Creating and sustaining system-wide change
- ❖ Fiscal challenges

Talanoa One

- As PLD providers, what current practices are you using to ensure schools are equipped to raise Pasifika achievement further?
- Describe three ways you see culturally responsive pedagogy reflected in the schools you work with.

Profile of Effective Practices

- Patsy Inder, Student Achievement Practitioner and former primary principal

Talanoa Two

- Discuss and Complete your PLD Pasifika Action Plan

PLD Pasifika Action Plan

List 5 actions your PLD organisation is going to take to become more Pasifika responsive?	What do you need to do to increase your capacity or capability to achieve this?	Use the timeframe key below to commit to these actions

Conclusions

- growing teachers' knowledge base, about their own practices, and about the changing worlds students are living in;
- data: education data, data about the communities they are working in, about national goals, trends and changes;
- accountability mechanisms that are aligned with widely understood goals and strategies;
- social capital within neighbourhoods;
- better linkages across all the areas of life that students rely on for success.

For Further Information

- Ministry of Education Websites, Pasifika Pages
- Pasifika on TKI
- Education Counts
- Best Evidence Synthesis
- Education Gazette
- Pasifika Education Plan 2009-2012
- Pasifika Education Plan Monitoring Reports