

*Tau mai na o pua o ula
Aumai na o auga o aute
Se'i mai na o muia'a o la'au
E osi ai le taulaga*

Bring only the most beautiful of frangipani
Bring only the most freshest of hibiscus
Bring only the young palm frond
Come, let us give sacrifice to the gods

Pasifika Education Plan

2009 - 2012

“The education system must work for Pasifika so they gain the knowledge and skills necessary to do well for themselves, their communities, Aotearoa New Zealand, the Pacific region and the world.”

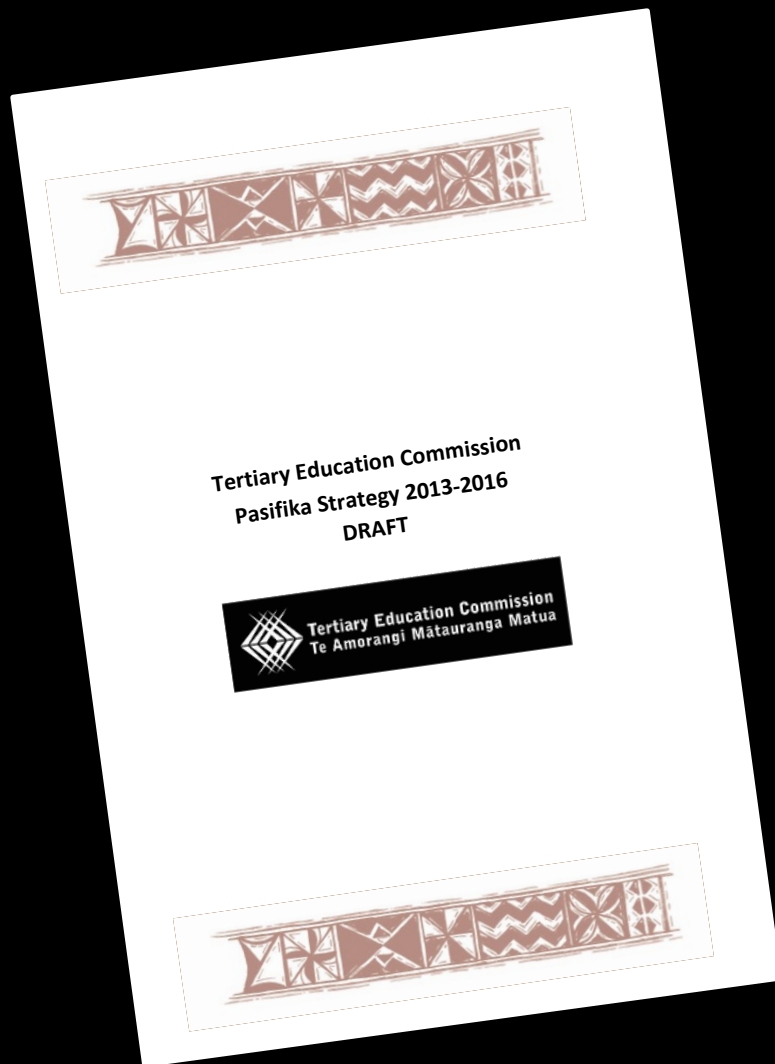
Pasifika learners:

Are identified and supported at key transition stages.

Are achieving at unprecedented levels.

Pasifika educational outcomes are on a parity with the highest achieving groups.

There is increased Pasifika participation in high-growth, high-demand industries.



We know what doesn't work

- One size fits all
- Experiencing failure
- One size fits all
- Experiencing failure
- One size fits all
- Experiencing failure

Mismatch

- Expectations
system vs learner
parents vs learner
parents and community vs learner
parents, community, nations vs learner
- Content and context
- Delivery of learning
- Language and experiences
- Worldview

Is it meaningful? Is it relevant?

Fact

Learner story:

- School was hard. We moved around a lot. I didn't get it. I couldn't understand what they were on about? Where would I use this?
- My parents worked hard to make ends meet. They were highly literate, in their world. But they weren't able to help me.
- I became a bully or was bullied . (survival)
- I was told I was dumb, stupid, slow, special, a unique individual . I was put in the 'cab' class . (labelled)
- Schoolwork became homework . (boring overtime)
- I left school (dropped/kicked out) with low or no qualifications.
- I grew up.
- I had kids . I wished I had a son because I couldn't spell daughter.
- I work hard to make ends meet.
- Now my kids are finding school hard and I can't help them.

Compulsory education

Where we are at now.....

Targets from current
Pasifika Education Plan
by 2012.....

87 %	Pasifika school leavers achieved NCEA level 1 literacy and numeracy requirements	93 % target will be met
68 %	Of all 2010 Pasifika school leavers achieved	75 %
30 %		
6.6 per 1000		
3.9 per 1000		
only 32.9 %	Of schools with Pasifika representation on the school board of trustees would be expected had such representation.	100 % of these schools should have representation target will not be met
1,267	Of state teachers are Pasifika (2008).	1,520 Pasifika teachers by end 2012 target will be met

What is the message here?
5.7 per 1000 learners will be expelled is a target?
Are we satisfied with this?

Tertiary education		Targets from current Pasifika Education Plan
Where w		
26 %		
75.6 %		
39 %	who began education at level four or above and completed this qualification in 2010.	43 % by 2012 target will not be met
0.71 %	the participation rate in postgraduate study by Pasifika students	1 % target will be not met

What is the message here?
1 percent target in postgraduate study is a target?
Are we satisfied with this?

Pasifika	Non Pasifika	Profile of 100 Pasifika students starting school in 2011
16	4	<p>Will be frequent truants</p> <p>Will become disengaged</p> <p>Will leave</p> <p>Will not have achieved</p>
2	1	
3	2	
85	83	
17	10	
10	5	
86	92	
68	78	
28	53	Will leave with a university entrance standard
12	29	Will attain a bachelors level degree by age 25
3	N/A	Will be enrolled in a Pasifika bilingual Unit

ERO Report

Released May 2012

*“no **significant system-wide changes** evident in the way schools were responding to Pacific students”*

*“in most schools...were not **recognising** and **actively responding** to this achievement disparity. Most of the schools studied did not carefully **analyse** Pacific **learners’ assessment** results to determine actions they could take to accelerate their progress”*

Education, Oppressive or Liberating

- ▶ The education system can oppress people by not acknowledging their worldview in the curriculum (language and culture: Cultural Capital (Bourdieu)).
- ▶ The learner is disadvantaged if their cultural capital is different to that of the teacher and the curriculum
- ▶ Using prior knowledge is one of the strategies used in adult education as the foundation to building learning onto. This would be a liberating system.

Knowledge : Worldviews

(Freire 1921-1997)

- Legitimise the learners worldview
- Empowers: knowing about processes and systems and your position in society
- Knowing your worldview and others.



Learner Centred Empowerment

- Use the learners language, culture and life experience (cultural capital).
- Acknowledge their worldview.
- Validate their cultural values and upbringing.

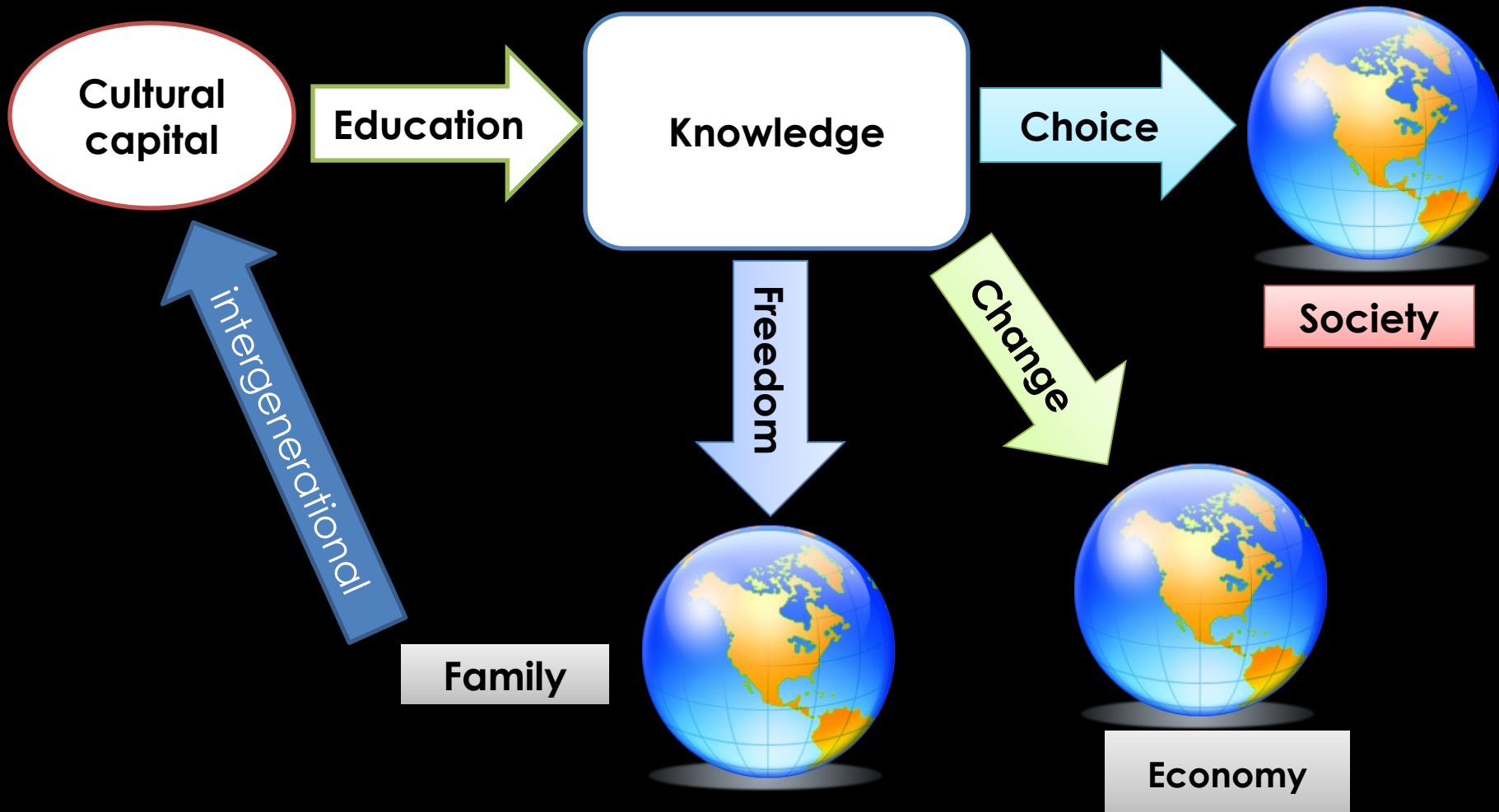


Our Next Generations

- Our own stories
- Our own beliefs and values
- Supporting next generation
- Multi-ethnic
- Multi- cultural capital
- Knowing systems



Liberating the Education System



Big Hairy Audacious Goals

(Collins and Porras, 1994)

Achieving Pasifika Success

“That leads to the well being and advancement of Pasifika learners, their families and their communities”

Big Hairy Audacious Goals

(Collins and Porras, 1994)

- Set the bar high (expectations, excellence, 100%! AND 0% negatives)
- Value importance of being successful in Pasifika AND mainstream (increasing participation, validating worldviews, find parallels)
- Create inclusive learning environment (cultural contexts, relationships)
- Share and engage at a personal level (learner-centred pedagogy)
- Identify gifts and build on natural talent (learner-centred pedagogy, increased confidence and achievement)
- Teach learners to take charge of their own learning (independence, transferrable skills and knowledge)
- Inspire a culture of lifelong learning (sustainability)

Pasifika learners:

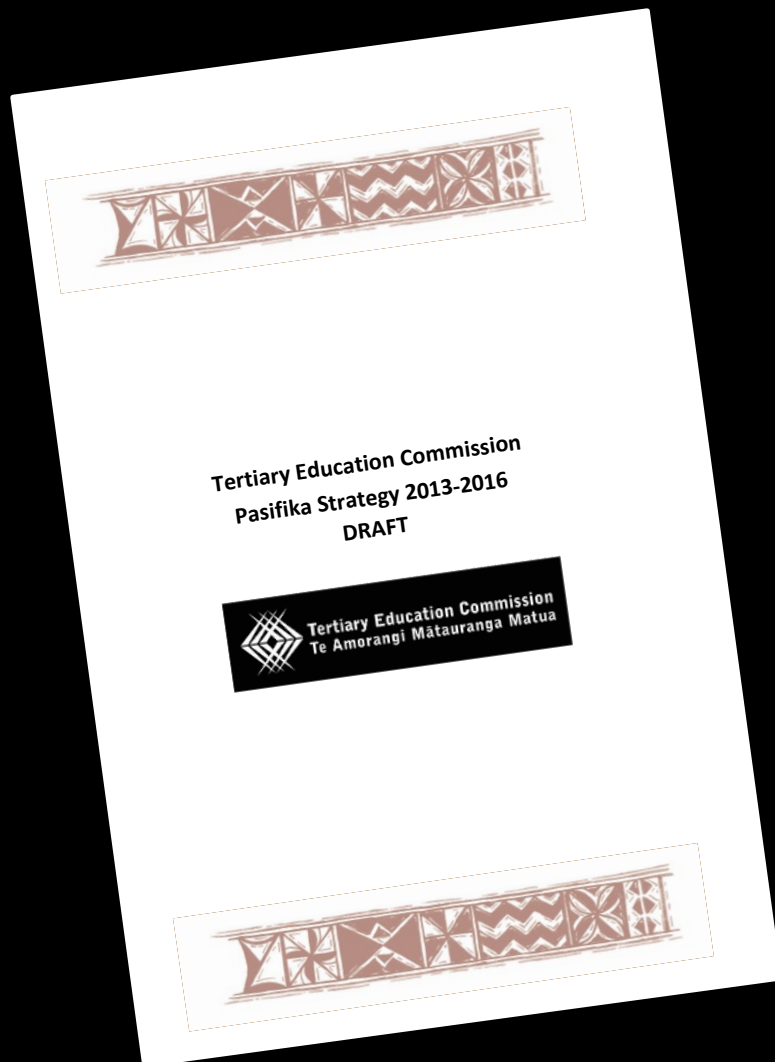
Are identified and **supported** at key transition stages.

Are achieving at unprecedented levels.

Pasifika educational outcomes are on a parity with the highest achieving group.

~~There is increased Pasifika participation in high-growth, high-demand industries.~~

There is meaningful and valued Pasifika participation in society and the economy.



How?

- Liberate the education system
- Have BHAG's
- Learn from and adapt successful models
(C-Me, COMET, Literacy Aotearoa, and many,
many more etc)
- Finnish model
- ERO recommendations

ERO Recommendations

- Improve how we analyse and respond to information about Pacific **students'** presence, achievement and progress
- Review the extent to which curriculum responds to the various needs and interests of Pacific **students**
- Become familiar with the *Pasifika Education Plan* and use the goals to assist with determining priorities for raising Pacific **students'** achievement
- Build teachers' and boards' knowledge of Pacific **students**, and determine how best to use this knowledge in learning programmes that reflect Pacific **students'** voices and aspects of culture, language and identity relevant to their learning
- Strengthen links with Pacific parents and communities to facilitate communication, and build mutual understanding about the best ways to support **student** learning.

Pasifika Education Plan

2009 - 2012

“Success in education is about positively harnessing diversity and multiple world views within an enabling education system that works for young people, their families and communities”