

Draft Proposal: **New Zealand Principal Federation Pasifika Goals (NZPFPG)**  
February 2015

**NZPF PRINCIPLE**

Schools will work effectively and urgently to deliver results for Priority learners (Maori, Pasifika and Special Needs).

**NZPF GOAL**

Pasifika, Maori, Diverse Learners: Provide leadership to support and strengthen Maori, Pasifika and diverse learners success for New Zealand schools.

**Things schools can do to improve practice:**

- **Encourage members to:**
  - develop a PEP plan
  - meaningfully engage with Pasifika communities
  - promote urgent activities to lift Pasifika achievement in school

*Some practical ideas: Links to Manurewa Int usb, PEP resources, other schools*

- **To assist members to achieve improved practice** NZPF Executive will:
  1. become a member of the Pasifika Competency framework Advisory Group
  2. advocate for aspiring Pasifika leaders to participate in the Aspiring principal programme
  3. advocate for increased resourcing to schools to implement the Pasifika Education Plan

*Suggestions to support Principal implement PEP*

- Vignette of good practises (menu on the website)
- Video of good practises (menu on the website)
- Resources from the Pasifika unit of the MOE (link on the web)
- PLD for PEP (proposal to MOE)

Research on Maori and Pasifika highlights the level of need and educational under-achievement facing these communities.

This information has underpinned the development of the proposed NZPFG

**Research Summary:**

Research showed that Pacific people experience higher deprivation and more negative outcomes in almost all areas such as health, housing, crime, and educational achievement.

In New Zealand the median income for Pacific people is low, it has low levels of formal education, lower levels of employment and majority attend schools rated decile 4 or below.

Pacific communities often have a strong sense of family and cultural identity, but are more likely to have low educational achievement, higher unemployment levels, overcrowded poor quality housing, and poor health, lower life expectancy, and higher rates of preventable diseases.

*NZPF need a **transforming agenda for Pasifika** in the systems. We need initiatives that focus on community development and capacity and leadership development, that are priorities for high need Pacific communities. We need investing in Pacific leadership development. This is fundamental to ensuring an effective community led development and the long term sustainability of the Pacific community. Skills development in literacy and numeracy for Pacific leaders are priorities.*

I am proposing three actions

Action 1: NZPF adopt three goals that are Pasifika specific for two years.

Action 2 Goals to be accompanied with an Annual Action Plan to be evaluated and reported

Action 3 New goals to be established

**Goals**

1. Having zero tolerance for Pasifika failure and high expectations for success
2. Inform and empower families to actively take part and understand their child's progress and achievement
3. Developing leaders with Pasifika cultural competency

Goal : Having zero tolerance for Pasifika failure and high expectations for *success*

**Possible Actions**

- National Standards Achievement/NCEA-analysis of PI
- Leadership micro monitoring-focus on PI
- Appraisal/Development Programmes-lifting performance for PI
- PEP implementation
- Ensure equity and access to Educational programmes and policies.

Goal: Inform and empower families to actively take part and understand their child's progress and achievement

**Possible Actions**

- PI engagement strategy
- Reporting progress
- Develop and strengthen relationships with Pasifika communities in NZ schools
- Raise awareness of NZPF in Pasifika communities and in NZPF itself

Goals: Developing leaders with Pasifika cultural competency

Possible Actions

- Knowledge generation – Research
- Support the development and increase of Pacific leadership

## Appendices

Paper presented by Unasa Enosa Auvaa to the NZPF Exec meeting June 2014

### **Informing the Need for a Pasifika Strategy led by New Zealand Principal Federation (NZPF)**

Introduction

As an initial engagement with the Exec I am asking of us “what do we know about Pasifika students, what do we need to learn about Pasifika students and how do we build on what we know about Pasifika students and what would we consider a valued outcome for Pasifika students”

I have provided three pieces of research for initial thoughts and discussion. I am expecting feedback with the view to formulating a strategic goal that NZPF consider a priority for the Pasifika students.

#### **Research 1**

An analysis of recent Pasifika education research literature to inform improved outcomes for Pasifika learners. Report to the Ministry of Education

Cherie Chu, Ali Glasgow, Fuapepe Rimoni, Mimi Hodis, and Luanna H. Meyer (2013)

Victoria University of Wellington

Summary

This review of the literature highlights and clarifies key evidence towards improved learning and achievement outcomes for Pasifika learners and identifies priorities for future research in Pasifika education. Specifically, the report is a critical analysis of the Pasifika education literature since 2001 to:

- build on important findings identified in the Coxon et al. (2002) Pasifika education research literature review
- identify important gaps in our research-based knowledge about strategies to attain improved learning and achievement outcomes for all Pasifika learners in Aotearoa New Zealand
- suggest future priorities for research that can be used to inform policy and practice to achieve the best possible educational outcomes for Pasifika learners in Aotearoa New Zealand.

#### **Evidence over the last 10 years to support policy and practice**

**1. Governance and leadership:** In the early childhood, primary, and secondary sectors, insufficient attention has been paid in the research literature to governance and leadership to improve Pasifika outcomes. The Education Review Office (2012) noted that of the schools they reviewed and judged to be most effective, less than half provided any report to their Board of Trustees on Pasifika student achievement, only a few offered Pasifika languages and culture as subjects, none conducted analyses for effectiveness with Pasifika students, and few were aware of and using the (Ministry of Education's) *Pasifika Education Plan*. McNaughton and Lai (2009) found that when school leaders and teachers actively and effectively use student achievement data as the basis for designing problem-solving approaches to support students and prioritise professional development for staff, the impact on student outcomes is positive. In the tertiary sector, there is some qualitative evidence of effective mentoring approaches for enhancing Pasifika educational leadership.

**2. Families and community engagement:** There is anecdotal and qualitative research evidence that engagement and partnerships with Pasifika families and communities are crucial to support educational achievements of Pasifika learners. Formal evaluation evidence of impact on outcomes is lacking, but model descriptions are available for various initiatives at early childhood/primary levels connecting with church organisations, and secondary school Pasifika clubs connecting with particular Pasifika communities.

**3. Literacy and numeracy:** There is evidence of enhanced literacy and numeracy outcomes for Pasifika children in the primary years through well-planned bilingual educational approaches that enable children to learn across the curriculum in their Pasifika language alongside learning English, rather than requiring them to learn in English. This research reflects rigorous research design criteria and is consistent with parallel research internationally. At secondary level, coursework offerings focused on Pasifika culture utilising unit standards and disproportionate streaming of Pasifika students into unit standards-based coursework may disadvantage Pasifika learners who lack opportunities to attain Merit and Excellence on the NCEA (National Certificate of Educational Achievement) and demonstrate less than optimal motivation orientations. There is some evidence that a motivation-enhanced homework and study skills

**4. Effective teaching:** Widespread consensus is evident among educationalists in New Zealand that culturally responsive pedagogies are important to support learning, but the focus of research in this area has been primarily on Māori rather than Pasifika. In early childhood, teacher understandings of key Pasifika cultural conceptions are regarded as essential for Pasifika children's learning. At secondary level, there is evidence that Pasifika students—more so than other cultural groups—report being more motivated when their teachers show they care about their learning (going beyond caring about them personally). There is promising though limited evidence that targeted academic counselling, including goal setting, is related to successful secondary school completion. At tertiary level, students report valuing culturally responsive approaches and support systems, but there are no long-term studies of the impact of these on retention, grades, and graduate outcomes. Across all sectors, research on the impact of linkages with the family, home and Pasifika community to support Pasifika student learning is absent. There is a dearth overall of research focused on effective teaching for Pasifika students who are gifted and for those who have disabilities requiring special education services and supports.

**5. Transitions:** Transition support for bilingualism is related to both Pasifika language maintenance and positive transition experiences in the early primary years. Although the evidence for Pasifika is limited, smooth transitioning from early childhood settings to primary school has been related to factors such as systematic planning for transition, valuing of Pasifika languages and culture, and strong connection between educators and the home/community. Major research from the University of Auckland's Starpath Project has identified a series of stepping stones and stumbling blocks that have impact on the transition from secondary to tertiary study, including evidence of the effectiveness of targeted academic counselling with goal setting for this transition. Career awareness initiatives have also been shown to enhance post-secondary choices.

## **Significant information gaps and identified research priorities**

**Student outcomes data:** There is an overarching need to establish access to good data on student performance—a challenge across all educational sectors. Educational initiatives for Pasifika (as for all children and youth) cannot be evaluated properly without good data on student outcomes as a function of those initiatives. Evidence gained from valid and reliable measures of educational outcomes is essential for research

and evaluation towards identifying factors related to enhanced outcomes. We need valid and reliable measures of student achievement across the school years, enabling schools to accurately track the progress of individual students and to report their achievement data longitudinally. Currently, there is little consensus regarding which measures should be used and schools often lack expertise in the use of existing data management systems to adequately monitor achievement and other outcomes for individual students to complement the primarily broad-based, large (ethnic) group statistics typically available. This is an urgent issue if we are to ensure that research involving student progress and achievement will provide a sound basis from which to make decisions leading to enhanced educational outcomes.

**Governance and leadership:** There is urgent need for research on culturally appropriate ways of involving Pasifika communities in governance and leadership across all sectors. This is particularly important for Pasifika where the role of the family and the Pasifika community has a strong impact across all aspects of children's lives. Identified inequities in NCEA offerings and choices across secondary schools have implications for aspects of governance and leadership in educational organisations if outcomes for Pasifika students are to be improved. Rigorous research evidence on the learning and other outcomes for Pasifika students taught in bilingual settings is urgently needed to support the development of government policy on Pasifika bilingual programmes and initiatives and also policy and practice within bilingual settings. Research is also needed on approaches for engaging Pasifika leadership as partners in the educational process at all levels.

**Families and community engagement:** There is urgent need for validated organisational approaches for home-school-community engagement and for the development of individual teacher knowledge, understandings and use of culturally responsive approaches to promote positive connections to family and community for Pasifika. Further research is also needed to identify Pasifika parent aspirations for their children and to ascertain how best to ensure that Pasifika families gain the knowledge and understanding that will enable them to provide sound input regarding their children's academic and career choices. In addition, there needs to be research to provide transparency regarding the disproportionate placement of Pasifika students into low streams and unit standards-based coursework at secondary level. Such transparency is necessary if parents are to be enabled to contribute to ensuring higher goals and aspirations for their children's educational opportunities and achievements.

- **Literacy and numeracy:** Consideration needs to be given to extending research beyond a focus on what contributes to positive literacy and numeracy achievement outcomes for Pasifika, to investigating their achievement in other domains, across sectors and subjects. Subject-specific literacy (and numeracy) is also a relatively neglected area of investigation, despite conventional wisdom that this could enhance performance in other subjects on the NCEA, for example. More research is needed regarding culturally responsive pedagogies and bilingual models consistent with educational policy to enhance outcomes for students who enter educational settings speaking English as a second language or speaking only a Pasifika language. There is urgent need for research which includes validated achievement and achievement-related measures of educational outcomes across the curriculum for Pasifika children: until now, there has been little systematic and reliable information regarding student achievement until late in young people's school careers—their senior secondary years, thus severely limiting potential for improving educational outcomes and limiting the usability of research findings to inform policy and practice to this end.

- **Effective teaching:** Research is needed on culturally responsive pedagogies at the early childhood, primary, intermediate and secondary levels and on culturally appropriate teaching and learning strategies that can be incorporated into tertiary and university level programmes and degrees. Formal evaluation against agreed goals should be required for implementation of educational initiatives and new programmes, with the standard of evidence raised from the current over-reliance on experiential knowledge and anecdote rather than data on student outcomes. Usable data systems are needed that can provide teachers in centres and schools with current and longitudinal data on individual students to assist them in planning and problem-solving to support improved educational outcomes. Research is needed to provide guidance about effective mechanisms for teachers and parents to work together on academic planning and educational goal setting to maximise student outcomes. Key characteristics of effective tertiary programme supports need to be based on research evidence rather than historical practices or deficit theorising.

**Transitions:** There has been recent work on transitions generally that is helpful in understanding important aspects of the various transition points for all students, including Pasifika. However, this research has not specifically investigated transition experiences for Pasifika children, and research is needed at all levels with respect to factors that lead to successful transition for Pasifika students to the next level of education and

towards future careers after leaving school. In early childhood specifically, information is needed on factors that can be influenced by centres that are associated with successful transitions from language nests to mainstream primary schools. In the school sector, the impact of the nature and extent of subject and qualification pathways requires further investigation in light of Pasifika children's overrepresentation in low-quintile schools that tend to be smaller than and thus offer fewer subject choices in comparison with high-quintile schools. At least some proportion of this research needs to shift from reports of stakeholder perceptions about programme impact to evidence of student outcomes including retention, grades, and educational completion.

## **Research 2**

Ua Aoina le Manogi o le Lolo: Pasifika Schooling Improvement Research – Summary Report  
Meaola Amituanai-Tolosa, Stuart McNaughton, Mei Kuin Lai and Airini (2009)  
Report to the Ministry of Education

### Summary

The Schooling Improvement team of the Ministry of Education sought to examine the current state of Pasifika academic achievement in Schooling Improvement initiatives and in individual schools. Part of the examination was to identify aspects of Schooling Improvement (SI) work that has been shown to enhance or hinder academic achievement for Pasifika students and to offer some recommendations

### Findings

Data systems vary across and between schools – there is a pressing need for data systems to be both developed more coherently and standardised for easy and accurate reporting.

There is evidence that SI initiatives can be effective for Pasifika students but greater differentiation in practices and goals for Pasifika is needed to make greater gains.

Case studies of effective schools within Schooling Improvement clusters provide quantitative and qualitative support for four hypotheses about effective instruction and attributes of students associated with achievement. The hypotheses relate to the need for: substantial connections between schools and their communities; deeply embedded inquiry processes and coherence in school practices; generically effective instruction which has been adapted to be culturally responsive; and the presence of (largely unknown) language and motivational attributes of students.

Students have distinct views of effective forms of instruction; for example they want clearer instruction and more challenging academic work.

Parents want more explicit and differentiated information on how they can support their children, and they have views that they can contribute to schools' thinking about effective instruction.

Being bilingual is not an impediment to academic achievement of Pasifika learners.

There is a need for induction for newly arrived Pasifika students.

Three hypotheses about school effectiveness received support from the Case Study evidence. These were that more effective schools would be associated with: (1) the presence of significant and wide ranging two way connections between schools and their communities; (2) the presence of inquiry processes and a collective sense of being able to solve achievement issues both of which are embedded into school practices; and (3) the presence of high quality instruction that is culturally responsive. A fourth hypothesis which received mixed support was that there would be attributes of Pasifika learners that would be related to achievement (for example, there was no evidence for the Case Studies that having two or more languages is an impediment to high success either at primary or at secondary; more familiarity with the New Zealand education system is advantageous).

Parents want to receive specific information about their child's academic strengths and weaknesses and are keen to receive advice, and they have ideas about both practices at home and at school through which they could make a contribution.

The coherence between teachers' practices appears to be especially significant so that there is consistency in pedagogical approaches as well as in focus and goals.

Schools, to varying degrees, taught using generically effective forms of instruction, but adapted them to be applicable to and responsive to different Pasifika learners. However, the specific measures from classroom instruction, when examined at a teacher level, were not related systematically to either rate of gain in classroom or achievement levels. But when combined and averaged across schools, there was evidence that teachers' measures of instructional quality and cultural responsiveness were associated with overall school achievement, thus suggesting that coherence in instruction and cultural responsiveness in schools may be more important than individual teachers' specific practices.

The twin dimensions of positive relations and incorporating students' resources (as parts of culturally responsive teaching) were identified to varying degrees in classrooms. Importantly, the significance of these attributes of teaching was echoed by the students.

Pasifika pedagogies that are being developed in these schools, in the sense of being adapted to Pasifika learners, draw on background knowledge including topics and event knowledge, language patterns and activities, and the students and teachers are aware of this.

There is the dimension of a strong emotional relationship which, together with the instructional attributes, has elements of being both rigorous and challenging as well as being respectful and empathetic.

The student voices were very similar to those in the Te Kotahitanga project (Bishop, Berryman, Tiakiwai, & Richardson, 2003), but the adaptations include a need for teachers to provide a strongly supportive base enabling the students to take risks, and be critically engaged.

The patterns of development in achievement may look different for those students with a Pasifika language or both a Pasifika and English language background in the earlier years, compared with

English only students. But from the middle and upper primary and into the secondary years bilingualism may (under important conditions not tested here, such as level of bilingualism) lead to similar outcomes as having a strong English-only status, and in a wider sense confer other advantages.

For newly arrived students there is a need to have very explicit induction and support to develop the knowledge and skills required for local schooling.

Implications: What Does This Mean for Schools and for Schooling Improvement?

Implications for the development use and management of evidence (data) systems in schools. For example:

- The capacity and capability of schools to collect and keep good and reliable data is a pressing need.
- Resourcing to achieve the capacity and capability is needed: programmes, staff and specific expertise.

Implications for Schooling Improvement. For example:

- Both rate of gain and level of achievement need to be considered when evaluating effectiveness of schools and Schooling Improvement with Pasifika students.
- More research is needed on the features of schools and clusters that are more effective with Pasifika students and especially considering the major sources of variations in effectiveness we have identified (e.g., gender, Summer Learning Effect).

Implications for the development of more effective instruction in schools. For example:

- While the descriptions here add to a developing knowledge base, more research is urgently needed into identifying the features and attributes of the pedagogical practices that are known to be effective for Pasifika students.
- Schools need to develop (and share) strategies which enable effective and reciprocal ways of engagement with the community to utilise their knowledge and expertise in order to build reciprocal relationships between home and school to enhance student identity and learning. Valuing parents as resources and student voices for what they convey and how they can add to empowerment and motivation to achieve academic success.

### **Research 3**

Literature review on the experiences of Pasifika learners in the classroom, Report to the Ministry of Education. Dr P. Bruce Ferguson, Dr. R. Gorinski, T. Wendt Samu, & Dr D. Mara (2008)  
New Zealand Council for Educational Research

### **Summary**

There are new challenges for education systems in knowledge societies. All learners need to be well served by their education to develop the requisite capabilities and sense of belonging and wellbeing to succeed and contribute to wider communities. This requires a responsive, future-focused education system, based on high expectations for successful outcomes amongst diverse learner groups.

Alton Lee (2003) "*Māori and Pasifika students featured quite prominently amongst the students that performed poorly*" in international assessments, that the: "...*high disparities, the relatively high*

*variance within schools in the New Zealand PISA results, and our rapidly growing demographic profiles for those learners traditionally underserved by New Zealand schooling, indicate a need for community and system development to be more responsive to diverse learners (p. 8).*

The high disparities and rapidly growing demographic profile of Pasifika learners in the New Zealand education system indicate a need for some reorientation in terms of meeting the needs of this diverse group of learners.

Critical to the achievement of equitable educational outcomes for Pasifika learners is the right to be included appropriately in all processes of education (Bishop, 2003; Jones, 1991; Lei, 2006; Sheets, 2005; Tuafuti & McCaffery, 2005; Tupuola, 1998). Such inclusion is reliant upon schools, teachers, and other students acknowledging the right of Pasifika learners to “be themselves” and to “see themselves and their culture reflected” in the classroom environment (Benham, 2006; Bishop, 2003; Cahill, 2006; Lei, 2006; Nakhid, 2003; Rata et al., 1998; Tupuola, 1998). The realisation of the cultural distinctiveness of diverse learners requires modified practice by others involved in the educational process.

There is no one discrete solution to effecting sustainable change in terms of Pasifika learner social, cultural, and academic achievement outcomes. Change, however, can be achieved in a relatively short time frame through a focused and co-ordinated approach to policy design and implementation. Such an approach would invest in research-informed teacher professional learning to build a coherent knowledge base. If such an investment was also focused on the identified areas for maximum leverage of Pasifika learner outcomes—effective teaching, learning, and assessment, productive learning partnerships, and how culture counts—then the achievement of a step up in system performance for Pasifika learners would indeed be a realisable goal in the short term.

As Alton-Lee noted, quality teaching is defined “as pedagogical practices that facilitate for heterogeneous groups of students, their access to information, and ability to engage in classroom activities and tasks in ways that facilitate learning related to curriculum goals” (2003, p. 1). The salutary reminder by Alton-Lee (2003) that up to 59 percent or more of the variance in learner performance is attributable to differences between teachers and classes provides an urgent and central professional challenge for educators to manage simultaneously the complexity of learning needs of diverse groups of Pasifika learners (Alton-Lee, 2003).

A single-minded focus on maximising the achievement level of every learner in our education system is required to achieve the ideals posited in Sheets’ (2005) typology of diversity pedagogy and Alton-Lee’s (2003) best evidence synthesis. It involves a commitment to the belief that students from all backgrounds and ethnicities are capable of success. It also necessitates an understanding that culture and identities are relevant in effective teaching and learning contexts, and that culturally responsive practice is an imperative, not an option. An acknowledgement and commitment to nurturing relationships with families/caregivers and communities is critical to the development of an education system that succeeds for Pasifika learners.

### **Pasifika Education Plan 2013–2017 (PEP)**

**Vision:** Five out of five Pasifika learners participating, engaging and achieving in education, secure in their identities, languages and cultures and contributing fully to Aotearoa New Zealand’s social, cultural and economic wellbeing.

**Pasifika Success** will be characterised by demanding, vibrant, dynamic, successful Pasifika learners, secure and confident in their identities, languages and cultures, navigating through all curriculum areas such as the arts, sciences, technology, social sciences and mathematics.

## **21 February 2015**

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