



AIDE MEMOIRE

Supporting Information for zoom meeting with Sosaiete Aoga Amata Sāmoa i Aotearoa (SAASIA), Tuesday 17 November at 7pm

| | | | |
|--------------|--------------------------------------------------------------------------------------|------------------------|---------------|
| Date: | 17/11/2020 | Priority: | Medium |
| To: | Hon. Aupito Su'a William Sio, Associate Minister of Education (Pacific Education) | METIS No: | 1244884 |
| From: | Andrea Schöllmann, Deputy Secretary, Education System Policy | Security Level: | In Confidence |

Purpose

1. This paper provides background information and talking points to support your meeting with Sala Pafitimai Dr Faasaulala Tagoilelagi-Leota, the National Chairperson for SAASIA, on Tuesday 17 November at 7pm.
2. You will be supported at the meeting by Fatulatetele Tolo, Policy Director in the Education System Policy business group.

Background

3. Sosaiete Aoga Amata Sāmoa i Aotearoa; (SAASIA) is a national Samoan Early Childhood Education organisation whose core business is Professional Learning and Development (PLD) to support their members and non-members.
4. SAASIA has four core objectives:
 - a. **Culture, Language and Christianity** – promoting spiritual, social, mental and physical wellbeing of aiga and community through language policies to support Aoga Amata;
 - b. **Early Childhood Education Curriculum** – supporting the ongoing training of Samoan teachers in early childhood education;
 - c. **Resourcing** – supporting the development of teaching resources for teaching gagana Sāmoa; and
 - d. **Research** – promoting research on the development of early childhood education and teaching gagana Sāmoa in New Zealand and internationally.

5. SAASIA submitted a proposal for funding to the Ministry of Education in May 2020 for \$550,000 to support their service delivery post-COVID. The application was received prior to the confirmation of the *Targeted Support for Pacific Learners and Families package* from Budget 20 and because no other appropriate funding streams were available at the time, the application was declined. They have not applied for the recently advertised Budget 20 Innovation or Support Funds and applications have now closed.
6. At the meeting on 17 November, the National Chairperson, Sala Pafitimai Dr Faasaulala Tagoilelagi-Leota wishes to discuss three areas with you, including:
 - a. views on the Action Plan for Pacific Education 2020 – 2030;
 - b. your priorities for Aoga Amata for 2021 – 2023; and
 - c. Pacific bilingual education.

Supporting information to inform your discussion

Action Plan for Pacific Education 2020 – 2030

7. Sala attended the launch of the Action Plan at Ōtahuhu Primary School on the 21st July in her role as National Chairperson of SAASIA.
8. The Action Plan is focused on pursuing five key shifts across the education pathway over the next 10 years. These include a focus on:

| Shift 1 | Shift 2 | Shift 3 | Shift 4 | Shift 5 |
|-----------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------|
| Working reciprocally with communities to respond to their unmet needs | Confronting systemic racism and discrimination | Supporting all educators to become culturally competent | Partnering with families to design education opportunities and meaningful pathways | Growing, retaining and value Pacific educators |

9. The Plan is made up of a number of actions to enable these shifts to happen. Whilst the Plan outlines the actions the Ministry is investing in this year, it is flexible and responsive and can be updated annually to ensure actions remain relevant.
10. Several noteworthy actions in the Action Plan that can support SAASIA's objectives include:
 - a. progressing work on a **Ministry policy on Pacific medium education**;
 - b. introducing the **Pacific Education Innovation fund**, with a bilingual and immersion funding stream, to support innovative education responses to COVID-19;
 - c. raising awareness of **changes to the Teaching Council's English language requirements for registration**, giving multiple ways to demonstrate competence in English, beyond the IELTS exam; and
 - d. tailored **professional learning and development to strengthen governance and management** of Pacific early learning centres (underway 2021).

Priorities for Aoga Amata 2021 – 2023

11. The Ministry of Education does not have specific priorities for Aoga Amata, but rather sets out broad priorities for Early Learning in *He taonga te tamaiti: Early Learning Action Plan 2019 – 2029*. These are:

| Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Children and whānau experience environments which promote their wellbeing and support identity, language and culture | All children are able to participate in early learning and have the support they need to learn and thrive | Teaching staff and leaders are well qualified, diverse, culturally competent and valued | Children develop capabilities that are valued by their whānau and community and support them to be competent and confident learners | Early learning services are part of a planned and coherent education ecosystem that is supported, accountable and sustainable |

12. The development and implementation of the *Early Learning Action Plan* and the *Action Plan for Pacific Education* are informed by shared planning and alignment of objectives and actions. As the *Action Plan for Pacific Education* is adaptive to respond to changing needs, it will operate alongside the *Early Learning Plan* to identify gaps and opportunities for new investment to ensure the objectives of both Plans are supported.
13. With respect to Pacific-led early learning centres, the Early Learning Action Plan has a focus on:
 - a. **strengthening governance and management** (action 5.4). This action is being progressed through the \$80.24 million Pacific education investment package which includes support for early learning services (\$7.6 million over four years);
 - b. developing a **teacher supply strategy** to attract more Pacific enrolments in Initial Teacher Education;
 - c. undertaking the **review of early learning PLD**. Scheduled for completion by July 2021, the review is the first step towards the Ministry introducing a planned and coherent national programme of PLD to support the design and implementation of local curricula within the framework of Te Whāriki (action 3.8). The review will inform the design of locally delivered PLD that is responsive to the aspirations of mana whenua and Pacific communities and supports equitable access;
 - d. developing **culturally and linguistically appropriate tools that support formative assessment and teaching practice** in the area of social and emotional learning (action 4.2). These will be trialled with the sector from May 2021. The project team leading the work and sector reference group providing advice are culturally diverse and include Pacific voices.
 - e. **supporting the provision of high-quality Pacific language pathways through active network management**. This means the Ministry would take a more active role in the planning for new services to ensure parents can access a service that meets their needs in relation to aspects such as philosophy and language. Legislative work will commence by 1 August 2022.

Pacific bilingual education

14. Pacific bilingual and immersion education has a committed presence in early learning, with around 3,000 learners in around 114 Pacific language services across New Zealand. This includes around 47 Aoga Amata in New Zealand, as identified by SAASIA.

15. The delivery of Pacific bilingual and immersion settings in early learning receive additional funding through the equity funding mechanism, which provides additional funding for four scenarios, including where services support languages and cultures other than English (Equity C funding).¹
16. In order to teach in New Zealand, all applicants must meet the English language competency requirements set by the Teaching Council. These requirements are for registration and for students gaining entry to initial teacher education programmes.
17. Staff with Pacific language qualifications may be more likely to not have teaching qualifications or be able to be registered as a teacher. While the mechanisms to show English language competency were broadened in 2019, it is unclear if this will address other barriers to achieving the English language competencies needed to be a registered teacher in a bilingual or immersion environment.
18. In the bilingual and immersion area, SAASIA are likely to be interested in:
 - a. what support is needed to deliver quality, culturally appropriate bilingual early childhood education;
 - b. how to support teachers to teach in bilingual and immersion contexts, including initial teacher training and ongoing support, and how English language requirement support this; and
 - c. the impact of COVID-19 and digital technologies on bilingual delivery.

Talking points

19. In your discussion on the *Action Plan for Pacific Education 2020 – 2030* you may wish to:
 - a. thank Sala for her commitment to supporting Pacific education;
 - b. discuss your priorities for Pacific education, as communicated to officials, including a focus on STEAM, bilingual education, Pacific language early childhood provision and transitions from secondary to further education and employment; and
 - c. listen to her thoughts on the *Action Plan* and express your ongoing commitment to understanding and responding to the needs of Pacific learners and families and reflecting this in the *Plan*.
20. In your discussion on *Priorities for Aoga Amata 2021 – 2023* you may wish to:
 - a. express your interest in understanding the needs and aspirations of SAASIA for Aoga Amata in the next three years; and
 - b. hear Sala's thoughts on the areas of focus in the *Early Learning Action Plan* (focusing on governance and management, teacher supply, PLD, assessment tools and Pacific language provision).
21. In your discussion on *Pacific bilingual education* you may wish to:

¹ For immersion and bilingual language early learning services¹ Equity C funding is available at a set rate of \$410.81 per service per month on top of the other government funding these services receive. There is no differentiation of the funding amount for which languages or for the proportion of time in a language.

- a. thank Sala for her commitment and service to Pacific bilingual education in early childhood education settings and acknowledge Pacific bilingual education as important to the success of Pacific learners and families;
- b. share that the Ministry is taking the first steps by developing further resources, providing funding opportunities through the Pacific Education Innovation Fund and developing a clear policy on Pacific bilingual and immersion education through the Action Plan for Pacific Education.

Proactive Release

It is intended that this Aide Memoire is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.