



## Briefing Note: Pacific ākonga and the Literacy & communication and maths strategy

<b>To:</b>	Hon Aupito William Sio, Associate Minister of Education		
<b>Cc:</b>	Hon Chris Hipkins, Minister of Education Hon Jan Tinetti, Associate Minister of Education		
<b>Date:</b>	8 April 2022	<b>Priority:</b>	Low
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<b>Messaging seen by Communications team:</b>	N/A	<b>Round Robin:</b>	No

### Purpose of Report

The purpose of this paper is for you to:

- **Note** that the Literacy & Communication and Maths Strategy has a focus on how the system can achieve change for Pacific learners and their families.

**Noted**

- **Note** the connections between the Literacy & Communication and Maths Strategy and the Action Plan for Pacific Education.

**Noted**

- **Note** the data on literacy and numeracy NCEA achievement data for Pacific learners.

**Noted**

- **Agree** that this Briefing will be proactively released at this time. Any information that may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

**Agree** / Disagree

## Summary

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- At your agency meeting on 28 March, you requested information about literacy and numeracy achievement rates for Pacific learners, how Pacific learners are covered in the strategy, and how the strategy connects with the Action Plan for Pacific Education.
- The Literacy & Communication and Maths Strategy will guide action to shape the early learning and schooling system to deliver equity and excellence in literacy & communication and maths teaching and learning.
- The strategy was launched on 25 March 2022 to ensure that every child and young person experiences success in their literacy & communication and maths learning. There is a deliberate focus in the strategy on those who have been least well served by the system, including Pacific learners and their families.
- Work has already begun on improvements to early literacy and maths provision for Pacific learners, and will continue as part of Ministry's continual responsibility to provide quality curriculum support. This includes updated resources and strengthened supports for teachers to build Pacific cultural capability.



Ellen MacGregor-Reid  
**Hautū | Deputy Secretary**  
**Te Poutāhū | Curriculum Centre**

08/04/2022



Hon Aupito William Sio  
**Associate Minister of Education**

22/12/22

## Background

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1. Literacy & communication and maths are foundational areas of learning from early learning through to senior secondary school. These skills are key to Pacific learners' progress, achievement, wellbeing, and participation.
2. We know that many Pacific learners experience bias and discrimination within early learning and school settings. The system is not yet supporting all Pacific learners to grow the literacy, communication, numeracy, mathematics, and statistics knowledge, skills and capabilities they need.
3. Evidence shows a pattern of long-term decline in achievement levels for learners in Aotearoa New Zealand compared with other countries. For Pacific learners, these gaps are more evident. This shows that the system has not yet been able to address persistent inequities for Pacific learners.
4. The strategy calls out the shifts needed in the system so that every Pacific learner can reach their potential, secure in their identities, languages and cultures.

### **Literacy and numeracy achievement rates for Pacific learners**

5. The OECD Programme for International Student Assessment (PISA) assesses learners' reading, mathematics and science knowledge, skills and competencies. The latest results from PISA indicate the quality and equity of learning outcomes attained internationally. Data from the *PISA 2018 Summary of findings for Pacific students* (attached as Annex 1) indicate that:
  - a. In reading, Pacific students are represented at all levels of performance, but disproportionately at lower levels
  - b. The percentage of Pacific high performers in reading, mathematics and science has declined numerically over time
  - c. Use of effective reading strategies, and enjoyment and confidence in reading are lower among Pacific students.
6. Data for the percentage of school leavers with NCEA Level 1 literacy and numeracy (see attached graph in Annex 2) shows:
  - a. The percentage of Pacific school leavers with Level 1 literacy and numeracy has increased between 2010 and 2020 (from 80.8% to 89.1%)
  - b. Between 2010 and 2020, the percentage of Pacific school leavers with Level 1 literacy and numeracy remains higher than Māori, and lower than Asian and European/Pākehā ethnic groups.

### **How Pacific learners are covered in the strategy**

7. The strategy is about setting clear expectations for teaching and learning that will guide effective practice. This means that culturally and linguistically diverse Pacific learners will be supported by the development of resources, guidance and tools that values them as Pacific peoples.
8. Professional learning and capability supports for teachers will have a focus on meeting the needs of diverse Pacific learners. The strengths of Pacific learners and their families will be recognised and valued by the system, including their linguistic backgrounds.

9. Pathways that are rich in maths, literacy and communication will be made clear so that Pacific learners can make informed choices with their families about pathways that meet their aspirations.
10. The strategy is shaped so that it is meaningful for different learning contexts, and this includes Pacific bilingual and immersion pathways. This ensures that the linguistic diversity of Pacific learners is activated and valued in their learning.
11. Early learning services and schools will be supported to work with Pacific families and communities in culturally sustaining ways to enrich learning. As a result, families will feel confident supporting their children's learning progress.
12. Guidance for teachers will foreground approaches that work for Pacific learners, including culturally sustaining maths teaching practices.

### **How the strategy connects with the Action Plan for Pacific Education**

13. The strategy guides strengthened actions to work reciprocally with diverse Pacific communities to respond to unmet needs by further developing Pacific bilingual resources in literacy, communication, and maths.
14. The strategic action of developing capability supports for teachers that include cultural capability, inclusion and critical consciousness will help to confront systemic racism and discrimination in literacy, communication and maths teaching and learning.
15. The strategy aligns with early work to strengthen professional learning and development for teachers of Pacific learners to develop cultural capability through the Tapasā framework.
16. The strategy has a focus on educationally powerful connections and will guide actions to support early learning services and schools to work with families and communities in culturally sustaining ways to enrich children's literacy and communication learning.

### **Early actions already underway**

17. As you are aware, we have actions underway for Pacific learners that align with the strategy. These include the Pasifika Early Literacy Project, and Developing Mathematical Inquiry Communities. If you would like to be briefed more fully on these initiatives, this can be provided to you in a later briefing.

### **Annexes**

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| Annex 1: | PISA 2018 Summary of findings for Pacific students |
| Annex 2: | NCEA Level 1 literacy and numeracy                 |