



Te Tāhuhu o
te Mātauranga
Ministry of Education



Te Mahau






Action Plan for Pacific Education 2020–2030

2023 Refresh | Summary



What is the Government doing to support these shifts?

» This page sets out the actions from 2020 we are continuing and the new actions the Government has committed to from 2020. We have also completed some of the actions in the 2020 Action Plan. You can see these on **pages 40-41** of the 2023 Action Plan.

 Key Shift 1:	 Key Shift 2:	 Key Shift 3:	 Key Shift 4:	 Key Shift 5:
Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific bilingual and immersion education pathways	Confront systemic racism and discrimination in education	Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners	Partner with families to design education opportunities together with teachers, leaders and educational professionals so aspirations for learning and employment can be met	Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages

Sector:

☐ Early learning ☒ Schooling ☐ Tertiary ☐ Community

We're continuing these actions from the 2020 Action Plan					
<ul style="list-style-type: none">• Ka Ora Ka Ako Food in Schools to provide free schools lunches for learners in areas with high levels of disadvantage (led by MoE) <input checked="" type="radio"/>• Delivering Tuli Takes Flight scholarships, as part of Government's goodwill package for the apology for the Dawn Raids¹ (led by MoE) <input type="radio"/>	<ul style="list-style-type: none">• Delivering the Unteach Racism programme, with a move to phase 2 which will include a focus on Pacific peoples' experiences (led by Teaching Council) <input type="radio"/>• Delivering locally-focused Professional Learning and Development priorities with a focus on cultural capability, inclusion and critical consciousness (led by MoE) <input checked="" type="radio"/>• Delivering Te Hurihanganui – new investment to address racism and bias and support whānau engaging in learning, with the Ministry of Education working with partners to implement the kaupapa and evaluate that implementation (led by MoE) <input type="radio"/>	<ul style="list-style-type: none">• Delivering evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMIC) to schools with high numbers of Pacific learners (led by MoE) <input checked="" type="radio"/>• Providing online training for teachers to recontextualise assessment and to collect evidence for Pacific learners (led by NZQA) <input checked="" type="radio"/>• Delivering Tautai o le Moana to grow the capability of principals to improve outcomes and support the wellbeing of Pacific learners (led by MoE) <input checked="" type="radio"/>• Delivering the Pacific Education Innovation Fund, for example rolling out a Pacific wellbeing model in targeted schools (led by MoE) <input type="radio"/>	<ul style="list-style-type: none">• Delivering NCEA ma le Pasifika programme (led by NZQA) <input checked="" type="radio"/>• Whānau Toolkit to guide parents through changes to NCEA, including Development of tailored Pacific resources for Pacific whānau (led by MoE and NZQA) <input checked="" type="radio"/>• Delivering strengthened Talanoa Ako programme to support families (led by MoE) <input type="radio"/>• Delivering the Pacific Education Support Fund, for example working with Funding providers to support ākonga and families to navigate the education system to re-engage and continue engaging with education (led by MoE) <input type="radio"/>	<ul style="list-style-type: none">• Providing tailored professional learning and development (PLD), guidance and support to strengthen the governance and management of Pacific early learning centres (led by MoE) <input type="radio"/>• Raising awareness of the 2019 changes to Teaching Council's English language requirements for registration through a targeted communications project and investigate the impact of the changes (led by Teaching Council and MoE) <input type="radio"/>• Developing goals and actions in the Education Workforce Strategy to support and grow the number of Pacific teachers² (led by MoE) <input checked="" type="radio"/>	

¹The Joint Initiative action was changed to deliver the Tuli Takes Flight scholarships, included in the Government's goodwill package in response to the Apology for the Dawn Raids.

²Work on an Education Workforce Strategy was paused in 2021, as efforts focused on supporting all education providers to manage and operate in the context of COVID-19. Progressing work on the strategic direction for early learning and school workforce remains on the Ministry of Education's work programme.



Key Shift 1:

Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific bilingual and immersion education pathways



Key Shift 2:

Confront systemic racism and discrimination in education



Key Shift 3:

Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners



Key Shift 4:

Partner with families to design education opportunities together with teachers, leaders and educational professionals so aspirations for learning and employment can be met



Key Shift 5:

Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages

Sector:

○ Early learning ● Schooling ● Tertiary ● Community

Since 2020 we have started these new actions

- Reviewing equity and targeted funding so that they best support children to benefit from access to high quality early learning experiences (led by MoE) ○
- Developing and implementing Level 1- 3 gagana Tokelau and vagahau Niue as NCEA achievement standard subjects (led by MoE) ●
- Developing and implementing the Level 2-3 Pacific Studies as an NCEA achievement standard subject (led by MoE) ●
- Producing more curriculum resources for Pacific bilingual units in schools in gagana Sāmoa, lea faka-Tonga, te reo Māori Kūki 'Āirani, vagahau Niue and gagana Tokelau, including Instructional readers, mathematics resources, digital resources and assessment tools (led by MoE) ●
- Designing a quality framework for teaching in Pacific bilingual settings in schools (led by ERO) ●
- Supporting Pacific Bilingual and Immersion units through the ongoing provision of Pacific Bilingual and Immersion Programme Funding as part of the operating grant for schools (led by MoE) ●
- Better supporting Pacific school leaver transitions into tertiary education (led by TEC) ●
- Making Pacific school leaver transitions a priority for investment (led by TEC) ●

- Implementing network management proposal for new early learning services, including identifying Pacific bilingual and Pacific language and immersion services as priorities in the National Priority Statement (led by MoE) ○
- Implementing Fakailoga Tino – programme to support teachers to name, negotiate and navigate racism so they can better support Pacific learners, parents, families and communities (led by MoE) ●
- Delivering Tu'u Mālohi I Stand Strong – Pacific Wellbeing initiative (led by MoE) ●

- Integrating expectations for teacher competence in working with diverse Pacific learners woven into initial teacher education (ITE) programmes, using the Tapasā cultural competency framework (led by Teaching Council) ○ ●
- Expanding the provision of Professional Learning and Development (PLD) based on the Tapasā: cultural competencies framework for teachers of Pacific learners in the regions (led by MoE) ○ ●
- Developing new online curriculum hub to make it easier for kaiako to access resources that help them to improve outcomes and support wellbeing of Pacific ākonga (led by MoE) ●

- Delivering Saili Mālō resources and summits for Pacific learners (led by MoE) ●
- Delivering Rising Stars resources and videos (led by NZQA) ●
- Delivering Inspiring the Futures programme (led by TEC) ●
- Delivering Tupu Aotearoa - connects Pacific people with local providers who support them to access work or learning opportunities (led by MPP) ●
- Delivering Toloa programme - supports Pacific Peoples in STEAM pathways through key interventions such as funding, scholarships, pilot programmes and other initiatives (led by MPP) ●

- Reviewing qualification settings for Pacific bilingual and immersion early learning education and care services (led by MoE) ○
- Supporting Pacific people to meet the current English language requirements to train and/or register as an early learning teacher (led by MoE) ○ ●
- Reviewing language competency requirements for entry into Initial Teacher education and for teacher registration, to support increased number of speakers of Pacific languages able to teach in Pacific bilingual/ immersion settings (led by Teaching Council) ○ ●
- Investigating the value of introducing scopes of practice (or similar) to recognise expertise such as skills/ knowledge of Pacific languages (led by Teaching Council) ○ ●
- Providing Reo Moana, targeted professional learning and development (PLD) for teachers and leaders in Pacific bilingual settings (led by MoE) ●



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- Funding transition programmes that show successful outcomes for Pacific school leavers and meet the TEC's investment criteria for such programmes (led by TEC) ●
- Supporting data and information use between secondary schools and tertiary education organisations to enhance Pacific school leaver transitions (led by TEC) ●
- Providing support for communities through the Tatou Fa'amalosi programme, to support Pacific community-based initiatives (led by MoE) ●
- Collaborating across key Government agencies to implement the Pacific Languages Strategy and Pacific Languages Government Action Plan (led by MPP) ●
- Undertaking Leo Moana o Aotearoa Project every 4 – 5 years to understand the use of and attitudes towards Pacific languages across Aotearoa (led by MPP) ●

- Requiring Ōritetanga Learner Success Plans for all tertiary education institutions (led by TEC) ●
- Working with tertiary education organisations to use the Learner Success Framework to implement learner-centric operating models (led by TEC) ●
- Embedding the Ōritetanga Learner Success approach across the tertiary sector (led by TEC) ●

- Expanding professional learning and development (PLD) for Teacher Aides, supporting learners with English as an additional language, through Pasifika Teacher Aide Project (PTAP) (led by MoE) ●
- Delivery of two new Pacific-focused primary initial teacher education (ITE) programmes (led by Teaching Council) ●
- Delivering the Tagaloa Scholarships to support growing Pacific capacity and capability within communities and the education sector (led by MoE) ●



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We will

- Investigate the development of bespoke Pacific initial teacher education (ITE) options for the early learning and schooling workforces (led by MoE with Teaching Council)
☐ ☒
- Review property settings around early learning services on school sites (led by MoE)
☐
- Investigate options to support growing the network of Pacific early learning centres (led by MoE)
☐
- Grow Pacific language resources for early learning (led by MoE)
☐
- Design a quality framework for teaching in Pacific bilingual settings in early learning services (led by ERO)
☐
- Explore reviewing staffing settings and ratios for Pacific bilingual units in schools to make sure units have the staffing they need to succeed (led by MoE)
☒
- Refresh the New Zealand Curriculum documents, including Learning Languages learning area, to explicitly include the place and value of Pacific languages in the New Zealand Curriculum in 2025 (led by MoE)
☒
- Provide guidance on interpretation of the New Zealand Curriculum in Pacific bilingual contexts (led by MoE)
☒
- Promote access to the Guidance for Establishing a Pacific Bilingual or Immersion Unit and review settings for network planning and provision (led by MoE)
☒

- Strengthen universal and targeted initiatives, information and tools supporting safe, inclusive learning environments and positive relationships that respond to diverse Pacific learners and families, including
 - Refresh of PB4L School-wide tier one framework
 - Evaluation of Bullying-Free NZ website

(led by MoE)



- Develop common practice model to support literacy & communication and maths learning for culturally and linguistically diverse ākongā (led by MoE)
☒
- Develop professional learning supports that reflect Tapasā as part of implementing the curriculum and assessment work programme, including the common practice model and refreshed NZC (led by MoE)
☒

- Implement National Careers System Strategy (led by TEC)
☒
- Expand NCEA ma le Pasifika programme (led by NZQA)
☒
- Update Māori and Pasifika Trades Training (MPTT) programme eligibility settings to align with changes to the vocational education and training system, and to education system legislation (led by MoE)
☐
- Consider options to fund the Pacific Education Support and the Pacific Education Innovation Funds (led by MoE)
☒
- Expand delivery of Talanoa Ako, including providing professional learning and development (PLD) for guided resources (led by MoE)
☒

- Improve ratios of adults to children under the age of 3 in teacher-led centre based early learning services (led by MoE)
☐
- Implement a mechanism to improve level and consistency of teacher salaries and conditions (led by MoE)
☐
- Develop pathways for Pacific language teachers | kaiako seeking to teach in a range of education settings including investigating the value of introducing scopes of practice to recognise specific expertise, for example to recognise expertise in Pacific languages (led by Teaching Council)
☐ ☒
- Explore opportunities to design initiatives to grow the number of Pacific language teachers with Pacific communities (led by MoE)
☐ ☒
- Introduce a Pacific bilingual and immersion teaching allowance for Pacific bilingual teachers in primary schools (led by MoE)
☒



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- Review property and network settings for Pacific bilingual units in schools (led by MoE) ●
- Clarify property settings for special programmes in schools, including Pacific bilingual units in schools (led by MoE) ●
- Investigate opportunities to grow Pacific language pathways through Te Kura (led by MoE) ●
- Provide supports and opportunities to tailor assessment of Pacific Languages subjects in NCEA (led by NZQA) ●
- Investigate options to have a New Zealand Scholarship pathway for Pacific languages (led by MoE) ●
- Grow Pacific language resources for schooling, including for senior secondary and NCEA level learning (led by MoE) ●
- Support learner success by increasing the focus on tertiary education organisations to improve successful transitions in and out of tertiary education and training (led by TEC) ●
- Foster collective engagement between tertiary education organisations to support the alignment of the different transition programmes that each tertiary education organisation offers (led by TEC) ●
- Fund a more comprehensive selection of secondary to tertiary transition programmes that show successful outcomes for Pacific school leavers in future investment rounds (led by TEC) ●





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- Support Pacific school leavers and their families to make informed study decisions through the Careers System Strategy and Tahatū (led by TEC)
☐
- Explore levers to strengthen Pacific language delivery through tertiary education, including to grow pathways to learn, and learn in, Pacific languages at the tertiary level and to support the work to grow the Pacific Languages in Education workforce (led by MoE with TEC)
☐
- Explore potential to grow accredited language learning pathways in Tertiary education to build capability for careers in education, translation, interpretation, and other relevant fields (led by MoE with TEC)
☐
- Expand Early Reading Together and Reading Together Programmes (led by MoE)
☒
- Provide information to Pacific learners, families and communities about Pacific Languages in Education (led by MoE)
☒
- Invest in Pacific Community Organisations to enable them to provide leadership and advocacy for Pacific Languages in Education (led by MoE)
☒
- Develop a comprehensive communication campaign to raise awareness and promote the value of Pacific languages and the benefits of multilingualism (led by MPP)
☒
- Create an online resource hub for language learning resources and resources in Pacific languages (led by MPP)
☒



Growing Pacific Languages in Education

Our Commitment

Pacific languages have a special place within Aotearoa and within our education system.

We will support the growth of Pacific Languages in Education across early learning, schooling and tertiary education. This includes supporting the growth of bilingual and immersion education settings

Our commitment is built off the place and benefit of Pacific languages and Pacific bilingualism in Aotearoa.

This new section will mean different things for the different groups of people in our education system.

- » For the Ministry of Education and partner agencies, this section sets out our commitment to grow Pacific language pathways by taking specific actions.
- » For teachers, leaders and educators, you can use this section to plan for Pacific language pathways in your service, school, institute and community and to understand what actions the Ministry of Education and partner agencies are taking.
- » For families and communities, you can use this section to work with services, schools and providers to grow and support Pacific language pathways in your community and to understand what actions the Ministry of Education and partner agencies are taking.

There is significant domestic and international evidence that learners who are supported in their community languages achieve improved education and wellbeing outcomes⁵. Learning and using your language creates a greater sense of belonging, a strong sense of identity and makes you feel safe and valued in your place of learning⁶. This research aligns with the goals of the [statement of National Education and Learning Priorities](#) and the [Tertiary Education Strategy](#).

Supporting Pacific Languages in Education will also make a significant contribution to the overall health of these languages, the vision of the [Pacific Languages Strategy](#) for thriving Pacific Languages to build a prosperous Aotearoa and the key objectives to strengthen pathways and resources for learning Pacific languages and learning in Pacific languages.

In this work, we acknowledge te reo Māori as the indigenous language of Aotearoa, a taonga of iwi, hapū and whānau Māori and an official language of New Zealand⁷. We will look for opportunities to strengthen connections between our focus on Pacific Languages in Education and te reo Māori.

⁵May, S. 2020. Research to understand the features of quality Pacific Bilingual Education: Review of Best Practices. [Research to understand the features of quality Pacific bilingual education: Review of best practices | Education Counts](#).

⁶You can read more about these benefits here- [Research to understand the features of quality Pacific bilingual education: Review of best practices | Education Counts](#) and [ERO's quality framework](#) and the supporting [evidence brief](#), available online

⁷Te Ture mō te Reo Māori 2016



“Schools need to be open to the basket of knowledge that our children take in with them”

Tokoroa 2022



“We need to provide opportunities for those children and those families that would thrive under a bilingual and immersion system.”

Tauranga 2022



Alignment with Pacific Languages Strategy 2022 -2032

The New Zealand Government has some specific responsibilities and commitments to Pacific languages. The first *Pacific Languages Strategy* was published in September 2022. It identified nine target languages and described the status, current health and aspirations for these languages in Aotearoa. It also described a tailored approach to different languages to recognise these circumstances.

We will tailor provision to reflect communities’ aspirations and circumstances

We’ve worked with Pacific communities and the education sector to understand their aspirations for Pacific languages in education. We engaged with communities in 2022, as well as learning from the conversations we had on the Action Plan for Pacific Education in 2018 and 2019 and the [Pacific Languages Strategy](#) in 2021. We have also learnt from the Leo Moana o Aotearoa survey in 2021.

What we have heard from communities and the education sector has shaped this policy statement. We’re committed to tailoring provision, based on what we know about community aspirations for different language pathways and on the three factors identified in the [Pacific Languages Strategy](#): the current state of the language, the demographics of the population, and their relationship to Aotearoa⁸.

We will use the three categories set out in the [Pacific Languages Strategy](#) to guide us:

Urgent revitalisation	Strengthening Transmission and Maintenance	Support Community-Led Action for Language Revitalisation and Maintenance
Te Gagana Tokelau Vagahau Niue Te Reo Māori Kūki 'Āirani	Gagana Sāmoa Lea Faka-Tonga	Te Gana Tuvalu Fāeag Rotuap̄n ta Vosa vaka-Viti Te Taetae ni Kiribati
This group is characterised by high levels of language endangerment, low numbers of speakers, low intergenerational transmission and strong constitutional ties to Aotearoa with specific constitutional obligations to revitalise these languages. The largest populations of these groups in the world are found in Aotearoa, often in concentrated communities.	This group is characterised by their large populations and relatively high numbers of speakers but also their sharp decline in total speakers and intergenerational transmission rates. New Zealand has a special relationship with Sāmoa, as expressed through the 1962 Treaty of Friendship. This group is a high priority for retention and maintenance efforts.	This group is characterised by smaller, emerging populations of language speakers with some degree of formal relationship with New Zealand. There are smaller numbers of people from these communities who are New Zealand-born and varying levels of language endangerment.

⁸See [Page 33](#) of the Pacific Languages Strategy- [Pacific-Languages-Strategy-2022-2032.pdf \(mpp.govt.nz\)](#)



We will tailor provision to reflect communities

There are many possible approaches to Pacific Languages in Education, including bilingual and immersion education, teaching Pacific languages within the New Zealand Curriculum and supporting community education⁹. These approaches can be actioned across early learning, schooling and tertiary education.

We will work with Pacific language communities to develop a pathway forward which best responds to their aspirations for Pacific Languages in Education, together with their community and sociolinguistic circumstances and relationships with the New Zealand Government. This work will be located within the context of our overall education system and will respond to the direction of the [Pacific Languages Strategy](#).

In practical terms, we will have an initial focus on growing new and supporting current education pathways for gagana Sāmoa and lea faka-Tonga in secondary and tertiary, and for gagana Tokelau, vagahau Niue and te reo Māori Kuki 'Āirani in early learning.

These pathways will include bilingual early learning services, bilingual and immersion provision in primary schools, opportunities for teaching these languages as subjects in primary and secondary education, including NCEA, and pathways into tertiary education.

We know there are high levels of demand for bilingual and immersion education within the gagana Sāmoa language community and we will have an early focus on responding to this demand. We will also work with the Ministry of Pacific Peoples to support community-led action for gana Tuvalu, Vosa vaka-Viti, te taetae ni Kiribati and Fāeag Rotuq̄m that responds to local aspirations and needs.

We also recognise that there are other Pacific languages and communities in Aotearoa. We will work with the Ministry for Pacific Peoples to identify opportunities to support these communities in education settings.

Information about the learner populations from these language communities and current levels of Pacific Languages in Education provision is set out at in the supporting evidence brief. It will be important for the Ministry to continue to grow its data about learners and the workforce and providers of Pacific Languages in Education.

We will use a range of levers to support Pacific Languages in Education

“Empower our knowledge holders in communities with the resources and tools, to share their wisdom”, Wellington, 2022

The Ministry of Education and partner agencies will use a range of levers across early learning, schooling and tertiary education to support the growth of Pacific Languages in Education. Some of these levers have already been established, while some are still under development. We will work with Pacific communities to support their leadership of Pacific Languages in Education.

We will use the levers by progressing the key actions identified in this Action Plan. You can see the actions we are continuing and starting and the actions we will take to grow Pacific languages in education in Key Shift 1 on [pages 48-53](#) and Key Shift 5 on [pages 69-73](#) of the Action Plan.

We will measure and report on progress on a regular basis

The Ministry of Education will measure progress and reporting to Pacific communities on a two-yearly basis through the Action Plan Progress Reports and the reporting on the Pacific Languages Strategy.

The Education Review Office is developing a Pacific Bilingual and Immersion Education Quality Framework to provide clear and consistent guidance on best practice pedagogy to early learning services and schools. This will become the basis for its review of relevant services and schools.

There is more work to do

There is more work to do to support Pacific Languages in Education in Aotearoa. In this Action Plan, we have identified the first wave of actions to provide a platform for growth. It will be necessary to update these actions on an ongoing basis.

⁹For the purpose of this policy statement, ‘bilingual and immersion education’ is where a Pacific language is used as a medium of instruction for 51% of class time; ‘teaching Pacific languages within the New Zealand curriculum’ means teaching a Pacific languages as a subject or as a medium of instruction for less than 50% of class time; and ‘community education’ means learning provided by community organisations.





Find more information on the website:

<https://conversation.education.govt.nz/action-plan-for-pacific-education>



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**Te Kāwanatanga
o Aotearoa**
New Zealand Government