



Education Report: Next steps for updating the Action Plan for Pacific Education 2020-2030

To:	Hon Aupito William Sio, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	16 December 2022	Priority:	High
Security Level:	In Confidence	METIS No:	1302289
Key Contact:	Tipene Chrisp, Group Manager, Te Pou Kaupapahere	DDI:	9(2)(a)
Messaging seen by Communications team:	NA	Round Robin:	No

Purpose of Report

This education report updates you on work to progress the refresh of the Action Plan for Pacific Education in 2023.

Summary

1. The Action Plan for Pacific Education 2020-2030 (the Action Plan) sets out a vision for Pacific education, five key shifts to improve outcomes for Pacific learners and a work programme of actions to achieve the vision and key shifts. The Action Plan is intended to be a 10 year guiding strategy for Pacific education, based on what we have heard from Pacific communities about their priorities for Pacific learners.
2. The Vision and Key Shifts are enduring, while the work programme will be updated every 2-3 years to reflect progress and implementation.
3. We are approaching the end of the first tranche of the work programme and we are undertaking work to (a) provide an overview of progress and implementation and (b) refresh the work programme.
4. As outlined in METIS 1291556, we have identified three strands of work to update the Action Plan:
 - a. updating the work programme, including new actions confirmed since 2020;
 - b. updating Key Shift 1 to reflect the transition away from our COVID-19 response and strengthen the focus on Pacific bilingual and immersion education and Pacific Languages in Education; and
 - c. undertaking minor editorial changes and an updated Ministerial Foreword.

5. We have worked with partner agencies in the education sector and the Ministry for Pacific Peoples to prepare an initial draft of the refreshed Action Plan.
6. We have attached:
 - a. an updated work programme, highlighting current workstreams that were established as part of the first tranche in 2020 or subsequently developed (including new investments in Budget 2021 and Budget 2022). This is attached at **Annex 1**.
 - b. an overview of our proposed approach to *Growing Pacific Languages in Education* as part of the update to Key Shift 1. We have previously briefed you about progress with this work [METIS 1297700 refers] and incorporated your feedback (attached at **Annex 2**).
 - c. A preliminary draft of the overall Action Plan, to provide you with some sense of the 'look and feel' of the refresh (attached at **Annex 3**). This includes content that has been maintained from the original Action Plan, as well as commentary on progress since then, the update of Key Shift 1 and the Ministerial Foreword and potential next steps.
7. We seek your feedback on this material so that we can continue drafting and developing the refresh of the Action Plan and undertake further consultation with interested agencies (in particular, the Ministry for Pacific Peoples). We are aiming to prepare an updated draft in February 2023, together with a draft Cabinet paper for your consideration.
8. We are also developing a measurement framework to report data and information about progress with each of the Key Shifts to Pacific communities, as well as the implementation of the various actions. We expect to provide you with a report with this information in February 2023.

Recommended Actions

The Ministry of Education recommends you:

- a. **note** that the Ministry of Education is refreshing the Action Plan for Pacific Education 2020-2030 to:
 - i. update the work programme to reflect the new actions confirmed since 2020;
 - ii. update Key Shift 1 to reflect the transition away from our COVID-19 response and strengthen the focus on Pacific Bilingual and Immersion Education and Pacific Languages in Education; and
 - iii. undertake minor editorial changes and include an updated Ministerial Foreword.
- b. **note** the Ministry has worked with partner agencies in the education sector to prepare an initial draft of the refreshed Action Plan including:
 - a. an updated work programme highlighting current workstreams (**Annex 1**);

- b. an overview of our proposed approach to *Growing Pacific Languages in Education* based on our previous briefing to you and your feedback (**Annex 2**);
- c. a preliminary draft of the overall Action Plan to provide you with an overview of the refresh (**Annex 3**);
- c. **agree** to discuss the draft material with officials in February 2023 so that we can continue drafting and developing the refreshed Action Plan
- d. **agree** that the Ministry of Education release this briefing once the 2023 Action Plan has been agreed by Cabinet.

Agree / Disagree

Agree / Disagree



Tipene Chrisp
Group Manager
Te Pou Kaupapahere

16/12/2022

Hon Aupito William Sio
Associate Minister of Education
(Pacific Peoples)

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Annexes

Annex 1: Updated Pacific Education Work Programme **Withheld under section 9(2)(f)(iv)**

Annex 2: Overview of proposed approach to Growing Pacific Languages in Education

Annex 3: Preliminary draft of the refreshed Action Plan for Pacific Education. **Withheld under section 9(2)(f)(iv)**

METIS 1302289 Annex 2: Draft section for 2023 Action Plan for Pacific Education

Growing Pacific Languages in Education

Our Commitment

Pacific languages have a **special place within Aotearoa**.

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

There is significant domestic and international evidence that learners who are supported in their community languages **achieve improved education and wellbeing outcomes**.¹ 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 first language of Aotearoa, a taonga of iwi, hapū and whānau Māori and an official language of New Zealand². We will look for opportunities to strengthen connections between our focus on Pacific Languages in Education and te reo Māori.

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.

¹ May, 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](#)

² Te Ture mō te Reo Māori 2016

Table 1: A Tailored Approach to Pacific Languages (the Pacific Languages Strategy)

A tailored approach to different languages The nine Pacific languages supported by the Pacific Languages Strategy are diverse with different needs, strengths and challenges. While guided by a broad vision and set of objectives, the Pacific Languages Strategy will take a tailored approach to each language. To support this, the languages have been grouped into three categories. This is based on the current state of the language, the demographics of the population, and their relationship with Aotearoa. It also includes multiple dialects associated with these nine languages, where relevant.	Urgent revitalisation <i>Te Gagana Tokelau</i> <i>Vagahau Niue</i> <i>Te Reo Māori Kūki 'Āirani</i> 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.
Strengthening Transmission and Maintenance <i>Gagana Sāmoa</i> <i>Lea Faka-Tonga</i> 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.	Support Community-Led Action for Language Revitalisation and Maintenance <i>Te Gana Tuvalu</i> <i>Fāeag Rotuam ta</i> <i>Vosa vaka-Viti</i> <i>Te Taetae ni Kiribati</i> 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.

We will tailor provision to reflect communities

There are many possible approaches to Pacific Languages in Education, including immersion education, bilingual education, teaching Pacific languages within the New Zealand Curriculum and supporting community education³. 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, this means we will have an initial focus on growing new and supporting current education pathways for gagana Sāmoa, lea faka-Tonga, gagana Tokelau, vagahau Niue and te reo Māori Kūki 'Āirani.

We will support growing 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 for gagana Tokelau, vagahau Niue and te reo Māori Kūki 'Āirani.

³ May, S, R. Hill & S. Tiakiwai (2004). *Bilingual | Immersion Education: Indicators of Good Practice*. [Bilingual | Immersion education: Indicators of good practice | Education Counts](#)

We will **support** bilingual early learning services and opportunities for teaching these languages as subjects in primary and secondary education, including NCEA, and **grow** bilingual and immersion provision in primary and secondary schools, and pathways in tertiary education for **gagana Sāmoa** and **lea faka-Tonga**.

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 **Fäeag Rotuam** 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 [X]⁴. It will be important for the Ministry to continue to grow its data about learners, workforce and providers of Pacific Languages in Education.

⁴ Placeholder- Link to be added

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

We 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.

Early Learning

The Ministry of Education will:

- Grow the Pacific Languages in Education **workforce** by:
 - co-designing a **Pacific Workforce support package** with Pacific communities;
 - supporting Pacific people to **meet the current English language requirements** to train and/or register as an **early learning teacher**;
 - reviewing language competency requirements for Pacific language early learning services (led by Teaching Council).
- Support the **governance and management** of Pacific Early Learning Services by:
 - providing professional learning and development (PLD) around **governance and management** for Pacific early learning services;
 - establishing a **national fono** for Pacific Early Learning Services and the Pacific Early Learning workforce to provide a platform to address issues and **plan for sustainability and future growth**;
- Review qualification settings for Pacific bilingual and immersion early learning education and care
- Investigate options to support growing the network of Pacific early learning centres
- Grow Pacific language resources for early learning

Schooling

The Ministry of Education will:

- Grow the Pacific Languages in Education **workforce** by:
 - co-designing a **Pacific Workforce support package** with Pacific communities;
 - supporting Pacific people to **meet the current English language requirements** to train and/or register as a **teacher**;
 - continuing to provide **Reo Moana**, targeted **professional learning and development** (PLD) for Pacific bilingual and immersion teachers;
 - investigate the development of bespoke Pacific ITE options for the early learning and schooling workforces, in conjunction with the Teaching Council

- reviewing language competency requirements for Pacific bilingual teachers in schools (led by Teaching Council).
- [placeholder/s for results of current bargaining round]
- Undertake a policy review of **staffing settings and ratios** for **Pacific bilingual units** in schools to make sure units have the staffing they need to succeed
- Support Pacific Bilingual and Immersion units through the ongoing provision of **Pacific Bilingual and Immersion Programme Funding** as part of the operating grant for schools [Operational funding components – Education in New Zealand](#):
- **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
- Provide **guidance** on interpretation of the **New Zealand Curriculum** in **Pacific bilingual contexts**
- Promote access to the **Guidance for Establishing a Pacific Bilingual or Immersion Unit** and review settings for network planning and provision
- Investigate opportunities to grow Pacific language pathways through **Te Kura**
- Provide supports and opportunities to tailor assessment of **Pacific Languages subjects** in **NCEA** (led by NZQA)
- Investigate options to have an **NCEA scholarship pathway** for Pacific languages
- Grow **Pacific language resources** for schooling, including for senior secondary and NCEA level learning

Tertiary Education

The Ministry of Education and the Tertiary Education Commission will:

- 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 (with the Tertiary Education Commission)
- Explore potential to grow accredited language learning pathways in Tertiary education to build capability for careers in education, translation, interpretation, and other relevant fields (with the Tertiary Education Commission)

Community Engagement and Leadership

The Ministry of Education will:

- Provide support for communities through **Tatou Fa'amalosi**, the Pacific bilingual fund for communities
- Provide **information** to Pacific learners, families and communities about Pacific Languages in Education

- **Invest in Pacific Community Organisations** to enable them to provide leadership and advocacy for Pacific Languages in Education
- Grow **reciprocity** between Aotearoa and other Pacific nations to support Pacific languages in education settings

We will measure and report on progress on a regular basis

The Ministry of Education will measure progress and report to Pacific communities on an annual 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 to early learning services and schools about the provision of Pacific bilingual and immersion education. 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.