

Pacific languages, neoliberalism and language/education policy

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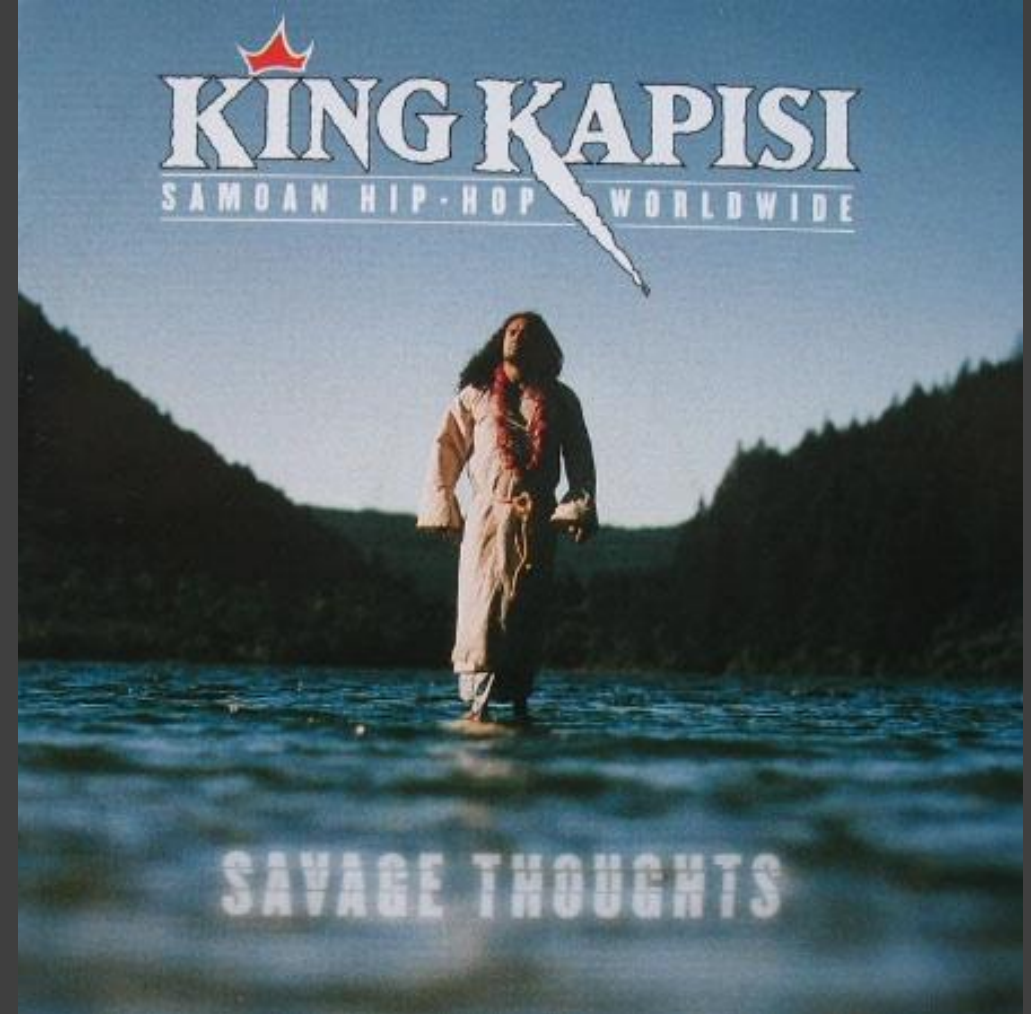
4th International Conference on Language, Education and Diversity (LED 2015)
Symposium: “Mainstreaming languages & cultures in national curricula”

24 November 2015

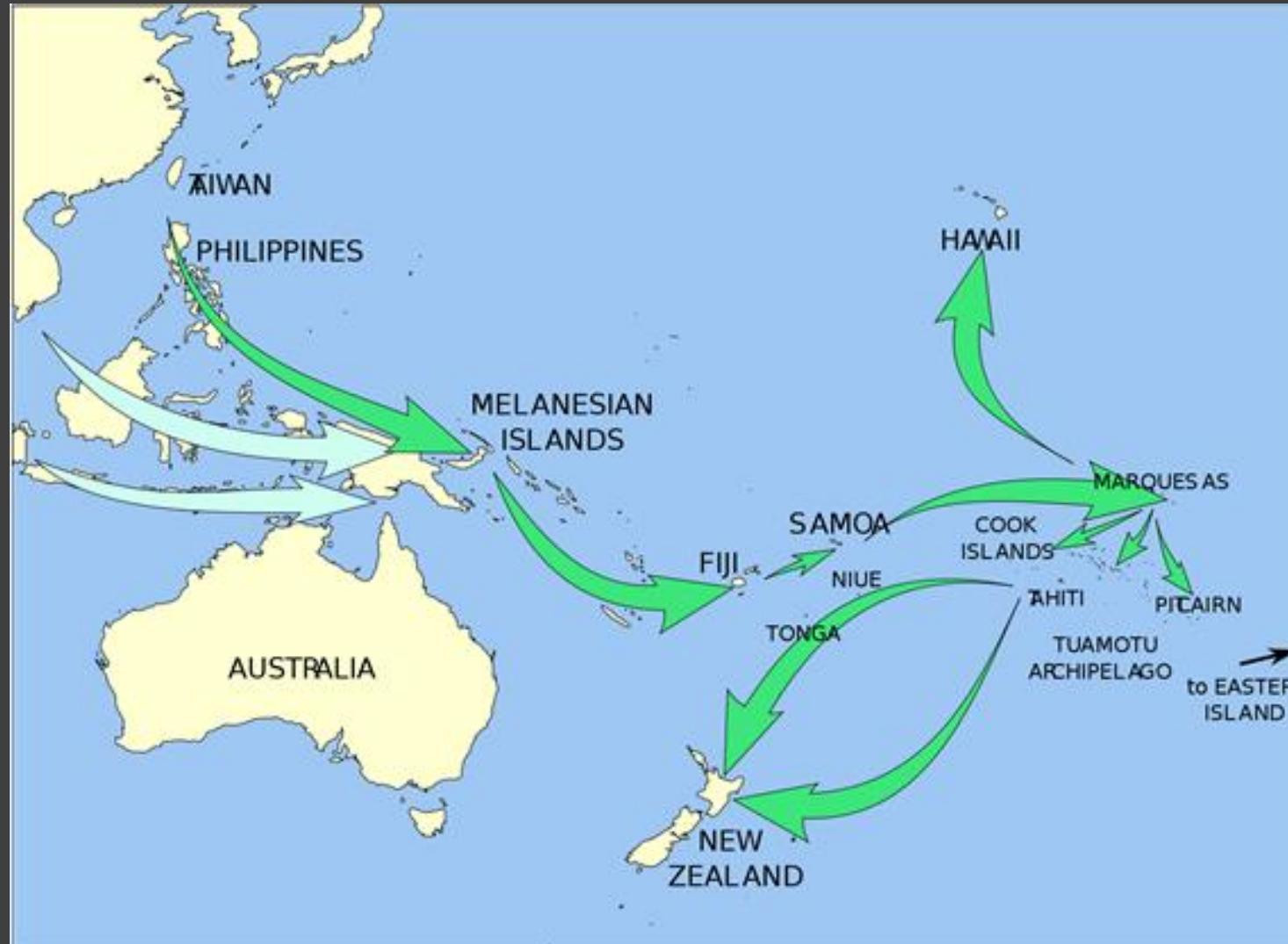
King Kapisi (Bill Urale) from the *Savage Thoughts* album 2001

- New Zealand and international hip hop artist –Samoan origin
- Keeping it 'real' by knowing your culture, learning your language, and knowing where you are from
- 'He (KK) has won many awards including APRA Songwriter of the Year (1999) for his song Reverse Resistance and an Honorable Mention in the Nashville International Song Writing Competition 2014 for his collaborative work with Philadelphia native King Britt on the track, Welcome Back'

<http://www.kingkapisi.net/#!about-the-king/c17to>



Early migration to Aotearoa/New Zealand – a Pacific country



Pacific migration to NZ – 1960s and 1970s



Tokelauans Ario Galo and Saroa Lafu arrived in Wellington in January 1963 (Te Ara)



- Disparities between the social and economic position of Pacific peoples and the rest of the New Zealand population are evident, and in many areas glaring.
 - Ministry of Pacific Island Affairs. (2000). Pacific Peoples Constitution report 2000, p.7
- The latest data shows that for 15-24 year olds for example unemployment is 36.6% against the national average of 15.7%.
 - Ministry of Pacific Island Affairs. (2014). Briefing for the Incoming Minister of Pacific Island Affairs, p.3

New Zealand's relationships in Pacific

(Ministry of Pacific Island Affairs, 2000)

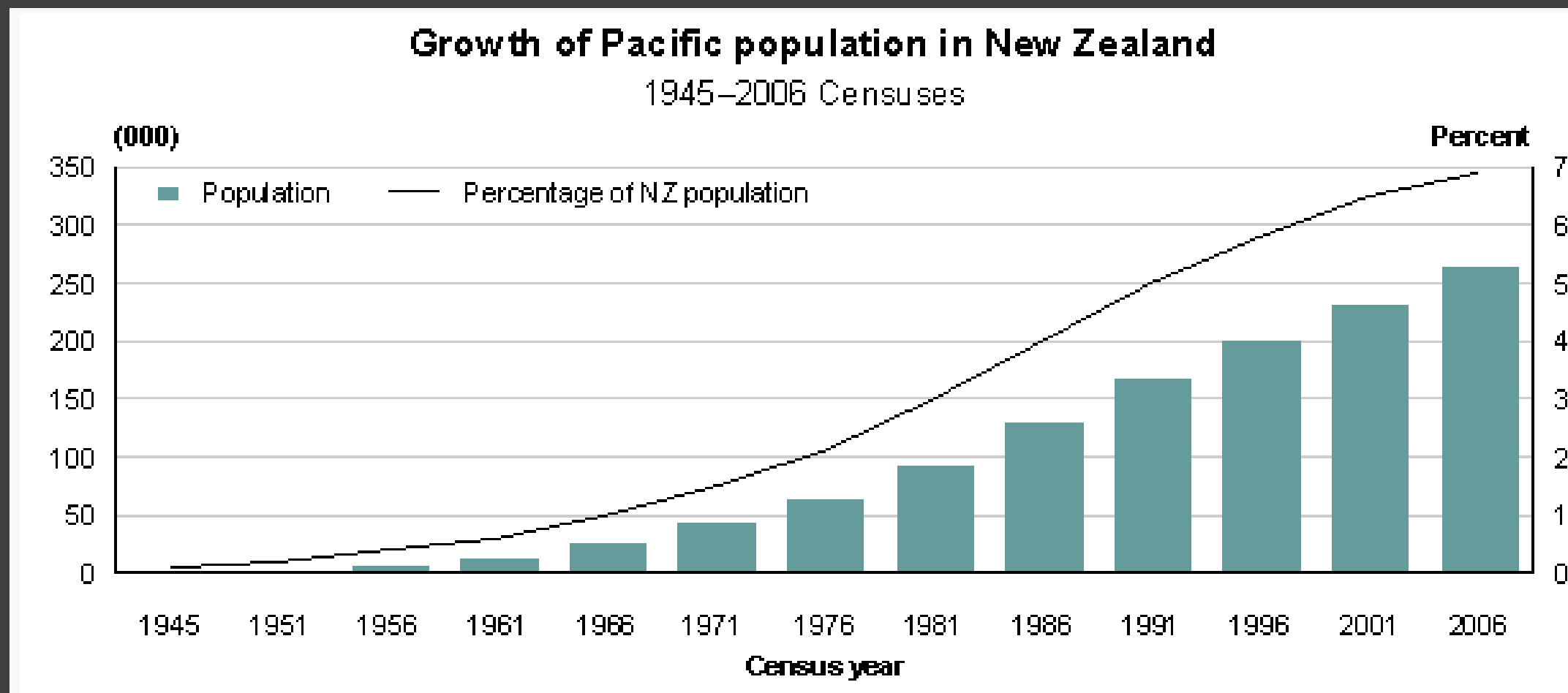
- New Zealand retains special relationships with its former colonies.
- The **Cook Islands** and **Niue** have 'free association' agreements, giving their governments substantial budgetary assistance and the people New Zealand citizenship.
- In 2012 **Tokelau** remained a non-self-governing New Zealand territory.
- Samoa was also under New Zealand jurisdiction from 1920 to 1962, when it gained independence (now *Treaty of Friendship*).
- Generally, New Zealand has assumed particular responsibilities in Polynesia, while Australia has taken the leading role in Melanesia.
- Also close long standing relationship with Tonga and Tuvalu.



Source: Te Ara, The Encyclopedia of New Zealand. (2015). *Story: Pacific Islands and New Zealand*. Retrieved November 23, 2015, from <http://www.teara.govt.nz/en/interactive/36846/colonial-control-in-the-pacific>

Growth of Pacific population in NZ

(Statistics New Zealand, Census 2006)



Top 20 languages spoken in New Zealand

(Statistics New Zealand, 2013 Census)

Language spoken	Census usually resident population count	Language spoken	Census usually resident population count
Total responses	5,140,203	Tongan	31,839
Total people	4,242,051	Tagalog (Philippines)	29,016
English	3,819,969	Afrikaans	27,387
Māori	148,395	Spanish	26,979
Samoan Third most spoken language in NZ/second in Auckland	86,403	Korean	26,373
Hindi	66,309	Dutch	24,006
Northern Chinese	52,263	New Zealand Sign Language	20,235
French	49,125	Japanese	20,148
Yue (Southern China – Cantonese and others)	44,625	Panjabi	19,752
Sinitic (Mandarin and other Sino-Tibetan, syn. to Chinese languages)	42,753	Gujarati	17,502
German	36,642	Arabic	10,746

Pasifika Languages

(Statistics New Zealand, Census 2013)

Language spoken	Census 2013 usually resident population count
Samoan	86,403
Tongan	31,839
Cook Islands Māori	8,124
Fijian	6,273
Niuean	4,548
Tokelauan	2,469
Tuvaluan	2,349
Kiribati	1,476
Solomon Islands Languages (Non-Central-Pacific)	363
Rotuman	300
Tahitian	240
Papuan	183
Pukapukan	162
Solomon Islands Pidgin	153
Vanuatu Languages	135
Nauruan	99
Neo Melanesian	42
Mauritian Creole	21

Pasifika language in education in 2014/2015

(Ministry of Education, 2014/2015)

Pasifika medium education (more than 3 hours a week)

- a total of 39/47 schools offered Pasifika medium education
 - 24/32 primary schools, 14/14 secondary schools and 1/1 composite school
 - 27/31 out of the 39/47 schools offering Pasifika medium education (69%/66%) were located in the Auckland region
- Samoan was the most common Pasifika language for instruction with 35 out of the 47 schools delivering curriculum in Samoan
- Ten schools offered the curriculum in two or more Pasifika languages

Pasifika language as a separate subject

- a further 53/52 schools had students enrolled in a Pasifika language as a separate subject
 - 18/23 primary schools, 34/28 secondary schools, and 1/1 composite schools
 - 23/24 out of the 53/52 schools (43%/46%) were located in the Auckland region, and 14/17 schools (26%/33%) were in the Wellington region
- Samoan was the most common Pasifika language offered as a separate subject with 46/46 out of the 53/52 schools teaching Samoan as a subject language
- 11/13 out of the 53/52 schools offered two or more different Pasifika Languages

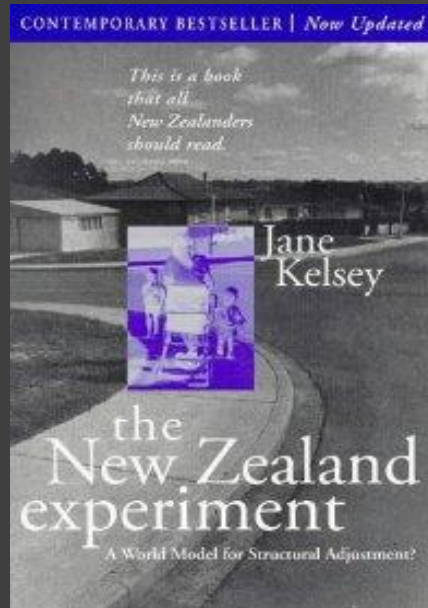
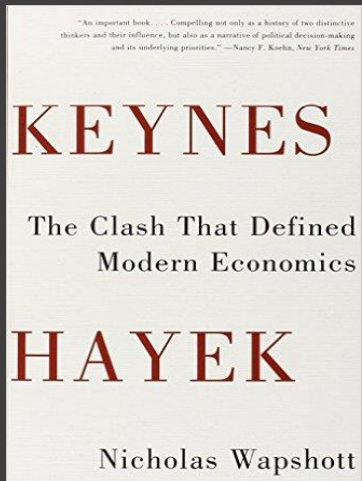
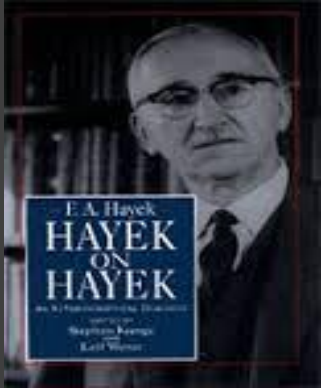
In 2013, 56% of people of Samoan ethnicity could speak Samoan (down from 64% in 2001), about 40% were born in Samoa.

Pacific languages against other languages

(Ministry of Education, 2015)

Numbers of students learning language in Years 9-13	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Changes 2006 -2015
French	27,614	27,284	28,245	21,197	23,856	23,234	22,379	21,570	20,478	19,027	-8,587
Te Reo Māori	22,941	23,542	26,339	25,261	22,884	23,543	22,813	23,361	22,729	21,977	-964
Japanese	18,489	18,440	18,157	17,304	14,506	14,482	12,473	12,044	11,888	10,843	-7,646
Spanish	8,100	9,529	10,900	11,167	10,970	11,309	11,680	11,680	11,573	11,464	3,364
German	6,686	6,623	6,251	6,085	5,554	5,200	4,663	4,477	4,185	3,837	-2,849
Pasifika Languages	2,493	2,513	2,728	2,969	2,886	3,091	3,259	3,270	3,364	3,067	574
Samoan	2,168	2,142	2,311	2,161	2,047	2,181	2,257	2,391	2,422	2,192	24
Tongan	65	126	220	340	376	414	515	540	577	593	528
Cook Island Māori	192	171	117	342	375	378	335	269	267	230	38
Niuean	22	31	80	65	59	71	114	46	62	40	18
Tokelauan	46	43	0	61	29	47	38	24	36	12	-34
Latin	2,302	2,196	2,339	1,895	1,785	1,689	1,557	1,501	1,533	1,299	-1,003
Chinese	1,728	1,687	1,891	2,077	2,119	2,632	2,849	3,277	4,218	4,313	2,585
Other languages	465	1,033	1,174	561	387	421	430	453	388	451	-14
Korean	141	70	45	76	75	64	0	77	49	48	-93
Russian	50	29	0	0	0	0	0	2	0	0	-50
Indonesian	30	46	0	0	0	27	0	0	0	0	-30
Total	91,039	92,992	98,069	88,592	85,022	85,692	82,103	81,712	80,405	76,326	-14,713

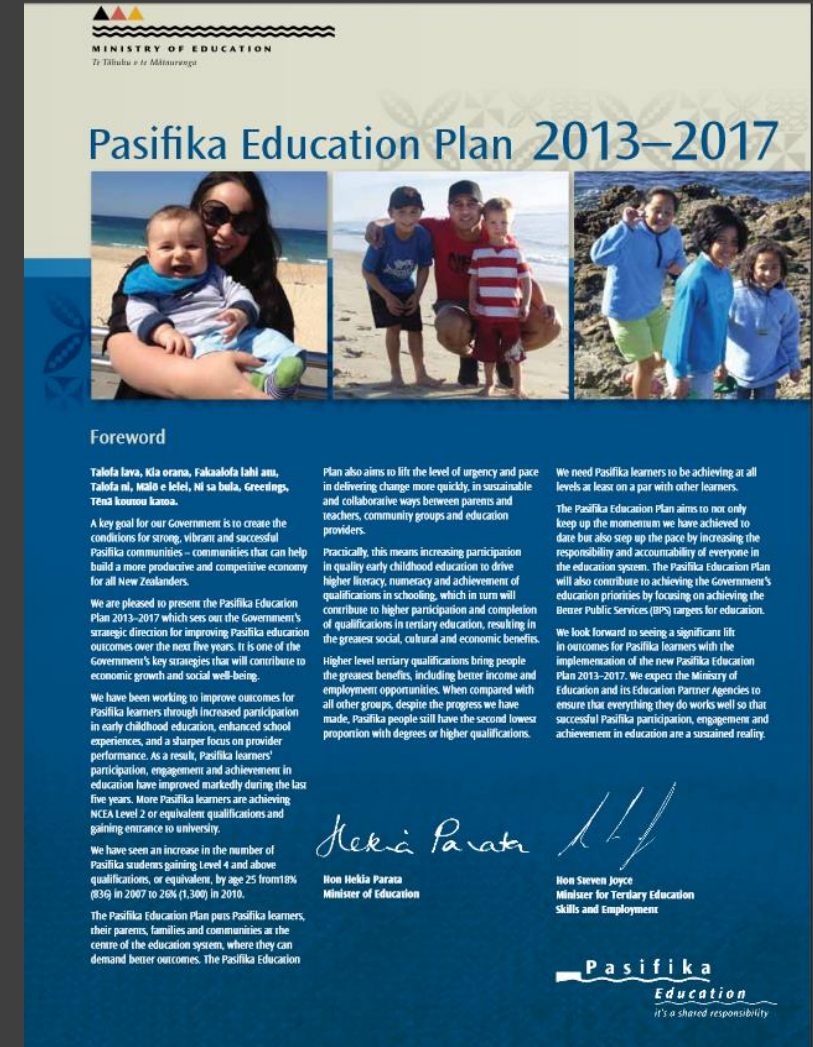
Neoliberal NZ= Monolingual NZ??



Features of NZ neoliberalism / New Right thinking

- One of the most open markets in the world – idea that the market will provide
- Emphasis on ‘small government’/efficient government - viz ‘Better Public Service’
- Emphasis on accountability and its close cousin ‘performance’
- ‘Self governing’ schools run as businesses (teaching languages can be expensive therefore ‘inefficient’)
- Privileging of private ownership
- Privatised education – PTEs in tertiary (e.g. PEC) – not for profit
- Split of policy and practice (MPIA and PEC??)
- The discourse of ‘choice’ masking lack of government coordination and funding
- Reliance on market mechanisms (contestability) to distribute resources
- Discourse of individual and family responsibility (viz Pacific language education)
- Emphasis on economic growth and applying the business model to all forms of endeavour (including education).
- Enlisting all endeavour to economic growth
- Lack of institutional and public commitment to linguistic and cultural diversity – public monolingualism/private multilingualism
- Focus on the ‘norm’ homo economicus – rational, English speaking? ‘man’
- Culture of ‘efficient’ communication? English only? Public monolingualism....

Pacific Languages Framework (PLS) & Pasifika Education Plan (PEP)



2012 Pacific Languages Framework strategy / 2013 Pasifika Education Plan

- Considered meaningless by key stakeholders

I am disillusioned of the repeated platitudes that continue to be trotted out each time by way of plans that have not had much substance nor resources financially or otherwise to make them useful or meaningful. Both the Pasifika Languages Framework of the MPIA and the PEP plan by MOE reflect no real commitment to policies that commit the Government to using Pasifika languages in the education of our children.

Afioga Galumalemana Alfred Hunkin (November 2012)

- Resignation of Samoan leader. (2012, November 23). *Scoop Politics*. Retrieved from <http://www.scoop.co.nz/stories/PO1211/S00343/resignation-of-samoan-leader.htm>

Foreword: *The Pacific Languages Framework is one element in the Ministry of Pacific Island Affairs' commitment to promoting and maintaining Pacific languages and cultures.* (Ministry of Pacific Island Affairs. (2012). *The Pacific Languages Framework*, p. 3)

The *Pacific Languages Framework* (the Framework) sets out and illustrates the linkages between the vision, guiding principles and approach for language **revitalisation**, and summarises the **critical interventions** which **experts** (Hornberger 1998) have identified as necessary to achieve this.

Intended for use by **Pacific communities** in New Zealand it provides the **context for a suite of Community Action Plans** which have been or are being developed by **communities** taking **ownership** of their **heritage languages**.

Evidence suggests that such **community ownership** is critical to seeing **heritage languages** flourish – the vision of this framework.

We are also preparing an online directory of **Government resources** which can help promote and maintain Pacific languages.

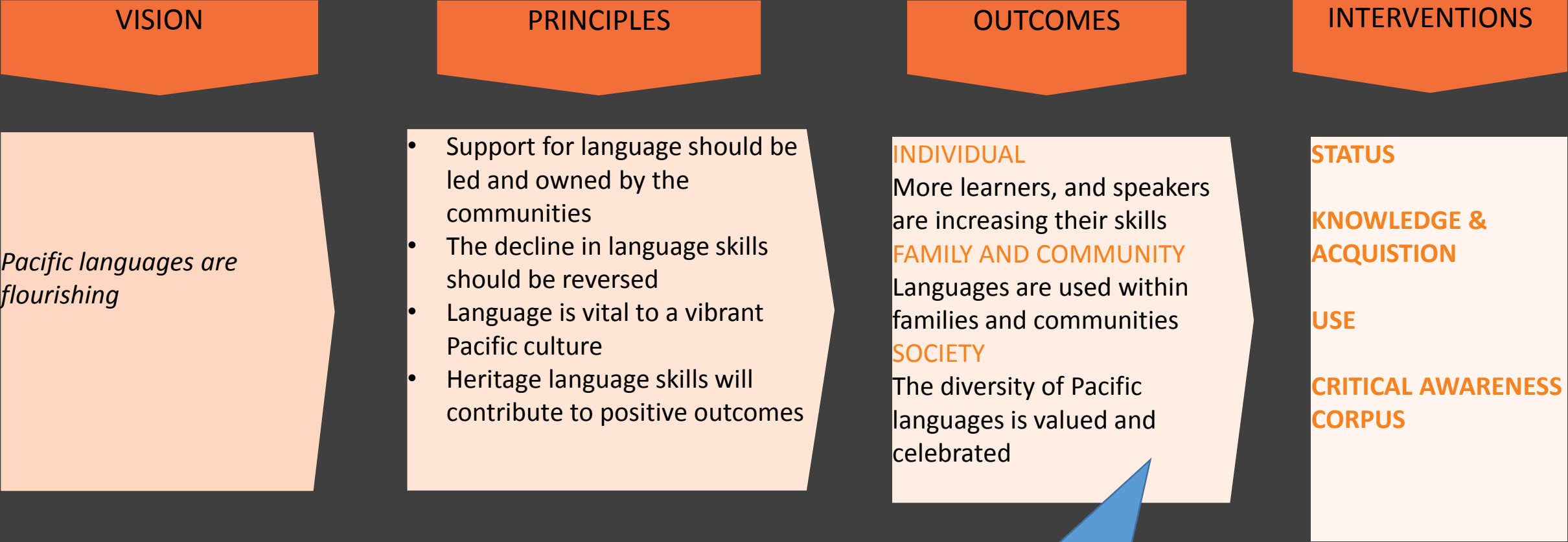
This will include information about, for example, translation services and Pacific language publications developed by Government agencies.

Many community organisations and individuals shared their thoughts and feelings about Pacific languages at a series of fono in 2011, and helped inform our work. We thank you for your input and commitment.

'I have argued here that there is also consistent and compelling evidence that language policy and language education serve as vehicles for promoting the vitality, versatility, and stability of these languages, and ultimately of the rights of their speakers to participate in the global community on, and in, their own terms' (Hornberger 1998, 455).

An overview of the Pacific Languages Framework

(Ministry of Pacific Island Affairs. (2012). *The Pacific Languages Framework*, p. 5)



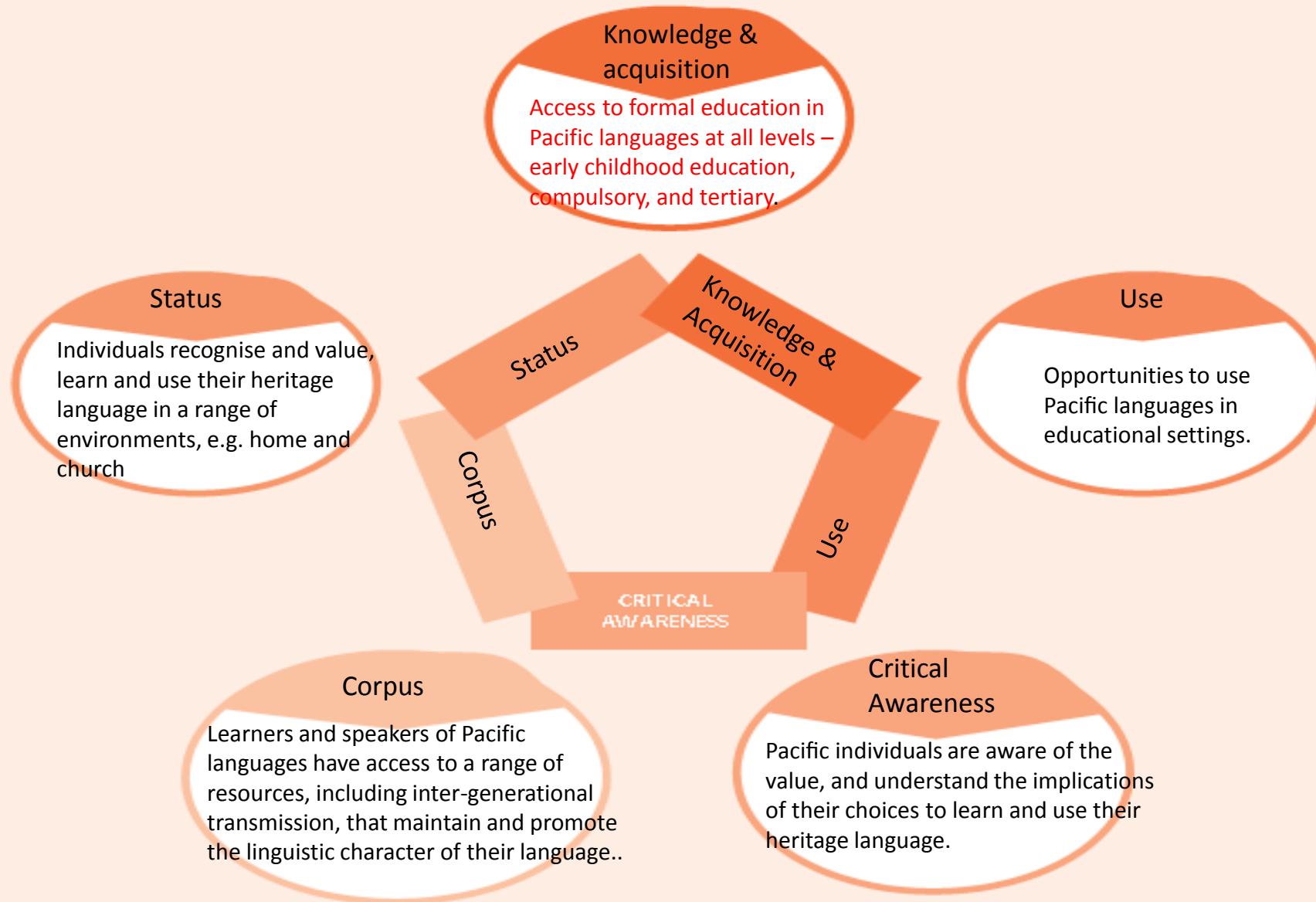
Approach

The Pacific Languages Framework is designed to support **Pacific communities** to achieve **their** aspirations for language **revitalisation**. There are three mutually reinforcing outcomes. The Pacific Languages Framework identifies intermediate steps to achieve these outcomes. It will be supported by a programme of research and evaluation.

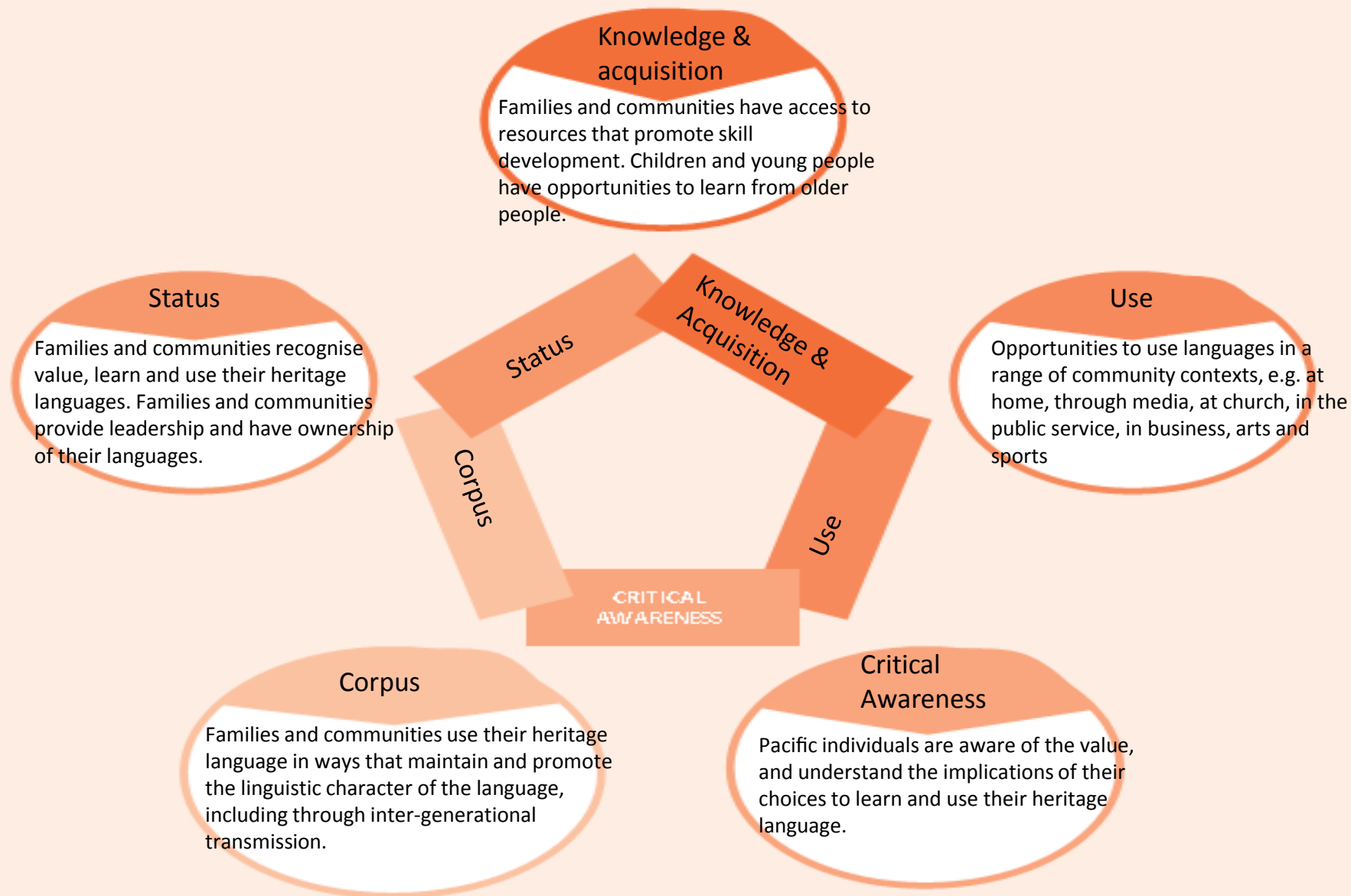
Role of government disappears

1. Interventions for Individuals (Ministry of Pacific Island Affairs. (2012).

The Pacific Languages Framework, p. 8)

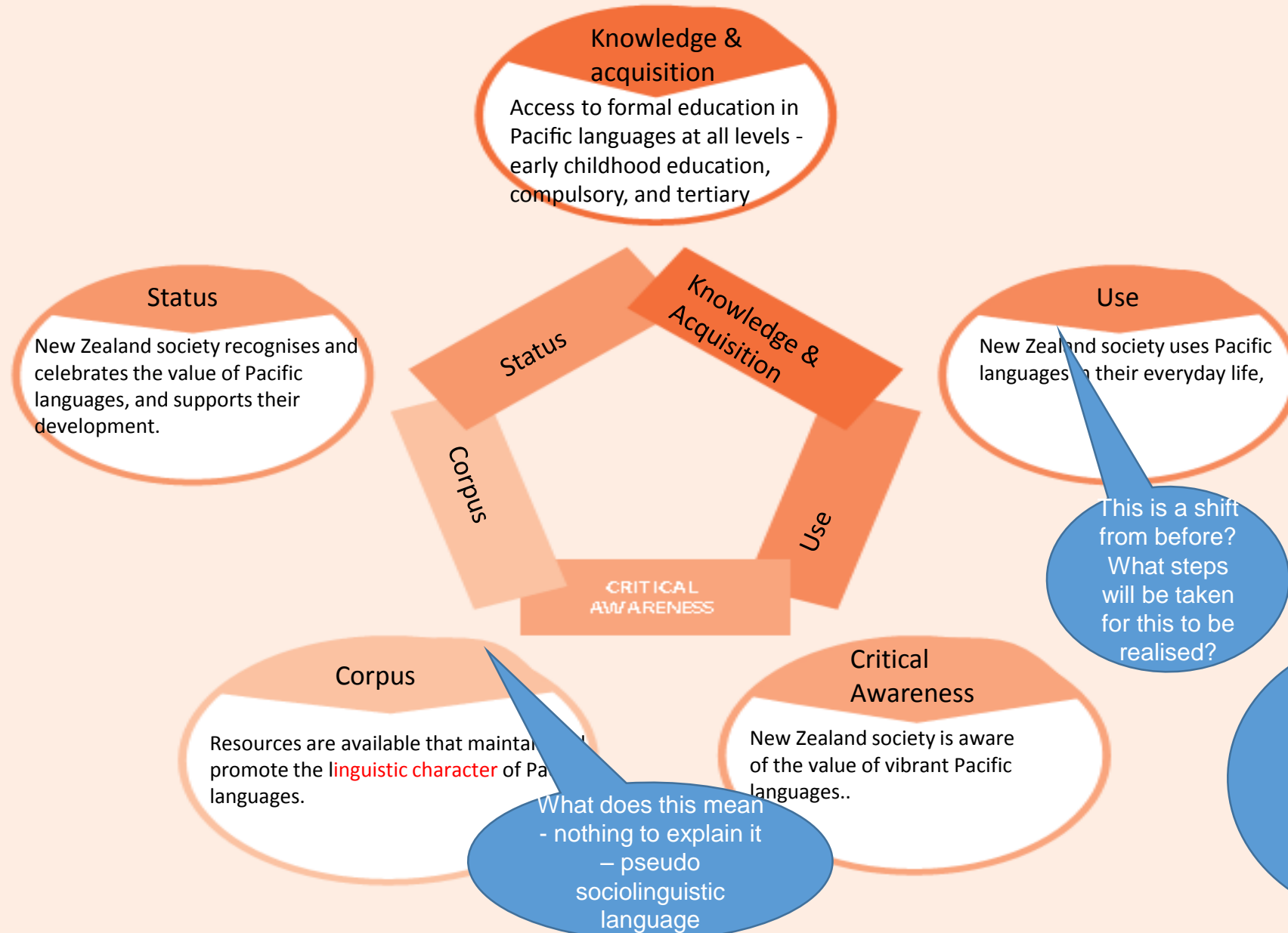


2. Interventions for Families and Communities (Ministry of Pacific Island Affairs. (2012). The Pacific Languages Framework, p. 9)



3. Interventions for Society

Government?



Implementation

Implementation of the Pacific Languages Framework will be developed and led by **Pacific communities**. The Ministry will support Pacific communities to further develop and implement their Community Action Plans (CAPs).

The CAPs align to the principles of the Framework. So far amount to Pacific Languages weeks help Pacific communities achieve their aspirations for language **revitalisation**.

Design and Evaluation developed to ensure with the Framework is that changes or are evidence-based, timely and appropriate

What's going on?

- Pasifika languages often referred to as heritage languages (as though they have no current *raison d'être*/ a kind of museum piece)
- Mixed up statements about revitalisation, identity and achievement
- Agent often missing
- Passive often used to avoid subject – *who* will be doing something
- Inconsistency – sometimes government has a role and sometimes doesn't
- Sometimes all of NZ should be involved and interested and other times only Pasifika communities
- Promises promises but where has the delivery been? PEP?

Pasifika Education Plan 2013-2017



Foreword

Talofa lava, Kia orana, Fakaalofa lahi atu, Talofa ni, Mālō e lelei, Ni sa bula, Greetings, Tēnā koutou katoa.

A key goal for our Government is to create the conditions for strong, vibrant and successful **Pasifika communities** – communities that can help build **a more productive and competitive economy** for all New Zealanders.

We are pleased to present the Pasifika Education Plan 2013–2017 which sets out the Government’s strategic direction for improving Pasifika education outcomes over the next five years. It is one of the Government’s **key strategies that will contribute to economic growth and social well-being**.

We have been working to improve outcomes for Pasifika learners through increased participation in early childhood education, enhanced school experiences, and a sharper focus on provider performance. As a result, Pasifika learners’ participation, engagement and achievement in education have improved markedly during the last five years. More Pasifika learners are achieving NCEA Level 2 or equivalent qualifications and gaining entrance to university.

We have seen an increase in the number of Pasifika students gaining Level 4 and above qualifications, or equivalent, by age 25 from 18% (836) in 2007 to 26% (1,300) in 2010.

The Pasifika Education Plan puts Pasifika learners, their parents, families and communities at the centre of the education system, where they can demand better outcomes. The Pasifika Education Plan puts Pasifika learners, their parents, families and communities at the centre of the education system, where they can **demand** better outcomes. The Pasifika Education

Plan also aims to lift the level of urgency and pace in delivering change more quickly, in sustainable and collaborative ways between parents and teachers, community groups and education providers.

Practically, this means increasing participation in quality early childhood education to drive higher literacy, numeracy and achievement of qualifications in schooling, which in turn will

contribute to higher participation and completion of qualifications in tertiary education, resulting in the greatest social, cultural and economic benefits.

Higher level tertiary qualifications bring people the greatest benefits, including better income and employment opportunities. When compared with all other groups, despite the progress we have made, Pasifika people still have the second lowest proportion with degrees or higher qualifications.

We need Pasifika learners to be achieving at all levels at least on a par with other learners.

The Pasifika Education Plan aims to not only keep up the momentum we have achieved to date but also **step up the pace by increasing the responsibility and accountability of everyone in the education system**. The Pasifika Education Plan will also contribute to achieving the Government’s education priorities by focusing on achieving the **Better Public Services (BPS)** targets for education.

We look forward to seeing a significant lift in outcomes for Pasifika learners with the implementation of the new Pasifika Education Plan 2013–2017. We expect the Ministry of Education and its Education Partner Agencies to ensure that everything they do works well so that successful Pasifika participation, engagement and achievement in education are a sustained reality.



Because they won't be provided for by right?

PASIFIKA VALUES
 RECIPROCAL RELATIONSHIPS LEADERSHIP FAMILY LOVE
 INCLUSION SPIRITUALITY BELONGING
 RESPECT SERVICE



Pasifika Success

The Pasifika Education Plan 2013-2017 (PEP) personalises all of the Ministry of Education and Education Partner Agencies' work to Pasifika. Personalising is used to show that the PEP puts Pasifika learners, their parents, families and communities at the centre, so that all activities ensure the Ministry of Education and Education Partner Agencies are responding to the identities, languages and cultures of each Pasifika group. This requires the PEP to take account of processes, methodologies, theories and knowledges that are fa'asamoa (the Samoan way), faka-Tonga (the Tongan way), faka-Tokelau (the Tokelau way), faka-Niue (the Niue way), akano'anga Kūki 'Āirani (the Cook Islands way), and vaka-Viti (the Fijian way), for the major Pasifika populations.

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 art, sciences, technology, social sciences and mathematics.

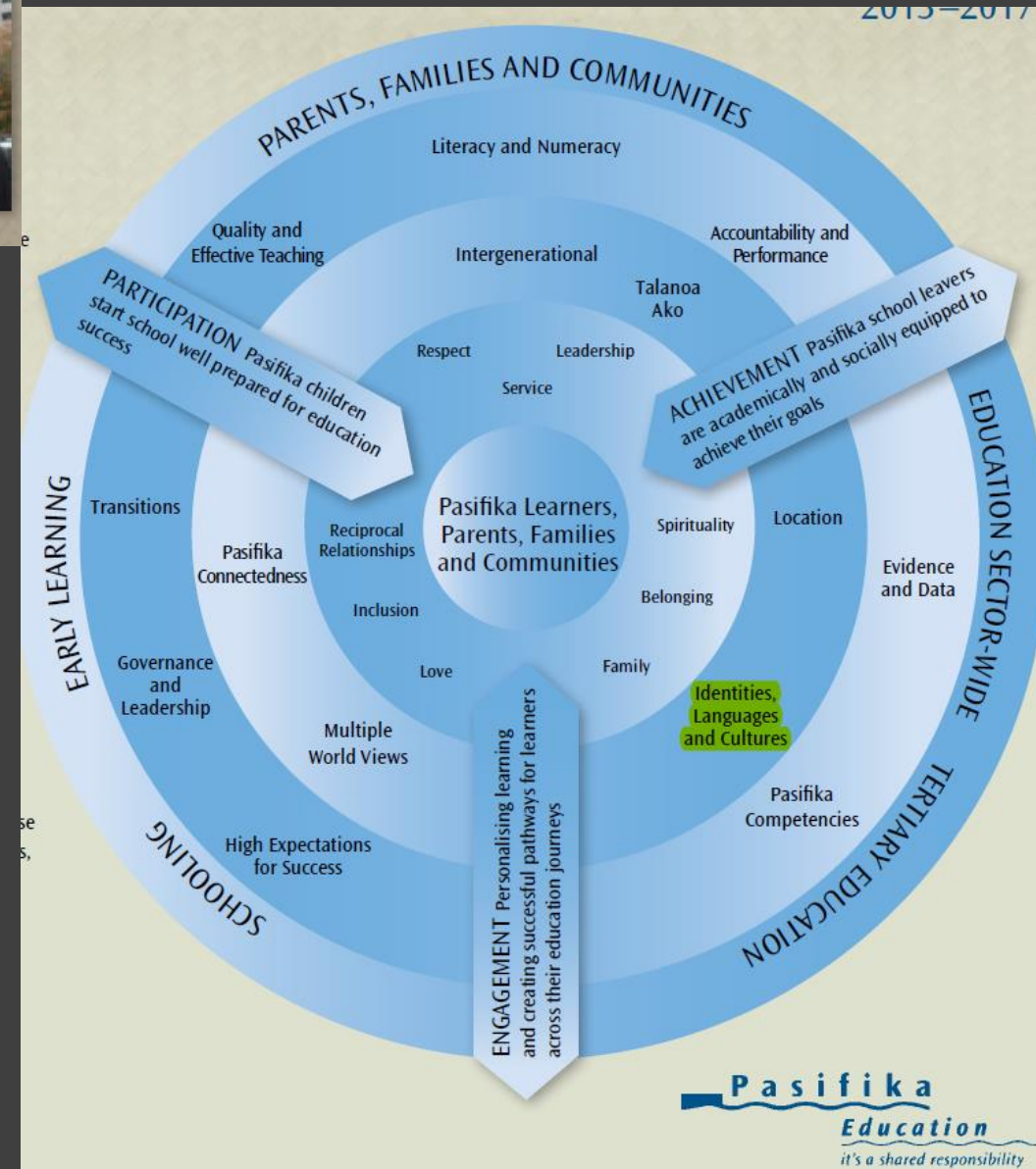
Data and information will be used to increase the knowledge and voice of Pasifika learners, parents, families and communities, so they can **demand** better outcomes and influence the education system from within.

passive voice -
who will demand
these things

Why do 'they' need to
keep demanding
things - leaves a lot of
onus on learners
themselves - very
individualised

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.

Ministry of Education. *Pasifika Education Plan 2013-2017*, p.3.



Early Learning

Ministry of Education. *Pasifika Education Plan 2013-2017*, p.6.

The focus is on increasing participation in quality early learning and building a strong foundation for life-long education.

Goals

1. Pasifika children start school well prepared for education success.
2. All Pasifika parents, families and communities understand and value the importance of early learning.
3. Early childhood education (ECE) services are culturally intelligent and effectively engage Pasifika children, parents, families and communities.

Targets

1. The proportion of Pasifika children starting school who have participated in ECE will increase from 86.2 percent in 2012 to 98 percent in 2016.
2. **By 2016, increase the number of Pasifika ECE Language Services teaching in a Pasifika language or culture over 50 percent of the time.**
3. Increase the percentage of Pasifika learners with special education needs, aged 0-5 years, accessing early intervention services from 9 percent in 2012 to 13 percent in 2016.
4. By 2017, 85 percent of ECE services reviewed by ERO are effective for Pasifika children.

Actions

The Ministry of Education and Education Partner Agencies will:

- Improve information collection to identify vulnerable Pasifika children.
- Introduce new approaches to engage parents, families and communities (PFC) with ECE for example through Supported Playgroups and the Engaging Priority Families initiative.
- Change funding policies to incentivise better support for and participation by Pasifika learners.
- Gain support from schools to:
 - identify and engage Pasifika learners under six;
 - **effectively transition and support Pasifika learners into English medium schooling using language acquisition strategies, such as strengthening learners' first languages, as a foundation for learning English;**
 - plan for Pasifika children with no ECE experiences before enrolling at school.
- Increase the percentage of Pasifika learners and reduce the average age at which they start accessing Early Intervention services.
- Strengthen accountability processes by reviewing early childhood education services' responses and actions to promote the participation, attendance and engagement of Pasifika children, their parents, families and communities

Schooling

Ministry of Education. *Pasifika Education Plan 2013-2017*, p.8.

The focus is on accelerating literacy and numeracy achievement and gaining NCEA Level 2 qualifications as a stepping stone to further education and/or employment.

Goals

1. Pasifika learners excel in **literacy and numeracy** and make effective study choices that lead to worthwhile qualifications.
2. Pasifika school leavers are academically and socially equipped to achieve their goals for further education, training and/or employment.
3. Pasifika parents, families and communities engage with schools in supporting their children's learning.

Language not stipulated -
presumably English
Doesn't mention languages

Targets

- 85 percent of year 1-10 Pasifika learners will meet **literacy and numeracy expectations**, including achieving at or above in National Standards across years 1-8, in 2017.
- The rate of Pasifika suspensions to reduce from the July 2011 level of 5.4/1000 to 3.6/1000 in 2017, expulsions to reduce from 3.3/1000 to 1.5/1000 in 2017 and the Pasifika exclusion rate to reduce from 2.2/1000 to 1.3/1000 in 2017.
- The number of all Pasifika school leavers leaving with NCEA Level 1 literacy and numeracy qualifications to increase from 80 percent in 2010 to 95 percent in 2017.
- 85 percent of Pasifika 18 year olds to achieve NCEA Level 2 or equivalent qualifications in 2017.
- Increase the number of Pasifika school leavers with University qualifications to 80 percent in 2017.
- 80 percent of Pasifika school leavers to achieve at least a Level 2 qualification in Pasifika languages only as a transition to better English. No value in their own right
- inclusive practices to be demonstrated by 2014. This will see every Pasifika child with special education needs welcomed, participating, enjoying and achieving at any New Zealand school

Actions

The Ministry of Education and Education Partner Agencies will:

- Implement focused programmes and activities in targeted secondary and primary schools with high Pasifika rolls to increase and accelerate Pasifika achievement.
- Use Professional Learning and Development to upskill educators in what works for Pasifika learners.
- Provide alternative learning opportunities and pathways that support Pasifika learners to succeed and provide tools to increase the capability of schools to deliver for Pasifika learners.
- Improve the provision of information to PFC about National Standards, NCEA, ERO reports, Youth Guarantee and vocational planning for further education and/or employment.
- Provide secondary school learners with **choice, flexibility and** clear pathways leading to tertiary qualifications and/or employment and also provide Pasifika learners with a wider range of education opportunities to achieve NCEA Level 2 or equivalent qualifications at senior secondary and foundation tertiary levels.
- Fully implement the Youth Guarantee programme and support effective transitions to further education, training and employment.
- Strengthen accountability processes. For example goals and targets for Pasifika learners in school charters and ERO will review schools' performance on programmes targeting Pasifika learners, implementation of the PEP and Pasifika learner achievement.
- Implement programmes and interventions to increase presence, participation and achievement of Pasifika learners with special education needs, and accelerate implementation of Positive Behaviour for Learning (PB4L) and the Incredible Years Teacher initiative.
- **Provide language and learning intervention to support a smooth transition to school for learners coming from Pasifika immersion early childhood centres, and particularly Pasifika learners that have not participated in early childhood education.**
- Use engagement initiatives such as the Pasifika School Community Liaison Project to engage with parents, families, communities and schools.
- Increase the Pasifika capability of school Boards of Trustees utilising new resources

Tertiary Education

Ministry of Education. *Pasifika Education Plan 2013-2017*, p.11.

The focus is on enabling Pasifika learners to attain higher levels of tertiary education through increasing participation, retention and completion of tertiary level qualifications.

Goals

1. Pasifika people are a highly skilled and highly educated workforce that fully contributes to New Zealand's economy and society.
2. Use research and evidence effectively to achieve the goals of the Pasifika Education Plan.
3. Pasifika learners participate and achieve at all levels at least on a par with other learners in tertiary education.

Targets

→ Pasifika learners participate and achieve at all levels at least on a par with other learners in tertiary education.

Actions

The Ministry of Education and Education Partner Agencies will:

- Increase Pasifika learner enrolments by incentivising providers.
- Improve the quality of tertiary education and achievement of Pasifika learners.
- Improve **foundation education to lift the language, literacy and numeracy skills** of the working-age Pasifika population and provide clear pathways into study at NZ Qualifications Framework Level 4 and above.
- Increase transparency to drive higher system performance and support well-informed study choices by Pasifika learners and their parents, families and communities.
- Incentivise providers to ensure Pasifika completions and progression into higher level tertiary education.
- Enable more Pasifika people to obtain skilled employment in high growth, high demand industries.
- Support Pasifika research priorities and build on current research and analysis about Pasifika learners to drive further performance gains.
- Create Pasifika tertiary research priorities to help researchers, including post graduate learners and teacher researchers, to select topics that will foster better achievement by Pasifika learners at all levels and ensure the Performance-Based Research Fund (PBRF) gives due emphasis to both research by Pasifika researchers and research into Pasifika matters.
- Monitor and publish information about the performance of the tertiary education system for Pasifika learners, including progress against the PEP's tertiary targets.

In
English?

Education Sector-Wide

Ministry of Education. *Pasifika Education Plan 2013-2017*, p.14.

The focus is on the Ministry of Education and Education Partner Agencies working together to deliver results for all Pasifika learners more urgently, monitor and report on the PEP's progress.

Goals

1. The Ministry of Education provides strong leadership to education providers and Education Partner Agencies for Pasifika education success.
2. Strengthen relationships and develop closer collaboration on Pasifika education by increasing the knowledge, confidence and skills of the education workforce and education providers to deliver effectively for Pasifika learners.

Targets

- Build Pasifika competencies across the education workforce.
- Deliver specialist education services to Pasifika learners in line with national population data.
- Increase by 20 percent the number of Pasifika registered teachers working in ECE, schools and specialist education services in 2017.

Actions

The Ministry of Education and Education Partner Agencies will:

- Build and maintain relationships and partnerships for Pasifika education success and continually build and disseminate evidence about what works for Pasifika learners with Education Partner Agencies.
- Work collaboratively to become more urgent, more measurement driven and more transparent about Pasifika achievement.
- Develop, implement and report on an Auckland Pasifika Education Strategy that is personalised to the needs of Pasifika learners, their parents, families and communities in the Greater Auckland Region.
- Increase the knowledge, confidence and skills of staff delivering specialist education services to Pasifika and provide cultural supervision and training for specialist education service delivery staff.
- Build Pasifika competencies across the education workforce through developing a framework for Pasifika competencies for teachers as a basis for initial teacher education programmes, graduating teacher standards and criteria for teacher registration.
- Support special education practices through developing the network of regional Pasifika practice advisors.
- Work with the Ministry of Foreign Affairs and Trade (MFAT) and NZQA and other Education Partner Agencies as required to respond to requests from Ministries of Education across the Pacific region, share evidence about what works for Pasifika learners and support dialogue.

PEP – little attention to Pasifika languages at all

- Enlisting hoped- for Pasifika achievement as a way to realising economic growth – not a public good in its own right?
- None of the indicators of success for the plan include Pasifika language proficiency levels or attainment
- Parents need to demand things – culturally inappropriate – why can't people just do their jobs?
- For education overall – nothing about language
- Disconnect between PLF and PEP
- for the slim promises of the PLF – not realised in PEP
- Neoliberalism in policy hard at work **against** the interests of Pasifika languages and cultures in NZ education



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