Pacific languages, neoliberalism and language/education policy

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Symposium: “Mainstreaming languages & cultures in national curricula”

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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.

• 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.

Growth of Pacific population in NZ
(Statistics New Zealand, Census 2006)
<table>
<thead>
<tr>
<th>Language spoken</th>
<th>Census usually resident population count</th>
<th>Language spoken</th>
<th>Census usually resident population count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total responses</td>
<td>5,140,203</td>
<td>Tongan</td>
<td>31,839</td>
</tr>
<tr>
<td>Total people</td>
<td>4,242,051</td>
<td>Tagalog (Philippines)</td>
<td>29,016</td>
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<tr>
<td>English</td>
<td>3,819,969</td>
<td>Afrikaans</td>
<td>27,387</td>
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<tr>
<td>Māori</td>
<td>148,395</td>
<td>Spanish</td>
<td>26,979</td>
</tr>
<tr>
<td>Samoan <strong>Third most spoken language in NZ/second in Auckland</strong></td>
<td>86,403</td>
<td>Korean</td>
<td>26,373</td>
</tr>
<tr>
<td>Hindi</td>
<td>66,309</td>
<td>Dutch</td>
<td>24,006</td>
</tr>
<tr>
<td>Northern Chinese</td>
<td>52,263</td>
<td>New Zealand Sign Language</td>
<td>20,235</td>
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<tr>
<td>French</td>
<td>49,125</td>
<td>Japanese</td>
<td>20,148</td>
</tr>
<tr>
<td>Yue <strong>(Southern China – Cantonese and others)</strong></td>
<td>44,625</td>
<td>Panjabi</td>
<td>19,752</td>
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<tr>
<td>Sinitic <strong>(Mandarin and other Sino-Tibetan, syn. to Chinese languages)</strong></td>
<td>42,753</td>
<td>Gujarati</td>
<td>17,502</td>
</tr>
<tr>
<td>German</td>
<td>36,642</td>
<td>Arabic</td>
<td>10,746</td>
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# Pasifika Languages
*(Statistics New Zealand, Census 2013)*

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

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

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)

**Vision**
Pacific languages are flourishing

**Principles**
- Support for language should be led and owned by the communities
- The decline in language skills should be reversed
- Language is vital to a vibrant Pacific culture
- Heritage language skills will contribute to positive outcomes

**Outcomes**
- **Individual**
  - More learners, and speakers are increasing their skills
- **Family and Community**
  - Languages are used within families and communities
- **Society**
  - The diversity of Pacific languages is valued and celebrated

**Interventions**

**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.
1. Interventions for Individuals

Knowledge & acquisition
Access to formal education in Pacific languages at all levels—early childhood education, compulsory, and tertiary.

Status
Individuals recognise and value, learn and use their heritage language in a range of environments, e.g. home and church.

Corpus
Learners and speakers of Pacific languages have access to a range of resources, including inter-generational transmission, that maintain and promote the linguistic character of their language.

Critical Awareness
Pacific individuals are aware of the value, and understand the implications of their choices to learn and use their heritage language.

Use
Opportunities to use Pacific languages in educational settings.
2. **Interventions for Families and Communities** *(Ministry of Pacific Island Affairs. (2012). The Pacific Languages Framework, p. 9)*

**Knowledge & Acquisition**
- Families and communities have access to resources that promote skill development. Children and young people have opportunities to learn from older people.

**Status**
- Families and communities recognise value, learn and use their heritage languages. Families and communities provide leadership and have ownership of their languages.

**Corpus**
- Families and communities use their heritage language in ways that maintain and promote the linguistic character of the language, including through inter-generational transmission.

**Use**
- Opportunities to use languages in a range of community contexts, e.g. at home, through media, at church, in the public service, in business, arts and sports.

**Critical Awareness**
- Pacific individuals are aware of the value, and understand the implications of their choices to learn and use their heritage language.
3. Interventions for Society

Knowledge & acquisition
Access to formal education in Pacific languages at all levels - early childhood education, compulsory, and tertiary.

Status
New Zealand society recognises and celebrates the value of Pacific languages, and supports their development.

Corpus
Resources are available that maintain and promote the linguistic character of Pacific languages.

Critical Awareness
New Zealand society is aware of the value of vibrant Pacific languages.

Use
New Zealand society uses Pacific languages in their everyday life, including through intergenerational transmission.

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 Pacific Language Framework and aim to help Pacific communities achieve their aspirations for language revitalisation.

A Monitoring and Evaluation plan will be developed to ensure that progress with implementing the Framework is measured, and that changes or improvements are evidence-based, timely and appropriate.

So far amount to Pacific Languages weeks

Implementation

Is revitalisation the issue for all Pacific languages? Above say individuality of each language needs to be recognised and now lump them altogether

This is a shift from before? What steps will be taken for this to be realised?

What does this mean - nothing to explain it – pseudo sociolinguistic language

Government?
What’s going on?

- Pasifika languages often referred to as heritage languages (as though they have no current raison d’etre/ 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?
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 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 speed and urgency within 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.
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’a Samoa (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 Vití (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.

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.
Early Learning

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.
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.
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**
- 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.
Education Sector-Wide

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.

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.

**Goals**

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

**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
References

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