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TO:	Hon Aupito Sio Associate Minister of Education	FILE:	EC-2375
FROM:	Lesley Hoskin Chief Executive	SECURITY LEVEL:	In confidence

Priorities for Pacific Education

Purpose

This briefing provides you with information about the Teaching Council Matatū Aotearoa's work programme and how recent and upcoming policy changes and other initiatives support the system shifts identified in the *Action Plan for Pacific Education 2020-2030*. We look forward to discussing these and other topics of mutual interest at our meeting with you on Monday 8th March 2021.

Background

The Teaching Council Matatū Aotearoa is the professional body representing teachers in early childhood, primary and secondary schooling. We are an independent statutory body, working with over 100,000 registered teachers in English and Māori medium settings. Our functions are set out in legislation and the work we do is funded by teacher registration and certification fees.

The Council's purpose is to ensure safe and high-quality leadership, teaching and learning for children and young people. We do this by ensuring teachers are competent, fit to practice and accountable for the way in which they teach.

Our response to the Action Plan for Pacific Education

Every child and young person has the right to supportive and challenging educational experiences that reflect who they are, and what's important to them, their family and community. The recently launched *Action Plan for Pacific Education 2020-2030* affirms this as fundamental to the success of Pacific learners, and challenges every part of the education sector to focus on the system shifts that will make this a reality for all Pacific learners and their families.

The Council is responsible for some specific areas in the Action Plan. These sit within the key system shifts that have been identified as critical to ensuring the aspirations of diverse Pacific learners, families and communities outlined in the Action Plan can be realised.

Currently we are focused on:



Confront systemic racism and discrimination in education

The Council is collaborating with the Human Rights Commission to empower the teaching profession to have safe and productive conversations about racism, that result in changes to behaviour and practice as set out in *Our Code, Our Standards | Ngā Tikanga Matatika, Ngā Paerewa*, under the *Give Nothing to Racism* banner. An *Unteach Racism* digital tool is being developed to expand teachers understanding of how racism exists everywhere and to support them to identify how it emerges in education. A suite of supporting resources that align with the digital tool modules will help teachers to move from identifying racism to being confident to confront racism where it emerges and, where appropriate, to begin the journey of dismantling the structures that may perpetrate inequality. Our *Unteach Racism* initiative acknowledges that while racism affects many groups in Aotearoa New Zealand, the impact for Māori and Pacific peoples needs a specific focus.

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

During 2019, with the support of our Pacific teacher partners, the Council worked to deliver a series of professional learning and development workshops to the teaching profession, using the *Tapasā Cultural Competencies Framework for Teachers of Pacific Learners*. The purpose of Tapasā is to build the confidence and cultural competence of the teaching profession to enable individual teachers to engage successfully with Pacific learners.

The Tapasā workshops were very popular and well-attended and whilst the Council's contract for delivery has concluded, we continue to promote and encourage using the Tapasā framework in daily teaching practice. We do this through our work with teachers on the *Code | Ngā Tikanga Matatika* and *Standards | Ngā Paerewa*, and through resources which are available on the Council's website.

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

In 2019 the Council introduced new *Initial Teacher Education Programme Approval, Monitoring and Review Requirements*. The new requirements have made important shifts in how programmes are designed, with ITE providers expected to be able to show how they are building and maintaining relationships with iwi/hapū, Pacific communities and others, to work together to shape programme and assessment design.

ITE providers also have greater opportunities to design programmes focused on specific student teacher cohorts, such as programmes with a focus on Pacific teachers. Recently we began discussions with Pacific education representatives to explore future possibilities for providing a work-based Pacific-focused ITE programme. This highlights the role the Council can play to broker initiatives such as this or a centre of excellence approach, to grow teachers able to operate in Pacific bilingual units with capability in Pacific languages. The new ITE requirements were developed to provide this kind of flexibility, but we now need ITE providers who are willing and capable to create such a programme or part of a programme with key partners.

The new requirements also represent a significant shift in the way ITE programmes need to be designed and delivered and how student teachers are assessed. They prioritise student teachers using and meeting the *Standards | Ngā Paerewa* (in a supported environment) throughout their ITE programme, so that at graduation they are well prepared to be effective beginning teachers from day one.

The new requirements change expectations around the kind of practical experience student teachers need, the nature of the coaching and support and the kind of assessments that will demonstrate they meet the *Standards | Ngā Paerewa* (in a supported environment). A critical element of the new requirements is that student



teachers become very familiar with using frameworks for quality teaching practice such as *Tapasā* and *Tātai Ako*, and ITE programmes are expected to integrate these into their programme design and student assessment.

Our intention is to continue with planned evaluations of the impact of the new requirements – this began with a formative evaluation of the process leading up to implementation; the next stage will be working with ERO to look at system impacts over time.

The Council reviewed its *Language Competency Requirements* in 2019, focusing on evidence-based proof of competency in English or te reo Māori (the two languages of our national curricula), with a much broader range of opportunities available to demonstrate this. The change in focus for the requirements means that now those applying for ITE programmes or registration have a greater range of options to show language competency in either language, rather than focusing on whether these languages are a first language.

The changes to the requirements also respond to concerns that in the past options for accessing different language tests were too limited and created barriers. This concern was also raised directly with the Council (via a complaint to the Human Rights Commission), giving us an opportunity to hold a face-to-face meeting with the complainant organisation. The outcome of the meeting and our ongoing engagement with this organisation has resulted in several beneficial outcomes for both parties and ultimately Pacific teachers and learners. This has included exploring future Pacific ITE programme options (as noted above), and several teachers seeking registration and planning to work in Aoga Amata successfully applying through the Council’s language competency discretionary pathway panel.

Other work to support high-quality leadership, teaching and learning

Since 2017, the Council has been working with the teaching profession to implement a suite of policy changes that contribute to our overall purpose, with a particular focus on supporting and strengthening teacher practice. This focus has the overarching goal of ensuring that every teacher in every setting is able to work with diverse student populations confidently and competently. The implementation of these policy changes reflects the widespread recognition that teachers have a crucial role to play in supporting many of the system shifts that are necessary to achieve a truly equitable and responsive education system.

These changes and our current priorities within the Action Plan mean that the Council and the teaching profession are well placed to contribute to the overarching vision for Pacific education: “Diverse Pacific learners and their families are safe, valued and equipped to achieve their educational aspirations.”

The Code | Ngā Tikanga Matatika and Standards | Ngā Paerewa

The *Code | Ngā Tikanga Matatika and Standards | Ngā Paerewa* were implemented in 2017, following several months of engagement with teachers, Initial Teacher Education providers, education researchers and the education sector. The *Code* sets out the high standards for ethical behaviour that are expected of every teacher; the *Standards* describe the expectations of effective teaching practice. This includes every teacher designing learning that reflects each learner’s strengths, interests, needs, identities and culture, and using teaching strategies that support these.

Registration and certification policy

The new *Requirements for Teacher Registration, Practising Certificates and Limited Authority to Teach* policy was launched in 2020. Like the Council’s other policy changes, the registration and certification policy is focused on supporting and building teacher capability to effectively engage with diverse learners, families and communities. Part of the requirements for practising certificate issue and renewal is meeting and using the *Standards | Ngā Paerewa* which in turn ensures that everyday teacher professional practice retains this focus.

Rauhuia | the leadership space

The Council is mandated through legislation to “...ensure safe and high-quality leadership, teaching and learning for children and young people...”. We have already worked with the teaching profession to develop an educational leadership strategy and capability framework (completed and published in 2018). The Council accepted the Minister of Education’s invitation to develop and implement an educational leadership centre early last year.

We recently provided a briefing to you about our work on *Rauhuia – the leadership space* which involves shaping a kaupapa for leadership in the education sector using te āo Māori concepts and a Tiriti framework to contextualise local and national priorities. As this work gathers momentum, it will provide a space for a wide range of initiatives, within the framework of the leadership development priorities identified in the Council’s leadership strategy and the values of Rauhuia.

Currently the Council is focused on building partnerships with communities and networks so that together we can shape the future direction for educational leadership initiatives in learning communities and for individual teachers. Leadership is a specific priority within the *Action Plan for Pacific Education*, and we look forward to working with Pacific teachers and communities to realise the potential that Rauhuia offers.

Organisational priorities

The Council is committed to working as a Tiriti-based organisation. This means building our own internal capability and capacity, both at a governance level and amongst our staff. To support our *Te Rautaki Tiriti o Waitangi 2019-2030* strategy, we have recently turned our attention to strengthening relationships with tangata whenua and mana whenua as our Tiriti partners. As these relationships have become more established, this has opened the door to begin the work of establishing closer relationships with others who sit within the Tiriti relationship.

We have chosen to illustrate the importance and value of these relationships through Te Pātū o te Whare - the Wall of Identity which provides a visual and practical representation of the connections the Council needs to foster in order to be able to work effectively with teachers, learners and their families, communities and representative bodies. As these strengthen and deepen, we are guided by these communities to develop a design for Te Pātū o te Whare that reflects their aspirations for the relationship. Most recently we worked with Pacific teachers and staff to propose a design for the Pacific peoples’ panel.

Te Pātū o te Whare - Wall of Identity

The Wall of Identity in our Tiriti-led and Values Based Council

Kawa – Our ways of being driven by our non-negotiables

The Teaching Council and all its strands of work are led by **Te Tiriti o Waitangi**, our values and the wall of identity demonstrated by our tukutuku patterns and its narrative. Each of these tukutuku patterns are bound to each other by Te Tiriti o Waitangi and our values and in doing so amplify individual and collective wellbeing.

Hauora / Wellness

The panel of individual and collective Hauora.

MANA WHENUA / TANGATA WHENUA **BI-CULTURAL** **MULTI PACIFIC** **MULTI CULTURAL**

Teaching Council of Aotearoa New Zealand

Late in 2020 our Governing Council did an in-depth session on the Council's actions within the *Action Plan for Pacific Education*. The time was also used to progress discussions on the Council's own Pacific Strategy, which will sit alongside and closely connect to our Tiriti strategy.

From these discussions, we recognise that the Council needs to strengthen the processes it has in place to include diverse Pacific voices and identities in decision-making. To progress this, the Governing Council identified a range of first priorities, including establishing a Pacific advisory group and finding ways to connect more formally with a number of Pacific teacher social media groups and other networks. Putting these structures in place will complement our continuing work with key Pacific organisations and peak bodies within the education sector, as we seek to build on current relationships and develop new ones to support Pacific teacher and learner aspirations.

Appendix One: Summary of the Action Plan for Pacific Education – system shifts



Action Plan for Pacific Education

Action Plan for Pacific Education

Action Plan for Pacific Education 2030 Vision

The Action Plan for Pacific Education 2020-2030 maps the Government's commitment to transforming outcomes for Pacific learners and families and includes \$80.2m to protect Pacific learners and families from the education impacts of COVID-19. It signals how early learning services, schools and tertiary providers can achieve change for Pacific learners and their families.

We also want to acknowledge the significant role that families and communities play in supporting their children and young people. We value and thank them for the contributions they make every day. The guidance and resources provided in the full Action Plan can also be used by families and communities to further support their children to achieve their aspirations.

Pacific Education 2030 Vision

"Diverse Pacific learners and their families are safe, valued, and equipped to achieve their education aspirations"

30 Year Education Vision

Whakamaua te pae tata kia tina
Take hold of your potential so it becomes your reality...

Whala te pae tawhiti kia tata
Explore beyond the distant horizon and draw it near!

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

The 30 year vision and the education objectives form the core of our overall approach to education. This Action Plan maps how we will achieve system change to better support Pacific learners and families in five key areas. This will be critical to give life to the 30 year vision for all learners and families in Aotearoa, New Zealand.

Overarching objectives for the education system

Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner.	World class Inclusive Public Education: New Zealand education is trusted and sustainable.	Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau.	Learners at the centre: Learners with their whānau are at the centre of education.	Future of learning and work: Learning that is relevant to the lives of New Zealanders today and throughout their lives.	Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau.
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Five key system shifts needed for Pacific learners and families to meet the objectives

<p>Work reciprocally with diverse Pacific communities to respond to unique needs, with an initial focus on needs arising from the COVID-19 pandemic</p> <p>Pacific learners and families are diverse and have different needs and aspirations. This is further exacerbated by COVID-19 and the way it has impacted Pacific communities differently.</p> <p>Working reciprocally at a local level to respond to unique needs and aspirations will better ensure that all Pacific learners have great education opportunities and outcomes.</p>	<p>Confront systemic racism and discrimination in education</p> <p>Pacific learners and families have identified racism as a major barrier in our education system. We will work to confront and eliminate racism, discrimination and stigma, including for Pacific learners who identify as LGBTIQ+ MYPFAFF and/or disabled.</p> <p>This will ensure that Pacific learners and their families have a strong sense of belonging and education is a trusted, inclusive space.</p>	<p>Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners</p> <p>Pacific learners and families have told us that one of the most important influences is their educators and leaders. Great educators and leaders do their best to value and understand Pacific learners' unique identities, languages and cultures and support them to thrive.</p> <p>Taking coordinated action to support educators and leaders to be the best for Pacific learners and families will make a significant difference to the experiences of Pacific learners and families in education.</p>	<p>Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met</p> <p>Pacific learners and families describe learning and succeeding as a collective activity. Decisions regarding learning, pathways and employment are often based on the needs and aspirations of the wider family and/or community.</p> <p>We will support Pacific learners and their families to be informed and confident in supporting their education aspirations. We will also support Pacific learners and their families to plan and pursue the education pathways that they aspire to, in partnership with educators.</p>	<p>Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages</p> <p>Pacific learners and families shared that teachers and leaders of Pacific heritage are seen as role models and can often relate to them in ways that make learners and families feel comfortable and safe.</p> <p>Teachers and leaders of Pacific heritage also told us that they often have additional responsibilities to support Pacific learners and families and sometimes it can be difficult to manage these responsibilities.</p> <p>Valuing and growing the number of teachers and leaders with Pacific heritage is a key part of ensuring quality teaching and leadership that is reflective of and responsive to Pacific learners and their families.</p>
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¹ The term MYPFAFF was developed by community activist and worker Phylsha Brown-Acson to encourage and facilitate wider use of traditional Pacific terms such as mahi, vakasalewalewa, palopa, fa'afafine, akava'ine, fakalati or lali, and fakafifine (Korokoro, 2017).

