



Lower Hutt Fono: Feedback Summary

“Racism doesn’t need to be called out, it’s more about educating people, that’s why Tapasā is awesome. We just need more chance for educators to develop themselves, often they aren’t trying to be offensive.”

Pacific teacher

Are the proposed areas important?

- All comments support the focus areas and most are further commentary on each of the focus areas.
- It is important to get families involved, talk to them about pathways, support them with their needs and for non-Pacific teachers to understand their culture
- Dealing with racism and discrimination – build cultural intelligence, pronounce names correctly, education on awareness of racism, stop gender discrimination, break stereotypes, make sure schools and teachers are aware of support to do this
- Targeting support – Tapasā should be normalised, more options for students, parents involved in pathway discussions.
- More Pacific teachers – need teacher training to include Pacific programmes, pedagogy and more teachers who understand Pasifika students and can speak Pacific languages. Pacific teachers are seen to be better placed to make the connection between kids success outside of school but need more time rather than being dumped with lots of extra responsibilities
- The Samoan language group support the areas of focus, particularly want to emphasise learning in first languages and more Pacific teachers

“When the plan is completed - come back to the community. Over the 10 years - PEP is a living document.”

Pacific adult

Is there something missing? What would you change?

- More Pacific ECE options
- Resources to unpack learning for Tapasā and more focus on all teachers knowing more about Pacific cultures
- Leave IELTS to degree level qualifications, not Level 3 and 4 – one group discussed having to sit IELTS for every new qualification you start, if you fail one section, you fail everything and you don’t get any feedback. Use our community resources to support bilingual education in every learning environment by getting more language resources into libraries and using churches
- Need Pacific reps on Boards of Trustees and more Palagi teachers as Pasifika champions
- Use a Pacific model that reflects our Pacific values and define the diversity of Pacific learners
- Teaching institutions are responsible for preparing teachers to work with all families/cultures
- Wording changes: more excellent, highly skilled Pacific teachers, separate ‘end racism’ and ‘value our...’ into two different priorities or change to value our Pacific cultures and languages in order to end racism and discrimination in education.
- Samoan language group want more language resources and to see non-Pacific understand Pacific cultures and respect them, not just treat them as an add on and noted the importance of community fono

What questions or other comments do you have?

- All questions relate to how the shifts are going to be achieved
 - Target support: What would it practically look like to grow bilingual options/build skills for community life in specific?
 - More Pacific teachers: How will you go about making teaching attractive to Pasifika people?
- Concern about PowerUP and parents being less involved. There is a desire to bring it to the Tokelau community specifically and some concern that the church model may not reach everyone who needs it. How do we engage with those who are less likely to engage with schools? Working with community leaders, churches, leadership forums and community centres and get schools promoting PowerUP in their communities
- Parents as First Teachers noted as a good programme

What does success look like for you?

Top 2	<i>Pacific learners and their families feel accepted and included</i>				<i>Pacific learners can learn in their language throughout their education</i>		
Top 9	<i>Pacific learners see themselves reflected in their teachers</i>	<i>Pacific families feel confident supporting their children in education</i>	<i>Pacific learners have the skills to succeed in the workforce</i>	<i>Pacific learners names and pronouns are used correctly</i>	<i>Education leaders do things to show they value Pacific cultures</i>	<i>Pacific learners and their families are free from racism and discrimination in education</i>	<i>Pacific learners with disabilities can participate and are included in entire education system and extra-curricular activities</i>