



West Auckland Fono: *Feedback Summary*

“I’ve experienced racism and discrimination. I was made to believe there were certain subjects that I should focus on at school and nothing else. I left school at the age of 16 because I didn’t feel valued in class.”

Pacific adult

Are the proposed areas important?

- Yes, with particular mentions of focusing on racism, getting more Pacific teachers and supporting families
- Racism identified as systemic so the response must come by changing the system – including how success is defined, arming students to call it out and examining your own bias.
- Need for home – school partnerships to be more reciprocal. Lack of engagement from parents as a result of colonisation - need to show parents they are valued and so too is their language and culture.
- Education opportunities should be co-designed in a way that considers the needs of all Pacific groups. For example, a lot of Tuvaluan people generally carry the “overstayer” immigration status. This can impact the Tuvaluan learner in that they cannot access education opportunities beyond compulsory schooling.
- Bilingual pathways are important for greater cultural understanding & dire need for language resources.

What questions do you have?

- Questioning why we don’t address IELTS issue if we want more Pacific teachers. Immersion and bilingual suffering because of this barrier.
- Who is measuring cultural competence of teachers?
- How are we supporting Pacific 'over stayer' students to access learning?
- Does the budget funding contribute to these areas?
- How do we arm our kids to attack racism and discrimination?
- How is accountability going to be introduced? What would this look like?

Is there something missing? What would you change?

- Palagi teachers need to be re-educated on how to be culturally responsive & eliminate teacher bias. Mandating professional standards and enhancing public awareness of Tapasā could keep teachers accountable for responding to the needs of Pacific learners
- Pacific qualifications have been devalued over time and eventually discontinued
- Need to see data on current numbers of Pacific teachers and bilingualism and what our goals are in these areas
- Need to work out a way to value cultural expertise and knowledge that sits in the community
- People generally want more detail regarding what these changes would look like, what the data is that sits behind them to inform the direction etc.
- A few comments about paying Early Childhood teachers more fairly
- Bilingual education (or immersion education service types) requires ECE teachers who can teach through a second language in order for the children to become bilingual. This is a problem because most Samoan immersion centres are staffed by older women who are either not qualified or are having to make sacrifices in order to become qualified. We need to create opportunities for Pacific teachers who are fluent in a Pacific language to consider teaching at ECE bilingual or immersion education centres

“More Pacific teachers: Yes, probably most important for me as I believe the more we have in the system, the more propensity for change.”

Niuean parent

What does success look like for you?

Top 3

There are strong relationships between Pacific families and place of education

Non Pacific educators can teach Pacific learners in a way that values their cultures

Pacific learners’ faith and beliefs and cultures are valued in education

Top 7

Pacific learners and their families are free from racism and discrimination in education

Pacific learners can learn in their language throughout their education

Pacific learners have the skills to succeed in the workforce

There are no financial barriers to accessing education for Pacific learners and families