



Briefing report

Education Review Office (ERO): Educational outcomes for Pacific learners

Date	5 March 2021
Security Level	N/A
ERO Priority	Medium
ERO Reference	M21-17
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee	Action sought	Deadline
Associate Minister of Education	It is recommended that you: <ul style="list-style-type: none"> a) note the contents of this briefing. b) note this briefing is recommended for proactive release. 	



Attachments:

***Education Review Office (ERO):
Educational outcomes for Pacific
learners***



Comments:

Minister's Office to complete

Noted	<input type="checkbox"/>
Seen	<input type="checkbox"/>
Approved	<input type="checkbox"/>
Referred to:	
Date signed by Minister:	



Our Ref: M21-17

5 March 2021

Hon Jane Tinetti
Associate Minister of Education

Educational outcomes for Pacific Learners

Purpose

1. This briefing sets out:
 - a. What the Education Review Office knows about how the system is serving our Pacific learners.
 - b. The actions and strategies that ERO has undertaken and intends to undertake, to support the system in improving outcomes for Pacific learners.

Context

2. Pacific learners make up a notable and growing proportion of the school population. These learners represent a significant portion of the Pacific community, with over 40 percent of Pacific peoples being under 20 years of age.
3. ERO is guided by the principle of **equity and excellence for all learners in all schools**. Culturally responsive learning is explicitly linked to improved learning outcomes. However, schools continue to struggle to implement responsive curricula and ERO found that,

“When children’s diverse cultures are not recognised or parts of The NZC are neglected in a school’s curriculum, children are less likely to develop the values, knowledge and competencies that will enable them to live full and satisfying lives.”

What ERO knows about how the system is serving our Pacific learners.

Early Childhood Education

4. An increased number of Pacific children have enrolled in early childhood services however, ERO reviews indicate:
 - a. A disproportionate number (**more than 20 percent**) of early childhood services with 50 percent or more Pacific children enrolled were judged to require ‘further development’. Across all early childhood services, only 10 percent were judged as requiring further development.
 - b. Gaps in the development of centres serving a Pacific majority were sometimes a result of leadership, management and funding challenges.

Schools

5. Pacific learners are over-represented in lower decile schools. However, unlike Māori learners, Pacific learners do not feature more in schools judged by ERO as 'needs development'.
6. ERO analysis found a subgroup of high-performing, **state-integrated** schools that supported Pacific learners well had the following characteristics:
 - a. *They were well-run schools.* These schools tended to be judged as 'well placed' by ERO.
 - b. *They attracted learners.* Whānau and parents were often more intentional in selecting state-integrated schools, possibly encouraging more engagement.
 - c. *They had strong connections.* The schools' ability to understand the students' learning priorities were part of their design. They tended to have stronger links to their communities, many of whom belonged to the same church groups.
7. Where ERO found that achievement had improved for Pacific learners, two other key effects were noted:
 - a. Achievement was lifted for all learners.
 - b. These schools have much smaller disparities in achievement between Pacific learners and the rest of the student population.

National Certificate of Educational Achievement (NCEA) Attainment

8. Pacific learners' participation and overall attainment of NCEA has steadily improved since 2009, making progress towards closing the gap between them and non-Pacific learners.
9. However, despite closing the gap, the NCEA endorsements indicating quality of achievement, have not. Attaining NCEA Level 3 with an excellence endorsement remains extremely low among Pacific learners, while non-Pacific excellence endorsements have been increasing.

Pacific bilingual education

10. ERO's 2019 report of Pacific bilingual education programmes found that they tended to be developed locally and were resourced out of schools' baseline funding. Schools were less likely to have developed an approach focused on bilingualism and informed by research literature and best practice, and often had difficulties procuring resources.
11. By 2022, ERO intends to have a quality framework ready for use by leaders and teachers to design and deliver Pacific bilingual education across the system.

COVID-19 impact

12. ERO's survey of 10,000 students in the first lockdown found that Pacific learners in low decile schools found learning from home more manageable than their peers, particularly from a wellbeing perspective.
13. However, leaders and teachers were less positive following the lockdowns. Pacific learners and their families were likely to experience socio-economic challenges during lockdowns, some of which were exacerbated by the loss of jobs. Some early services

and schools worked with other agencies in their community and became the focal point of support for these families.

Action underway


14. ERO's Pacific Strategy 2019 -2022 recognises the need to shift from a focus on participation towards a more rigorous drive for quality, and for education provision which emphasises culturally-located success.

The strategy identifies three immediate priorities for ERO:

- a. Pacific children and young people are lifelong learners and succeeding as culturally located learners.
 - b. Pacific learners are confident in their languages, cultures and identities.
 - c. Pacific early learning services provide high quality education that reflects the priorities and aspirations of Pacific learners, their parents and communities.
15. ERO is working with early childhood services and schools to:
- a. Build cultural competency by leveraging off relationships developed with Pacific learners and their families during the COVID-19 pandemic.
 - b. Raise their expectations of Pacific learners.
 - c. Investigate and implement practices that support Pacific learners to achieve above and beyond the current trajectory.

Recommendations

16. It is recommended that you:
- a) **note** the contents of this briefing. **Noted**
 - b) **note** that this briefing is recommended for proactive release. **Noted**



Nicholas Pole
Chief Executive

NOTED/APPROVED



Hon Jan Tinetti
Associate Minister of Education

10, 3, 2021