



Manuia le afiafi,
Kia orana,
Malo e laumalie



**A fia vave o'o lou va'a, alo na o oe, ae a fia tuli mamao
le taunu'uga, tatou 'alo'alo faatasi.**

**If you want your canoe to go fast, go alone; if you want
to go further, let us go together.**



What we know and what we want to achieve:

Ponsonby Primary has a disproportionate level of Pasifika students compared to the rest of Auckland.

We want to 'tap into' these students backgrounds, families and cultures to enhance engagement levels.

We want to provide meaningful learning opportunities for all students in a Pasifika context.

How we can recognise the cultural needs of our students in supporting their learning pathway (T.O.D.)

Jacoba Matapo

"My doctoral research explores emerging forms of Pasifika leadership within the context of higher education."



<http://www.education.auckland.ac.nz/people/profile/j-matapo>

Tapasā



Cultural competencies framework
for teachers of Pacific learners

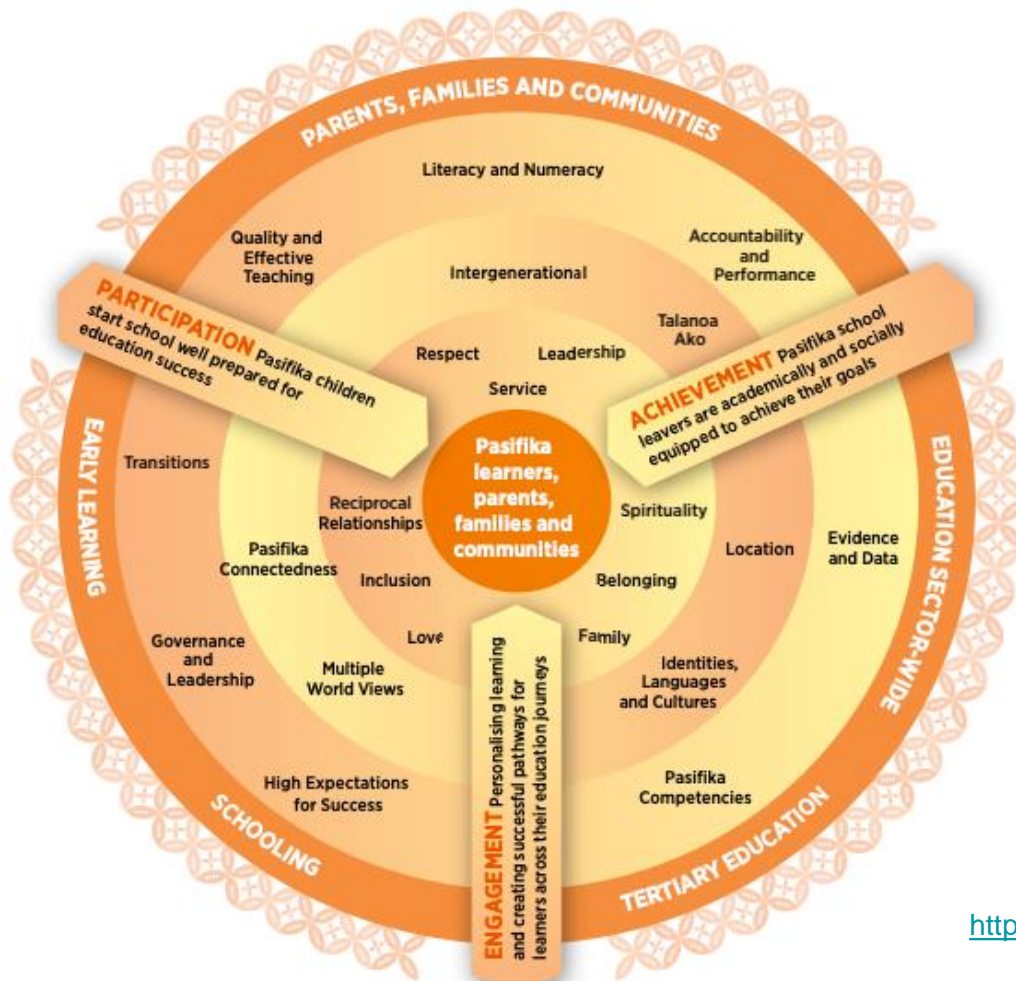


Building Pasifika cultural competencies across the education workforce is one of the PEP's key targets. Skilled and confident teachers (and leaders) are important for Pasifika educational success. At the centre of Pasifika educational success are the learners, their parents, families and communities. We know that educational success is achieved when teachers:

- » recognise and build on what Pasifika learners, their parents, families and communities already understand, value and what they know; and
- » integrate those understandings, values and knowledge into their planning and teaching practices.

This means taking into account processes, methodologies, theories and knowledges that are *fa'asamoa* (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-Viti* (the Fijian way), for the major Pasifika populations, as described in the PEP. It is worth recognising that Pasifika cultures and ways of doing things are dynamic, constantly evolving and resulting in shifting cultural paradigms and nuances. The same is true with identity whereby the identities of Pasifika learners and even teachers are shifting and changing beyond traditional notions of identity.

The Pasifika Success Compass



Characteristics of a good teacher⁵

According to Pacific learners (and Pacific parents), a 'good teacher':

- » understands that my identity, language and culture is important to me
- » pronounces my name and words in my language properly
- » recognises that English might not be my and/or my parents' first language and communicates with us in a way that we can understand
- » does not make fun of my and/or my parents' limited English language skills if we don't speak it fluently
- » makes an effort to learn and use simple words like saying 'hello' and 'thank you' in my language
- » knows that I want my parents to be part of my learning journey and that my parents value being part of that journey
- » communicates well and isn't afraid to ask me and my parents questions
- » does research to know more about me, my family and my culture and island nation(s) that we come from
- » incorporates stories, legends and myths, events, activities and symbols that I understand and are relevant to me when they are teaching
- » understands the values that are important to me such as faith, spirituality (church) and family
- » is a strong, kind, honest, passionate, open-minded, understanding, flexible and compassionate leader who cares about me, and
- » knows that I want to learn but in a way and at a pace that is suitable for me.

What can we do to help engage our Pasifika students and families?

Leadership.

Inclusivity.

Cultural.

Resources.



Manuia le po,
Mālō tau ma'ū e efiafi ni,
Meitaki, Aere ra

