

# Success as Pacific learners

A suggestion for implementing the strategy  
'Develop cultural capability' from the Guide:  
[Supporting Pacific learners](#)

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- Includes:**
- Recognise identity, language and culture
  - Build a nurturing environment
  - Create authentic learning opportunities
  - Affirm Pacific learners as Pacific learners
  - Understand community expectations
  - Reflection questions

Inclusive Education

From

Guide: [Supporting Pacific learners](#)

Strategy: [Develop cultural capability](#)

Suggestion: [Success as Pacific learners](#)

Date

08 December 2022

Link

[inclusive.tki.org.nz/guides/supporting-pacific-learners/upholding](http://inclusive.tki.org.nz/guides/supporting-pacific-learners/upholding)

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## Recognise identity, language and culture

It is important to recognise and build on the identity, language, and culture of Pacific learners.



Video hosted on Vimeo <http://vimeo.com/519275024>

Closed Captions

**Source:**

[Tapasā: Language, Identity and Culture](https://tapasa.tki.org.nz/teaching-stories/where-am-i/the-importance-of-knowing-the-learner/language-identity-and-culture/)

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# Build a nurturing environment

Create an environment that nurtures and values diverse cultural backgrounds so that learners feel supported, respected, and are able to uphold their cultural identity in their learning environment.

So one message I want to get out to everyone, to our teachers, to our students, and to the people of our community is to be proud of who you are, to be confident with your culture, to be confident with yourself and your background behind you because everyone has a story behind them.

**Student, Cook Islands group, Manurewa High School**

Source:

[Tapasā: The importance of identity](#)

<https://tapasa.tki.org.nz/teaching-stories/who-am-i/the-importance-of-identity/>

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## Create authentic learning opportunities

Ensure families and community have space to share their expertise and knowledge



Video hosted on Vimeo <http://vimeo.com/519265219>

Closed Captions

**Source:**

[Tapasa: Involving family in learning and curriculum](https://tapasa.tki.org.nz/teaching-stories/parent-and-whanau-engagement/involving-family-in-learning-and-curriculum/)  
<https://tapasa.tki.org.nz/teaching-stories/parent-and-whanau-engagement/involving-family-in-learning-and-curriculum/>

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## Affirm Pacific learners as Pacific learners

Recognising cultural capital helps build an education system that meets the needs, and supports the achievement of, all learners

With our Pacific learners, they're able to use their own culture to express who they are in their own language so they have that choice of speaking in their language, writing in their language, and also creating art in the way that they think who they are.

**Matua Lewis Anderson, Farm Cove Intermediate**

Source:

[Tapasa: How do we fit together?](#)

<https://tapasa.tki.org.nz/teaching-stories/who-am-i/how-do-we-fit-together/>

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## Understand community expectations

Consider the varied expectations that Pacific learners balance alongside their school work, in their roles and responsibilities connected to church, sports, or social groups



Video hosted on Vimeo <http://vimeo.com/113879056>

[View transcript](#)

Source:

[Pasifika Education Community \(NZ\)](http://pasifika.tki.org.nz)

<http://pasifika.tki.org.nz/Media-gallery/Engaging-with-Pasifika-parents-families-communities/Different-Worlds-Different-Experiences>

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## Reflection questions

Consider your responses to these questions. What actions do they inspire?

What are the different ways you are building strong relationships with parents?

What opportunities do you have to talk and connect with Pacific parents?

Reflect on the attendance of Pacific parents and whānau at school interviews. How are Pacific parents responding to emails, newsletters, written invitations, phone calls, or home visits?

How do you engage with Pacific parents over potential problems or particular issues concerning their child?

How are you developing a shared responsibility that strengthens parent-school partnerships?

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