

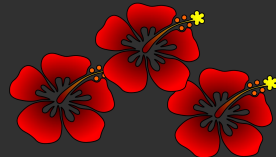
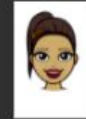
TESAC CONFERENCE APRIL 2024



UNPACKING THE PACIFIC VALUES FRAMEWORK

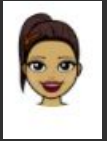
PRESENTER:

Joyce Shankar-Kay





Antares
Technology Ltd



KIA ORA TĀTOU

GREETINGS ALL

KO KĀPUKA-TAUMĀHAKA
TE MAUNGA

CARGILL IS THE MOUNTAIN

KO TAIERI TE AWA

TAIERI IS THE RIVER

NŌ ŌTEPOTI AHAU

I AM FROM DUNEDIN

KO SHANKAR-KAY
TŌKU WHĀNAU

SHANKAR-KAY IS MY FAMILY

KO JOYCE TŌKU INGOA

MY NAME IS JOYCE







Workshop Objectives:

- ★ Why PVF has been introduced
- ★ Unpack the PVF
- ★ Make connections with PVF and current Food and Nutrition, Food Technology & Materials Programmes
- ★ Inspiration Spark Strategies that will engage learners and support you as a teacher













Principles to guide this workshop:

- ★ Respect the different experiences and views that are shared
 - ★ Encourage everyone to engage in conversation and listen while others are talking
 - ★ Be Considerate of the diversity in the group
- 
- 



As we work through this workshop you will:

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- 
- ★ Be encouraged to reflect on your own positionality and situate yourself within the contexts and experiences of Pacific learners.
 - ★ Be supported to understand Pacific values and identify what this looks like in practices within the classroom.
 - ★ Explore how Pacific values can be incorporated into your own teaching and learning practice.
 - ★ Explore opportunities to meaningfully incorporate Pacific knowledges, languages, cultures, and identities as inherently valuable to the teaching and learning of respective subjects.
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Background:

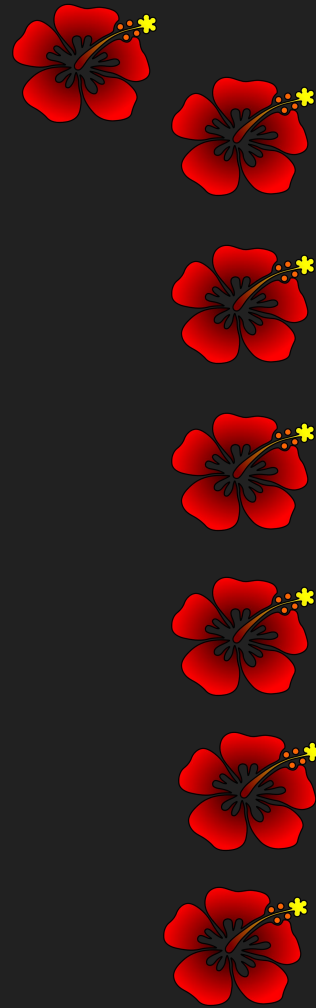
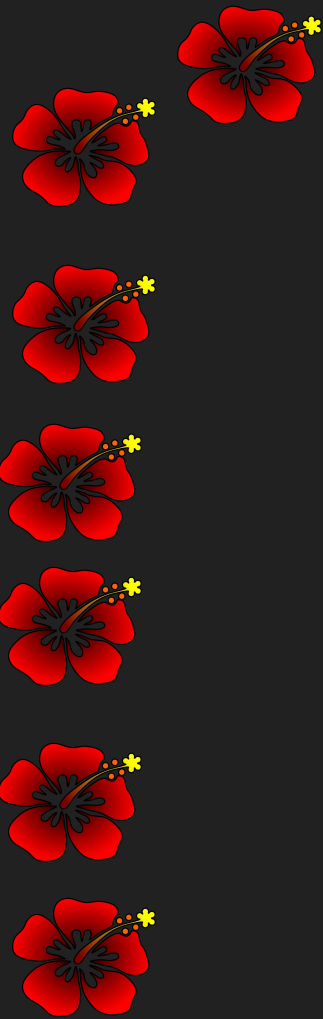
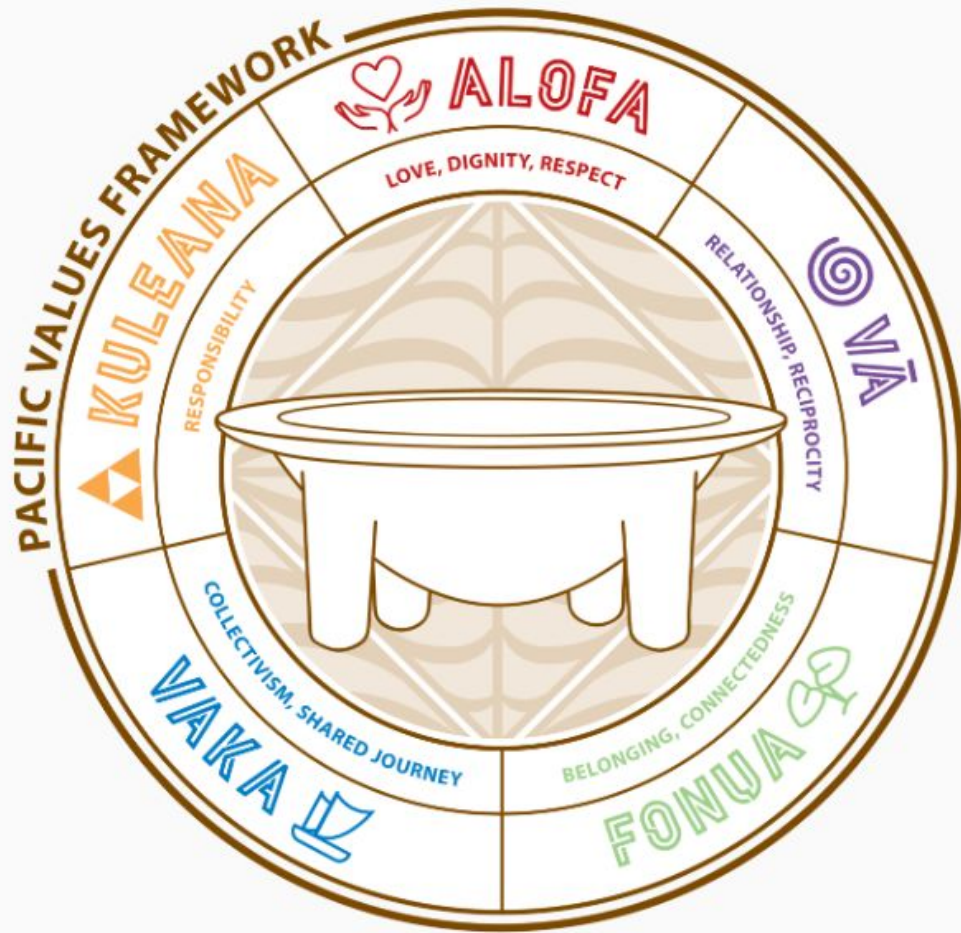
The PVF

- developed by the NCEA Pacific Panel in 2020
- intends to provide an anchor on which solutions and strategies can be developed that are reflective of Pacific communities and their aspirations in NCEA.
- is intended to complement existing resources such as Tapasā & offers further guidance with a focus on NCEA.



Central to the PVF is the 'Kumete' which is Tongan for kava bowl. The practice of sharing in kava is symbolic across the Pacific countries and can be seen as bringing the past into the future and binding them together.

The PVF *Kumete* consists of five key values that characterise Pacific peoples and communities, demonstrated through their customs, practices, and ways of being. In the context of education, the *Kumete* could also provide a symbol of collective unity, ownership of and responsibility for Pacific learner success.



Alofa

Teaching with ALOFA means to uphold the deep dignity in each and every learner. It means to teach with understanding and respect for learners, their families and communities, as well as inherently valuing and including Pacific identities, languages and cultures in what and how they teach.



Kuleana

Teachers who understand the importance of KULEANA will work to instill a sense of individual and collective responsibility in their learners. This responsibility will extend to learners, their families, communities and environments - both in Aotearoa NZ and at home in the Pacific. Teachers will encourage a sense of humility in their learners, aligned to Pacific leadership and service.



Fonua

Teachers who understand the importance of FONUA will hold the different indigenous knowledges of the Pacific at the center of their curriculum and pedagogy. They will create multiple and diverse opportunities for their learners to make connections to their mind, body, soul and environment, as well as land, culture, and identity. They will create spaces where students feel that they belong and are connected to the teacher, school, learning and each other.



Vā

Teachers who nurture the VĀ in their classrooms understand that relationships are of the utmost importance to Pacific learners. Teachers will foster understanding of the vā with and amongst their learners. They will work hard to care for the relationships in their classrooms and communities.



Vaka

Teachers who understand the importance of VAKA are able to see, appreciate and build the inherent strengths of their Pacific learners.

They will see their students as master navigators and wayfinders, with collective courage and the ability to dream big and work hard. They will foster high expectation and high relationship in their classroom, where every learner has a place and a role that serves the classroom community as a whole.

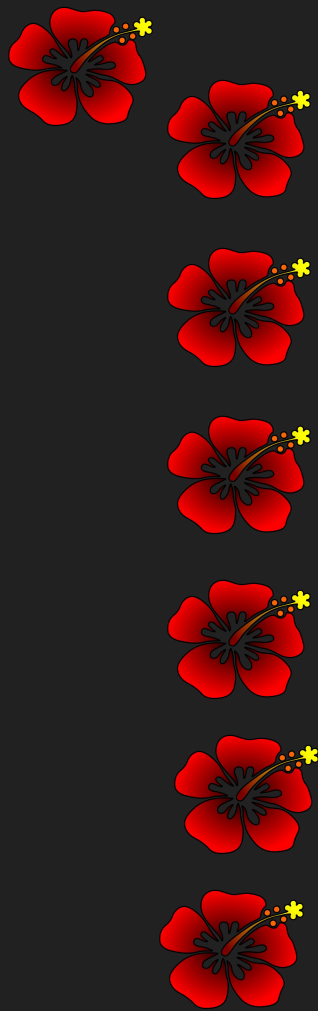
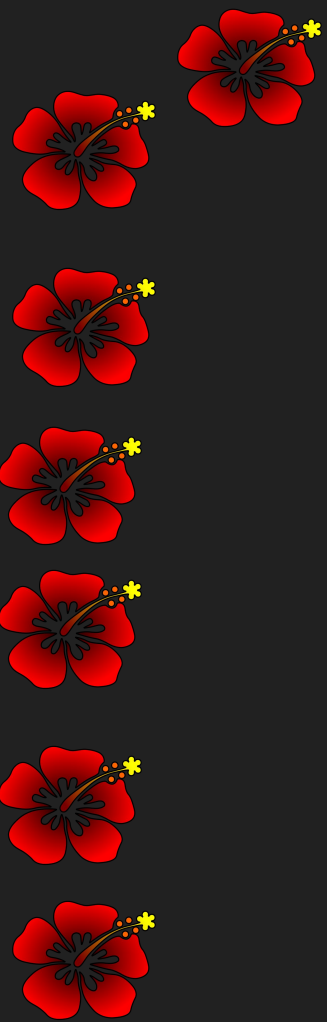
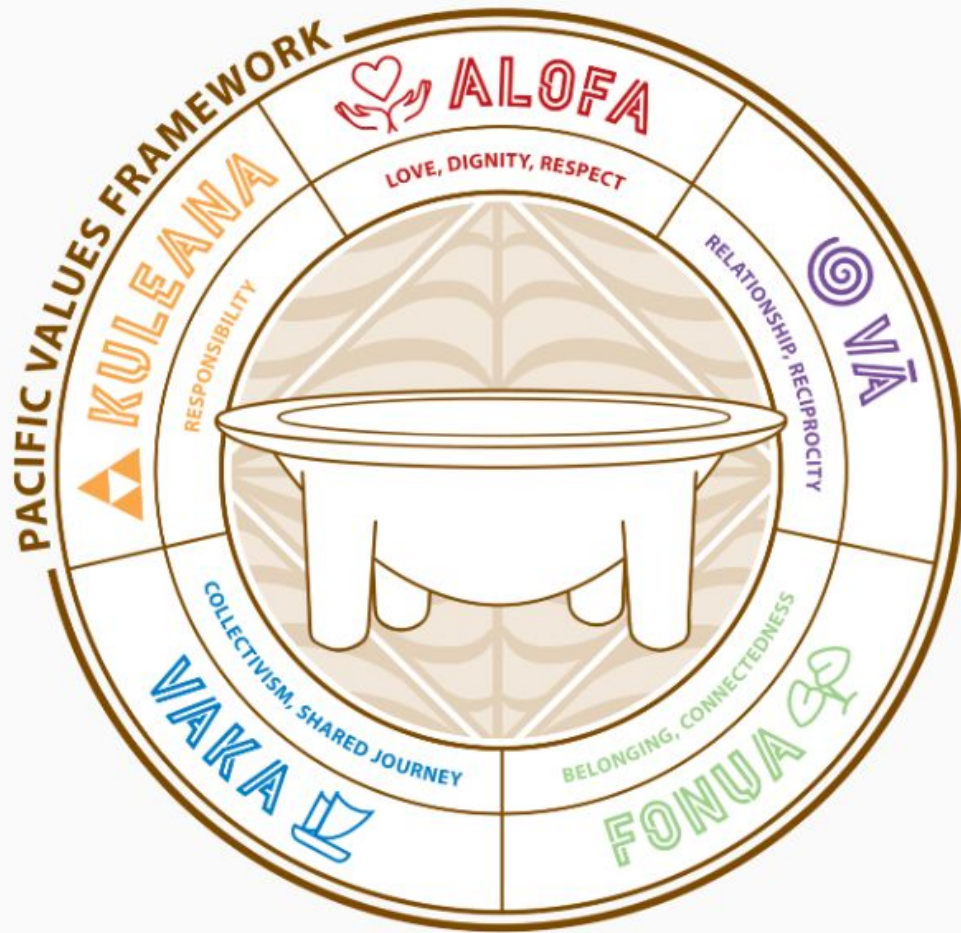


Workshop Activities: Ponder Time

In groups/breakout rooms:

**Have discussions about the symbolism and imagery used for the PVF Whakapapa/
story/ image.....**





Workshop Activities:

The Why and What?



Introducing the Pacific Values Framework Video 1 - Launie Sila



Reflection Time (next slide)



Reflection: My positionality

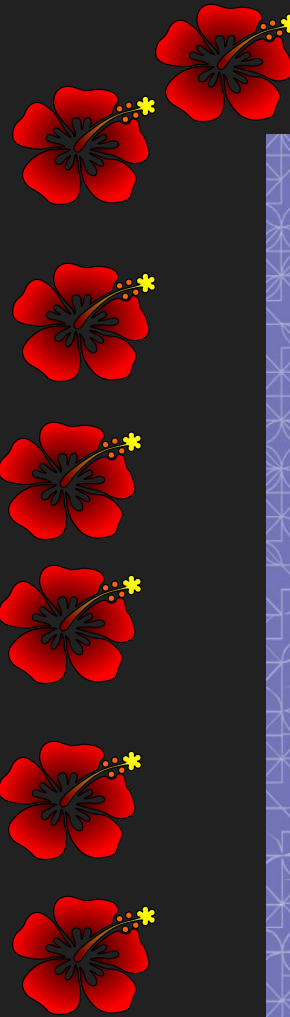
You are invited to reflect on your own positionality and situate yourself within the contexts and experiences of Pacific learners

What is your relationship with the Pacific and with Pacific learners, their whānau and communities?

What do you know about the relationship between Aotearoa and the Pacific?

What do we know about the Pacific communities within your school community?

How well do you think your current curriculum design and wider school community caters to the specific strengths and needs of Pacific learners?



Workshop Activities:

THE CHALLENGE TO TEACHERS!

The What & Which?



Introducing the Pacific Values Framework Video 2 -
Dr Michelle Johansson



Reflection Time

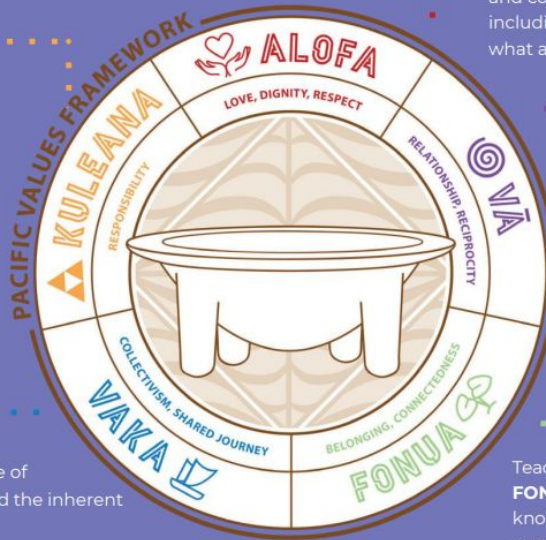
Teacher Profile

The image below shows what Pacific values look like in practice.

Teachers who understand the importance of **KULEANA** will work to instill a sense of individual and collective responsibility in their learners. This responsibility will extend to learners, their families, communities and environments – both in Aotearoa and at home in the Pacific. Teachers will encourage a sense of humility in their learners, aligned to Pacific leadership and service.

Teachers who understand the importance of **VAKA** are able to see, appreciate and build the inherent strengths of their Pacific learners.

They will see their students as master navigators and wayfinders, with collective courage and the ability to dream big and work hard. They will foster high expectation and high relationship in their classroom, where every learner has a place and a role that serves the classroom community as a whole.



Teaching with **ALOFA** means to uphold the deep dignity in each and every learner. It means to teach with understanding and respect for learners, their families and communities, as well as inherently valuing and including Pacific identities, languages and cultures in what and how they teach.

Teachers who nurture the **VĀ** in their classrooms understand that relationships are of the utmost importance to Pacific learners. Teachers will foster understanding of the vā with and amongst their learners. They will work hard to care for the relationships in their classrooms and communities.

Teachers who understand the importance of **FONUA** will hold the different indigenous knowledges of the Pacific at the centre of their curriculum and pedagogy. They will create multiple and diverse opportunities for their learners to make connections to their mind, body, soul and environment, as well as land, culture, and identity. They will create spaces where students feel that they belong and are connected to the teacher, school, learning and each other.



Reflection: My practice

You are invited to reflect on your own values, expertise and connection the Pacific Values Framework Teacher Profile .



Can you see yourself in the Pacific Values Framework teacher profile? What values do you connect most with and why?

Which of the statements are true of you and your practice? How have you exemplified the values you connect with in the design and delivery of your programmes of learning?

Which of the statements are you working towards? What opportunities are there to bring different values to life in your practice?

Are there any statements that you don't understand? Why?

Workshop Activities:

The Relate!



Introducing the Pacific Values Framework Video 3 - Dr Edmond Fehoko



Reflection Time (next slide)



Reflection: Relationships



If you were sitting in a kava circle, where would you sit, and why? With this in mind, what could you change within learning environments?

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Who else should be in our 'kava circle' to better serve Pacific learners and their teaching and learning experiences?

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How can I embrace the PVF's as teacher?

- Demonstrate and role model values
- Get to know the learner
- Weave in meaningful Pacific concepts
- Encourage learners to speak in their language
- Celebrate language weeks
- Share food
- Invite community groups into your kura





Programmes of Learning that are inclusive of Pacific learners and contexts will...



- Include opportunities for learners to **develop individual and collective responsibility**.
- Develop **a sense of responsibility** to families, communities and/or environments both in Aotearoa New Zealand and at home in the Pacific.
- Include and **uphold the deep dignity** in each and every learner, their family and community.
- Include opportunities for **collective work and builds on the strengths** of Pacific learners.
- Includes **meaningful references to different indigenous knowledges** of the Pacific as inherently valuable to the teaching and learning of subjects.
- Includes **multiple and diverse opportunities for** learners to make connections to their lands, languages, cultures, and identities.

Learning Area Guide - Technology [Live link](#)

Technology

Understanding our values



In technology, Alofa include manaaki (respect, care) to address needs and opportunities by people and for people, within cultural, social, and environmental contexts



Kuleana might be defined as the responsibility to adapt and use technologies to care for and serve one's family, peoples and community.



In Technology, caring for the Vā will include developing an understanding of the reciprocal relationship within and between peoples and technologies to understand how things work and are generated.



Vaka is a value very aligned to Technology as it describes the pushing of boundaries, new navigations and explorations, and the shared journey of all involved within the overall enterprise.



Fonua might be defined in Technology as a strong understanding of and connection to the traditional technologies of one's home culture, and how these have changed, developed and travelled over space and time.

Our values in practice...

An example of Alofa in Technology might be experts and novices, working together to share technological learning and advancements, to apply in the development of a design brief.

An example of Kuleana might be learners developing technology-based interventions (e.g., robotic or virtual/augmented/mixed reality tools) to support families who are caregivers for others and require health or social support.

An example of Vā might be learners working together to develop post-earthquake spatial designs in a community, for the rebuilding of a town center, and approaching the topic with sensitivity recognizing the various relationships at play within that topic.

An example of Vaka might be learners working together to design and develop responses to food security issues in Aotearoa New Zealand; using a range of knowledges to develop innovative and local responses.

An example of Fonua in Technology might include an understanding of the symbols and storytelling of traditional carvings, architectures and workmanship, and how they have changed due to technological advancements.

Learning Area Guide - Health and PE [Live link](#)

Health and Physical Education

Understanding our values



In Health & Physical Education, Alofa might be defined as care and respect for the holistic health and well-being of self, others and the community.



In Health & Physical Education, Kuleana might be understood as responsibility to oneself, one's family and peoples to maintain the health and wellbeing in the household and community.



In Health & Physical Education, the Vā might be nurturing relationships inside and outside of the classroom. This includes creating a culture of care within groups as well as valuing self-care.



In Health & Physical Education, Vaka could be understanding the importance of the journey to pursue excellence and accepting that this will require practice and learning from mistakes in order to improve and achieve success.



In Health & Physical Education, Fonua might mean understanding one's own heritage and identity and how this will support a holistic understanding of their health and wellbeing.

Our values in practice...

An example of Alofa in Health & Physical Education might include teachers and learners engaging in talanoa with local knowledge holders on relevant but sensitive issues, such as food sovereignty, non-communicable diseases, and equitable access to healthcare.

An example of Kuleana in Health & Physical Education might be the creation of a family wellbeing plan, including exercise and nutrition, over the course of a month, and equipping students with the capacity to put this into practice. Another example could be understanding one's place and responsibility to their sports team to enhance the performance of the unit as a whole.

An example of Vā in Health & Physical Education might include learners examining the importance of the vā in hauora and creating a diagram of their own community of care, indicating all of the relationships that help them sustain their wellbeing. This might include relationships with places and objects.

An example of Vaka in practice might be a collaboration between learners in interpreting and presenting their understandings of the Fonofale model for health and wellbeing. These presentations may be oral, visual or written. In their model, they might give examples from their own cultures of the different parts of the fale, and how this relates to their health and wellbeing.

An example of Fonua in practice might begin with an investigation of cultural identity, and the wellbeing customs and traditional practices of Pacific peoples in their homelands.

Learning Area Guide - Science [Live link](#)

Science

Understanding our values



In Science, Alofa might be defined as promoting practices that maintain and enhance the mana of people, environment and space. Alofa also means that there is no deficit thinking about any students.



Kuleana might be defined in Science as the responsibility to navigate, explore, investigate knowledge with a responsibility to generations to come.



In Science, the Vā might mean investigating relationships between people and the environment, to develop an understanding of its importance.



In Science, Vaka might mean evoking student agency utilizing the knowledge developed by engaging students' capital. It will include a connection to a people and humanitarian collectivism. It will consider the impacts of Science on, with and in the environment.



Fonua, in Science, means that the 'why' is important. Learners need to understand the relevance of Science to their everyday lives, their worlds and their journeys - both metaphoric and literal.

Our values in practice...

Examples of Alofa in practice in Science include caring for people, process and environment. It might mean digging deeper into the systemic causes of ill-health amongst communities suffering from low socio-economics, rather than taking these at surface value.

In practice, an example of Kuleana in Science might be an exploration of Pacific relationships with the land including the cultivation of sustainable environmental practices, for example, aqueducts in Hawai'i.











Examples of the Vā in practice will pay attention to relationship, not just transaction. Examples will be based on care of and for people and the environment. Teachers might also consider the relationship between chemicals and the reactions caused and observed.

An example of Vaka in Science might be examining how advancements in technology have moral and cultural impacts that should be considered while pushing scientific boundaries (eg. cloning). This highlights that all technological advancements need to be cognizant of how this may impact on the collective in order to ensure there is a duty of care throughout.


Examples of Fonua in Science might include opportunities to explore and understand the learners' local environments. In NCEA Biology, teachers might deepen and expand on the Rocky Shore assignment, allowing learners to physically engage with environment ecosystems.



Core Education's Pacific Education blog states,




While New Zealand has a particular responsibility under the Treaty of Waitangi and international law, to protect and promote te reo Māori as the indigenous language of New Zealand, it also has a special responsibility to protect and promote other languages that are indigenous to the New Zealand realm.



**I'd advise any teacher trying
to promote acceptance to ask
themselves what more they
can do to make every student
in their class feel at home.**

JENN FROM TEACH LOVE AUTISM










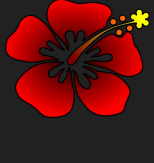
@teacherspayteachers





Resources:



1. <https://ncea.education.govt.nz/pacific-values-framework>
 2. <https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education/>
 3. <https://pasifika.tki.org.nz/Tapasa>
 4. <https://www.rnz.co.nz/national/programmes/voices/audio/2018864503/bringing-pacific-values-into-new-zealand-classrooms>
 5. <https://inclusive.tki.org.nz/guides/supporting-pacific-learners/>
 6. <https://tedxauckland.com/people/robert-oliver/>
 7. <https://www.mpp.govt.nz/programmes/pacific-language-weeks/>
 8. <https://www.mpp.govt.nz/programmes/pacific-language-weeks/resources-for-pacific-language-weeks/>
 9. <https://pasifika.tki.org.nz/Media/Images>
 10. <https://www.leva.co.nz/wp-content/uploads/2020/06/Catch-Yourself-Factsheet-3.pdf>
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Resources

[LINK FOR POSTERS](#)

WE WERE ALWAYS ENGINEERS

Your ancestors were engineering innovators. Study engineering and carry their legacy into the future.

Watch how our ancestors were innovators here.

MINISTER OF EDUCATION
TEKONGA KĀIAPĀHĀ

WE WERE ALWAYS SCIENTISTS

Your ancestors were science innovators. Study science and carry their legacy into the future.

Watch how our ancestors were innovators here.

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WE WERE ALWAYS TECHNOLOGISTS

Your ancestors were tech innovators. Study technology and carry their legacy into the future.

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20
24 PACIFIC
LANGUAGE
WEEKS

Fāeag Rotuam Ta ROTUMA	12 May – 18 May
Gagana Samoa SAMOA	26 May – 1 Jun
Te Taetae ni Kiribati KIRIBATI	7 Jul – 13 Jul
Te Reo Māori Kūki 'Āirani COOK ISLANDS	4 Aug – 10 Aug
Lea Faka-Tonga TONGA	18 Aug – 24 Aug
Te Gana Tuvalu TUVALU	29 Sep – 5 Oct

Vosa VakaViti FUJI	6 Oct – 12 Oct
Vagahau Niue NIUE	13 Oct – 19 Oct
Te Gagana Tokelau TOKELAU	27 Oct – 2 Nov
Papua Niugini Tok Pisin PAPUA NEW GUINEA	10 Nov – 16 Nov
Solomon Aelan Pijin SOLOMON ISLANDS	24 Nov – 30 Nov

Networking Links

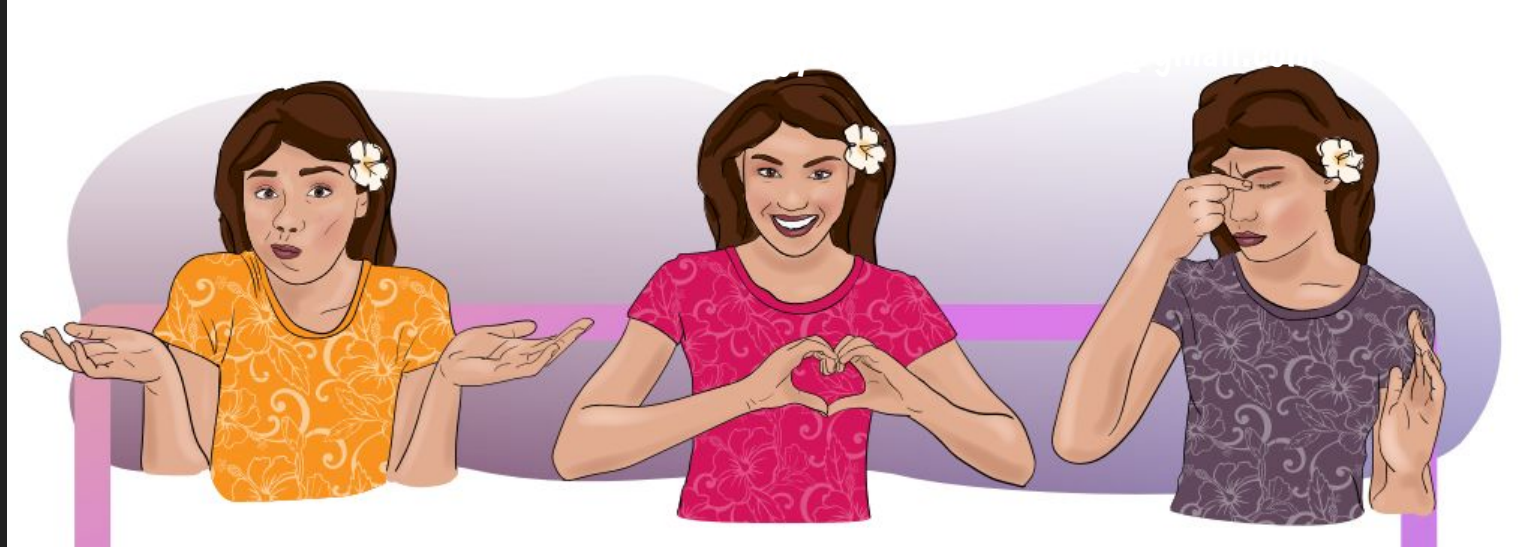
★ [Multi-Materials Aotearoa TechnologyEd](#)

★ [Food Teachers Aotearoa TechnologyEd](#)

★ [NZ Pasifika Educators](#)

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TALANOA



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Image sourced from <https://www.leva.co.nz/wp-content/uploads/2020/06/Catch-Yourself-Factsheet-3.pdf>

EVALUATION & CONTACTS



We value your feedback. Please click on this link to share your thoughts.

[Evaluation](#)

Thank you.

Joyce Shankar-Kay

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