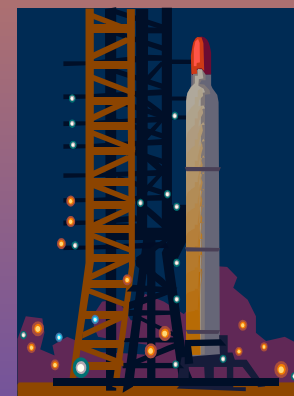
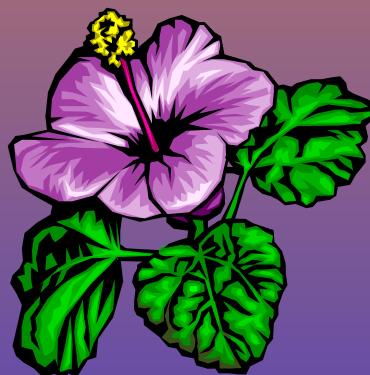


The final frontiers of Pasifika early childhood education in Aotearoa New Zealand



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Pioneers in our first expeditions



Suggested areas for co-operation

- Assessment and evaluation of *Te Whāriki*
- Administration and management
- Culturally relevant resources
- Networking with Pacific families & communities

(Burgess & Mara, 2000, p. 21)

Findings : Mara (1998)

- Pacific Islands associations remain viable, credible, work co-operatively
- Centres strive for higher levels of immersion and achieve quality
- Pacific early childhood trainees be trained in their own Pacific languages
- Development and publication of full translations of policies and documents

Findings : Mara (1998) contd...

- More detailed analysis, by each association, of needs across the entire Pacific sector before undertaking any strategic planning
- More effective strategic planning by the associations and crown agencies
- A re-evaluation by associations of what they are doing, why they are doing it, and where they are going
- Further qualifications and training of staff

Further....

- Defining and working towards quality for ourselves

That is, our own definitions of quality

(Mara, 1998, p. 32)

Factors operating against the implementation of *Te Whāriki* in Pasifika services

- lack of a theoretical underpinning to *Te Whāriki* when interpreted in a culturally and linguistically diverse context
- the need for professional development based on present knowledge (as it relates to Pacific families and children)
- effectiveness of any PD depends on ability of the staff as a whole to access quality PD at centre-level and cluster level

“It (*Te Whāriki*) represents “new territories”
in programmes and provisions for Pacific
Islands children and their families

(Mara, 1999, p. 39).”



Considerable government input into increasing participation and improving quality in Pasifika ECE

The health of the Pasifika sector not good, indicated by:

- Levels of additional support required
- Greater numbers of services requiring discretionary reviews by ERO
- Balance of professional development tipped towards administration and management rather than teaching and learning

(Meade, Puhipuhi, & Foster-Cohen, 2003, p. 36)

- Questions about:
 - infrastructure advice and support
 - fragmentation
 - entry into the sector when self-management model at its peak
 - no strong association or umbrella organisation
- Lack of support for language development role of PIECCs

- A focus on implementing *Te Whāriki* has slipped down the list of priorities
- A focus on maintaining and developing children's proficiency in their Pasifika languages not even visible
- Need for a clear stance on bilingual and immersion approaches to language in early childhood education

Meade, Puhipuhi, & Foster-Cohen (2003, pp. 36-37)

**Education Review Office in their Annual
Report for the Year Ending 30 June 2004.
(Education Review Office, 2004, p. 2)
Pacific Early Childhood Education**

“Of the 28 centres reviewed in 2003/04 ERO
will be returning to 15 to carry out
supplementary reviews.”

Areas identified by ERO:

- poor governance and management (personnel and finance)
- concerns about all aspects of teaching and learning at a large number of these centres

Ways forward for the Pasifika early childhood sector?



Suggestions for breaking the Final Frontiers

- collaborative implementation of strategic planning
- capacity building for infrastructure and qualifications
- needs analysis and response to needs according to agreed priorities
- push for bilingual/immersion education, Pacific pedagogies



and...



- collectivity and co-operation

**An overarching early childhood association
to assist in the growth of the sector?**

