

<http://researchspace.auckland.ac.nz>

ResearchSpace@Auckland

Copyright Statement

The digital copy of this thesis is protected by the Copyright Act 1994 (New Zealand).

This thesis may be consulted by you, provided you comply with the provisions of the Act and the following conditions of use:

- Any use you make of these documents or images must be for research or private study purposes only, and you may not make them available to any other person.
- Authors control the copyright of their thesis. You will recognise the author's right to be identified as the author of this thesis, and due acknowledgement will be made to the author where appropriate.
- You will obtain the author's permission before publishing any material from their thesis.

To request permissions please use the Feedback form on our webpage.

<http://researchspace.auckland.ac.nz/feedback>

General copyright and disclaimer

In addition to the above conditions, authors give their consent for the digital copy of their work to be used subject to the conditions specified on the [Library Thesis Consent Form](#) and [Deposit Licence](#).

**Va‘a Tele: Pasifika learners riding the
success wave on linguistically and culturally
responsive pedagogies**



Rae Si‘ilata

A thesis submitted in fulfilment of the requirements for the degree of
Doctor of Philosophy in Education

The University of Auckland, 2014

ABSTRACT

For Pasifika learners being schooled in English-medium classrooms, success is premised on the belief that language and literacy development are central to their achievement at school. Schools, however, are not culturally neutral domains, and certain forms of knowledge are valued and emphasised over others in English-medium schooling. Pasifika families want their children to be successful at school. Notions of what constitutes genuine success for minority learners within majority culture schooling (Baker, 2011; Gay, 2010; Gonzalez, Moll & Amanti, 2005) indicate that Pasifika learners should be able to succeed as Pasifika people, rather than fulfilling expectations that require them to become members of the ‘majority’ culture in order to achieve lifelong academic, or professional goals. If Pasifika learners’ languages, cultures, and identities are represented in the ‘valued knowledge of school’, and utilised as a normal part of language and literacy learning in their classrooms, then their perceptions of success will include, rather than exclude, their linguistic and cultural identities.

This research explores the notion of success for Pasifika learners in English-medium classrooms and the central role that teachers and leaders play in enabling these learners to connect the worldviews, languages, literacy practices and experiences of their homes with the valued knowledge and literacy practices of school, so that ultimately Pasifika learners experience success in all the worlds they walk in. The research was set within a national literacy professional development project which schools joined voluntarily with the goal of raising student achievement in English literacy. Teachers were engaged in professional learning over two years, and were supported by a facilitator to raise student achievement in reading and/or writing. The study used a mixed methods case study approach in which the practices of five ‘effective’ teachers of Pasifika learners were explored in order to devise, with support from the research literature, dimensions of effective literacy practice specific to Pasifika learners. The practices of five teachers who were seeking to improve their practice, and who joined the literacy project a year after the effective teachers, were investigated in order to understand how teachers could make relevant changes using the same dimensions. The particular leadership and facilitation practices that supported them to improve were also investigated. In addition, leadership practices that promoted reciprocal learning focused partnerships between school leaders, teachers, and the families of Pasifika learners were examined.

Analysis of findings from each of these research foci suggested that teachers can teach Pasifika learners effectively and in particular ways that connect with and build on their specific languages, cultures, and identities to become literate at school. School leaders and facilitators can support teachers in adaptive ways that enable them to improve their practice, and to utilise teaching and learning approaches that facilitate Pasifika learners' success at school. Rather than following a programme, facilitators develop relationships that are inquiry-focused, collaborative, and success-oriented to facilitate teaching and learning that is both responsive and adaptive to Pasifika learners and their families/aiga.

ACKNOWLEDGEMENTS

*Na noqu vaka vinavinaka vua na Kalou sa cecera sara.
Na vei ka e vakalougatataki kina na noda bula.*

Kororia ki te Atua, te timatanga me te mutunga o nga mea katoa.

Fa'afetai i le Atua mo lenei galuega. Ia vi'ia pea o Ia.

He calms the storm, so that its waves are still. They were glad when it grew calm and he guided them to their desired haven (Psalm 107: 29).

*E kore ahau e ngaro; He kakano i ruia mai i Rangiatea.
I will never be lost; I am a seed born from Rangiatea.*

This thesis talks of the journey of success for Pasifika learners in Aotearoa/New Zealand. Maori and Pasifika peoples tend not to separate their physical, emotional, and professional journeys from their spiritual life, and while it was never my intention to write a PhD thesis, this academic journey had a particular starting point: 8 August 2008. That was the day I was prompted to consider embarking on the writing of a thesis. Three weeks later, two professors in my faculty (who were to become my supervisors), invited me to be part of a research project focused on accelerating the literacy achievement of Pasifika learners in New Zealand primary schools. And so the journey began. I had been told, “If you ever embark on a PhD, do it on something you are passionate about”. Thus I had my PhD opportunity gifted to me, in my area of passion: that of enabling successful educational outcomes for Pasifika learners. In Polynesian thinking, one’s achievement is accomplished by building on the knowledge of those who have gone ahead, and, any success achieved is often for, and by, the collective rather than the individual. We simply add to the existing kete (basket) of knowledge, or to the wisdom of those who have gone before.

Professor Judy Parr and Professor Helen Timperley have been my mentors and supervisors in this journey, both navigators and captains, providing direction, and leadership as I paddled the canoe. Their wisdom, patience, knowledge, and expertise have been invaluable to me and I know how privileged I am to have had their unwavering support, expert guidance, and practical assistance in enabling me to complete the voyage. Nga mihi mahana kia korua. My research colleagues, Kate Dreaver and Kane Meissel also travelled the initial research journey with me and provided much-appreciated collegiality and support in each of their roles. I acknowledge the time, commitment, and expertise of the research participants. In particular I thank the facilitators who shared generously of their time and

knowledge: Julie Beattie, Kate Birch, Murray Gadd, Jill Ritchie, Karen Tichbon, Leanna Traill and Melanie Winthrop. I also thank the case study teachers and their students, the leaders and their schools who so willingly participated in and contributed to this research. Their voices and actions tell the story. I acknowledge the Ministry of Education liaison, Denise Arnerich, and the leaders of the Literacy Professional Development Project from Learning Media: Lyn Bareta, Carolyn English, and Pam O'Connell for their commitment to this research. I thank Monica Bland for her exemplary administration of the research project and Lynda Hartson for her excellent administration of my contract work, enabling me time to write.

Additionally my teaching colleagues in the Bilingual/TESSOL team: Susan Gray, Margaret Kitchen, Maree Jeurissen, Jenni Bedford, John McCaffery, Marineke Goodwin, and Patisepa Tuafuti, my UniServices contract colleagues, and my Maori and Pasifika colleagues at the Faculty of Education, University of Auckland have provided listening ears, practical support, solid advice, and steadfast encouragement: I thank you all. I also wish to thank Auckland UniServices and the UoA Faculty of Education for practical support provided with PhD fee remission. I acknowledge Professor Graeme Aitken and Dr. Meaola Amituanai-Toloa who read my thesis proposal and provided helpful feedback. Nga mihi aroha kia koutou katoa.

My personal journey begins with my whanau and my parents, Neville and Dora, who taught me from a young age to know my whakapapa (my genealogy), to stand tall, and to celebrate the multifaceted dimensions of my identities, languages and cultures. Their strength and love provided a sure foundation to build on. I will always be indebted to them. I acknowledge my whanau – my Maori, Fijian, Samoan sides – all contributed to the successful completion of this hekenga/folauga. I am blessed with a loving and supportive husband in Milo, who has provided unwavering practical and emotional support, as well as historical and cultural knowledge relating to the va'a tele (the double-hulled deep sea canoe). Together we have five children: Samuelu, Aroha, Hana, Talei and Joshua-Milo. They have all encouraged and supported me on this journey and, in fact, travelled it with me. Thank you for your patience and love. Finally I thank the Lord for his faithfulness, grace and favour in enabling me to begin, to persevere, and to complete the journey.

The artwork on the title page, titled 'Tongiaki of Tonga', and the artwork on page 258, titled 'Ancient Voyaging Canoe' is © Herb Kawainui Kane and used with permission.

TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	iv
LIST OF FIGURES	x
LIST OF TABLES.....	x
CHAPTER 1 INTRODUCTION.....	1
What constitutes Pasifika success?.....	1
Literacy achievement.....	3
Context.....	6
Organisation of the thesis	8
CHAPTER 2 LITERATURE REVIEW	9
Introduction	9
The role of teachers	9
Considering diversity.....	12
Linguistic diversity	17
Pasifika specific research.....	24
Dimensions of effective literacy practice	26
Knowledge of the learner	28
Expectations.....	30
Knowledge of literacy learning	32
Instructional strategies	34
Engaging learners with texts.....	35
Partnerships	37
Dimensions of effective practice for Pasifika learners	39
Knowledge of Pasifika learners	41
Expectations of Pasifika learners.....	41
Knowledge of Pasifika bilingualism, second language acquisition, and literacy learning	42
Instructional strategies, including Pasifika languages as resources for learning.....	42
Pasifika connections with texts, world, language and literacy knowledge	43
Partnerships with Pasifika families and community knowledge holders	43
Changing teaching practice	44
How people learn – Knowledge building and inquiry.....	44
The role of leadership in promoting learning	50
How the literature informed the research	53
CHAPTER 3 METHOD	55
Introduction	55

Methodological lens	55
Research design	59
Participants	61
Data sources and procedures	65
Analysis of qualitative data	70
Analysis of student achievement data	75
CHAPTER 4 RESULTS: EFFECTIVE TEACHERS	79
Effective teachers	79
Data sources and teacher practice.....	79
Knowledge of Pasifika learners	82
Indicator 1a) English language and literacy data.....	82
Indicator 1b) Pasifika languages and literacy data	83
Expectations of Pasifika learners.....	86
Indicators 2a) & 2b) High expectations: Pasifika / Agentic learning relationships	86
Indicators 2a) & 2b) High expectations: Pasifika / Agentic learning relationships	92
Knowledge of Pasifika bilingualism, second language acquisition and literacy learning	97
Indicator 3a) Knowledge about Pasifika bilingualism, second language acquisition, and literacy learning	97
Indicator 3b) Using evidence to design learning sequences and monitor progress.....	101
Instructional strategies, including Pasifika languages as resources for learning.....	102
Indicator 4a) Instructional language learning – oracy	102
Indicator 4b) Instructional language learning – literacy.....	106
Supporting Pasifika connections with texts, world, language and literacy knowledge....	109
Indicator 5a) Making meaningful Pasifika connections	110
Indicator 5b) Transferring Pasifika knowledge, languages, and literacies	111
Partnerships with Pasifika families and community knowledge holders	116
Indicator 6a) Partnerships with Pasifika families/aiga	116
Indicator 6b) Reciprocal relationships with Pasifika families/aiga.....	120
Summary.....	124
CHAPTER 5 RESULTS: IMPROVEMENT TEACHERS.....	125
Introduction	125
Improvement teachers.....	125
Leaders and facilitators.....	126
Data sources and categorising of teacher practice.....	126
Improvement across dimensions	127
Patterns of individual improvement	128
Illustrative examples of improvements in practice.....	131
Knowledge of Pasifika learners	133
Indicator 1a) English language and literacy data.....	133
Professional learning contributing to shifts in practice	137
Indicator 1b) Pasifika languages and literacy data	141

Professional learning contributing to shifts in practice	150
Indicator 2a) High expectations: Pasifika.....	152
Professional learning contributing to shifts in practice	158
Indicator 2b) Pasifika learning relationships: Agency	159
Professional learning contributing to shifts in practice	164
Indicator 3a) – Knowledge about Pasifika bilingualism, second language acquisition and literacy learning	166
Professional learning contributing to shifts in practice	168
Indicator 3b) Using evidence to design learning sequences and monitor progress.....	169
Professional learning contributing to shifts in practice	172
Indicator 4a) Instructional language learning – oracy	175
Professional learning contributing to shifts in practice	183
Indicator 4b) Writtten language, including Pasifika literacy practices	188
Indicator 5b) Transferring Pasifika knowledge, languages, and literacies	188
Professional learning contributing to shifts in practice	192
Indicator 5a) Making meaningful Pasifika connections	195
Professional learning contributing to shifts in practice	200
Indicator 6a) Partnerships with Pasifika families/aiga	204
Professional learning contributing to shifts in practice	207
Indicator 6b) Reciprocal relationships with Pasifika families/aiga.....	213
Professional learning contributing to shifts in practice	216
Summary.....	218
CHAPTER 6 RESULTS: COMMUNITY PARTNERSHIP.....	220
Introduction	220
Partnerships with Pasifika families/aiga and community knowledge holders	222
Data sources and leader practice	224
Improvement across community partnership indicators.....	225
Patterns of individual improvement	227
Illustrative examples of effective leader practice	230
Indicator 6a) Partnerships with Pasifika families/aiga	230
Indicator 6b) Reciprocal relationships that utilise Pasifika family expertise	237
Summary.....	244
CHAPTER 7 CONCLUSION	246
The Va‘a Tele Model.....	246
Summary of research	252
Research questions	252
Effective and improvement teachers	254
Facilitation of improvement	254
Community partnership	255
The Va‘a Tele Model.....	255
Future implications	259

A final word.....	260
APPENDICES.....	262
Appendix A: Examples of Participant Information and Consent Forms.....	262
Appendix B: Teacher Interview Questions Post Practice Analysis.....	265
Appendix C: Student Interview Questions Post Observation Lesson	269
Appendix D: Teacher Interview Questions Post Professional Learning Session.....	273
Appendix E: Leader – Community Partnership Interview	283
Appendix F: Exit Interview – Leader	286
Appendix G: Copyright License.....	293
REFERENCES	294

LIST OF FIGURES

Figure 2.1: Dimensions of effective literacy practice (Ministry of Education, 2003a).....	28
Figure 2.2: The dimensions of effective practice for Pasifika learners	40
Figure 2.3: Teacher inquiry and knowledge-building cycle to promote valued student outcomes	46
Figure 7.1: A Fijian double-hulled drua approaches HMS Daphne in 1849.....	248
Figure 7.2: The Va‘a Tele Model	258

LIST OF TABLES

Table 3.1: Participant data	64
Table 3.2: Key data sources and participants	69
Table 3.3: Dimensions, indicators and examples used to categorise teacher practice	73
Table 4.1: Dimensions and indicators illustrated by case study teachers.....	81
Table 5.1: Percentage for each dimension—Improvement teachers over time.....	127
Table 5.2: Overall Patterns—Improvement Teachers—Times 1 & 3.....	130
Table 5.3: Dimensions and indicators illustrated by improvement teachers, with associated PL	132
Table 6.1: Partnership dimension: Indicators and illustrations	223
Table 6.2: Community partnership indicators—Improvement of leader practice over time	226
Table 6.3: Individual patterns—Leaders’ partnerships with Pasifika families/aiga and community knowledge holders—Times 1 & 3.....	229
Table 7.1: Dimensions of effective practice for Pasifika learners applied to the Va‘a Tele Model.....	257

CHAPTER 1 INTRODUCTION

Ko Tararua te maunga; ko Ohau, ko Otaki nga awa; ko Tainui, ko te Arawa nga waka.

Ko Ngati Raukawa, ko Tuhourangi nga iwi; ko Kikopiri te marae me te hapu.

Ki te taha o toku matua, no Otaki ahau; ki te taha o toku whaea, no Fiti ahau.

Ki te taha o toku tane, no Hamoa ahau.

Ni sa bula vinaka vei kemuni kece.

Tararua is the mountain; Ohau, Otaki are the rivers; Tainui, Te Arawa are the canoes.

Ngati Raukawa, Tuhourangi are the tribes; Kikopiri is the marae and the sub-tribe.

On my father's side, I come from Otaki; on my mother's side, I come from Fiji.

On my husband's side I connect with Samoa.

Greetings to you all.

As the pepeha (positioning introduction) signals, my whakapapa (lineage) includes Aotearoa/New Zealand Maori, Fijian, and Samoan ethnicities. I position myself from a strong teacher practitioner background, having taught in primary schools in New Zealand and Samoa for approximately 25 years. I am committed and passionate about creating school systems and practices that enable more equitable outcomes for Maori and Pasifika learners, who have traditionally been underserved by the New Zealand education system. In latter years I have facilitated teacher professional learning and development that has focused on the development of linguistically and culturally responsive pedagogies in New Zealand primary schools. I have seen the effect of changed teacher and leader practice, and believe that any teacher, regardless of ethnicity, is able to develop a classroom environment that creates opportunity for linguistically diverse learners to utilise their linguistic and cultural capital in meaningful ways to support classroom learning and literacy development. This thesis then, is not about student failure, but about student success: how teachers and school leaders can enable successful outcomes for Pasifika learners in English-medium classrooms.

What constitutes Pasifika success?

Pasifika learners and their families in New Zealand live in bilingual/bicultural, and at times – multilingual worlds. Frequently they maintain strong connections with their Pacific nation island homes, as well as their New Zealand based extended families and communities.

Success for Pasifika peoples and their children should thus be considered holistically, relative to the multiple worlds they live in. Generally for Pasifika communities, academic success is not only about the success of the individual but also reflective of the success of the family and the community from which they come. To be deemed fully successful in Pasifika contexts, Pasifika children are encouraged to strengthen and build capability in the ‘valued knowledges’ of their family / community domains, as well as the valued knowledge of school. Ideally, success achieved in one domain should have benefits or ‘capital’ in the other domains in which learners are socialised. Unfortunately, this is not always the case.

All learners need language and literacy to be successful both at school, and in the other provinces in which they live. Success in New Zealand classrooms is premised on the belief that language and literacy development are fundamental to success. For Pasifika learners being schooled in English-medium education, success in English literacy is perceived as central to that success. If Pasifika learners’ languages, cultures, and identities are represented in the ‘valued knowledge of school’, and utilised as a normal part of language and literacy learning in their classrooms, then their perceptions of success will include, rather than exclude, their cultural and linguistic identities. The Ministry of Education (2007) stresses that success in English is crucial to success across the curriculum. English-medium education requires learners to receive, process and present ideas and information using the English language (Ministry of Education, 2007). To achieve this, educators must explicitly teach the curriculum by focusing on the teaching of language, literacy, and content (Met, 1994; Snow, Met & Genesse, 1989, Stroller, 2004). English literacy is essential as it provides learners with the knowledge and skills to participate in social, cultural, political and economic life at a national and international level (Ministry of Education, 2007). However, the continued development of Pasifika languages and literacies not only enables learners to be successful in the worlds of their families and communities, but also has direct impact on their successful acquisition of English language and literacy (Baker, 2011; Cummins, 2008).

Schools are not culturally neutral domains, and certain forms of knowledge are emphasised over others in English-medium schooling. Pasifika families want their children to be successful at school. Notions of what constitutes genuine success for minority learners within majority culture schooling (Baker, 2011; Gay, 2010; Gonzalez, Moll & Amanti, 2005) indicate that Pasifika learners should be able to succeed as Pasifika people, rather than fulfilling expectations that require them to become members of the ‘majority’ or ‘European culture’ in order to achieve lifelong academic, or professional goals. It is apparent that

English-medium schools and classrooms still have some way to go toward providing environments, systems, and practices that are genuinely reciprocal and representative of authentic partnerships with their minority and, more particularly, Pasifika communities. In the recent Education Review Office report on accelerating the progress of priority students (2013), it states that:

While different ethnicities were recognised, little was done to show that (priority students') identity, language and culture was valued and responded to. As schools develop their curriculum they should take into account the cultures, language, interests and potential of all their students. Maori and Pacific students below the standards were often subsumed into the more general group of under-achieving students, with no recognition of their particular identity, and no implementation of strategies likely to build on their cultural capital and promote success... The concept of responding to the strengths and needs of priority learners is yet to be fully understood by teachers and leaders, particularly in the case of Maori and Pacific students. One size does not fit all... Many teachers still do not fully understand the concept of cultural capital or the need for a culturally responsive curriculum that takes account of the identity, language and culture of their students (p. 14).

Literacy achievement

Literacy achievement in New Zealand is a major policy focus underpinning all other achievement at school. Evidence from international studies of reading achievement has shown a consistent trend, high average performance but very large disparity. In New Zealand, both ethnicity and gender are implicated in this diversity. Particularly pertinent are the findings from Telford and May (2009), showing that while performance of students in each ethnic group in New Zealand was diverse, Pasifika were the lowest achieving as a group in English literacy. They were represented disproportionately in the lowest levels of achievement. Around a third (35%) of Pasifika learners did not show reading proficiency above Level 1A, whereas only 5.7% of students in OECD countries cannot perform at this level or above (Telford & May, 2010).

Pasifika people in New Zealand are a diverse population made up of many different ethnic groups. Today they are mostly New Zealand-born, highly urbanised and predominantly young (http://www.stats.govt.nz/publications/social_conditions/pacific). Their rate of increase through birth and immigration is high relative to other groups. The current proportion of Pasifika, comprising one in ten students in the school population, will rise to

one in five by 2051 (Ferguson, Gorinski, Wendt-Samu, & Mara, 2008). These changing demographics and the current achievement patterns have significant implications for education.

The changing demographics further emphasise that diversity and difference are central to practice in the New Zealand classroom. The major professional challenge for teachers is to manage simultaneously the multifaceted strengths and learning needs of diverse learners. There is diversity within ethnic groups and across individual students as gender, ethnic heritage(s), socio-economic background and individual differences intersect. Quality teaching is seen as a key influence in attaining high quality outcomes for diverse students; teaching that is responsive to diversity can have positive impacts on learners at all levels (Alton-Lee, 2003). The Ministry of Education's Pasifika Education Plan (2009–2012, and 2013–2017) focuses on improving education outcomes for Pasifika learners by concentrating actions on areas with high Pacific populations and by identifying core Pasifika values and levers that will make the most difference for Pasifika learners. This is vital as a 2006 Education Review Office report suggested that only 14% of schools were fully effective for Pasifika learners (cited in Statistics New Zealand & Ministry of Pacific Island Affairs, ND).

The 'Compass for Pasifika Success' in the Pasifika Education Plan (PEP), (Ministry of Education, 2013) places Pasifika learners, parents, families, and communities firmly at the centre of learning, encompassed by Pasifika values of spirituality, respect, leadership, service, love, inclusion, belonging, reciprocal relationships, and family. The underpinning principles for promoting Pasifika success are also specified: Pasifika connectedness, multiple worldviews, intergenerational, talanoa ako (co-constructed dialogue), location, and identities, languages and cultures. The Ministry of Education (2013, p. 1) states that:

The Pasifika Education Plan (PEP) personalises all of the Ministry of Education and partner agencies' work to Pasifika. Personalising is used to show that the PEP brings together all of the Ministry's work for Pasifika and puts Pasifika learners, their parents, families and communities at the centre of the Pasifika Education Plan so that all activities ensure they are responding to the identities, languages and cultures of each Pasifika group. This requires the PEP to take account of processes, methodologies, theories and knowledges that are fa'a Samoa (the Samoan way), faka-Tonga (the Tongan way), faka-Tokelau (the Tokelau way), faka-Niue (the Niue way), akano'anga Kūki 'Airani (the Cook Islands way), and vaka-Viti (the Fijian way) for the major Pasifika populations. Pasifika Success will be characterised by demanding,

vibrant, dynamic, successful Pasifika learners, secure and confident in their identities, languages and cultures through all curriculum areas such as the arts, sciences, technology, social sciences and mathematics. This involves the deliberate and systematic use of a holistic approach and using existing communities, venues and networks to access Pasifika parents, families and learners to support their wellbeing and learning from beginning to end.

Although the PEP document provides some guidance in relation to broad targets, goals and principles for schools working with Pasifika learners, the particular actions that schools should employ in order to meet the proposed targets are not articulated clearly, meaning there is some mystification in English-medium classrooms about the specific actions that produce linguistically and culturally responsive classrooms, and the particular teacher actions that enable Pasifika learners to experience success in literacy achievement. Although it is recognised that teachers and their daily actions in the classroom are fundamental to Pasifika learner success, it is also apparent that learners and teachers cannot achieve this on their own. Teachers need instructional leaders who know how to lead their teachers' professional learning and knowledge development. They also need broader systemic support, sometimes provided through external experts who are able to work in co-constructed ways to challenge teachers' existing beliefs, and improve their classroom practices. Additionally, they need leaders who are able to guide teachers in developing the kinds of partnerships that promote continuity between home and school.

It is necessary, therefore, to establish the following: the teaching practices that lead to Pasifika learner achievement, the leader or facilitation practices that enable teachers to better utilise those practices, the professional learning experiences that enable teachers to improve their practice, and the form of partnerships that schools should develop with their communities to produce successful outcomes for their Pasifika learners.

This research thus seeks to address the following questions:

1. What classroom teaching practices lead to positive educational experiences for Pasifika learners and were reflected in their literacy achievement?
2. What shifts in practice are evident through teachers' engagement in professional learning and development?
3. What school leadership and facilitation practices promote teachers' understanding and use of effective practices so that their Pasifika learners improve their achievement?

4. What school leadership practices facilitate the development of reciprocal learning-focused partnerships between school leaders, teachers, and the families of Pasifika learners?

Context

This research was situated in a larger nationally funded professional learning and development project that aimed to improve literacy achievement in English-medium classrooms. The project was funded by the New Zealand Ministry of Education and had a particular focus on addressing the learning needs of the lowest achieving 20% of students. Schools chose whether to focus on reading or writing. The professional learning and development (PLD) provider and the facilitators visiting schools were contracted to the Ministry of Education to meet five main outcomes that included: Evidence of improved student achievement; evidence of improved teacher content knowledge; evidence of improved transfer of understanding of literacy pedagogy to practice, evidence of professional learning communities and evidence of effective facilitation.

The approach taken when working with schools typically began with a needs analysis to identify priorities for student, teacher and leader learning. Student achievement data were analysed; observations of leadership and teaching practice undertaken, and other data gathered with teachers and leaders to develop a profile of a given school's current capability, and to ascertain areas for development (Parr, Timperley, Reddish, Jesson & Adams, 2007; Timperley & Parr, 2009). External facilitators worked with school leaders to support them to coach their teachers, and worked with teachers directly on agreed foci. They co-constructed professional goals and success criteria with leaders and teachers so that expectations around professional learning and practice were owned by, and explicit to all stakeholders.

Prior to this study, three cohorts of approximately 100 schools (2004–2005, 2006–2007, 2008–2009) had participated in the PLD. Student achievement was assessed using the nationally standardised Assessment Tools for Teaching and Learning” (asTTle) in either reading or writing, depending on the schools' selected focus. Substantial achievement gains were evident for the first cohort but these data are not presented here because different assessment tools were used for the second and third cohorts. In these latter two cohorts, achievement gains for all students on average were – 2.5 times the expected rate in writing and 1.5 times for reading in the second cohort (2006–2007), while the figures for cohort 3 (2008–2009) were 3.2 and 1.9 times expected rate, for writing and reading, respectively.

What was most important was the progress made by the students who started in the lowest 20% of the cohort. For the second cohort, the lowest 20% progressed at around 5.8 times in writing and 2.4 times in reading and, for the third cohort, the lowest 20% progressed at 6.2 times expected rate in writing and 3.2 times in reading. A closer analysis of these students identified that this 20% included learners of Pasifika ethnicities. Pasifika as a group also made significant gains: 2.8 times expected progress in writing, and 1.7 times expected progress in reading, in the second cohort; and 3.3 times expected progress in writing, and 1.8 times expected progress in reading, in the third cohort (Timperley, Parr & Meissel, 2010; Si'ilata, Dreaver, Parr, Timperley, & Meissel, 2012).

'Pasifika learners' in New Zealand are generally children of migrant Pasifika parents, or New Zealand-born 'second, third, or fourth generation' descendants of representative Pasifika nations now residing in New Zealand, including (but not limited to) Samoa, Tonga, Cook Islands Maori, Niue, Tokelau, Tuvalu, Fiji, or Kiribati. These New Zealand based families and communities often maintain strong connections with their island homes, as well as their Pacific nation community and their extended families in New Zealand. While acknowledging that 'Pasifika' is an umbrella term that fails to differentiate children from different Pacific nations, it is used to describe people living in New Zealand who have migrated from the Pacific or who identify with the Pacific Islands because of their ancestry or heritage. Often other terms are used to describe these people, including Islander, Polynesian, Pacific Islander, (Ferguson et al., 2008). I recognise that the use of the term 'Pasifika' is not ideal, and that:

It is important to keep in mind that 'Pacific Islander' is a blanket term used in metropolitan countries like New Zealand to identify people from a number of different Pacific Island countries (and their New Zealand-born descendants). Its use conceals and undermines the historical, social, political and cultural uniqueness of each Pacific Islands society (Mara, Foliaki & Coxon 1994, p. 181).

It should be noted that the nationally funded literacy intervention was not a 'Pasifika specific' project, but was focused on producing positive outcomes for Pasifika (and other) learners in English medium classrooms. As the research progressed, a more specific focus on developing knowledge around the incorporation of Pasifika languages and cultures in English-medium classrooms was foregrounded, as was a broader focus on supporting language and literacy learning across the curriculum. It is not possible to analyse Pasifika learners' achievement data in separate Pacific nation sub-groups, as even the predominant

groups of Samoan and Tongan have numbers that are still too small for robust analyses. However, as noted above, those learners of Pasifika ethnicities were among those who had made substantial gains – 1.8 times expected gains in reading and 3.3 times in writing. Given this improvement in the achievement of Pasifika learners, it was decided to investigate what was making the difference for these learners by studying classroom and leadership practices and the influence of professional learning on these practices.

Organisation of the thesis

This introductory chapter (chapter 1) has set the scene by outlining the broader context against which the study takes place. The literature review (chapter 2) summarises the specific characteristics of effective teacher practice for students in general, and then for linguistically diverse learners in schools and classrooms. It was necessary to draw on research outside of the Pasifika group due to the paucity of research in relation to effective practice for Pasifika learners in particular. Chapter 2 also outlines the importance of teacher professional learning and development in improving outcomes for students in general, and for Pasifika learners in particular, by summarising the dimensions of effective literacy practice (Ministry of Education, 2003a) and posing the question as to whether Pasifika specific dimensions might be articulated. The method (chapter 3) outlines the data collection, analysis process, and methodological framework for the research. The findings of the research are provided in chapters 4–6. Chapter 4 describes the practices of the effective teachers against the dimensions of effective practice specific to Pasifika learners. Chapter 5 describes the practices of improvement teachers as they improved their practice against the dimensions of effective practice specific to Pasifika learners, as well as the facilitation of professional learning by leaders and facilitators that enabled those teachers to improve their practice. Chapter 6 describes the practices of school leaders as they promoted reciprocal partnerships with their Pasifika communities to enable continuity between home and school. The conclusion (chapter 7) provides a new framework, ‘*The Va’a Tele*’, (the Pasifika double-hulled canoe) on which to hang the dimensions of effective practice for Pasifika learners, as an overarching metaphor for success. The findings of the research are incorporated into the overarching framework of the double-hulled canoe: a symbol of innovation, ‘journeying’, improvement, new opportunity, and ultimately – success for Pasifika peoples.

CHAPTER 2 LITERATURE REVIEW

Introduction

This chapter reviews the literature in relation to the research questions. It begins by outlining research in relation to the central roles played by teachers, and the understandings, principles and actions utilised by them in promoting successful outcomes for learners in schools. It then considers notions of diversity and whether schools need to provide differently for linguistically and culturally diverse learners, or whether a ‘one size fits all’ approach is sufficient. Specific principles and practices in relation to Pasifika learners are then discussed through the lenses of diversity, language and literacy, followed by a summary of the dimensions of effective practice for diverse students. The Pasifika specific dimensions used to explore the first, second and fourth research questions, related to teacher practices and community connections are then outlined. The third research question asks about school leadership and facilitation practices that promote teachers’ understanding of effective practices, with the final section of this review briefly discussing the relevant research in this area.

The role of teachers

The pre-eminence of the role of classroom teachers and the specific teacher actions that promote student success have been discussed by a number of researchers (Alton-Lee, 2003; Bransford, Derry, Berliner & Hammerness, 2005; Cuttance, 1998, 2001; Crooks, 1988; Hattie, 2002; 2003b; Hattie & Timperley, 2007; Nye, Hedges & Konstantopolos, 2004). Nye and colleagues, (2004) argued that because their study, which tested for teacher effects using randomly assigned teachers and students, it produced strong evidence that teacher effects were much larger than school effects. They suggested that policies “focusing on teacher effects as a larger source of variation in achievement may be more promising than policies focusing on school effects” (p. 254). Although their experiment was neither designed nor sensitive enough to detect the effects of particular teacher characteristics, it did provide evidence from a large-scale randomised experiment that teacher experience was related to student achievement gains.

Hattie’s work (1999; 2002; 2003a; 2003b; 2005) sought to identify the effects of the different influences on student achievement and on what contributes the greatest variance to

student achievement at school. He argued the major sources of variance in student achievement were six-fold and included students, homes, schools, principals, peer effects, and teachers. Of the sources of variance at school, he found that students themselves created 50% of the variance, but it was teachers who created the next greatest variance in student achievement (30%), while the other influences accounted for about only 5-10% each. His conclusion was that we should focus on the greatest source of systemic variance, that can make a difference for students, that is, the teacher. He suggested that,

We need to ensure that this greatest influence is optimised to have powerful and sensationally positive effects on the learner. Teachers can and usually do have positive effects, but they must have exceptional effects. We need to direct attention at higher quality teaching, and higher expectations that students can meet appropriate challenges” (2003b, p. 3).

The research in the area moved on from identifying sources of influence on student achievement to identifying what teachers actually do that makes the difference because some teachers had greater effects than others. One of the first research syntheses around the identification of high quality teaching characteristics was outlined in Hattie and Jaeger’s (2003) study in which they identified five major dimensions of expert teachers:

A. *Expert teachers identify essential representations of their subject(s).*

Expert teachers are able to combine new content knowledge with existing prior knowledge, create subject links across the curriculum, and target the learning so that it is specific to students’ needs. They can problem solve with individual students, are flexible, can improvise, and utilise feedback to improve their teaching. They achieve a balance between content-centered and student-centered instruction, and are strategic decision makers.

B. *Expert teachers guide learning through classroom interactions.*

Expert teachers create optimal classroom climates for learning, by encouraging questioning, feedback, risk taking, and interaction. They focus both on the language of instruction and on student learning by relating their teaching to contexts that are specific to their students.

C. *Expert teachers monitor learning and provide feedback*

Expert teachers are responsive to and anticipate students’ needs by monitoring students’ levels of understanding and progress, and by providing relevant, useful

feedback. They check their hypotheses or pedagogical practices about learning difficulties and develop automatic cognitive skills that enable them to deal with other more complex issues.

D. *Expert teachers attend to affective attributes*

Expert teachers respect students as learners and as people, by demonstrating care and commitment, and being receptive to their needs. They are passionate about teaching and learning and are both responsible and emotionally invested in the successes and failures of their work.

E. *Expert teachers influence student outcomes*

Expert teachers enable students to develop self-regulation, self-efficacy, and self-esteem as learners. They provide appropriate challenging tasks and goals for students, and focus on developing surface and deep content knowledge, thus promoting positive influences on student achievement.

The presence of three dimensions in particular: deep representation, challenge and monitoring and feedback were also found in a study by Bond, Smith, Baker, and Hattie, (2000) to distinguish most effectively, between what these researchers called expert from experienced teachers after studying teaching in more than 300 US classrooms. These early studies and subsequent meta-analyses by Hattie, (2009) of what constitutes an effective teacher provide a base on which to consider generic attributes of effective teachers. However they do not explicitly address the situation for teachers who work with linguistically and culturally diverse students. For this group these dimensions and attributes need to be further unpacked to include consideration of the different forms of linguistic and cultural capital that students enter the classroom with, as well as cognizance of the home-school ‘mismatch’ when considering whether the classroom discourse values and connects with the discourse of students’ homes (McNaughton, 2002). In the Hattie and Jaegar (2003) dimensions, it is assumed that students hold both the communicative and discourse competencies to be able to participate successfully in the discourse of the classroom. They have little to say about the particular forms of knowledge and interaction patterns that are relevant to linguistically diverse students, or of the specific attributes and skills needed to be able to teach these students effectively. They also focus on the actions of the teacher as separate to their families and cultural identities. An underlying principle of working effectively with Pasifika learners (for example) is the understanding that they are situated within their families and communities, and that they do not enter the classroom as individuals but as members of

strong ‘external’ networks, that hold their own beliefs about what constitutes ‘valued knowledge’. Recently the OECD (Dumont, Istance, & Benavides, 2010) began to include more about such connectedness and the place of cultural identity within the classroom space. They brought together the research on effective learning environments, and from that work developed seven transversals. They are:

1. The learning environment recognises the learners as its core participants, encourages their active engagement, and develops in them an understanding of their own activity as learners.
2. The learning environment is founded on the social nature of learning and actively encourages well-organised co-operative learning.
3. The learning professionals within the learning environment are highly attuned to the learners’ motivations and the key role of emotions in achievement.
4. The learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge.
5. The learning environment devises programmes that demand hard work and challenge from all without excessive overload.
6. The learning environment operates with clarity of expectations and deploys assessment strategies consistent with these expectations; there is strong emphasis on formative feedback to support learning.
7. The learning environment strongly promotes “horizontal connectedness” across areas of knowledge and subjects, as well as to the community and the wider world.

(Dumont, Istance, & Benevides, 2010, pp. 14–17)

Considering diversity

Leaders set the tone for what happens in schools and, in particularly effective schools, leaders are instrumental in establishing school cultures that are responsive to the needs of the learners. School leaders need to lead teachers in learning to be responsive to diversity and in building on the skills and knowledge that students bring with them to school. This alternative view to thinking about the language, literacy and learning needs of linguistically diverse learners was posited by Ryan (1971, pp. 61–62) more than 30 years ago:

We are dealing, it would seem, not so much with culturally deprived children as with culturally deprived schools. And the task to be accomplished is not to revise, and

amend, and repair deficient children but to alter and transform the atmosphere and operations of the schools to which we commit these children. Only by changing the nature of educational experience can we change the product. To continue to define the difficulty as inherent in the raw material, the children, is plainly to blame the victim and to acquiesce in the continuation of educational inequality.

Notions on what works for students from diverse backgrounds in New Zealand schools was outlined in the *Best Evidence Synthesis on Quality Teaching for Diverse Students in Schooling* (Alton-Lee, 2003), which produced ten characteristics of quality teaching derived from a synthesis of research findings of evidence linked to student outcomes. It argued that the concept of diversity is central both to the classroom endeavour and to quality teaching in Aotearoa, New Zealand. Alton-Lee's (2003) characteristics of quality teaching for diverse students included foci on: achievement and outcomes for heterogeneous groups of students; pedagogical practices that promote inclusive, cohesive, and aligned learning communities; links between schools and students' cultural contexts; responsiveness to student learning processes; effective and sufficient opportunities to learn; learning cycles being supported by multiple task contexts; curriculum goals, resources, task design, teaching and school practices being effectively aligned; scaffolding pedagogy that provides appropriate feedback; development of student self-regulation, metacognitive strategies and thoughtful student discourse, and engagement in goal-oriented assessment.

Alton-Lee's synthesis of quality teaching for diverse students is useful, but needs to be unpacked further in situations where students are also linguistically diverse. The synthesis recognises (implicitly) that teachers when working with 'heterogeneous groups of students', should acknowledge that not all students are the same, and it argues that in order to facilitate learning, quality teaching needs to be both responsive to student learning processes, and linked with other cultural settings in which students are socialised. However, in the synthesis there is no reference to linguistic diversity or of how teachers might support learners to make connections between the languages and cultures of home and the language and culture of school, particularly when English is the medium of instruction. It assumes that bilingual or multilingual children learn in the same way and have the same language-learning pathway as monolingual children, rather than recognising those bilingual children may require different forms of linguistic scaffolding that connect with, and build on existing schemas that are likely to be encoded in their first languages. Darling-Hammond and Bransford (2005) draw a distinction between 'routine experts' who apply a core set of competencies with increasingly greater efficiency, and 'adaptive experts' who add continually to their knowledge and

practices. McNaughton (2011) argues that teachers, who work with learners traditionally underserved by schools, need this ‘adaptive expertise’:

It is the need to have beliefs about and understandings of children and their families and communities as resourceful. These ideas and the associated knowledge would provide a basis for a commitment to and expectation of children’s fundamental ability to be successful in academic development. We have learned, sometimes very painfully, that it is not possible both to teach effectively and to see the children being taught as deficient (p. 134).

Issues of empowerment (or agency) are key to the success of minority learners’ school performance. Learners who do not experience devaluation of their identity in host nation schools “do better academically even though having less exposure to school language than those from the same ethnic group who were born in the host country” (Cummins, 1989, p. 58). Cummins argued further that minority learners are empowered or disabled as a direct result of their interactions with educators in schools. His theoretical framework for intervention specifies four institutional characteristics, which exert a major influence on minority students’ successful performance in schools. They are cultural/linguistic incorporation, community participation, pedagogy and assessment.

In many western countries, teaching, learning and assessment have legitimised the “educational disabling of minority students by locating the academic problem within the student herself” (Cummins, 1989, p. 65). This has had the additional effect of masking the subtractive, exclusionary nature of school programmes and teacher/student interactions. In order to empower minority learners in educational contexts, their disabling can only be challenged when teaching, learning and assessment focus on the extent to which children’s language and culture are incorporated within the school programme (cultural/linguistic incorporation), the extent to which educators collaborate with parents (community participation) and the extent to which children are encouraged to use both their first and second languages actively within the classroom (pedagogy and assessment) (Cummins, 1989).

There are two possible orientations for the implementation of these aspects in primary schools. Cummins (1989) argued that in an ‘Assimilationist Orientation’ these four aspects are seen to be, respectively: subtractive (students’ first languages are replaced by English), exclusionary (parental involvement is viewed by educators as irrelevant or even detrimental to children’s progress), transmission oriented (the teacher is viewed as an imparter of

knowledge and skills, minority students' experiences are excluded) and legitimisation oriented, (minority students are viewed as learning disabled or language impaired), resulting in academically disabled or resistant students. In an 'Inter Cultural Orientation' they are, in turn: additive (students' first language and culture is valued and incorporated in school settings, and therefore added to rather than replaced by English), collaborative (minority parent participation in children's academic progress is actively encouraged), interactive / experiential (co-constructivist approaches to learning are employed, encouraging students to become active generators of their own knowledge, to express and amplify their experience within the classroom) and advocacy oriented (educators and assessment practices advocate for minority students in scrutinising critically the social and educational context within which the child has developed), resulting in academically and personally empowered students (Cummins, 1989). Correspondingly, Sleeter (2001) argued that people in power need to be convinced that multicultural education is not a single curricular approach, but a redefinition of decision-making power that includes voices of the community, the learners, and the teachers from minority groups in order to determine what is most worth knowing. She stressed the need for student centred classrooms that exhibit teaching and learning scenarios that build on the cultural referents, worldviews and valued knowledge of their families and communities, thus enhancing their achievement:

Student-centered teaching means becoming familiar with one's students, including their membership in wider sociocultural communities, and inviting students to frame education in relation to their concerns. Using culturally relevant learner-centered teaching, it is possible to ignite substantially higher levels of achievement than one usually sees. (Grant & Sleeter, 2011, p. 39)

Similarly Gonzalez, Moll and Amanti (2005), argued that teachers focus on what these learners lack in terms of the forms of language and knowledge sanctioned by schools, rather than "focusing on the knowledge that minority students bring with them... and using it as a foundation for learning... This emphasis on disadvantages has provided justification for lowered expectations in schools and inaccurate portrayals of the children and their families" (p. 90). Instead they suggest that schools should utilise students' 'funds of knowledge', which they define as, "those historically developed and accumulated strategies (skills, abilities, ideas, practices) or bodies of knowledge that are essential to a household's functioning and well-being" (p. 92). A key finding from their research is that these funds of knowledge are abundant and diverse. Connected to this idea is the notion of culturally

responsive teaching, defined by Gay (2000, 2002, 2010), as using the cultural knowledge, prior experiences, frames of reference, and performance styles of linguistically and ethnically diverse learners to make learning more appropriate and effective, teaching to and through the strengths of these learners. Gay (2000) also describes culturally responsive teaching as having these characteristics:

It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum. It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities. It uses a wide variety of instructional strategies that are connected to different learning styles. It teaches students to know and praise their own and each other's cultural heritages. It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools (p. 29).

Culturally responsive pedagogy teaches the whole child by developing intellectual, social, emotional, and political learning through the use of cultural resources that teach knowledge, skills, values, and attitudes (Ladson-Billings, 2006, 2009). Hollins (1996) argued that education designed specifically for linguistically and culturally diverse learners incorporates culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curriculum content (Hollins, 1996). Culturally responsive teaching is described as being validating and affirming of culturally diverse learners, by demonstrating the following characteristics: Acknowledging the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum; building bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities; using a wide variety of instructional strategies that are connected to different learning styles; teaching students to know and praise their own and one another's cultural heritage, and incorporating multicultural information, resources, and materials in all the subjects and skills routinely taught in schools (Gay, 2010, p. 31–32).

Finally, one of the greatest challenges for educators is the need to overturn, rather than recycle systemic power imbalances, so that schools and classrooms become institutions that are concerned with notions of social justice and equity, not only within schools but also

within wider society (Sleeter & Montecinos, 1999; Sleeter, 2001). What happens in schools should not just be about the representation and celebration of cultural diversity, but about helping “teachers envision alternative power arrangements in the process of schooling” (Sleeter & Montecinos, 1999, p. 125). This requires that teachers recognise their own cultural-locatedness, rather than perceiving themselves as ‘normal’, otherwise “they will likely have difficulty understanding that their normal is underpinned by strong cultural assumptions that will limit their ability to connect with and teach those who are different” (Timperley, 2013, p. 17). As long as teachers see themselves as normal rather than cultural, “they use their own unexamined frames of reference against which to judge students, students’ families, and their communities” (Sleeter, 2008, p. 561). Critical multiculturalism means addressing the unequal power relationships in schools and in society, by reworking existing power arrangements to enable the distribution of power in equitable ways:

Whereas the prevailing conception of multiculturalism focuses on a struggle for the recognition of diversity within existing social structures, the latter conception stresses the importance of linking the struggle for recognition to a broader struggle for social justice. Teachers who understand that education must be both multicultural and social reconstructionist must, by necessity, be politically literate. (Sleeter & Montecinos, 1999, p.125)

Further, Sleeter, (2013) suggests four hallmarks of multicultural social justice teaching practice that teachers of linguistically diverse learners should learn in pre-service and/or professional learning and development contexts:

Explicitly treating culture as a foundation for learning, rejecting deficit interpretations of students; developing key concepts in the curriculum through content and examples drawn from more than one cultural group; teaching students how to dialogue about sensitive issues across their differences; and teaching students how to analyze and act together on social justice problems (pp. 15–16).

Linguistic diversity

Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) were terms coined by Jim Cummins (1980, 1981) to describe the continuum of different types of language that bilingual learners acquire and need to succeed at school. BICS refers to conversational fluency (peer-group language; language of the playground) while CALP refers to learners’ ability to understand and express, in both oral

and written modes, concepts and ideas that are relevant to success in school (academic language; classroom language). Cummins (2008) argued that teachers need to be aware of the timelines and challenges that bilingual learners encounter as they attempt to master the academic aspects of school language.

BICS is the language (either English and/or heritage language) that children acquire in everyday interactions at home and at school. It is context-embedded language (language supported by contextual cues and face-to-face interactions). For bilingual students it might be the language of the home, or the peer group, and may be an informal variety of English or their heritage language that does not sound the same as ‘School English / Standard English’ or more formal registers of their heritage language. In the New Zealand context, in relation to Maori and Pasifika learners, this home variety of informal English BICS is sometimes known as ‘Maori English’ or ‘Pacific English’. It is a valid language spoken in the family and community of speakers and is often linked to students’ identities and sense of belonging. It is likely that New Zealand born and even migrant Pasifika learners arriving at school may have informal varieties of BICS already developed in English.

Pasifika families may be unaware that this informal BICS language needs to be further developed to provide the formal CALP English needed for academic learning in English in school. In the past the use of CALP by linguistically diverse students may have been equated with ‘talking like Palagi do’, and being ‘Palagi’ (European). This issue influences how students perceive the language of the classroom in terms of what they value. CALP or academic language proficiency describes the more formal variety of language used in the classroom and that children acquire and need to use effectively if they are to progress successfully at school. CALP develops from birth but becomes differentiated from BICS after the early stages of schooling. Academic language proficiency can be defined as “the extent to which an individual has access to and command of the oral and written academic registers of schooling” (Cummins, 2000, p. 67). CALP is more cognitively demanding, context reduced and sophisticated, and takes longer to acquire (five to seven years) (Cummins, 1981, 2000, 2007). Students need explicit teaching and scaffolded learning to acquire the academic language needed to access the curriculum. It should not be viewed as a sequential process but rather one best developed as students acquire new content knowledge at the same time as acquiring new language (CALP) to talk and write about what they learn (Genesee, 1987).

It is important that teachers understand the difference between these two ends of the formality continuum of language proficiency and do not assume that because linguistically

diverse or Pasifika learners sound fluent in English that they will have the academic language varieties needed to access the curriculum. Literacy (reading and writing) should be underpinned by BICS and CALP oracy (listening and speaking) and there should be sufficient ‘input’ (listening, reading, viewing) to support successful BICS and CALP ‘output’ (speaking, writing, presenting). The CALP language of the curriculum needs to be explicitly taught and these ‘input’ and ‘output’ modes should be fully integrated to ensure successful learning in English and across the curriculum. The catch phrase is “BICS can be caught but CALP must be taught”.

Cognitive demands and contextual support vary within particular language tasks or activities. Cummins elaborated on the BICS/CALP distinction by developing a framework for teaching and learning that included the two intersecting continua of *context-embedded* or *context-reduced* and *cognitively undemanding* or *cognitively demanding* (Cummins, 1981). In this framework context refers to what we bring to a task (e.g., our prior knowledge, interests, and motivation) and the range of supports that may be incorporated in the task itself (e.g., visual supports such as graphic organisers). Effective instruction and scaffolding for bilingual learners should include learning tasks that begin at context embedded/cognitively undemanding levels, and progress through tasks that gradually increase the cognitive demand whilst reducing contextual support. If the learning is sufficiently well scaffolded, learners eventually are able to produce sophisticated spoken or written products on their own.

Gibbons, (2009) talked about the concept of rich tasks, defined as tasks that focus on central ideas of a topic or issue, and that require learners to demonstrate deep knowledge of the field rather than simply knowledge of isolated facts. She pointed out that “students need to manipulate the information and ideas that they have previously developed, and combine facts and ideas in order to synthesize, generalise, explain, and interpret” (p. 22). Learners invest their identities in creating products arising from rich tasks that are presented to an audience broader than the teacher, and that have relevance beyond the classroom. The role of the teacher in enabling bilingual learners to engage in cognitively demanding or rich tasks is central to their success in being able to create high quality products. Gibbons, (2002, 2009) referred to this as “situated help” which is often known as “scaffolding”. She highlights three major characteristics of scaffolding:

It is temporary help that assists a learner to move toward new concepts, new levels of understanding, and new language; it enables a learner to know how to do something (not just what to do), so that they will be able to complete similar tasks alone; and it is

future oriented: in Vygotsky's words, what a learner can do with support today, he or she will be able to do alone tomorrow. (2009, p.15)

Gibbons stressed that there is a "clear relationship between the dialogues we participate in as children (and as adults) and the development of thinking, arguing that the development of cognition is also the result of participation with others in goal-oriented activities" (p. 16). She cites Vygotsky (1978), who argued that this external dialogue with others is gradually internalised and becomes 'inner speech', creating our personal resources for thinking, and that "implicit in these ideas is the idea of high challenge tasks (tasks we cannot do unaided) accompanied by high support (the scaffolding that enables us to complete these tasks successfully). Mariani (1997) suggested that the quality and quantity of the challenge and support we provide and the way these intersect, construct four kinds of classroom environments: High challenge/low support, low challenge/ low support, high support/low challenge and high challenge/high support. The first three environments are ones that produce frustration, anxiety, comfort or boredom in students; the high challenge/high support zone is where learners are stretched to their reach their potential, successfully engaging in new learning, within their zone of proximal development (Vygotsky, 1978).

Bilingual learners have a 'total language resource' (TLR) that includes all of their language and cognitive resources that can be thought of as one central operating system in the brain, including heritage (e.g. Pasifika) and English language resources. Cummins' (1980, 2000) common underlying proficiency (CUP) model builds on the understanding that the literacy and conceptual related aspects of a bilingual's proficiency in their first language (L1) or second language (L2) are seen as common or interdependent across languages, that there is one central processing 'think tank' in the brain and that cross-linguistic transfer can occur from the L1 to L2 and vice versa. This is contrary to out-dated and incorrect beliefs that concepts acquired in different languages were stored in the brain separately (separate underlying proficiency – SUP) and that a second language could only be acquired at the expense of the first, or that in order to successfully acquire literacy in a heritage language, first and second languages needed to be kept strictly separate (Baker, 2006; Cummins, 1980). Students can learn both language and content in one language and transfer that knowledge to the other language. In other words, the two language proficiencies are not separate. They are part of one central 'think-tank' (Cummins, 2008). When students are supported to use their 'total language resource' through accessing their common underlying proficiency and concepts in both the L1 and the L2, their bilingualism, biliteracy and

academic development can develop simultaneously (at the same time) rather than sequentially (one after the other) which had previously been considered the most appropriate approach in Bilingual Education (Baker, 2011; Garcia, 2009). The implications of the CUP construct require teachers to actively *teach for transfer* of linguistic, meta-cognitive and meta-linguistic knowledge. The theoretical rationale for this teaching for cross-linguistic transfer originates from several sources. The first researcher to propose such a possibility was Nancy Hornberger (2003) in her *Continua of biliteracy* work with Indigenous peoples in South America. She proposed that both literacies are interconnected in the unconscious mind of the learner, cannot be separated, and have to be viewed as a single biliteracy system. This means that rather than ignoring what students know in their heritage language, teachers in English-medium contexts should draw on, make links to, and build on students' language, literacy and curriculum content knowledge in their heritage languages and show students how to transfer skills, strategies and content learned in English to their other language (Cummins, 2007; 2008; 2011):

It is clear that bilingual education programs are not a feasible option in many educational contexts characterized by heterogeneity of minority populations. However... bilingual instructional strategies that aim to teach for cross-lingual transfer, are entirely feasible and empirically supported even in L2-medium contexts (Cummins, 2011, p. 1980).

In English-medium and immersion/bilingual classrooms the “monolingual principle” has dominated, meaning that in English-medium classrooms students' first languages are often ignored and are kept rigidly separate from the learning of English and content (Cummins, 2008; Si'ílata, 2004) and, in immersion classrooms, students are prohibited from using their stronger language if it is not the medium of instruction of the immersion programme. Cummins argues that when educators are freed “from exclusive reliance on monolingual instructional approaches, a wide variety of opportunities arise for teaching bilingual learners by means of bilingual instructional strategies that acknowledge the reality of, and strongly promote, cross-language transfer” (2008, p.65). Creative translation activities and “translanguaging” have a role to play within communicative approaches to language and literacy learning, “as a means of enabling learners to create multimedia texts that communicate in powerful and authentic ways with multiple audiences in both L1 and L2” (Cummins, 2008, p.65). “Translanguaging” originated with Williams (1996, 2000), who used it in Welsh-medium education to name a pedagogical practice that switches the

language mode – for example, reading is done in one language and writing in another. In essence, it teaches students to receive curriculum content input in one language and output it in another mode or genre in another language. It is not simply a translation of the same text form or mode of expression (Garcia & Kleifgen, 2010; Garcia, 2009; 2012).

Translanguagings are *multiple discursive practices* in which bilinguals engage in order *to make sense of their bilingual worlds*. Translanguaging therefore goes beyond what has been termed code switching... although it includes it, as well as other kinds of bilingual language use and bilingual contact. Translanguaging... extends what Gutierrez and her colleagues have called “hybrid language use,” that is, a systematic, strategic, affiliative, and sense-making process” (Gutierrez, Baquedano-Lopez, and Alvarez, 2001, p.128).

Creating opportunities for students to translanguage is one way to utilise the idea of teaching for transfer across languages. Cummins proposed five possible types of transfer across languages:

- Transfer of conceptual elements (e.g., understanding the concept of photosynthesis)
- Transfer of metacognitive and metalinguistic strategies (e.g., strategies of visualising, use of graphic organisers, mnemonic devices, vocabulary acquisition strategies, etc.)
- Transfer of pragmatic aspects of language use (willingness to take risks in communication through L2, ability to use paralinguistic features such as gestures to aid communication, etc.)
- Transfer of specific linguistic elements (knowledge of the meaning of photo in photosynthesis)
- Transfer of phonological awareness—the knowledge that words are composed of distinct sounds.

(Cummins, 2008, p. 69)

Complementary research evidence comes from an analysis of the research on learning by Bransford, Brown, and Cocking, (2000) who showed the role of preexisting knowledge as a foundation for learning. Bransford and colleagues emphasised three requirements for effective learning in any situation but they apply to developing bilingual competencies: (a) engaging prior understandings, (b) integrating factual knowledge with conceptual frameworks, and (c) taking active control over the learning process through metacognitive strategies. In relation to transfer, Bransford et al. argued that learners employ a transfer

process that is both dynamic and active, in that students are required “to actively choose and evaluate strategies, consider resources, and receive feedback” (p. 66). They proposed that a central goal of schooling “is to prepare students for flexible adaptation to new problems and settings, and that students’ abilities to transfer what they have learned to new situations provides an important index of adaptive, flexible learning” (p. 235). In relation to the education of bilingual learners and the process of second language acquisition, Cummins takes this idea of transfer further by arguing that the place of prior knowledge is “particularly relevant to the issue of teaching for transfer... because if students’ prior knowledge is encoded in their L1, then their L1 is inevitably implicated in the learning of L2” (Cummins, 2008, p.66). It was Dworin (2003) however who argued convincingly that this transfer can go both ways – from L1 to L2 and also from L2 to L1. A particular issue of the ‘invisibility’ of students’ first languages in English-medium contexts was identified by Cook (2001), even though many teachers accept that the use of L1 will not hinder and may help students’ acquisition of English. Teachers do not so much forbid the use of L1 as ignore its existence altogether: “the only times the L1 is mentioned is when advice is given on how to minimize its use... most descriptions of methods portray the ideal classroom as having as little of the L1 as possible, essentially by omitting reference to it” (Cook, 2001, p. 404).

Correspondingly, Palmer & Martinez (2013), argued that an exclusive focus on bilingual learners’ needs rather than their strengths, tends to normalise monolingualism, diverting “attention from some of the more pressing challenges in educating these learners – challenges that lie not in the learners themselves but in the language ideologies and normative discourses that permeate classrooms, schools, and the surrounding society” (p. 273). They contended that teachers need “to reenvision bilingualism as a normal process and to view children’s actual classroom language practices as tools for social and academic learning, worthy of attention and promotion” (p. 274). This normalising of bilingualism means that language is framed as a social and cultural practice, so that English-medium classrooms become spaces where the utilisation of translation, interpreting, language sharing, and hybrid language practices is also normalised. Dixon & Wu’s (2014) review of the home language and literacy practices of migrant communities in the US described family literacy practices ranging from traditional ‘reading to’ and ‘with’ children, through to a range of interactive practices, including oral storytelling, explicit teaching of L1 or L2 literacy skills using traditional methods of learning, as well as the use of digital media for entertainment or socialisation purposes. Their study explored the impact of home language and literacy practices on school literacy development, and concluded that the use of L1 and

family literacy practices at home did not appear to affect the child's L2 development or proficiency at school. However, more exposure to L2 or the dominant language at home might be negatively associated with L1 development, causing the language of schooling to dominate the child's linguistic repertoire – a characteristic increasingly noted with Pasifika children schooled in English-medium classrooms in New Zealand, as detailed below.

Pasifika specific research

Much of the local educational research that has been conducted with respect to Pasifika learners in New Zealand schools argues for the need for more research into culturally responsive pedagogies, and the specific teacher actions needed to bridge the gap between home and school. The role of the teacher in the New Zealand classroom context, and specifically in relation to Pasifika learners' academic success, is alluded to in Ferguson, Gorinski, Wendt-Samu and Mara's (2008) review on the experiences of Pasifika learners in the classroom, which states, "teachers are integral to both the reproduction and production of knowledge" (2008, p.45).

Smaller, empirical studies have investigated aspects known to impact learning of Pasifika learners like the need for teachers to "know" their learners (Allen, Taleni & Robertson, 2009). The nature of this knowledge is beyond that of learning outcomes or patterns of performance, encompassing a need to develop teachers' cultural self-efficacy so they both appreciate the challenges learners from Pasifika cultures face, and develop a willingness to learn and apply what they have learned of the social and cultural contexts that shape students' learning and interactions to their teaching. Si'ilata's (2004) study, which looked at the experiences of Pasifika migrant students' and their subsequent language loss within English-medium contexts, revealed that when teachers did not actively create opportunities for Pasifika learners to utilise their language for learning at school, those Pasifika learners believed that their teachers did not value their languages, that they were not beneficial for learning, and were useful only for "climbing a coconut tree" or "for living in Samoa". Possible reasons for these perceptions were identified by McComish, May & Franken (2008), the authors of the *Language Enhancing the Achievement of Pasifika* (LEAP) resource, who outlined subtractive bilingual contexts for Pasifika learners:

If bilingualism is seen as a negative phenomenon in the wider society, and if the learner's first language is not valued and encouraged, then a context of subtractive bilingualism will result. Bilinguals will not learn to use both languages extensively

and are unlikely to have high proficiency in both languages. (McComish, May, & Franken, 2008, p. 17).

McComish et al. (2008) contend further that:

Historically the poor achievement of Pasifika learners in New Zealand has most often been attributed to their home environment and/or their bilingualism. Consequently, Pasifika languages have been constructed as *obstacles* to learning and the learning of English, in turn, becomes a zero sum game – an *alternative* to speaking a Pasifika language, rather than *complementary* or additional (p. 16).

These authors maintain that regardless of the language skills of bilingual (and other) learners, teachers should build on those skills as a basis for further teaching and learning. They outline some key principles for teachers working with Pasifika learners. Two of the principles foreground the importance of creating opportunities for Pasifika learners to utilise their languages to support learning: “the languages that bilingual (or *Pasifika*) students bring with them are a key linguistic resource and a crucial foundation for their learning” and “Bilingual (or *Pasifika*) students learn better when they are able to use their first or home language at school” (p. 2).

Many researchers in this area emphasise the importance of utilising Pasifika learners’ cultural and linguistic resources in teaching and learning interactions in schools. Dickie (2010), for example, described the “out of school” literacy experiences of Samoan children that tended to be church-based, such as memorising passages from the Bible and taking ‘Sunday School exams’: “Two literacy practices were of particular interest: reading passages of the Bible aloud with perfect accuracy; and *tauloto*, which are passages from the Bible to be memorised” (p. 25). Dickie argued that being informed about these practices could enable teachers to link to and build on these strengths in their classrooms. Dickie found that Samoan church literacy practices maintained a strong focus on comprehension, as well as memorisation, and he argued that where there were different cultural perspectives on reading, it would be useful for teachers “to incorporate some of these skills and understandings into students’ experiences of school literacy” (p. 31).

The need for teachers to be able to utilise linguistically and culturally responsive pedagogies when teaching Pasifika learners is highlighted in Chu, Glasgow, Rimoni, Hadis and Meyer’s (2013) summary of Pasifika education research literature. Their findings revealed that there is widespread consensus in New Zealand “that culturally responsive

pedagogies are important to support learning but the focus of research in this area has been primarily on Maori rather than Pasifika” (p. 2), and that there is “growing evidence of the importance of teacher skills and understandings in culturally responsive pedagogies for enhancing educational outcomes for Pasifika learners” (p. 24). Not surprisingly, Ferguson and colleagues (2008) identified the need for further research and development, including responsiveness to the prior knowledge and experiences that Pasifika learners bring to the teaching and learning context and how this affects opportunities to learn.

The research undertaken in this thesis is designed to contribute to this knowledge base by examining how teachers can utilise linguistically and culturally responsive pedagogies with Pasifika learners in English-medium schools. Through this work it will provide specific examples of effective teacher and leader practices, and of how teachers might improve their practice in the utilisation of these pedagogies.

Dimensions of effective literacy practice

The research in this thesis is located in literacy teaching and learning practices in primary schools. The work in the schools was based on six dimensions of effective literacy practice identified from the research in the area and brought together in a resource developed under contract to the New Zealand Ministry of Education, (2003a, 2005). These six dimensions formed the basis for the Literacy Professional Development Project described in the introduction to this thesis. The main focus of the dimensions is articulated in terms of effective literacy practices for all learners. The resource does, however, include a section on the importance of teachers making links between learners’ home and school contexts “in ways that are visible and significant for the child”. (p. 117). For Maori and Pasifika learners, in particular, the writers suggested this could be done by incorporating and building on familiar content in classroom practices, including:

... Using texts that reflect the cultural values and perspectives of Pasifika students, building on Pasifika children’s expertise in recitation, developed through church and family literacy practices, by including recitation among classroom activities and by building on the concept of tuakana-teina relationships (p. 117).

It states further that teachers should encourage ‘non-English speaking background’ students to use their first language as a foundation on which to build the students’ knowledge of English and that learning to read in their first language supports a child in achieving

success with reading in a second language. Beyond these general statements, however, there is little in the way of specifics to guide teachers about how to do this.

The remainder of this section of the literature review uses the previous material on responsiveness to cultural and linguistic diversity to identify how the generic six dimensions of effective literacy practice might apply more specifically to the literacy teaching and learning of Pasifika learners.

The dimensions of effective literacy practice (Ministry of Education, 2003a) include:

- Knowledge of the learner - encompassing the pathway of progress and the individual profile of each student, including their language and literacy practices outside school.
- Expectations that are high, appropriate, clearly expressed, shared with all partners in the student's learning, informed by feedback, reflected on and reviewed.
- Instructional strategies which are the deliberate acts of teaching and include modelling, prompting, questioning, giving feedback, telling, explaining, directing, and others.
- Knowledge of literacy learning which encompasses knowledge of the theoretical base of teaching, learning and the process of becoming literate as well as the repertoire of reading and writing strategies and processes, and instructional strategies and their use.
- Engaging learners with texts through use and creation of rich texts that relate to students' interests, draw on and affirm their social and cultural identities, use authentic language and motivate and challenge them as learners.
- Partnerships that are collaborative, contributory, supportive and valued. (See Figure 2.1)

Figure 2.1: Dimensions of effective literacy practice (Ministry of Education, 2003a)

Knowledge of the learner

Literacy learning is a co-constructed process (Clay, 2005; McNaughton, 2002), and as Clay states, “the only place to start... is to work with what they (the students) already control” (p. 88). In order to do this, teachers need extensive and continually developing knowledge of the learners they teach. Effective gathering and use of assessment data has a strong impact on learners’ achievement and motivation (Alton-Lee, 2003; Black & Wiliam, 1998; Johnston, 2000). Of interest in terms of the focus of the proposed research was the identification by Ferguson et al. (2008), of the area of teacher responsiveness to student learning processes/ cycles as an ongoing context for further research and development, including responsiveness to the prior knowledge and experiences that diverse learners bring to the teaching and learning context and how this affects opportunities to learn. Effective or expert teachers get to know their learners sufficiently well to be able to provide feedback that matches their level of understanding, informing them and motivating them to progress their achievement through personalised instruction (Phillips, McNaughton, & MacDonald, 2001). The practices of expert and experienced teachers when utilizing their knowledge of their learners were explored in Housner and Griffey’s (1985) study. They found that the number of requests for information made by expert and experienced teachers during the time they were planning instruction was about the same, but experts needed to know about the ability, experience, and background of the learners they were to teach in order to target their

teaching to learners' needs and to use their experiences as a springboard for new learning. The value of holding genuine learning conversations with learners was stressed by Johnson (2000) for example, by responding "to a student's writing with your sincere reaction to it" (p. 22), not only to gain greater knowledge of the learner but also to show respect without necessarily invoking a power differential.

Other locally based research draws attention to the importance of knowledge of the learner and the utilisation of that knowledge in promoting positive outcomes (Carpenter, McMurchy-Pilkington & Sutherland, 2000; Cowley, Dabb & Jones, 2000; Hawk, Cowley, Hill & Sutherland, 2002; Hawk & Hill, 1998). Two studies by Fletcher, Parkhill, Fa'afoi, Taleni and O'Regan (2005, 2009) were conducted to help identify and understand influences, particularly pedagogical and family/community factors, on literacy outcomes for Pasifika learners. They talked with Pasifika learners in one study and teachers and parents in the other. Their findings emphasised that Pasifika students' literacy learning was enhanced when teachers knew about Pasifika values, languages, identities and cultural knowledge and made them an implicit part of teaching and learning practices. Smaller, empirical Pasifika studies have investigated aspects known to impact learning of diverse students including the need for teachers to "know" their students (Allen, Taleni & Robertson, 2009). The nature of this knowledge encompasses the development of teachers' cultural self-efficacy so they both appreciate the challenges learners from Pasifika cultures face and develop a willingness to learn and to apply what they have learned of the social and cultural contexts that shape students' learning and interactions to their teaching.

Others (e.g., Gay 2000; Ladson-Billings, 2006) have suggested that the genuine pursuit of knowledge of the learner requires teachers to be willing to develop reciprocal relationships, to sincerely engage in co-constructed learning conversations and to restructure monologic relationships to dialogic ones in which teachers and learners co-construct curriculum and instruction. Correspondingly, Gonzalez, Moll and Amanti (2005) based their work with Latino households on the assumption that the educational process could be greatly enhanced when teachers learnt about their students' everyday lives. They called it utilising students' 'funds of knowledge'. They wished to enact one of five research-based standards for effective pedagogy (*contextualisation* – making meaning and connecting school to students' lives), developed at the Center for Research in Education, Diversity and Excellence (CREDE) (<http://manoa.hawaii.edu/coe/crede/>). The dilemma that Gonzalez et al. (2005) faced was utilising funds of knowledge that were not based on tired stereotypes about different cultures or "static categorisations or assumptions about what goes on in

households” (p. 8). In fact, they discovered that there was no typical household, and that family differences were “the result of broader and more complex social and structural forces on family life” (p. 196). They argued that the term ‘culture’ is problematic because it “is loaded with expectations of group norms” and “presupposes coherence within groups, which may not exist” (p. 10).

Expectations

Effective teachers have expectations that their learners can achieve academic success and can attain independence in reading and writing. They continually look for opportunities to challenge them to greater gradients of difficulty whilst providing appropriate levels of support (Phillips, McNaughton, & MacDonald, 2001). In the international research effective teachers not only communicated high expectations for learner achievement (Hall & Harding, 2003; Langer, 2001), they also developed learning goals which were appropriate to learners’ needs; and provided authentic learning tasks appropriate to learners’ interests (Graham & Perin, 2007; Hall & Harding, 2003; Langer, 2001; Parr & Limbrick, 2009). The studies also suggest that effective literacy teachers ensured that learners were continually engaged and challenged cognitively and emotionally in a range of literacy learning tasks and within a focused environment that encouraged risk-taking. This involved identifying levels of engagement and challenge that did not lead to learner frustration (Langer, 2001; Pressley, Wharton-McDonald, Mistretta-Hampson, & Yokoi, 1997; Pressley, Wharton-McDonald, Mistretta-Hampson, & Echevarria, 1998).

The development of a risk-taking environment for linguistically diverse students is frequently constrained by teacher-learner relationships that reflect the power differentials that operate within classrooms and at all levels of society. Schools often perpetuate a hierarchical social structure through the inculcation of particular dispositions in learners, teachers, and leaders that generate specific power practices (Bourdieu & Passeron, 1998). Learning contexts in traditional classrooms also create distinct power differences between teacher and learner with teachers “retaining power over issues of initiation, benefits, representation, legitimation and accountability mainly by creating a teaching context of their own design” (Bishop & Glynn, 1999, p. 136). Young (1991) contends that it is the contexts created by teachers in classrooms that impact students’ learning rather than the mono-cultural status of teachers. He argues that in traditional-method classrooms, dominant teachers promote control relationships and students are forced to respond to reproducing

correct answers to fit teachers' frameworks rather than answering creatively or generating their own questions through inquiry.

Issues of power and pedagogy were also investigated by Delpit (1998), who took the lens of the teacher's role, in educating other people's children. She explored issues of power in classrooms, codes or rules for participating in power, and rules for those with more and less power. She found that teachers were key players in negotiating the redistribution of power differentials in classrooms. In a similar vein, Brayboy and Maughan (2009) explored issues of power around the construction of knowledge. They argued that, "teachers must also be able to see that the construction of knowledge is socially mediated and that indigenous students may bring other conceptions with them of what knowledge is and how it is produced" (p. 88).

The research more directly relevant to Pasifika learners also identifies the importance of teacher–student relationships based on mutual respect, high expectations and the development of self-efficacy resulting in better educational outcomes for Pasifika learners. In Hawk, Cowley, Hill and Sutherland's (2002) research, the characteristics of effective student-teacher relationships for Maori and Pasifika learners included empathy, caring, respect, going the extra mile, passion to enthuse/motivate, patience and perseverance, and belief in student ability. They argued that the teachers who displayed effective relationships with Maori and Pasifika learners were those who took care to pronounce names correctly, learnt about their students' worlds, incorporated relevant experiences into learning activities and encouraged learners to talk in their first languages. The basic tenet of this argument was not evident in English medium teachers studied by Franken & McComish (2003) where they observed that teachers tended to attribute low literacy levels to the background of learners, when, in fact, they were seriously underestimating children's skill levels. These authors consider "that it is teacher expectations and practices, not student abilities that lead to low achievement levels" (Franken & McComish, 2003, p. 24).

The achievement of ethnic minority groups is often attributed to socio-economic status, rather than ethnicity by some researchers (Fergusson, Lloyd, & Horwood, 1991) because many of these students fall into the lowest socio-economic groups. However, studies about differences in teachers' expectations have found that ethnicity was a factor "independent of social class and student achievement" and that "the deficit theorising of teachers in relation to Maori students in particular, may result in "lowered expectations for their achievement and a corresponding negative self-fulfilling prophecy for them" (Rubie-Davies, Hattie & Hamilton, 2006, p. 431; Ministry of Education, 2003a). Teachers'

expectations and judgments of student reading performance for Maori, Pasifika, Asian, and New Zealand European students were investigated for 540 primary students and 21 teachers in Auckland schools (Rubie-Davies et al, 2006). They found that expectations for Maori students' achievement in reading were below teachers' expectations for other ethnic groups despite Maori learners' performance being similar to that of other ethnic groups at the beginning of the year. Surprisingly, teachers had expectations of Pasifika learners that were similar to their expectations of New Zealand European and Asian learners, despite the achievement of Pasifika learners being substantially below New Zealand European and Asian groups at the beginning of the year. They suggested that one explanation for teachers' differing expectations of student achievement by ethnicity may be that certain teachers adhere to societal stereotypes such as Pasifika learners coming from homes where there is strict discipline, where church and family are important and where parents care about their children's education. This study highlights the importance of high and appropriate expectations for Pasifika learners, but it cannot be automatically assumed that teacher expectations for these learners are always problematic.

Knowledge of literacy learning

Literacy is the ability to understand, respond to, and use those forms of written language that are required by society and valued by individuals and communities (Ministry of Education, 2005, p. 19). It requires learners to master the three aspects of reading and writing: learning the code, making meaning, and thinking critically (Freebody & Luke, 1990; Luke & Freebody, 1999).

In writing, a number of literacy studies indicate that in order for effective literacy instruction to occur, teachers need to hold a strategic level of literacy-related pedagogical content knowledge as well as knowledge about how learners develop as writers (Hall & Harding, 2003; Medwell, Wray, Poulson, & Fox, 1998). This knowledge includes the cognitive processes of literacy learning, the purpose and composition of text, and the structure and features of text forms being taught (Block & Mangieri, 2003; Langer, 2001; Medwell et al., 1998). Teachers also needed to be able to use this knowledge strategically and deliberately when planning for and teaching writing. In his seminal study of knowledge and teaching, pedagogical content knowledge was defined by Shulman (1986), as content knowledge that goes beyond knowledge of subject matter to the 'teachability' of that content, including ways of representing and formulating information that make it comprehensible to others. Pedagogical content knowledge incorporates "an understanding of

what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning” (p. 9). Shulman argued that pedagogical content knowledge blends understandings of content and pedagogy; it adapts to the diverse interests and abilities of learners, and is the factor “most likely to distinguish the understanding of the content specialist from that of the pedagogue” (1987, p. 8).

Some studies make reference to the relationship between the knowledge and beliefs that effective teachers hold and their pedagogy (Graham & Perin, 2007; Hall & Harding, 2003; Pressley et al., 1997). Ultimately, effective teachers need to be able to draw on a wide and varied repertoire of practices and approaches that can be specifically utilised at particular times to meet targeted students needs (Parr & Limbrick, 2009; Pressley et al., 1997; Hall & Harding, 2003).

When applying this work to Pasifika learners, it is important to consider both the diversity of literacy learning needs and to consider their language learning needs. This is premised on the belief that oracy and literacy are inextricably linked, and that in order to be successful in reading and writing, students need to develop both communicative competence and the cognitive academic language required to access the curriculum. Knowledge of language learning includes knowledge about how to amplify rather than simplify the language needed to successfully undertake tasks, where the linguistic and meta-linguistic contexts enable learners to construct their understandings on the basis of multiple clues and perspectives encountered in class activities (Gibbons, 1991; Vine, 2003; Walqui, 2002).

A fundamental construct underpinning effective provision of English for speakers of other languages (ESOL) is that content-focused teaching has an explicit grammar component, or focus on form, (Ellis, 2005) and that acquisition requires that learners attend to form. According to some theories of L2 acquisition, “such attention is necessary for acquisition to take place” (Ellis, 2005, p. 4). Attention to form refers to learners noticing specific linguistic items as they occur in input, not to an awareness of grammatical rules (Schmidt, 1994, 2001). Effective teachers of language and literacy need specific content knowledge about the grammar component of tasks, and of how to enable students to learn through communicative approaches that provide meaningful input, and opportunities for forced output (Ellis, 2005, 2008; Swain, 1995), and that enable learners to function as communicators so that acquisition takes place (Prabhu, 1987; Long, 1996; DeKeyser, 1998).

Instructional strategies

Instructional strategies are the deliberate acts of teaching that focus learning to meet a particular purpose. They include modelling, prompting, questioning, giving feedback, telling, explaining, and directing (Anstey, 1998; Askew, 2000; Cazden, 2001; Clay, 1998; Duffy, 2002, McNaughton, 2002). In the international research to date, effective literacy teachers of diverse students provided direct or explicit instruction, often through scaffolding new learning tasks and utilising a strategically selected blend of modelling, questioning, prompting, probing and explaining in contextualized learning situations (Graham & Perin, 2007; Hall & Harding, 2003; Langer, 2001; Parr & Limbrick, 2009; Pressley et al., 1998; CIERA, 2002). Effective literacy teachers also responded to learners' oral and written efforts in ways that promoted learner reflection and notions of change (Hall & Harding, 2003; Parr & Limbrick, 2009; Parr, Jesson & McNaughton, 2009; Pressley et al., 1997). In research specific to Pasifika students involved in schools in Pasifika Schooling Improvement, Amituanai-Tolosa, McNaughton, Lai & Airini, (2009) found that Pasifika learners themselves had distinct views about where teachers needed to improve their practice. Having considered these views, the project team planned teachers' professional learning focused specifically on differentiated learning; teaching and language; direct instruction; questioning and giving explanations; cooperative learning techniques to encourage deep thinking; formative assessment particularly giving verbal and written feedback; relationships and cultural awareness; and aspects of lesson structure and organisation. Amituanai-Tolosa and her colleagues concluded that:

Students were very aware of teacher effectiveness and skilled in identifying patterns of teaching and learning... Students can be very knowledgeable and articulate about their needs and how well these are being met. Pasifika learners express high motivation to learn and succeed. They identify a need to be taught by teachers who know and respect them. An additional finding was that effective teachers were also accurate in their perceptions of their performance (p. 7).

As well as holding content and pedagogical content knowledge of literacy and of ESOL principles and practice, Franken, May and McComish (2007), identified that effective leaders and teachers of Pasifika learners needed to know about bilingualism and how to use learners' language resources to support school learning. In particular, effective teachers of Pasifika learners knew how to create opportunities for transfer so that students were able to

utilise their first and second language vocabularies, knowledge and skills in classroom learning.

Engaging learners with texts

The use and creation of texts is at the heart of literacy learning. Effective teachers use and create texts to motivate learners, to build vocabulary acquisition, and to support learners to achieve, and they continually make explicit the connection between reading and writing (Pressley, Allingham, Wharton-McDonald, Block & Morrow, 2001). As learners develop extensive vocabularies they improve their reading comprehension and writing (Nation, 1998). Some new learners of English enter New Zealand schools with literacy strategies in place in their first languages. Learners who are already literate in their first language can transfer the knowledge and strategies used in their first language to literacy in a second language. They have already developed awareness of syntax, graphophonic relationships, the conventions of print, differing text forms and audiences, and some of the purposes for reading and writing (Au, 2002; Braunger & Lewis, 1998; Garcia, 2002; Snow & RAND Reading Study Group, 2001).

As outlined in the review above, culturally responsive teaching is connected to the idea of transfer, which is one of the questions central to this research. Underpinning these practices is Vygotsky's (1978) theory of 'socially mediated knowledge'. He believed that human thinking develops through the mediation of others, and within a 'zone of proximal development' (ZPD), contrasting what a child can do independently, and what a child can do with the assistance of others, (the proximal level of development). Gonzalez et al (2005) emphasised a broader understanding of the ZPD, not only in terms of 'more capable' assisting 'less capable' others, but in terms of "how human beings use social processes and cultural resources of all kinds" (p. 260). In the context of engaging learners with texts, the implications of this research on socially mediated knowledge and transfer mean that if students are literate in their L1 or heritage language, then they have existing conceptual, phonological, linguistic and metalinguistic knowledge that is transferrable to their reading and writing of texts in English, which is developed through socially mediated interactions.

Although Cummins' work focused on transfer across languages, parallels can be drawn with Jesson's (2010) PhD thesis, which was based in English-medium classrooms and looked at transfer across English writing purposes as a result of teacher professional learning and development. All teachers in the study used intertextual links, however greater gains were made by the students whose teachers had participated in professional development

focused on building a broader writing focus, by comparing and contrasting texts written for differing purposes. Jesson hypothesised that the difference in student achievement patterns between the two groups may have resulted from differences in the depth of teacher learning provided by the professional development. To summarise, teachers who produced better student achievement results across writing purposes were those who focused on strengthening student transfer of relevant learning from one writing purpose or text to another.

There are few studies in English-medium contexts that focus on cross-linguistic transfer by Pasifika learners, but there are a number of studies that have compared the reading comprehension of Samoan students in both English-medium and bilingual classrooms. The results of Amituanai-Toloa's (2005) study which examined the effectiveness of a reading comprehension programme with Samoan bilingual students in both English and Samoan suggested that there was a transfer effect at the level of word knowledge and that the Samoan students in the bilingual programme had 'caught up' to their English-medium peers by year 6. However she suggested that further research was needed with regard to investigating effective teaching strategies for Pasifika learners to comprehend English texts. Similarly, Aukuso's (2002) study compared the reading proficiency of Samoan children in bilingual and English-medium contexts, finding that there was parallel growth in both Samoan and English literacies for the students in the bilingual unit, and that they achieved similar outcomes in English literacy as the English-medium group by year 7. Interestingly Esera's (2001) study which looked at the impact of code switching on English literacy development for year 6 Samoan students, reported enhanced understanding of ideas in English when student-student and teacher-student interactions to explore text meanings took place in both Samoan and English. The notion of utilising cross-linguistic transfer to promote learners' engagement with text, (although not Pasifika specific), was explored by Fung, Wilkinson, and Moore (2002), who investigated L1-assisted reciprocal teaching on Mandarin speaking students' comprehension of English expository text. The intervention comprised the alternate use of L1 (Mandarin) and L2 (English) reciprocal teaching procedures, with students learning how to foster and monitor their comprehension by using the cognitive and metacognitive strategies of questioning, summarising, clarifying, and predicting in both languages. Students made gains on standardised tests of reading comprehension and showed evidence of qualitative changes in their comprehension processes when reading L1 and L2 texts.

This thesis explores the notion of transfer: transfer of teacher professional learning to classroom practice as well as teaching for transfer of learners' prior linguistic and world knowledge to support engagement of learners with text. It also explores how effective leaders supported teachers to transfer their own learning to their practice in the classroom.

Partnerships

Partnerships between homes and schools are more effective when based on shared expectations and aspirations. They are collaborative partnerships that contribute to and support students' learning. Alton-Lee (2003) identified the creation of effective links between school cultural contexts and other cultural contexts in which learners are socialised as one of ten characteristics of quality teaching that facilitate learning, and as especially important when there is a mismatch between the ethnicity, culture, or social class of teachers and learners. Educationally powerful connections are those explicitly focused on student learning. They support learners to experience continuity as they move between settings, including between home and school (Robinson, Hohepa & Lloyd, 2009). With respect to Pasifika parents, Gorinski and Fraser (2006) concluded that there is broad scope within home-school relationships for increased reciprocity and power sharing. Similarly, Cahill's (2006) study on the development of home-school relationships between schools and their Samoan families found that parents believed that teachers were largely insensitive to, or ignorant of, Samoan cultural traditions and made little effort to adapt their teaching styles for Samoan learners. Likewise, the New Zealand's Education Review Office's (2012) report on engagement of schools with their Pasifika communities found that even for the schools judged most effective in improving their engagement, they still had few specific initiatives in place, with most of their practices demonstrating a one-way rather than reciprocal level of engagement, for example, co-opting Pasifika board members; utilising staff with Pasifika community knowledge or language skills to liaise with parents, and using a translator to talk with parents.

All people possess cultural and linguistic capital (a first language and cultural background knowledge), and some forms of capital are more highly valued and utilised by society, the dominant culture or school (Bourdieu, 1983). People possessing 'appropriate' highly valued linguistic capital are more likely to experience higher economic and social status, while schools operate as if all children have equal access to the cultural and linguistic capital that the school values (Corson, 2001). Aspects of linguistic capital may include the literacy experiences that five-year-old students bring to school. A child who speaks the same

language and is familiar with the same types of literacy practices as those of the school is automatically advantaged over others (for example; opinion sharing during shared reading: a common ‘Pākehā/palagi’ literacy strategy as opposed to memorisation of text: a common Pasifika literacy strategy.) A child arriving at school with a different cultural and linguistic capital to that of the school may find it difficult to not only acquire the school’s valued capital but may also lose his/her own (Si’ilata, 2004, 2005). This phenomenon has been coined ‘Matthew effects’, from the saying in the Bible: “For to everyone who has, more will be given, and he will have abundance; but from him who does not have, even what he has will be taken away”). It occurs when children who already know more about an area on which instruction is focused, get more out of the instruction. These ‘rich get richer and poor get poorer’ patterns are seen when high-progress children make faster progress and get greater access to a wider range of instruction, and so learn more. Low progress children remain with more restricted instruction, and so have fewer opportunities to progress to the level of their peers (Phillips, McNaughton, & MacDonald, 2001). Pasifika learners’ underachievement has been linked to a mismatch between the cultural capital of the home and school (Ministry of Education, 2004). Coxon, Anae, Mara, Wendt-Samu & Finau (2001) argued that schools often fail to access the cultural capital of their Pasifika learners or to provide appropriate learning paradigms. Non-recognition of Pasifika learners’ cultural capital may also affect establishment of a Pasifika identity.

Language learners choose to invest (or not to invest) in the learning of the target language and in their social identity and it is “through language that a person gains access to – or is denied access to powerful social networks that give learners the opportunity to speak” (Norton, 2000, p. 5). Jones’ (1991) study of Pasifika learners in an Auckland secondary school illustrated the use of student agency and resistance to teacher efforts at engagement. Ultimately these students chose to resist forms of interaction and construction of social identities that failed to recognise their cultural capital.

To deal with the mismatch between minority students’ homes and schools, some educators propose a ‘continuity approach’, (the matching of children’s expertise in their everyday activities with the entry skills they need to engage effectively at school) (McNaughton, 2002). This approach assumes that mainstream classroom teaching does not match well with, for example, Pasifika culturally based ways of teaching and learning. If classroom instruction were adjusted to better match how teaching, learning and literacy happen outside school, Cazden (1988) argues that student achievement would be enhanced. Alternatively, McNaughton, (2002) suggests that continuity would also be enhanced if

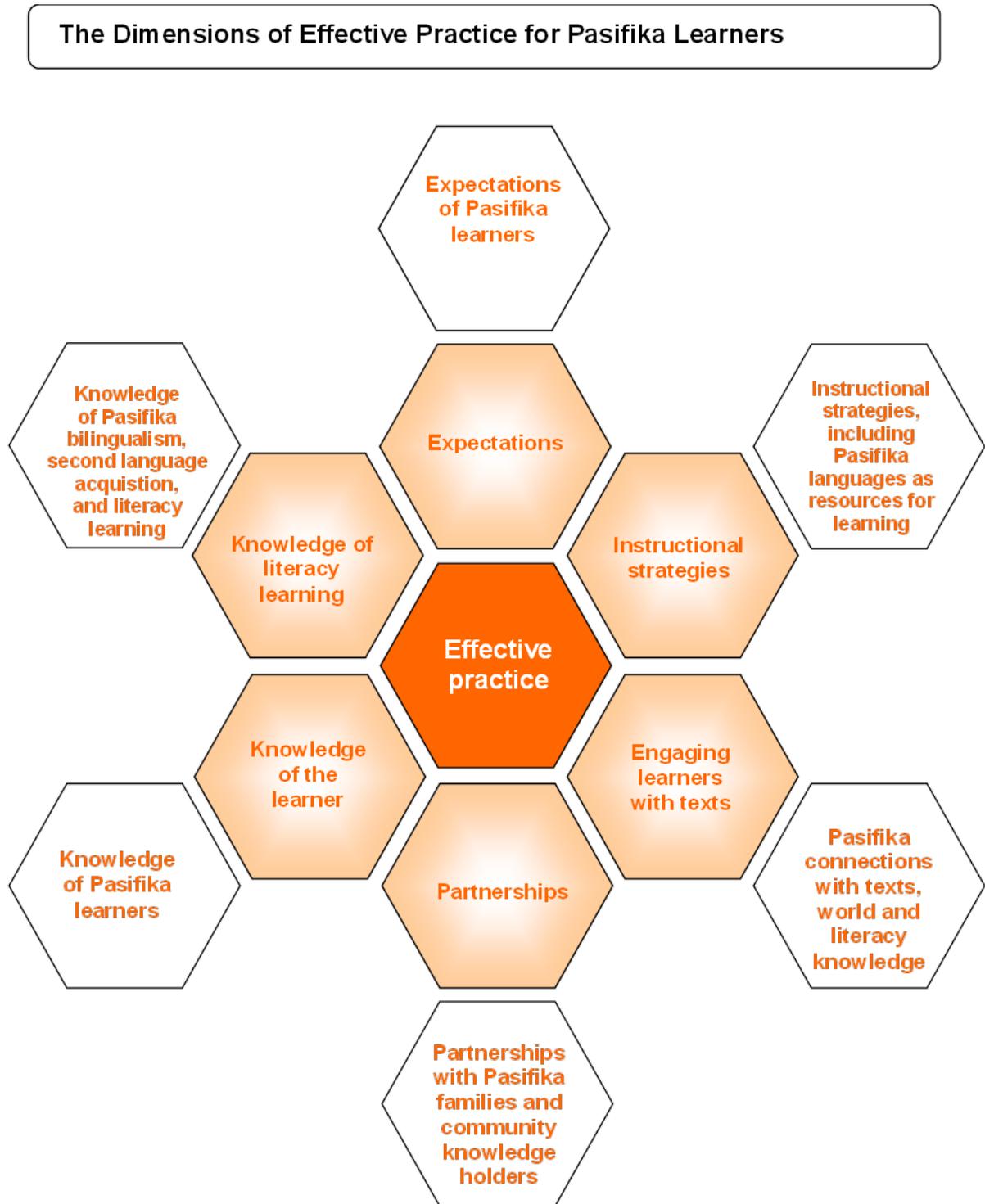
family practices were adjusted to match those of school (p. 21). Chu et al.'s (2013) summary of Pasifika research argued that there is an “urgent need for validated organisational approaches for home-school-community engagement and for the development of individual teacher knowledge, understandings and use of culturally responsive approaches to promote positive connections to family and community for Pasifika learners” (pp. 2–3).

Other research findings in relation to partnerships between home and school are not restricted to New Zealand. Kinloch (2010), for example, investigated the perceptions of Black American students' language rights in urban contexts. She argued that classrooms should be more responsive to students' languages and identities by listening to their social, cultural, and community lives. Such responsiveness has the potential to encourage teachers, researchers, and policymakers to advocate for effective ways to locate learners' literacies and languages within the context of schools. The issue of partnerships and connections between Pasifika families and communities and the schools formed one of the four foci of this thesis because of the importance attributed to it throughout the Pasifika literature on improving educational environments for Pasifika learners.

Dimensions of effective practice for Pasifika learners

In light of the research on cultural and linguistic responsiveness reviewed above, the six dimensions of effective literacy practice were modified for this thesis to make them more specific to Pasifika learners and the particular issues they face in the New Zealand education system. Figure 2.2 presents these dimensions with a brief explanation of each following. These Pasifika-specific dimensions were used as the overarching framework for the analysis of teaching practice in this thesis and form the lens through which the data from teachers and the observations of their practice have been analysed and the results articulated. Each of these dimensions is elaborated below.

Figure 2.2: The dimensions of effective practice for Pasifika learners



Adapted from 'The Dimensions of Effective Practice' Ministry of Education (2003a, p. 12).

Knowledge of Pasifika learners

Expert teachers of Pasifika learners not only know about the abilities and experiences of the students they teach but also inquire into and know about their languages, family and cultural backgrounds. They use that knowledge when targeting their teaching to learners' language and literacy needs to connect the unknown to the known and new concepts to existing schemas. They actively and consistently gather, analyse and use Pasifika and English languages/literacy data, and their knowledge of Pasifika family/cultural funds of knowledge, (Gonzalez, Moll, & Amanti, 2005), to plan learning sequences that connect with and build on their learners' existing schemas. They engage in genuine conversations with Pasifika learners, building shared knowledge of the deeper features of Pasifika cultures, discourse patterns, values and beliefs. Effective teachers get to know their learners sufficiently well to be able to provide feedback that matches their level of understanding, informing them and motivating them to progress their achievement through personalised instruction. They gather evidence for checking and monitoring of their own assumptions, are able to analyse achievement data, and are responsive to a range of evidence.

Expectations of Pasifika learners

Expert teachers of Pasifika learners set high, informed expectations for student learning which also build on Pasifika learner, family and community aspirations. They question their own assumptions about Pasifika learners and ensure they do not interfere with assessment of student achievement. They ensure goals are sufficiently scaffolded by providing 'stepping stones' to success, and they challenge others' deficit thinking. They actively develop effective, reciprocal teacher-learner relationships that focus on learning, build learner agency and enable co-constructed learning conversations – and they expect that students will engage in learning at sophisticated levels. Expert teachers include Pasifika learners in planning and evaluating their learning, and in co-developing learning intentions and success criteria, ensuring that learners are better supported in monitoring their own progress toward meeting goals. They ensure that Pasifika learners are engaged and challenged cognitively and emotionally within an environment that supports risk-taking, ownership and innovation.

Knowledge of Pasifika bilingualism, second language acquisition, and literacy learning

Expert teachers of Pasifika learners know about the representative diversity within the bilingual profiles of their Pasifika learners. They know how to enhance their learners' existing bilingualism by creating opportunities for utilisation of their total language resource. They actively build knowledge of the Pasifika languages that their learners speak, and have some understanding of the phonetic and syntactic differences between Pasifika languages and English. They understand the processes of second language acquisition, and know how to integrate language and literacy teaching across the curriculum. These teachers hold a strategic level of literacy-related content knowledge as well as knowledge about how learners develop as speakers/readers/writers, and deliberately use this knowledge to inform a varied repertoire of practices to meet targeted learner needs. They are reflective, self-regulating practitioners who actively build knowledge using evidence from learner data and from practice. They use this knowledge to design and deliver learning sequences, and to monitor progress in relation to Pasifika learners' language and literacy needs. They engage with professional learning tools and use them strategically in their practice. They notice the impact of their own teaching in relation to Pasifika learners and adjust instruction accordingly. They build collaborative partnerships through professional learning communities focused on building knowledge and practice in relation to Pasifika learners and draw on the expertise of others within the school, including ESOL teachers and Pasifika bilingual teacher aides.

Instructional strategies, including Pasifika languages as resources for learning

Expert teachers of Pasifika learners explicitly teach language and vocabulary, and actively utilise their Pasifika learners' linguistic and conceptual knowledge to support English language and literacy development. They also encourage biliteracy development by encouraging learners and families to engage with first language texts at home and share Pasifika literacy products at school. They select instructional strategies for processing and comprehension that are fit for purpose, and they enable Pasifika learners to develop both communicative competence and the cognitive academic language required to access the curriculum. They accelerate vocabulary acquisition and have an explicit focus on form through language focused content teaching. They use communicative tasks that allow for tuakana/teina (more able/less able) pairings, supporting Pasifika learners to retrieve, practise and generate academic vocabulary, develop fluency and build accuracy. As well as

strategically using the deliberate acts of teaching, (modelling, prompting, questioning, giving feedback, telling, explaining, and directing), they also explicitly teach strategies for written language, including Pasifika literacy practices, which they are able to utilise in meaningful ways.

Pasifika connections with texts, world, language and literacy knowledge

Expert teachers of Pasifika use and create texts to motivate learners, to build vocabulary acquisition, and to support learners to achieve. They continually make explicit the connections between listening, speaking, reading, writing, curriculum content, and the worlds of their learners. These teachers provide opportunities for learners to transfer knowledge from one context to another, including from home to school, from the first to the second language, from one writing purpose to another, or from one content area or topic focus to another. Expert teachers know how to tap into the prior knowledge of Pasifika learners encoded in their first languages, and deliberately connect with and teach for transfer of conceptual knowledge, metacognitive and metalinguistic strategies, and the linguistic, phonological and pragmatic aspects of language use.

Partnerships with Pasifika families and community knowledge holders

Expert teachers of Pasifika learners develop educationally powerful partnerships explicitly focused on student learning. These collaborative partnerships between home and school are based on shared expectations and aspirations, enabling learners to experience continuity as they move between settings. These teachers develop home-school relationships that are based on reciprocity and power sharing and actively incorporate learning scenarios that utilise and build on community knowledge holders' expertise. They develop appropriate learning pathways for Pasifika bilingual learners that recognise and value the bilingual and biliterate goals of their communities.

This research has summarised the literature to date on the characteristics of effective teachers in general, and of diverse students and Pasifika learners in particular. Another important piece of the puzzle in ensuring success for Pasifika learners is the role and actions of school leaders in brokering and supporting the professional learning needed for teachers to change their practice and become more effective practitioners. The literature relating to effective leadership of teachers' professional learning follows.

Changing teaching practice

Although much has been written both internationally and in New Zealand, about literacy teaching that is culturally and linguistically responsive, this literature does not necessarily help teachers know how to enact such practices. Internationally, a substantive difference between traditional type transmission teaching and that advocated by international research syntheses has been well documented (Bransford, Brown, & Cocking, 2000; Darling-Hammond & Bransford, 2005; Hammerness, Darling-Hammond, Bransford, Berliner, McDonald, & Zeichner, 2005; Istance & Dumont, 2010; Timperley, 2013). The same applies nationally (Aitken, Sinnema, & Meyer, 2013; Alton-Lee, 2003; Bishop & Berryman, 2006; Timperley & Alton-Lee, 2008).

So the role of professional learning and development (PLD) is critical. A synthesis of the international literature on PLD (Timperley, Wilson, Barrar, & Fung, 2007) found that much PLD was ineffective in promoting teacher learning for the same reason that teaching does not necessarily promote student learning in ways that maximise learning opportunities. Commonly used transmission approaches through one-day workshops and courses about new ways to teach typically fail to meet the internationally recognised conditions about how people learn (Bransford et al., 2000; Istance & Dumont, 2010). For example, they rarely engage teachers' existing theories about learners, how they learn, or beliefs about effective pedagogy (Spillane, Reisser & Reimer, 2002; Parr, Timperley, Redish, & Adams, 2006; Robinson & Lai, 2006) or engage teachers' beliefs about whether there is a need to change (Wilson & Berne, 1999).

As a result of analysing studies of PLD for teachers that were effective in promoting student learning, Timperley, Wilson, Barrar, and Fung (2007) identified that most of these effective studies engaged teachers in a process of inquiry for the purpose of analysing learning needs and building knowledge and skills in a particular domain. In this inquiry and knowledge-building cycle, the agreed outcomes for students were the reason to engage in the PLD, the measure for monitoring progress, and the basis for assessing impact. This approach to teacher learning to promote the outcomes for students was consistent with the research on how people learn, particularly that of Bransford et al (2000).

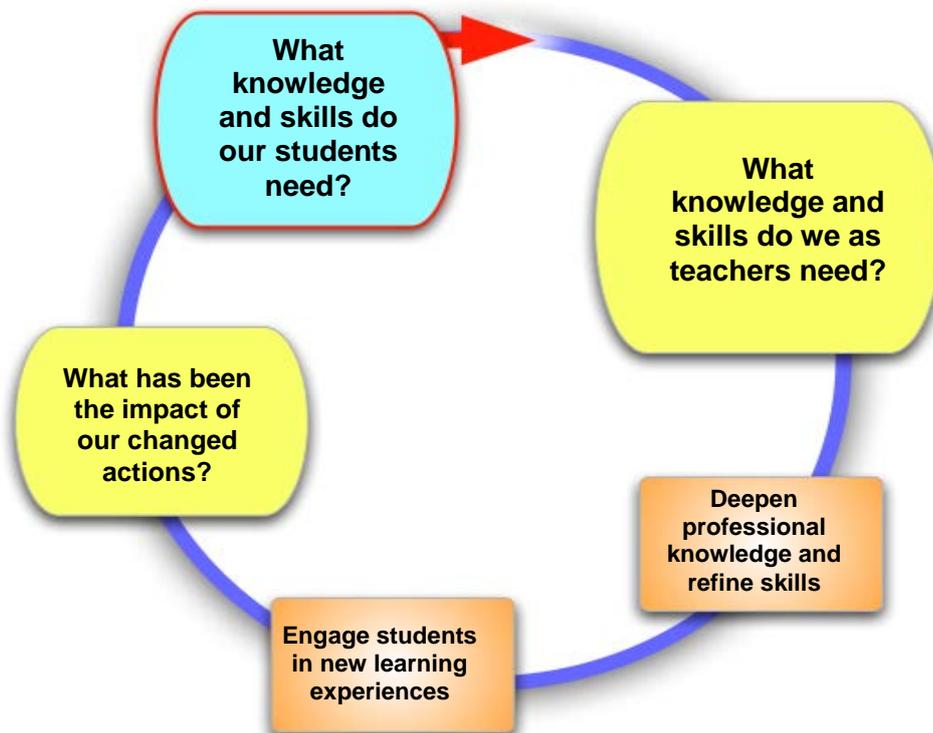
How people learn – Knowledge building and inquiry

As mentioned previously, the pre-eminence of the role of pre-existing knowledge as a foundation for learning has been well documented by Bransford and colleagues who emphasise three requirements for effective learning: (a) engaging prior understandings, (b)

integrating factual knowledge with conceptual frameworks, and (c) taking active control over the learning process through metacognitive strategies (Bransford et al., 2000). The inquiry and knowledge building cycle from the best evidence synthesis on teacher professional learning and development (Timperley et al., 2007) connects strongly with Bransford et al.'s thinking about how people learn. The synthesis identified how cycles of teacher inquiry and knowledge building can improve learners' engagement, learning and wellbeing. The stages of the inquiry cycle focus on teacher inquiry in order to meet student-learning needs: Identifying valued outcomes and student learning needs; identifying professional learning needs; engagement in professional learning to deepen knowledge and refine skills; engagement in new learning experiences, and assessment of impact and re-engagement in the next cycle (see Figure 2.3 on following page).

When developing the inquiry cycle, Timperley et al. (2007) noted, that at the time, there were no research studies with Pasifika learners that empirically established a link between teacher professional learning and improved outcomes for students. When describing the cycle and the associated research in the following discussion, therefore, the literature reviewed in previous sections on cultural and linguistic responsiveness and new evidence from Pasifika research will be incorporated.

In order for teachers to learn effectively, it is vital that their existing beliefs in relation to their students' learning are surfaced and engaged (Bransford et al., 2000). If teachers' existing beliefs about their students' ability to learn, and about what is important for their students' learning are not surfaced and challenged, it is unlikely that they will engage in the next stage of deepening their pedagogical content knowledge because their existing beliefs may prevent them from doing so. In relation to their Pasifika learners, this would mean surfacing existing teacher beliefs and assumptions about the ways in which Pasifika learners learn, about what helps them to learn, about their families' aspirations for their learning, about their abilities and experiences outside of school, and particularly about their languages, family and cultural backgrounds.

Figure 2.3: Teacher inquiry and knowledge-building cycle to promote valued student outcomes

They would need to consider whether they held deficit attitudes about their Pasifika learners' language capabilities based on their knowledge of their capability in English only. It would also be important to surface and clarify teacher understandings in relation to bilingualism and the brain – and their beliefs about heritage language utilisation in English-medium classrooms. They might be challenged to consider whose knowledge is valued at school, and whether they consider it valid to create opportunities for Pasifika languages and families' funds of knowledge to be incorporated into the learning inquiries of the classroom.

Once teachers are willing to analyse and change their beliefs and practices, they can then engage in the type of professional learning that enables them to identify their students' learning needs by asking the question: 'What knowledge and skills do we as teachers and our students need to meet important goals?' When inquiring into the important goals of Pasifika learners, their inquiry should include exploring the goals and aspirations of learners and their families, not only the valued goals of school (Cummins, 1989; Sleeter, 2001, 2008; Si'ilata, Dreaver, Timperley, Parr & Meissel, 2012). As teachers engage in on-going inquiry and knowledge building cycles, they develop inquiry habits of mind (Earl & Timperley, 2008). Inquiry into the efficacy of teaching practices that impact on student outcomes often requires new and different ways of working for teachers and "inquiry as a means to discover

evidence, to build teacher knowledge, or to decide next learning steps for learners is a relatively new term in educators' language" (O'Connell, 2010, p. 33).

The analysis of student achievement data enables teachers to problem-solve around issues of underachievement in English literacy, and to question, challenge and articulate their beliefs and practices rather than simply adopting new ideas or strategies. This is particularly important in the context of Pasifika student learning because traditionally English-medium schools have only ever considered Pasifika learners' language and literacy capability in English and have tended to ignore their heritage language capability. With what we now know about the value of teaching for transfer (Baker 2011; Cummins, 2008; Hornberger, 2003), it behoves English-medium teachers to draw on the total language resource that their Pasifika learners possess to support language, literacy, and content learning in the English-medium classroom.

The use of evidence is fundamental to professional discussions around student achievement, and includes the need for teachers to know what evidence to gather to investigate problems; be data literate with the assessment tools in their curriculum area of expertise; be able to identify trends and patterns; know how to compare results over time; and value data (Earl & Katz, 2006). In the case of Pasifika learners, they need to be alert to how learners perceive their identities in relation to school and whether these learners see school as adding to, or replacing their identities as Pasifika people. They need to know about the representative diversity within the bilingual profiles of their Pasifika learners; the oral language and literacy capability of their Pasifika learners in both their heritage language and in English; and the timelines and challenges that Pasifika bilingual learners encounter as they attempt to master the academic aspects of school language. They need to know how to track the progress of their Pasifika learners' oral language acquisition so that they do not make assumptions about these children remaining 'below standard' for longer periods of time or of having similar language learning pathways as their monolingual English speaking children.

The integration of factual knowledge within conceptual frameworks is the second of Bransford et al's principles about how people learn (2000). Deep knowledge is developed when teachers inquire into their practice and are willing to change what they do by identifying their professional learning needs through assessing and analysing their students' learning needs (Timperley et al., 2007). Improvement in student achievement is strongly associated with teachers who engage in this process. This requires teachers to ask the question: 'What knowledge and skills do we need to meet the needs of our learners?' This on-going engagement in professional inquiry that makes a difference to learners requires

teachers to learn how to identify the pedagogical content knowledge and skills needed to assist their students in achieving valued outcomes. As outlined in the explanation of Figure 2.2, for teachers of Pasifika learners, this knowledge needs to go beyond generic literacy practice to, how to enhance their learners' existing bilingualism by creating opportunities for utilisation of their total language resource. These teachers need to learn to build knowledge of the Pasifika languages that their students speak, and to develop some understanding of the phonetic and syntactic differences between Pasifika languages and English. They need to understand the processes of second language acquisition, and how to integrate language and literacy teaching across the curriculum.

Teachers not only need to learn how to identify their students' and their own professional learning needs, they also need to develop the self-regulatory skills required to monitor and reflect on the effectiveness of changes made to practice. This is fundamental to the third of Bransford et al's (2000) principles about how people learn. By doing this teachers take active control over the learning process through the development of these metacognitive strategies and self-regulatory skills that have student achievement as the touchstone. Timperley (2008) argues that without such self-regulation, "changing practice becomes an end in itself instead of a means to benefit students" (2008, p.13). Other researchers (e.g. Medwell et al., 1998; Pressley et al., 1998; Phillips, McNaughton & MacDonald, 2001) have also identified that extended opportunities to engage in professional learning experiences are closely linked with teacher effectiveness and student learning. Alternatives to this deep inquiry process, such as listening to inspiring speakers, or attending one-off workshops, were found to rarely result in sufficient changes to teacher practice to impact on student outcomes (Timperley et al., 2007). The in-depth understanding required to change practice, and to develop the skills of professional inquiry means "teachers need multiple opportunities to absorb new information and translate it into practice" (Timperley, 2008, p. 15). In this way learning becomes cyclical rather than linear, and requires teachers to trial new ideas and reflect on the impact of changes made, whilst modifying practice in an iterative fashion, as they continually seek to create better outcomes for their Pasifika learners.

One process enabling this to happen is through the establishment of professional learning communities within schools, where the focus is on inquiring together into practice in order to improve student learning (Timperley, 2011). Teachers need opportunities to share their theories, understandings, beliefs and goals with one another as well as with leaders and providers of professional development so that expertise beyond that held by the participating

teachers is introduced to their thinking and discussions. In this situation, the meanings of new theories about how to teach Pasifika learners are mediated via existing theories rather than bypassing those theories. Without this theory engagement, teachers may reject new practice that is based on alternative theories” (Timperley, 2011, p.145). For example, if teachers hold beliefs about the successful acquisition of English being premised on the theory of learning in and through English only, rather than on the theory of utilising bilingual approaches to learn curriculum content (Baker, 2011) then, providing professional learning opportunities where teachers are required to learn content in a language they do not speak, might prompt the realisation of the challenges faced by their students. Teachers of Pasifika learners then begin to see the value of creating opportunities for their students to utilise their total language resource to learn content knowledge, and they begin to deconstruct existing theories in conjunction with these new ideas. In order for teachers to confidently share their theories, opportunities to learn need to occur in an environment of both trust and challenge where the meanings of new and existing theories can be negotiated and explored through their differing impacts on learners. It is also important that external experts “involve teachers in discussing and developing understandings that are meaningful in their particular practice contexts” (Timperley, 2008, p. 21) in order to develop the theoretical knowledge and tools that enable a self-regulated, inquiry approach to everyday practice.

Sustained improvement in student outcomes requires teachers to make principled changes to practice in response to learner needs through developing professional, self-regulatory inquiry skills. This involves teachers collecting relevant evidence to inquire into the effectiveness of their teaching and then continuing to make adjustments to practice (Timperley, 2008, p.24). Effective literacy teachers hold insightful knowledge of learners’ linguistic, world and literacy backgrounds, and their cognitive strengths and needs, and use this knowledge to effectively plan and implement tasks, to develop differentiated learning activities and to adjust teaching practices (Assessment Reform Group, 2002; Black & Wiliam, 1998; Caygill & Eley, 2001). In order for teachers to do this they need to engage in new learning experiences which challenge their belief systems and enable them to change their practice in principled and transferable ways. Teachers of Pasifika learners know how to teach language and vocabulary explicitly, and utilise their Pasifika learners’ linguistic and conceptual knowledge actively to support English language and literacy development. They select instructional strategies for processing and comprehension that are fit for purpose, and they enable Pasifika learners to develop both communicative competence and the cognitive academic language required to access the curriculum. They use communicative tasks that

allow for tuakana/teina pairings, and explicitly teach strategies for written language, including Pasifika literacy practices, which they are able to utilise in meaningful ways.

The final stage of inquiry requires teachers to ask the question, ‘What has been the impact of our changed actions on outcomes we value for our students?’ To sustain improvement in student outcomes, teachers need to develop theoretical frameworks that provide a basis for evaluating the effectiveness of changes to practice in response to student learning needs. The development of teachers’ professional, self-regulatory inquiry skills where they collect relevant evidence, use it to inquire into their teaching effectiveness and make continuous adjustments to practice provide the basis for sustained improvement:

When confronted with the specific teaching-learning challenges, teachers can go back to the theory to determine what adjustments they need to make to their practice... Teachers with these crucial self-regulatory skills are able to answer three vital questions: “Where am I going?” “How am I doing?” and “Where to next?” (Timperley, 2008, p. 24)

For teachers of Pasifika learners, they need to continue to check that their expectations and aspirations align with their Pasifika families’ aspirations, and that continuity between home and school is maintained. They need to persist in utilising learning scenarios that build on community knowledge holders’ expertise, and they reveal through their actions that they value the bilingual and biliterate goals of their Pasifika communities.

To conclude, there is greater likelihood of teachers inquiring into their own and their students’ learning needs, identifying and changing their practice, and assessing the impact of their changed actions, if they have school leaders, internal and external, who create the kinds of learning relationships and systemic approaches that enable teachers to develop the inquiry habits of mind and self-regulatory practice they need to be responsive practitioners. As teachers continue to focus on deepening their knowledge so that they can meet the needs of their students, “the central challenge faced by all leaders is to create situations that promote teacher learning about teaching practices that make a difference for students” (Timperley, 2011, p. 96).

The role of leadership in promoting learning

This process of engaging teachers in inquiry in order to change their practice depends on multiple opportunities to learn, discussing with others what is working and what is not working, engaging in professional learning communities that provide opportunities for

teachers to share their theories, understandings, beliefs and goals with one another, so that it cannot be a one-off event. This means that, internally, school leaders need to take an active role. This literature review began with the research on the effect of school leaders on student outcomes. Compared with teachers, leaders appeared to make little difference (Cohen, 1994; Elmore, 2004), yet some schools add greater value to student outcomes than others (OECD, 2013). Recent empirical work that has begun with what effective leaders do to make a difference has identified key aspects of their role that can have a significant impact on outcomes for students.

Recent work in leadership has given greater emphasis to leaders' instructional roles with a focus on professional and student learning (Robinson, 2007; Robinson, Hohepa & Lloyd, 2009) and on the co-and self-regulated inquiry practices, and coherence across foci for achieving sustainability (O'Connell, 2010). Robinson and colleagues (2009) took a new approach to the analysis of leadership effects by examining what effective leaders do and the added value of different leadership approaches. Given the prevalence of transformational leadership in educational training courses (Robinson, Lloyd & Rowe, 2008), it is likely that the potential of leaders to make a difference is unrealised. Leadership research over the past 20 years has produced evidence that leaders can make a substantial difference to the learning and achievement of students (Robinson et al., 2008). The Best Evidence Synthesis (BES) programme draws together research on what improves educational outcomes. The Leadership BES by Robinson, Hohepa and Lloyd (2009), analysed 134 studies that had relevant evidence, including 61 from New Zealand. Robinson and colleagues compared the impact of transformational leadership (which emphasises vision and inspiration) with pedagogical leadership (which emphasises the importance of establishing clear educational goals, planning the curriculum, and evaluating teachers and teaching). This analysis showed the effect size of pedagogical leadership to be nearly four times that of transformational leadership. The BES authors identified the following dimensions as important for helping students to succeed at school: 1) Establishing goals and expectations; 2) Resourcing strategically; 3) Planning, coordinating, and evaluating teaching and the curriculum; 4) Promoting and participating in teacher learning and development; and, 5) Ensuring an orderly and supportive environment.

The effect size of dimension four (Promoting and participating in teacher learning and development) was twice that of any other dimensions. Dimensions one (Establishing goals and expectations) and three (Planning, coordinating, and evaluating teaching and the curriculum) had small-to-moderate effects. Dimensions two (Resourcing strategically) and

five (Ensuring an orderly and supportive environment) had small effects (Robinson, et al., 2009). The major finding was that when school leaders promoted and/or participated in effective teacher professional learning, this had twice the impact on student outcomes across a school than any other leadership activity. Three further dimensions were derived from the analysis of indirect evidence of leadership. These focused on the creation of educationally powerful connections; engagement in constructive problem talk; and the selection, development, and use of smart tools.

The concept of ‘instructional leadership’ has been around for several decades and sometimes is referred to as ‘pedagogical leadership’ or ‘leadership for learning’. In their best evidence synthesis on School Leadership and Student Outcomes, Robinson et al., (2009) conclude that: “Pedagogically focused leadership has a substantial impact on student outcomes. The more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes” (p. 40). Leaders don’t necessarily have this knowledge – and may require the support of someone with expertise. So the leaders and those with specialist expertise need to work together as a team with complementary roles.

Empirical and theoretical understandings are changing our thinking around what constitutes effective leadership in schools. Effective leaders lead teacher learning and create school communities that learn. In order to achieve systemic change, leaders need to support their teachers to change to meet the needs of their learners (Timperley, 2011). Shifts in thinking are required, including a move from thinking about professional development to thinking about professional learning, where teachers are fully engaged in and driving their ongoing, in-depth learning rather than simply acting as participants in a process. Students need to be at the centre of the professional learning process by ensuring that any learning undertaken by leaders and teachers has a direct impact on student learning outcomes. One of the key contexts for promoting professional learning opportunities for teachers that impacted on a range of student outcomes included leaders who actively organised a supportive environment to promote professional learning opportunities and the implementation of new practices in classrooms (Timperley et al., 2007).

The focus also needs to be on the knowledge and skills learned through the professional learning process rather than the activities that were engaged in. Professional reflective inquiry needs to be focused on evidence about learners, with their learning and wellbeing forming “the touchstone for teaching and learning in ways that challenge existing assumptions” (Timperley, 2011, p.8). In a recent study by Timperley (2011), effective

leaders thought of the teachers in their schools as ‘their class’, in the same way that teachers have a class of students. They perceived their job as being to promote the professional learning of their class of teachers. They supported their teachers, along with external experts in developing learning goals and plans. They also engaged in their own inquiry and knowledge-building cycles by identifying professional learning goals for themselves and, through this process, became adaptive experts at the organisational level. They did not wait for volunteers but met the challenge of ensuring that all teachers were engaged in professional learning. Professional learning needs to occur at the principled or integrated level rather than being a ‘quick fix’ strategy level intervention. Effective leaders developed relationships of respect and challenge with their teachers, where all participants evaluated student learning or teacher practice in ways that problem solved rather than criticised. Effective leaders earned respect by also placing themselves in learning situations (Timperley, 2011). Teachers need to be supported to inquire into and integrate their knowledge about assessment, curriculum and how to teach it, and then specifically link these to the problem being solved. Professional learning thus occurs at a principled, transferable and sustainable level rather than at a solely practical level.

Along with improving academic achievement, these leader and teacher practices are committed to supporting linguistically and culturally diverse learners to maintain identity and connections with their ethnic groups and communities; enabling them to develop a sense of continuity, shared responsibility; and an ethic of success. Specific leader actions that facilitated improved teacher practice and positive learning outcomes for Pasifika learners are analysed and discussed in chapter 5 of this thesis.

How the literature informed the research

Indicators for effective practice for this thesis were drawn from the literature reviewed above with a particular emphasis on the integration of cultural and linguistic responsiveness into the areas of literacy, professional learning and leadership. For example, when analysing teaching practice and its improvement (research questions 1 & 2), indicators were based on the dimensions of effective practice for Pasifika learners identified in Figure 2.2. When analysing what promoted teacher learning and changes to their practice (research question 3), both school leaders and external facilitators acted as agents to promote teacher learning. The facilitator and leader actions that contributed to improvement in teacher practice were analysed and described alongside the examples of improvement. Similarly, when analysing the nature of reciprocal learning-focused partnerships between home and

school (research question 4), the practices of leaders in supporting teachers were analysed against the partnership dimension and its indicators specific to Pasifika learners, that were developed from the literature.

CHAPTER 3 METHOD

Introduction

This chapter begins by describing the overarching methodological lens applied to the study, followed by an overview of the specific research design employed, including a synopsis of how the schools and participants were selected, a review of the data collection tools and procedures, an outline of the three results foci, and the methods used to analyse participant responses and practices observable in the findings of the research instruments. Finally, issues relating to reliability, validity and ethics are addressed. In each of the three results sections, namely, concerning effective teaching practice, improvement in teaching practice, (including leader and facilitation practices that supported teachers to improve), and community school partnerships, relevant additional detail of the methods of both data collection and analysis are presented.

The study set out to investigate the beliefs and actions of both ‘effective’ and ‘improvement’ teachers of Pasifika learners, and to consider the leadership and facilitation acts that supported them to improve their practice. It also examined the leader actions that promoted effective partnerships between schools and their Pasifika communities. Although the study was focused in English-medium contexts where the overarching goals were ‘English literacy’ rather than ‘biliteracy’ development, there was also a focus on promoting linguistically and culturally responsive practices that supported Pasifika learners to achieve success ‘as Pasifika’.

Methodological lens

In reflecting on notions of success for Pasifika learners in English-medium schools, it was important to consider the lens of Pasifika research methodologies to ensure that Pasifika values were given space and voice within the research process, and that the research findings were reflective of, and responsive to, Pasifika peoples’ aspirations for their children, as highlighted in the Pasifika Education Research Guidelines:

The specificity or differences of the Pacific research context lies in the epistemological nuances of the collective responsibilities and ownership principles inherent and common in Pacific life practices and values. That is, familial and collective roles, responsibilities and ownership frame, influence and define Pacific

patterns of individual and group behaviour, Pacific values, Pacific notions of time, Pacific understandings of knowledge and its value, of ownership of things tangible and intangible, of gender, class, and age relations and so forth. And so, it is the impact that these practices and values have on the research process that makes it possible to argue for the existence of a specific Pacific research methodology. Thus, to engage Pacific peoples in research or effectively to reflect and/or address the concerns of Pacific peoples, educative or otherwise, such epistemological underpinnings need to be fully considered and reflected so that the final research outcomes are of benefit to all involved (Anae, Coxon, Mara, Wendt-Samu & Finau, 2001, p. 27).

In order to make teaching and learning more linguistically and culturally responsive for Pasifika learners, there have been calls from Pasifika researchers (Thaman, 2009; Pene, Taufe'ulungaki & Benson, 2002; Lia, Johannson-Fua & Pene, 2006; Afamasaga, 2007; Johannson-Fua, Ruru, Sanga, Walker, & Ralph, 2012) for a paradigm shift that considers, critiques, and challenges the research methodologies that previously may have been utilised to tell their stories:

Research has always been a challenge to Pacific educators as up until recently, there was no serious challenging of unilateral assumptions of a universal model of research, with the Academy being the central authority in knowledge production. A few Pacific graduates have realized that some European-derived systems and frameworks of research did not have the concepts by which their experiences and realities could be appropriately represented, named, described and understood. Moreover they found that if their (indigenous) knowledge was included in their coursework, it tended to occupy a marginal position compared to those associated with Western or global knowledge. (Thaman, 2009, p. 5)

The paradigm shift in Pacific education that Thaman (and others) argue for is “a challenge for teachers who are expected to mediate the interface between the different cultural systems of meaning and values that continue to exist in their schools” (2009, p. 3). Anae (2010) suggested that the Pasifika Education Research Guidelines (2001) highlighted the need for more research “regarding the inequitable access to, participation in and outcomes for Pasifika learners throughout all educational sectors” (p. 3), and also identified new research directions. These included:

...More focus on school and the classroom, and the structures and processes of teaching and learning; more ethnic-specific research, qualitative research and/or research which combines both qualitative and quantitative approaches; the development of best-practice strategies and the identification of educationally successful Pasifika perceptions and experiences; and research which explores the full range of language and literacy issues (Anae, 2010, p. 3).

In order to address these Pasifika educational research priorities, a number of Pasifika researchers (Anae, 2010; Airini, Anae, Mila-Schaaf et al., 2010) have argued for the need to attend to relationships in the research space, to *'teu le va'*, referring to the Samoan concept of valuing and taking care of the *'va'*, the relationship, or the space between us, and, if necessary, "to 'tidy up' the physical, spiritual, cultural, social, psychological and tapu spaces of human relationships" (Anae, 2010, p. 2). This focus on the *'va'* in Pasifika educational research methodologies sits well with a 'critical theory' approach, which is oriented toward the critique, change and emancipation of marginalised groups in society, "to liberate human beings from the circumstances that enslave them" (Horkheimer 1982, p. 244). Critical theory and Pasifika research methodologies recognise that schools are not culturally neutral domains, that western forms of knowledge are often privileged over minority ones and, in relation to Pasifika learners, that there are "lingering forms of Westernised colonial schooling and curriculum, and similar discourses of globalisation that also tend to erase and/or disrupt local Pacific sociality, culture, and the vernaculars that are seen as crucial in supporting Pacific difference" (Barnett, 2009, p. 19). Hence the need to examine and interrogate the relationships between schools and society, including:

How schools perpetuate or reduce inequality; the social construction of knowledge and curricula, who defines worthwhile knowledge, what ideological interests this serves, and how this reproduces inequality in society; how power is produced and reproduced through education; whose interests are served by education and how legitimate these are. (Cohen, Manion & Morrison, 2000, p. 28)

Framing the research under a critical theory umbrella meant that Pasifika research methods were employed through data collection processes that utilised Pasifika values and communicative approaches with Pasifika (and other) participants (to *teu le va*), and through the use of data analysis procedures that were founded not only on schools' notions of success, but also on Pasifika aspirations and values, as well as their linguistic and cultural capital. Critical theory is not about understanding situations and phenomena, but about

changing them: “In particular it seeks to emancipate the disempowered, to redress inequality and to promote individual freedoms within a democratic society... Its intention is transformative: to transform society and individuals to social democracy” (Cohen et al., 2000, p. 28). Thus a socially transformative agenda was envisioned and enacted through this study, with notions of effective practice from a range of literacy, second language acquisition, bilingual, and Pasifika research domains being drawn on and utilised, thereby rejecting an assumption that either school-based practices or home-based practices could be sufficient on their own. There was a focus on the development of transformative outcomes that allowed for postcolonial critique, and integration of knowledge across both western and Pasifika domains, in which a synthesis of effective literacy practice derived from both Western and Pasifika perspectives was incorporated in the methodology, as explained by Barnett, (2011):

Anti-colonial approaches tend to be reductive (Hickling-Hudson, 1998) and direct the socially transformative research gaze across an axis of Pacific and non-Pacific difference, thus rarely bringing the inner workings of Pacific or Pasifika communities to the investigation. On the other hand, post-colonial forms of critique tend to affirm cultural discontinuity and hybridity rather than anxiously seeking to preserve essentialised Pacific culture considered to be at risk. Perhaps, more importantly, they refuse to see just two dimensions – Pacific and West, colonized and colonizer, inside and outside. The likelihood of education research having socially transformative outcomes would be increased when the critical research gaze is directed at multiple centres and margins both within the neo-colonial West and the processes of social marginalization within Pacific and Pasifika communities. (p. 488)

The New Zealand Ministry of Education recognises that typically schools have underserved their Pasifika communities, with the Ministry’s Pasifika Education Plan 2013-2017 stating that “New Zealand’s education system must work better for Pasifika learners” (p. 4) and that there needs to be “closer alignment between the learner’s educational environment and their home and/or cultural environment” to enable “better outcomes and better results” (Ministry of Education, 2013, p. 2). In order to address these critical theory aspirations, an existing framework of effective literacy teaching practice was expanded to include Pasifika specific dimensions that were reflective of Pasifika peoples’ aspirations for their children, and these dimensions were then developed further to address the question of defining success at school for Pasifika learners.

Research design

The study utilised a case methodology, supported by both quantitative and qualitative research methods in order to answer the four research questions:

1. What classroom teaching practices lead to positive educational experiences for Pasifika learners and were reflected in their literacy achievement?
2. What shifts in practice are evident through teachers' engagement in professional learning and development?
3. What school leadership and facilitation practices promote teachers' understanding and use of effective practices so that their Pasifika learners improve their achievement?
4. What school leadership practices facilitate the development of reciprocal learning-focused partnerships between school leaders, teachers, and the families of Pasifika learners?

Case methodology

A case study is a “specific instance that is frequently designed to illustrate a more general principle” (Nisbet & Watt, 1984, p.72). The single instance is of a bounded system such as a child, a class, a teacher, a school or a community, that provide unique examples of real people in real situations, thus enabling understanding of “how ideas and abstract principles can fit together” (Cohen et al., 2000, p. 181). Case studies portray “what it is like to be in a particular situation, to catch the close reality and ‘thick description’ of participants’ lived experiences of, thoughts about, and feelings for, a situation” (Cohen et al., 2000, p.182). This case study approach was applied to the teachers and leaders who were participants in this study. As suggested by Robinson (1993) in relation to case methodology, the case study teachers’ stories were utilised to support the development of strong conclusions about the enablement of Pasifika learner success. In this way, generalisations were made that supported refinement of the dimensions of effective practice specific to Pasifika learners. The research design employed generalised theory by utilising accepted dimensions of effectiveness for linguistically diverse learners, then specifying them for Pasifika learners by drawing on and synthesising different bodies of research and existing empirical evidence. Additionally, in-depth analyses of case study teacher beliefs and practices over an extended two-year period contributed to the development of generalisable theory about effective practice for Pasifika learners in English-medium schools. One of the

advantages of case study research that Adelman, Kemmis & Jenkins (1980) highlight is the move to action that it results in: through direct interpretation and use by schools and teachers, for institutional feedback, formative evaluation and educational policy development. This research had a fundamental objective of being beneficial to schools and practitioners by providing theorised and empirical evidence of effective ways of working with Pasifika learners and their families/aiga.

Mixed methods

The combination of quantitative and qualitative research has been defined by Johnson, Onwuegbuzie & Turner (2007), as mixed methods research, offering “a powerful third paradigm choice... cognizant, appreciative, and inclusive of local and broader sociopolitical realities, resources, and needs” (p. 112). Other researchers have contributed to the definition of mixed methods research, with Tashakkori & Teddlie, (2003) suggesting that it utilises both qualitative and quantitative methods in parallel or sequential phases of a study. Greene (2007) suggests that mixed methods research incorporates a range of philosophical positions that bridge post-positivist and social constructivist worldviews, pragmatic perspectives, and transformative perspectives. Mixed methods provide an opportunity to synthesise and transform these approaches into new knowledge by valuing both objective and subjective knowledge, as well as “creating a more just and democratic society that permeates the entire research process, from the problem to the conclusions, and the use of results” (Creswell, Klassen, Plano Clark, & Clegg Smith, 2011, p.4). Through this approach a number of data sets are combined to investigate different research questions or different aspects of a question in order to “provide stronger evidence for a conclusion through a convergence of findings” (O’Connell, 2010, p. 51). The mixed methods design enabled the triangulation of data, for example: leader, teacher and student responses were checked for alignment of key messages and were viewed in relation to the school’s Pasifika student achievement data. In general, this research combined analyses from a range of semi-structured interviews, questionnaires, lesson transcripts, teacher professional development meetings, and document analyses to contribute to the teacher and leader ‘case studies’, in order to capture a range of participant perspectives and to reach strong conclusions about teacher effectiveness and improvement in relation to Pasifika learner success.

The research questions posed in this study were focused on determining the practices of ‘effective’ and ‘improvement’ teachers of Pasifika learners; the professional learning experiences and leader actions that supported teachers to improve their practice; and the

leadership practices that promoted reciprocal partnerships between schools and their Pasifika communities. These descriptive questions necessitated inquiry into the theories and actions of the key participants: teachers, principals and literacy leaders, and into the perspectives of Pasifika learners themselves. The research design was applied to the three main foci within the study:

1. The theories of practice held by the identified ‘effective teachers’ of Pasifika learners, with illustrations of their observed practice, supported by the voices of their Pasifika learners. Data relating to the effective teachers’ theories and practices were obtained and analysed through observations of, and interviews about classroom practice.
2. The theories of practice held by the improvement teachers of Pasifika learners, from Time 1 (T1) to Time 3 (T3), including an investigation of what improvement looks like, through the examination of how the teachers improved their practice, coupled with the voices of their Pasifika learners, and supported by the particular actions of the leaders and facilitators that enabled them to improve. Data relating to the improvement teachers’ theories and practices were obtained and analysed through observations of, and interviews about classroom practice, and professional learning sessions.
3. The theories of practice held by the school leaders of Pasifika learners who enabled effective community-school partnerships that demonstrated and promoted reciprocal partnerships, as well as connection with, and capacity building of Pasifika communities and their schools. Data relating to the school leaders’ theories and practices in relation to school-community partnerships were obtained and analysed through interviews with school leaders, and supported by observations of classroom practice.

Participants

The study investigated a purposively selected sample of 10 case study teachers from seven schools, involved in a nationally funded literacy professional development project (LPDP) that aimed to improve English literacy achievement in English-medium classrooms. It operated in primary schools across New Zealand from 2004-2010, with the Pasifika-focused research being conducted in 2009 and 2010. The five effective teachers were located in four ‘existing schools’ that had joined the project in 2008 as part of the third

cohort of schools, so they had already completed one year of professional learning when the Pasifika Research began. They had reasonable numbers of Pasifika learners, and having produced accelerated gains, were selected as being amongst those particularly successful with Pasifika learners. The five 'effective teachers' were chosen because of their Pasifika learners' achievement levels related to those school-wide gains. The five 'improvement' teachers were located in three schools that were new to the LPDP in 2009. These 'new schools' had considerable numbers of Pasifika learners and the school leaders wanted to address issues of Pasifika achievement. The improvement teachers were volunteers who were willing to be interviewed and have their practice observed.

The seven schools in which the effective and improvement teachers worked included three schools classified as decile two, two classified as decile three, one decile four school, and one decile 6 school. (School deciles range from 1 to 10. Decile 1 schools draw their learners from low socio-economic communities and at the other end of the range, decile 10 schools draw their learners from high socio-economic communities). The schools had varying rolls although two were large with around 500 learners; followed by three schools with more than 300 learners, then two schools with rolls between 130 and 160. The percentage of Pasifika learners at each of the schools was 40, 33, 42, 43, 33, 67, and 51. Samoan was the largest ethnicity of the Pasifika group in each school except for one school where Tongan was larger. In most schools, Pasifika as a group were the largest group although, NZ European slightly exceeded Pasifika in one school and Maori slightly exceeded them in another. Maori learners also comprised a large proportion of the roll in six of the seven schools.

The larger schools had between 15 and 25 teachers plus principal and senior managers while the two smaller schools had five and six (plus a principal). The schools had stable leadership in terms of principals and literacy leaders, with only one school losing a literacy leader and three schools adding four literacy leaders from existing staff, during the course of the research. A purposive sample of learners in each case study teacher's class was interviewed about their learning following an observation of classroom practice. These learners were small groups of Pasifika and non-Pasifika children, selected by the teacher, where possible to represent a range of ability in the classroom and amongst that group of children.

The facilitators attached to the LPDP remained the same in the schools with the effective teachers; this was the person they had begun their professional learning in the project with. However, two schools with improvement teachers experienced three changes

in facilitator. There were five main facilitators who worked with the teachers over the majority of the time period. They were also participants who provided data, particularly regarding the feedback or learning conversations with teachers and the professional learning sessions conducted in the schools. An overall picture of the participating teachers, leaders, schools, and facilitators is presented in Table 3.1.

Table 3.1: Participant data

Teacher	School	School leader	Facilitator	Existing/New to PLD 2009	Decile & roll	% Pasifika
Effective Teacher 1 (ET1)	School 1	Leader 1 (L1)	Facilitator 1 (F1)	Existing	3 359	40%
Effective Teacher 2 (ET2)	School 1	Leader 1 (L1)	Facilitator 1 (F1)	Existing	3 359	40%
Effective Teacher 3 (ET3)	School 2	Leader 2 (L2)	Facilitator 1 (F1)	Existing	4 319	33%
Effective Teacher 4 (ET4)	School 6	Leader 6 (L6)	Facilitator 2 (F2)	Existing	2 129	33%
Effective Teacher 5 (ET5)	School 7	Leader 7 (L7)	Facilitator 6 (F6)	Existing	2 318	51%
Improvement Teacher 1 (IT1)	School 3	Leader 3 (L3)	Facilitator 2 (F2)	New	2 471	42%
Improvement Teacher 2 (IT2)	School 3	Leader 3 (L3)	Facilitator 2 (F2)	New	2 471	42%
Improvement Teacher 3 (IT3)	School 4	Leader 4 (L4)	Facilitator 3 (F3) Facilitator 4 (F4)	New	2 461	43%
Improvement Teacher 4 (IT4)	School 4	Leader 4 (L4)	Facilitator 3 (F3) Facilitator 4 (F4)	New	2 461	43%
Improvement Teacher 5 (IT5)	School 5	Leader 5 (L5)	Facilitator 5 (F5)	New	6 158	33%

Data sources and procedures

The research utilised some existing data collection tools of the LPDP although some underwent minor modifications. Additional data collection instruments were also devised. A series of visits were made to each of the seven schools to collect data associated with certain ‘events’, which often involved several sources of data, for example, a number of data sources accompanied the observation of classroom practice. The first data collection was soon after the Pasifika research began (the beginning of year 2 on the LPDP for the effective teachers, which was the beginning – year 1 – of the LPDP for the improvement teachers). The second data collection point was generally either the end of this same year or the beginning of the next year, while the final round of data was collected near the end of the Pasifika research component of the LPDP (end of 2010 which was the end of three years on the LPDP for the effective teachers and the end of two years for the improvement teachers).

Needs analysis

The literacy project began in each school with a needs analysis to ascertain the pattern of strengths and weaknesses at leader, teacher and learner levels, during which initial data was collected. Principals and literacy leaders were interviewed at the commencement of the research during this needs analysis phase, to obtain a picture of the available knowledge base in literacy amongst those in the school and of current practices, particularly with respect to the use of evidence in decision-making. Data from student achievement, interviews with leaders, and classroom observations initially formed the core of an analysis of needs. They were to be used to plan professional learning at school and individual levels and, at later time points they contributed to the evidence to consider in terms of progress towards the desired outcomes.

Observations

Classroom observations provided data about the pattern of strengths and gaps in teacher knowledge and practice. Observations in each of the effective and improvement teachers’ classrooms were conducted three times over two years. The lesson observations aimed to substantiate if teachers applied the effective literacy practices promoted through the LPDP and in particular, to ascertain if they had particular beliefs or practices specific to Pasifika learners. The classroom observation schedules required facilitators to check whether teachers were linking learners’ literacy learning to their needs, whether they were making links with prior knowledge, and whether they were providing feedback (Parr &

Timperley, 2009; O'Connell, 2010; Timperley & Parr, 2009a). Background information about the lesson to be observed was sought from the case study teacher usually through a brief conversation prior to the lesson. During this pre-observation conversation, case study teachers specified their professional learning (PL) goal and co-constructed with the facilitator, the evidence to measure application of that PL goal during the lesson. The lesson was observed, recorded (and later, transcribed). The feedback conversation (called a 'practice analysis conversation') that the facilitator (or sometimes literacy leader) conducted with the teacher about the lesson was recorded and afterwards both the teacher and facilitator were interviewed. The facilitator was asked about the aims of the conversation, and perceptions about how a teacher might change his/her practice as a result of the practice analysis conversation. The teacher was asked about what he/she had taken from the conversation and what he/she intended to change. The teacher was also given additional questions specific to Pasifika learners in order to ascertain their beliefs about those learners' particular needs and strengths in relation to language and literacy learning. In addition, as a means of summarizing aspects of practice observed over time and in order to gain a sense of how teachers viewed their learning and practice over time, the case study teachers were interviewed after the final observation.

Student interviews

In each of the classrooms observed, up to six learners, purposively selected to represent a range of ability were interviewed with respect to their learning in the lesson. The groups of learners were interviewed about their learning, either towards the end of the lesson or immediately afterwards. There were three types of interviews with learners. Individual student interviews were undertaken to ascertain their understanding of the learning objective, whether they could articulate the 'success criteria' (how they would know they had been successful in meeting the learning objective), and what their next learning steps would be. Also following the observed lesson, Pasifika focus group interviews were undertaken with between four and nine Pasifika learners to ascertain their first language capability and utilisation, their preferred learning styles: how they learnt and who they learnt with, whether learning at home was different to learning at school, their perceptions of teachers' actions that helped them to learn, and the family/aiga relationships between home and school. The same interview was undertaken with non-Pasifika learners.

Professional learning sessions

The professional learning (PL) sessions were also an event around which data were collected. There were four of these sessions attended in each school by the researcher. The PL session was observed: field notes were taken and afterwards the facilitator was interviewed about aims for the session and where it fitted in the overall plan for professional learning. Case study teachers were also interviewed regarding their learning and the connections they had made between the literacy project theory, the PL session, and their practice, particularly in relation to their Pasifika learners. All interviews were transcribed for analysis.

During their professional learning journey, the five effective teachers had been initially focused on the teaching of reading and then changed their focus to writing, and the five improvement teachers were focused on reading, but often they chose to make connections between reading and writing. The student achievement data were collected and analysed by another researcher within the literacy project. They were obtained from standardized measures at four or five points in time. These data included national normative data in English literacy; for reading, Assessment Tools for Teaching and Learning (asTTle Reading), a curriculum referenced diagnostic test and, for writing, a similarly criterion referenced (to the national curriculum) measure of writing, Assessment Tools for Teaching and Learning (asTTle Writing) (www.asTTle.org.nz).

Outcomes review

Another major occasion to obtain data was when the school literacy leaders took stock of their situation or their progress, working with the facilitator to complete documents known in the LPDP as the 'Outcomes Review' or 'Evaluation Through the Phases'. These were occasions on which, in a sense, the leaders evaluated the progress their school had made and, by implication, evaluated their practice. These meetings were attended, field notes taken and a copy of the completed document recording decisions was obtained. The initial interview, conducted between the facilitator and the school leadership team was observed, and, likewise, the exit interview. After each of these, principals (at times, including the leadership team) were interviewed. Principals were also interviewed twice during the course of the research about school-community partnerships with their Pasifika families/aiga in particular, in order to identify their responses to a set of key ideas about why school leaders might want to establish a partnership with Pasifika families/aiga and how these ideas applied in their context.

Facilitator data

Additional data were collected from facilitators both in the form of their written reports on the schools (completed twice a year) and at a specially arranged day meeting at the end of the data collection process (December, 2010). The latter was an additional data collection procedure, specific to the Pasifika Research. At this meeting facilitators both completed checks on the validity of inferences from the data and also provided data. The latter concerned the key levers for promoting change in teacher or leader practice. They were asked to consider a 'critical incident', that is to think about a time when what they did resulted in an identifiable change for teachers or leaders. Then, they were asked to describe the change, what they did, and what happened in the context that permitted the change.

Validity

All participants involved in the study received their transcripts and recordings, and had opportunity to respond to the researcher in relation to clarifications or corrections that needed to be made. The findings and results were also reported to the participating school leaders and case study teachers at whole group advisory meetings in the two main centres, as a means to check on their interpretation of the results in relation to effective teacher practice and improvement in teacher practice for Pasifika learners. Table 3.2 provides an overview of the data sources and participants involved.

Table 3.2: Key data sources and participants

Data Type	Participants
Interviews	<p>10 case study teachers (five effective teachers and five improvement teachers)</p> <ul style="list-style-type: none"> • Prior to classroom observation lessons (3 per teacher) • Following each practice analysis conversation (2–3 per teacher) • After the final observation • Following each professional learning session (4 per teacher) <p>Facilitators ($N = 6$)</p> <ul style="list-style-type: none"> • Following each practice analysis conversation (2–3 per facilitator) • Following each professional learning session (4 per facilitator) • At the end of each term (4–7 per facilitator) • A group interview meeting at the conclusion of the project <p>Literacy leaders involved in observations</p> <ul style="list-style-type: none"> • Following each practice analysis conversation where they were involved <p>Learners</p> <ul style="list-style-type: none"> • Individuals: following observation lessons (3 learners per lesson) • Pasifika focus groups: following observation lessons (between 4–9 Pasifika learners per lesson) • Non-Pasifika focus groups following observation lessons (between 2–4 non-Pasifika learners per lesson) <p>Leaders ($N = 7$)</p> <ul style="list-style-type: none"> • At start of research • After outcomes review at end of research • About community-school partnerships
Observations	<p>Case study teachers</p> <ul style="list-style-type: none"> • 3 classroom observations per case study teacher • Professional learning sessions (28)
Achievement data (Collected by project)	<p>Learners</p> <ul style="list-style-type: none"> • All learners in Years 4–8 in improvement teachers' schools were tested beginning and end of each year on the project. For effective teachers' schools, generally, learners were tested at the beginning and end of year 1, end of year 2 and beginning and end of year 3. The tests were in either reading or writing, depending on current focus
LPDP documents	<ul style="list-style-type: none"> • Outcomes review • Evaluation through the phases • Teacher scenario • Milestone reports of facilitators and of project

Analysis of qualitative data

The qualitative data collected from mixed methods were analysed to establish the practices of effective and improvement teachers of Pasifika learners, the practices of leaders and facilitators in supporting teachers to improve, and the practices of school leaders in enabling effective community-school partnerships. The method of analysing interviews and observations of practice followed standard qualitative analysis. All of the interview and observation data were transcribed and read to ascertain the range of responses in relation to effective classroom practice for Pasifika learners, how teachers improve their practice, and how school leaders develop effective community-school partnerships.

The set of six dimensions of effective classroom practice for Pasifika learners (see Figure 3.1) each elucidated by two indicators (12 in total) were used as a framework to consider all of the evidence collected. The description of effective teacher practice described in the dimensions and elucidated through the indicators was developed primarily through a top down process informed largely by the relevant research literature, both theoretical and empirical. However, these indicators were checked in a more bottom-up process against the practices of the effective teachers, who were known to be successful in promoting accelerated student achievement in literacy. The six ‘dimensions of effective practice’ for learners in general, are described in *Effective Literacy Practice in Years 1–4* (Ministry of Education, 2003a, p.12), and in chapter 2. These dimensions include knowledge of the learner, knowledge of literacy learning, instructional strategies, engaging learners with texts, expectations, and partnerships.

The development of the dimensions of effective teacher practice specific to Pasifika learners were informed by the existing model, and by principles outlined in the international literature on culturally responsive pedagogy for linguistically diverse learners (Alton-Lee, 2003; Cummins’ 2000, 2008, 2009; Delpit, 1988, 2003, 2006; Gay, 2010; Ladson-Billings, 2009; Sheets, 2005), as well as specific prior research conducted with Pasifika learners, including Si’ilata, 2004; Si’ilata & Barkhuizen, 2005; Franken, May and McComish’s (2005) *Pasifika Languages Research and Guidelines Project*, and their (2007) *Language Enhancing the Achievement of Pasifika Project (LEAP)*. Other international research with indigenous communities including Hawaiian and Native American learners: Kaomea, (2005); and Kanu, (2002, 2005, 2006) also informed the development of the Pasifika dimensions. They include:

- Knowledge of Pasifika learners
- Expectations of Pasifika learners
- Knowledge of Pasifika bilingualism, second language acquisition, and literacy learning
- Instructional strategies, including Pasifika languages as resources for learning
- Pasifika connections with text, world, language, and literacy knowledge
- Partnerships with Pasifika families/aiga and community knowledge holders

As stated, the key sources of data used to categorise both effective and improvement teacher practices were observations of classroom practice, together with the interviews of teachers (and learners) associated with these. For the improvement teachers, the key sources of data also included observations and interviews related to their professional learning, and interviews with the leaders and facilitators who supported them to improve their practice. The observed or reported practices of all case study teachers were described in relation to the dimensions and indicators of effective practice for Pasifika learners, with examples drawn from the observations of their practice at Times 1, 2 or 3. The observed or reported practices of the improvement teachers described in the dimensions and indicators were categorized at Time 1 and Time 3 using a set of ordinal descriptors that considered the nature and extent of the practice, namely: no evidence, rudimentary, indicative, and strong.

A category of “no evidence of practice” was designated when the research evidence with respect to the indicator was not sufficient to make a judgment. This does not necessarily mean that the practice was absent. An overall categorisation of “rudimentary practice” was made when practice was in the early stages of being learned, or appeared mechanistic, perfunctory, and unresponsive to learners and families/aiga, or was reported in a vague, generalized way with no evidence to evaluate implementation. A practice was categorised as “indicative” when there was some evidence of a practice in a relatively robust form. However, the practice may have been inconsistent across sources and occasions. Practice was categorised as “strong” when it was consistent across the majority of sources and occasions, was responsive and adaptive to context and to learners, and almost all of the attributes of the indicators and dimension were present. Along with a description of the indicator, in each of the chapters on effectiveness, improvement (including leadership support), and community-school partnerships, examples are presented of practice categorized as rudimentary, indicative, and strong.

Figure 2.2 in Chapter 2 illustrates the dimensions of effective practice for Pasifika learners, extending on the Ministry of Education's (2003a) dimensions. Table 3.3 specifies the six dimensions, each explained by two indicators (12 in total), and elucidated by a confined list of examples of practice.

Table 3.3: Dimensions, indicators and examples used to categorise teacher practice

<p>1) Knowledge of Pasifika Learners</p> <hr/> <p><i>Indicator 1a) Teachers analyse and use English language and literacy data in their practice</i></p> <p><i>Examples of practice:</i></p> <ul style="list-style-type: none"> • Giving attention to information about Pasifika learners' oral and written language proficiencies in English • Identifying, analysing, and discussing patterns of progress of Pasifika learners with attention paid to the implications for learning • Inquiring into puzzles that emerge from analysis of disaggregated Pasifika student data <hr/> <p><i>Indicator 1b) Teachers analyse and use Pasifika home language data and family/cultural funds of knowledge</i></p> <p><i>Examples of practice:</i></p> <ul style="list-style-type: none"> • Collecting data on Pasifika learners' home language competencies to support first language maintenance, and to make links for learning • Co-constructing and developing knowledge of Pasifika family/cultural funds of knowledge, and forms of communication to connect with and build on Pasifika learners' existing schemas • Giving attention to information about oral and written language proficiencies in Pasifika languages to support biliteracy development <hr/> <p>2) Expectations of Pasifika learners</p> <hr/> <p><i>Indicator 2a) Teachers set high, informed expectations for student learning which build on Pasifika learners' aspirations and values</i></p> <p><i>Examples of practice:</i></p> <ul style="list-style-type: none"> • Checking assumptions about Pasifika learners and communicating an expectation that Pasifika learners can and will achieve • Setting challenging targets for Pasifika learners within an environment that supports risk taking • Providing high level support for high challenge tasks, including Pasifika languages support • Differentiating instruction and feedback based on knowledge of Pasifika individuals, families/aiga and groups <hr/> <p><i>Indicator 2b) Teachers build effective teacher-student relationships that focus on learning and build Pasifika learner agency</i></p> <p><i>Examples of practice:</i></p> <ul style="list-style-type: none"> • Developing reciprocal relationships that enable co-constructed learning conversations and goal setting with Pasifika learners and their families/aiga • Including Pasifika learners in planning and evaluating their learning and in developing and differentiating learning intentions and success criteria • Supporting Pasifika learners to be self-regulating, and frequently revising Pasifika learners' goals to ensure momentum • Promoting metacognitive awareness/student self-monitoring by encouraging Pasifika student-initiated interaction with teacher, providing opportunities for peer feedback • Supporting Pasifika learners to self-question, question teacher, question peers, understand the learning purpose, articulate their learning, develop higher order thinking • Sharing explicitly the codified knowledge of how to participate in the classroom discourse <hr/>
--

3) Knowledge of Pasifika bilingualism, second language acquisition, and literacy learning

Indicator 3a) Teachers know about Pasifika bilingualism, second language acquisition, and literacy learning

Examples of practice:

- Acquiring knowledge of Pasifika bilingualism and bilingual literacy practices in English medium classes
 - Acquiring knowledge of second language acquisition and literacy learning (for example, TESSOL and literacy qualifications)
 - Acquiring knowledge of the deliberate acts of teaching needed to strengthen Pasifika learners' oracy and written literacy learning
 - Engaging with professional learning tools and learning materials for teachers to develop understandings about effective practice for Pasifika learners, and using them strategically in their practice
-

Indicator 3b) Teachers use evidence from student data and from practice to design learning sequences, and monitor progress in relation to Pasifika learners' language and literacy needs

Examples of practice:

- Monitoring Pasifika student learning and using that information to notice impact and adjust practice
 - Learning through observations of teaching and from learning conversations about puzzles of practice with regard to Pasifika learners
 - Having systems in place that enable ready access to evidence of the progress of Pasifika bilingual learners
-

4) Instructional strategies, including Pasifika languages as resources for learning

Indicator 4a) Teachers explicitly teach English language and vocabulary by building on Pasifika home languages and oral practices

Examples of practice:

- Applying principles of second language acquisition and creating opportunities for Pasifika language utilisation
 - Linking topic focus with oracy and literacy to encourage language learning across the curriculum
 - Promoting receptive and productive language development by linking listening, reading, and viewing, with speaking, writing, and presenting
 - Planning language learning outcomes and ensuring a focus on form that includes explicit teaching of academic vocabulary and language features within meaningful contexts
 - Expanding academic language through teacher initiated exchanges that provide oral modelling, and student initiated exchanges that build inquiry and enable trialling
 - Using communicative tasks that allow for tuakana/teina pairings, supporting Pasifika learners to retrieve, practise and generate academic vocabulary, develop fluency and build accuracy
 - Providing language experiences and moving from the known to the unknown (in both language and content)
 - Providing opportunities to develop fluency by utilising Pasifika learners' church literacy practices such as text memorisation, story telling, tauloto (oral performance and recitation), song, poetry, dance
-

Indicator 4b) Teachers explicitly teach strategies for written language, including use of Pasifika literacy practices

Examples of practice:

- Selecting instructional strategies for processing and comprehension that are targeted to the purpose of the lesson and that are relevant and clear to Pasifika learners
 - Creating authentic purposes for writing, relevant to Pasifika learners' interests and experiences
 - Supporting Pasifika learners to read and write in both English and first languages to support biliteracy development
 - Using ESOL scaffolding strategies to support literacy learning
 - Using Pasifika literacy practices, for example, text memorisation, recitation, choral reading; use of metaphor, song, and humour to build on Pasifika learners' strengths
-

5) Pasifika connections with text, world, language, and literacy knowledge

Indicator 5a) Teachers support Pasifika learners to make meaningful connections with Pasifika cultures, experiences, languages, literacies, texts and worldviews

Examples of practice:

- Making meaningful and authentic connections to purpose and to prior knowledge, including linguistic, literacy, and world knowledge
 - Making meaningful connections to concepts within texts through text selection or explicit teaching, and meditating the interactions between Pasifika learners and learning materials
 - Making links with Pasifika learners' island homes and local familiar domains, for example, home, market, church, beach, mall, to teach inference and critical thinking
 - Using Pasifika discourse and interaction practices, (for example, metaphor, humour, silence), in learning sequences and linguistic products
-

Indicator 5b) Teachers provide opportunities for Pasifika learners to transfer knowledge, languages and literacies from one context to another

Examples of practice:

- Providing opportunities for Pasifika learners to transfer conceptual knowledge, metacognitive and metalinguistic strategies; linguistic, phonological and pragmatic aspects from their Pasifika languages to English
 - Supporting Pasifika learners to make meaningful connections to and utilise learning from other curriculum areas
 - Supporting Pasifika learners to make meaningful connections to, and transfer learning from authentic learning contexts, and life beyond the school: from heritage, culture, language, religious beliefs
-

6) Partnerships with Pasifika families/aiga and community knowledge holders

Indicator 6a) Teachers collaborate with Pasifika families/aiga in identifying student learning needs and valued outcomes

Examples of practice:

- Providing opportunities for joint construction of learning goals with Pasifika learners, parents, families/aiga
 - Ascertaining and including Pasifika parents' aspirations for their children, in planning and implementation of teaching and learning
-

Indicator 6b) Teachers build reciprocal relationships with Pasifika families/aiga and community experts to utilise their knowledge at school

Examples of practice:

- Creating opportunities for teachers to learn from Pasifika families/aiga and community experts
 - Learning from Pasifika staff about Pasifika languages and literacy practices and how to utilise them in practice
-

Analysis of student achievement data

This study aimed to examine the relationship between teacher practices (with leader support) and the Pasifika student achievement gains in English literacy. The nationally funded literacy project that the research was nested in (the LPDP) yielded data from three cohorts of schools (2004-2009). These data were obtained from measures that permitted consideration against normative expectations and, therefore, concerned learners largely in Years 4 to 8. As reported elsewhere (Timperley, Parr & Meissel, 2010; chapter 1),

significant progress was made by the majority of learners in the LPDP, and this finding was replicated over three cohorts, each of a two-year duration.

This research was concerned with investigating the achievement and progress of Pasifika learners, who comprised a significant proportion of the lowest 20% of the cohort. In each cohort of the LPDP, the data for Pasifika learners were analysed separately, where practicable, but often with caveats attached given low sample sizes, including for the composite group, Pasifika. In order to ascertain the patterns of achievement and progress for the Pasifika learners in the case study teachers' schools, student achievement data from applicable standardised tools were used. Student progress and achievement in both the effective teachers' schools and the improvement teachers' schools were measured separately for each year on the LPDP for reading and writing, with the effect size gains for each group by year on the project noted. The achievement and progress of Pasifika learners in individual schools relative to other learners in that school over the course of the project were also considered.

Limitations

There were some limitations relating to the analysis of student achievement data in the schools where the case study teachers taught, including the effective teachers' four 'existing schools', and the improvement teachers' three 'new' schools (seven schools in total). The first related to the school focus: reading or writing, that data were available for, and also the completeness of sets of data. Although schools had a nominated reading or writing focus in the LPDP, they sometimes decided to change focus and then provided both sets of data or, alternatively, only one set, that of the new focus. In some cases, where both sets were provided, this was not a change of focus but a realisation of the potential power of considering reading and writing together. For all schools, there was a full set of data for just one focus or a full set for one and a partial set for the other, new focus.

Another limitation mentioned above, related to the numbers of Pasifika learners within the research schools, in that, even though these schools all had reasonable numbers of Pasifika learners, any attempt to analyse data by class or even year group or by different Pasifika nations yielded small numbers. While acknowledging that Pasifika is an umbrella term for a number of different Pacific nations children (in New Zealand schools), it was not possible to analyse them separately as even the predominant groups of Samoan and Tongan had numbers that were still too small for reliable analyses.

Reliability

The researcher and another rater who held a shared understanding of the research and coding framework, coded each of the following transcripts independently. The method of coding required the raters to code each transcript fully and separately, prior to comparing coding, when reliability of the categorization of practices was checked through discussion between the raters. The raters consistently gained 80% inter-rater reliability across a range of data sources. The reliability check was conducted against a range of data sources (actual observations of teaching, as well as interviews with teachers subsequent to professional learning sessions and observations of teaching). It included data from both effective and improvement teachers. The following data comprising 10% of the total data set were coded separately and compared:

- School 1 - Professional learning session 1/teacher interview: Effective Teachers 1 & 2
- School 2 - Professional learning session 2/teacher interview: Effective Teacher 3
- School 3 - Observation 1/lesson: Improvement Teacher 1
- School 4 - Lesson observation 1/teacher interview: Improvement Teacher 4
- School 5 - Lesson observation 1/teacher interview: Improvement Teacher 5
- School 6 - Professional learning session 1/teacher interview: Effective Teacher 4
- School 7 - Lesson observation 1/teacher interview: Effective Teacher 5

The researcher and rater maintained regular coding checks throughout the data collection and analysis phase to ensure reliability of coding. The inferences made from the data collected were checked and validated with facilitators who, using extensive knowledge of the school and teachers concerned, either agreed or proposed an alternative view, which also needed to be supported with evidence. If the facilitator's evidence and alternative view were compelling, then appropriate adjustments were made. This was done at a specially convened facilitators' meeting, which involved discussion based on project monitoring records such as the 'Outcomes Review' and the 'Evaluation Through the Phases' documents. Discussions with the facilitators allowed checking of the inferences made, particularly about the patterns of relative strength and weakness and the shifts over time across the dimensions of effective practice. It was also important to ensure that the conclusions drawn from a relatively small snapshot data set were likely to be similar to facilitators' perceptions, based on their longer, more frequent contact with the school leaders and case study teachers.

Ethical considerations

The research project was an additional component of the embedded research programme for the Literacy Professional Development Project (LPDP) being undertaken by the University of Auckland 2004-2010. It developed out of initial research findings indicating accelerated literacy gains for Pasifika learners in that project, with the subsequent research focused on inquiry into teacher and leader practices that promoted those gains. Ethics approval for this research was granted by the University of Auckland Human Participants Ethics Committee, on 18/02/2009 for a period of three years until 18/02/2012 (Reference number 2009/028).

The researcher was a member of the research team and was enrolled as a PhD candidate at the University of Auckland. Appropriate participant information for the research activities was provided to all participants and consent forms collected according to the guidelines provided by the University of Auckland Human Participants Ethics Committee. Appendix A contains examples of the participant information and consent forms for this study.

CHAPTER 4

RESULTS: EFFECTIVE TEACHERS

This chapter presents the results for effective teachers based on the dimensions of effective practice for Pasifika learners outlined in the previous chapter. The practices of these effective teachers were investigated because of their association with accelerated Pasifika student achievement at their schools, with learners of Pasifika ethnicities being among those who had made substantial gains – 1.8 times expected gains in reading and 3.3 times in writing. During the course of their participation in the PLD project, they were successful in accelerating Pasifika progress substantially above the normative sample. The effective teachers' schools showed greater gains for their Pasifika students in both their reading and writing data, than for their non-Pasifika students. On average the mean achievement of Pasifika students was between 15-50 points greater than for non-Pasifika by the end of the second year (twice expected progress).

The effective teachers' practices were analysed according to the dimensions and indicators presented in Table 4.1. Two indicators per dimension allowed greater specificity for each dimension's distinct elements, and were elucidated by illustrative examples of practice.

Effective teachers

Effective teachers were teachers who demonstrated effective practice at Time 1 and were chosen as case study teachers because of their recognised effectiveness in producing accelerated Pasifika learner achievement gains in English literacy. They had participated in the literacy professional learning and development (PLD) intervention for a year prior to their role as research participants, and had been involved in the intervention for three years at T3. The analysis of the practice of these effective teachers answered the first research question: What classroom teaching practices lead to positive educational experiences for Pasifika learners and were reflected in their achievement?

Data sources and teacher practice

Chapter 3 provided a description of all sources of data for this research. In relation to this chapter on effective teacher practice, the key sources were observations in classrooms and of professional learning, together with the interviews of teachers (and learners)

associated with these observations. The process used to categorise teacher practice is also identified in Chapter 3. In summary, for the effective teachers, practice was categorised as strong when it was consistent across the majority of data sources and appeared to be embedded into the teacher's daily routines.

Illustrative examples of effective teacher practice

In this section teacher effectiveness is discussed and illustrated with examples from the five teachers who demonstrated generally effective practice at Time 1 (T1) and strong practice for the dimensions and indicators of effective practice for Pasifika learners at Time 3 (T3). Over this time, they had honed their knowledge of generic effective literacy practice to ensure targeted and individualised responsiveness to their Pasifika learners. The examples are provided for each of the two indicators under the six dimensions of effective practice for Pasifika learners. The particular case study teachers selected to illustrate the indicators are outlined in Table 4.1.

Table 4.1: Dimensions and indicators illustrated by case study teachers

Dimension	Indicator	Illustration – Teacher & school
1) Knowledge of Pasifika learners	<i>1a) Teachers analyse and use English language and literacy data in their practice</i>	ET5 at School 7 (Years 6/7)
	<i>1b) Teachers analyse and use Pasifika home language data and family/cultural funds of knowledge</i>	ET1 at School 1 (Year 1)
2) Expectations of Pasifika learners	<i>2a) Teachers set high, informed expectations for student learning which build on Pasifika learners' aspirations and values</i>	ET4 at School 6 (Years 7/8) ET5 at School 7 (Years 6/7)
	<i>2b) Teachers build effective teacher-student relationships that focus on learning and build Pasifika learner agency</i>	(Each indicator elucidated in both illustrations)
3) Knowledge of Pasifika bilingualism, second language acquisition, and literacy learning	<i>3a) Teachers know about Pasifika bilingualism, second language acquisition, and literacy learning</i>	ET1 at School 1 (Year 1)
	<i>3b) Teachers use evidence from student data and from practice to design learning sequences, and monitor progress in relation to Pasifika learners' language and literacy needs</i>	ET3 at School 2 (Year 1)
4) Instructional strategies, including Pasifika languages as resources for learning	<i>4a) Teachers explicitly teach English language and vocabulary by building on Pasifika home languages and oracy practices</i>	ET5 at School 7 (Years 6/7)
	<i>4b) Teachers explicitly teach strategies for written language, including use of Pasifika literacy practices</i>	ET4 at School 6 (Years 7/8)
5) Pasifika connections with texts, world, language and literacy knowledge	<i>5a) Teachers support Pasifika learners to make meaningful connections with Pasifika cultures, experiences, languages, literacies, texts and worldviews</i>	ET3 at School 2 (Year 1)
	<i>5b) Teachers provide opportunities for Pasifika learners to transfer knowledge, languages and literacies from one context to another</i>	ET2 at School 1 (Year 5/6)
6) Partnerships with Pasifika families/aiga and community knowledge holders	<i>6a) Teachers collaborate with Pasifika families in identifying student learning needs and valued outcomes</i>	ET1 at School 1 (Year 1)
	<i>6b) Teachers build reciprocal relationships with Pasifika families and community experts to utilise their knowledge at school</i>	ET2 at School 1 (Years 5/6)

Knowledge of Pasifika learners

The two indicators under this first dimension of effective practice for Pasifika learners comprised:

- 1a) Teachers analyse and use English language and literacy data in their practice
- 1b) Teachers analyse and use Pasifika home language data and family/cultural funds of knowledge

Indicator 1a) English language and literacy data

Effective Teacher 5 (ET5) was a deputy principal who taught Years 6/7 at School 7 which had a diverse population of approximately 300 students, half of whom were Pasifika, of which Tongan was the largest group, followed by Māori then other Pasifika groups, then students of European and Asian descent.

The researcher collected data from three observations of ET5's teaching at School 7. In 2009 two reading-focused observations of her teaching were conducted, and in 2010 one reading and writing focused observation was conducted. ET5 stated during the teacher interview after the second observation of her teaching, that she had been able to weave and synthesise new knowledge from her present professional learning with previous insights from her training in 'Teaching English in Schools to Speakers of Other Languages' (TESSOL). It was evident from the interview prior to the first observation of her teaching, that ET5 was responsive to a range of evidence and had very specific knowledge of her students' language and literacy learning needs:

In this lesson the children are learning how to summarise and this has come about because our asTTle data showed that finding information and understanding what they read was a need for improvement for the children. So set in this context – it ties in with our topic work where the children are now finding information, and doing research. So they need to summarise – and I have noticed that it is a skill that they really need to develop. So I am tying it in with the reading.

During the second observation of her teaching, ET5 also revealed how she used this specific knowledge of her students' English literacy levels to group students and to target teaching to particular literacy needs:

This group is at level 3A and it is made up of eight students whom I pair as Year 7s; there are also some Year 6s and one student who is a Year 5. They are operating at instructional level 3A and their latest asTTLe data show that they are there too, which is really good because when we look at the traction between where they started to where they are now – some of them have gone up 3 or 4 sub-levels. For example [Student 2] who was 2P is now beginning 4B.

The degree to which ET5 understood and addressed each of her individual students' learning needs was evident during the first professional learning session when she analysed a summary sheet of her students' asTTLe writing levels, describing their needs. ET5 was able to recognise and name the students being referred to based on the description of their literacy needs and asTTLe levels. Ongoing use of data to inform teaching coupled with high expectations and high levels of support, whilst enabling students to actively drive their own learning, were everyday practice for ET5.

Indicator 1b) Pasifika languages and literacy data

Effective Teacher 1 (ET1), an experienced new-entrant classroom teacher, literacy leader and associate principal, collected data and took notice of her students' home language capability. She knew individual students well enough to recognise when it was necessary to provide opportunities for utilisation of first languages to enable those individuals to articulate their thinking. In requiring them to do so – she indicated to her students that she valued their linguistic capital and viewed it as a vital tool for learning. ET1 described how she actively sought to find out about her students' existing linguistic strengths and also what was important to her students and their families, and to build on that knowledge in her teaching:

What I try to do with them is find out what is important to them – find out what is important to their family and allow them time to share who they are. So the moment that you find that 'something': it is like the light bulb type moment, for example that whole thing around church: how important that is. I had an experience of it last year with a little child who was failing to make progress at school and yet she had learnt this whole big passage she could recite at church. ...It was something she felt good about and the family felt that too, because they came the day after she had done it at church to school to tell me she had done it

and could she say it for me. And that was like a light bulb moment for me... So I now often ask them about that whole thing around church.

...So what have I done; we do a lot of poems now; we do a lot more singing now. They absolutely love it and they memorise the words to songs and all that sort of thing. There are certain things that I have always done and now there are things now that I make sure I always do. Poems were one. It wasn't until I realised the whole thing around the memory of text and so we do a poem and it goes home and I encourage the parents to go through the poem book with them. I talk about that to them at parent interview; go back over the poems and read with them and the kids love it and I make sure I get a few of those 'rappy' type forms in there as well. They have lovely beat and rhythm. It's the power of that repetition... and then you watch their behaviour afterwards and what do they do? They pick them up and they read them. And they are practising all of those lovely early reading skills of pointing and directionality and they suddenly will see a word that they know and their little face lights up. But if you don't give them the opportunity they can't get the practice they need.

During the second observation of her teaching in November 2009, ET1 demonstrated how she inquired into, valued and built on her students' cultural funds of knowledge and utilised them as springboards for classroom literacy tasks. The writing lesson was based on the children's experiences of the school gala that had taken place the previous Saturday. The following transcript demonstrates how ET1 put herself in the position of the learner and asked one of her five-year-old Pasifika students to teach her and other students the Cook Island dance that had been performed at the gala.

Teacher: We are going to get [Student 1] to tell us something that she was doing at the gala. [Student 1] would you like to pick up the photo? Ok Mrs [ET1] is going to hold it and [Student 1] is going to tell us a little bit about the Cook Island dancing. Tell us what you have got on, what did you have to wear?

Student: A necklace.

Teacher: Do you know what the necklace was made of?

Student: Flowers. (A two-minute conversation occurs with the teacher asking questions and the student explaining the various items of the costume.)

Teacher: Now would you like to show them what you did on Saturday? Can we stand up and will you show us how to do some island dancing? (ET1 and students

stand and copy the student's Cook Island dance moves). Now [Student 1] what do we do with our hips? Mrs [ET1] is not very good at it. You do the first bit and show us what to do. Let the girls do their bit first. What do they do with their hands again?

Student: One of them goes that way and one goes that way.

Teacher: Now – she has done it slowly; show us how you do it fast (Students clap). Watch [Student 1's] feet; see how she moves them a little bit up and down. Beautiful, look at you: and that is Cook Island dancing.

Student: You have to go like this Mrs [ET1]. Can you do it fast? ...

Teacher: Thank you very much indeed for your beautiful work and thank you for being the experts to share that with us. Because that is what you did on Saturday and all the people that were there really, really enjoyed the Cook Island dancing.

The students each chose a relevant school gala photo and went on to write about their experiences of either the gala or the Cook Island dancing.

The transcript reflects ET1's consistent approach with her Pasifika students, that of genuinely inquiring into her students' 'funds of knowledge' and creating meaningful opportunities for her Pasifika students to utilise their linguistic capital in classroom literacy tasks. She actively addressed the 'mismatch' between home and school and made students' home knowledge a valued commodity at school. ET1's focus on knowing her learners and on discovering more about her students' linguistic and cultural backgrounds also had a positive impact on her relationships with her students and their families:

Basically the shift I've made is that knowing my learner, which came through from the literacy contract, has been huge for me and that involves building relationships as well. So it's knowing my learner and building relationships as a result of that and so, if I know my learner – I know who they are, I know where they are academically but I also know about them and their family and the history and the narrative that comes in with them, and so I've really gone out of my way this year to make contact with families.

ET1's promotion and development of effective relationships with her Pasifika students' families, arising from her commitment to knowing her learners, is discussed and illustrated under dimension 6, partnerships with Pasifika families.

Expectations of Pasifika learners

The two indicators under this second dimension of effective practice for Pasifika learners comprised:

- 2a) Teachers set high, informed expectations for student learning which build on Pasifika learners’ aspirations and values
- 2b) Teachers build effective teacher-student relationships that focus on learning and build Pasifika learner agency

Both indicators for the ‘Expectations’ dimension (2a) are illustrated by the practice of Effective Teacher 4, a teacher of Years 7/8 at School 6 and Effective Teacher 5, a teacher of Years 6/7 at School 7.

Indicators 2a) & 2b) High expectations: Pasifika / Agentic learning relationships

Effective Teacher 4 (ET4) at School 6 (a church school) was a Samoan teacher who, as a member of the church/school community, held specific knowledge about the families and home lives of her students. Of her class of 32 Years 7/8 students, 28 were of Pasifika ethnicity (including Cook Islands Maori, Samoan and Tokelauan). Her practice illustrated both indicators: She held high expectations for her Pasifika students, stating that she believed they could and would achieve; she encouraged her students to aim high while making links with their existing funds of knowledge to enable them to do so, and she actively supported them to develop self-regulation through utilisation of metacognitive strategies and student initiated talk. Her Pasifika students articulated that their teacher encouraged them to use their languages in class and that she sometimes used Samoan herself to support meaning making by her students. They also sang and prayed in their own languages in class. ET4 integrated her knowledge of her students’ linguistic and cultural strengths with the knowledge they needed to acquire at school to challenge her students. She focused on providing explicit scaffolds that enabled her students to take charge of their own learning, as she explained below:

We’ve learned that we can’t make children learn but that it is our responsibility to cause them to learn. We’ve realised that our Pasifika children and English language learners don’t lack learning experiences, but they need scaffolding to bridge the gap between where they are and where they need to be to experience success. Our students need to know that what they bring to school is valuable

and can help their learning... I am more explicit in my teaching, which is time-consuming, but it pays off in the huge shifts my students have made. I see it in their data and in the way they talk about learning. They challenge me if I forget to talk about the learning purpose and success criteria and they want to know about the next steps. Ownership is huge in the kids. They know there has to be a purpose for the learning. We talk about how it will help in class but also how it will impact their lives. If I forget, they challenge me. Kids are freer to take risks in what they will talk about, and talk in class is 'learning talk'. They will feed back to each other on their learning which is pretty amazing. They want to know what they're going to learn next and they are less spongy-like. It's where am I going next? Come on!

ET4's high expectations were reflected in the way she created learner agency (indicator 2b). She focused on supporting her students to be self-regulating learners and they were given opportunity to practise their self-monitoring skills within literacy lessons. Her explicit teaching enabled her students to develop learning goals that required higher order thinking, negotiation and justification of opinion. She also articulated her own teaching goals, and noticed where she needed to improve her own teaching. When analysing her practice, she identified that she should remind her students why they were learning certain comprehension or processing strategies and that she needed to focus on supporting Pasifika learners to decide confidently on their own next learning goals:

(I need to)...make more connections to what they are learning and why they are learning it in terms of their needs... and the bigger picture. Because I think they are always clear about what they are learning and I think my modelling helps them to create success criteria but maybe... in the post observation chat it was clear lots of them didn't know what their next step was or what they needed to do to be a better reader and it comes from their need.

Some of her students could articulate their reading goal and what they were learning to do through the lesson:

I was learning to find the hidden message by reading between the lines... and I know that I am successful if I am able to identify the hidden message using inference and reading between the lines. (Student, School 6, 2010)

I will know I am successful if I have been able to make my prediction and state what the author means and then find evidence from the book and make sure it connects to my prediction. (Student, School 6, 2010)

ET4's explicit teaching goal was designed to support her students to set and articulate their individual learning goals. Her students' use of the knowledge building and inquiry cycle (Timperley, 2007) to formulate and monitor their own learning goals was everyday practice in her classroom. She co-constructed her teaching focus with her principal/literacy leader:

ET4: (So I will) share my plan and purpose for going back to inferencing, and then inference around theme... and then apply that to the novel, sharing that with them and then modelling and providing opportunities for them to be successful in the group and independently. Then I would know that I have been successful if the students can make inferences, and if they can make inferences around the theme and then apply that to the novel... I think that is the right direction: the fact that we identified that as a group, and the kids came up with that too, was good.

Principal: Well it makes sense that they are so deeply involved in that inquiry cycle that they are active learners. They are alongside you in identifying the gaps...

ET4: That would also tackle that last question of the post observation chat about them knowing what they need to do to be better readers and sharing that plan with them.

ET4 chose classroom inquiry topics that enabled her students to inquire into their own and others' linguistic and cultural knowledge. Their home/cultural funds of knowledge were valued at school by validating their worth as inquiry topics:

We did a myths and legends thing and talked about oral storytelling and how our families did that – because it applied to that context and why stories changed and why the Cook Islands and Samoa have a story called 'Sina and the Eel'. So that was specifically for our Pasifika students.

When asked why they thought their teacher would think it a good idea to give them opportunities to inquire into or share their cultural knowledge with one another, they responded with:

To see our cultures and see what we know about them. (Pasifika Student 1, School 6, 2010)

So we can learn about different cultures. (Pasifika Student 2, School 6, 2010)

That not only Pacific Islands do tattoos... because Philippines and Burmese people they have tattoos too, traditional ones. (Pasifika Student 3, School 6, 2010)

She had very specific knowledge about her individual students' abilities and their own sense of efficacy. She consistently made links with home to clarify the teaching focus and to build confidence:

There was only one that wasn't Pasifika in that group and I specifically used the home example and chose this specific kid because I could see he was nervous... he is not confident to take risks and share his ideas. So talking about what he would do at home was like a way of making him feel comfortable because I know his mum and I know her expectations and so that example today was a good connection to make.

ET4 also talked about giving her students a self-questioning task to enable them to reflect on their own learning at the end of a literacy lesson:

I have questions in the classroom that they have to do a reflective task on, like it might be, "What was hard about what I was learning to do today?" or "What was easy about what I was learning to do today?" "How do I think the teacher could help me?" "What do I need to do to help me to be able to do that?"

ET4 also talked about the community/school focus on developing a love for learning and that her students were very keen to learn. Her focus was on developing active rather than passive learners. She supported her students to take active roles during parent conferencing, which, in turn, impacted the way parents interacted with their children in relation to their learning:

I said it last time I spoke to you and it came up in our ERO report that these kids are so hungry to learn, and I think it just makes teaching so much easier and so much more enjoyable and I don't think that we have created that. It is the culture of our school because it is the culture of these kids. They have

brought what their parents have given them – that education is important; it is going to lead you to better things. Our focus is much more on kids being active learners and it is going to take some work too probably – I was thinking of our Pasifika parents in particular – but probably all our parents changing their view on what teaching and learning looks like. These kids are going to have such a good understanding of what being an active learner is and it will be interesting to see how our community takes that on. Because this year for the first time I trialled three-way interviews at parent teacher interviews and so the kids in reading and writing and maths had practised with each other before the interview, and their parents had questions similar to those questions we asked today. ‘What are you learning to do?’ and the kid would say, and then, ‘Why are you learning to do this?’ and they answered that with their parents and then, ‘How will you know you have been successful?’ and then the kid would model either a reading strategy or evidence in their writing that they had met the criteria or modelled a maths strategy and the parents were blown away.

ET4’s ability to set high, informed expectations that connected with her Pasifika learners’ existing funds of knowledge was evident throughout all of the observations of her teaching. During the third observation of her teaching, she focused on developing higher order thinking during the reading lesson with her 11 year old students. She articulated her goal prior to the analysis of the observed (recorded lesson):

It is trying to push them because my goal is to expose the students to higher-level comprehension strategies using analysis and evaluation to impact the themes of the story. I should be modelling and scaffolding discussion around the theme and asking questions linked to the author’s purpose and then hopefully the students will be identifying the author’s purpose and point of view and discussing themes and making connections and developing their own opinions.

In order to do this, she modelled the use sophisticated language to discuss thinking processes, as well as analysis of the success criteria that were linked clearly back to the learning intention that she expected her students to be able to utilise as they read texts, thus providing high level support for high challenge tasks within a risk taking environment. It was apparent that even though at times the students struggled to make correct inferences

based on the clues provided in the text, they were willing to take risks by practising higher-level comprehension strategies and by analysing their own learning progression:

Student: Miss I think I have an explanation: ‘Don’t judge a person before you get to know them’; it is on page 24 to 25. You know how Connor is like a bad driver; his driving is not that safe. Reilly was judging that he was a really bad driver but... Connor gave him a ride and got him to school safely.

Teacher: Ok can you read the evidence from the text and the clues that you are using to help you to make that inference?

Student: I mean he has to get in this car. He is not a bad dude: He just wanted to show off. He knew that he wasn’t allowed to take passengers. “No man you’ve got to be joking. I shook my head – I am still getting over the last ride.”

Teacher: So can you explain to us the inferences you are making from the sentences?

Student: He knew as well as I did that he wasn’t allowed to take passengers because he could get into a car crash and get blamed. So that gives me that impression that he is a really bad driver.

Teacher: Why does Reilly think that Connor is a bad driver?

Student: Because the first time he was in the car with him he got dizzy and he didn’t want to get into a car with him ever again.

Teacher: Because he was driving with his Dad wasn’t he? Learning how to drive... and was he a good driver?

Student: No.

Teacher: So do you have to make an inference that he is a bad driver, or is it a fact?

Student: Fact.

Teacher: So thinking about feedback that some people have had... and Student I thank you for taking a risk and sharing your learning with us. Who feels confident that the work that they have done would allow them to be successful with this learning intention? Who doesn’t feel comfortable, who doesn’t feel confident? Thanks Student 2, you don’t feel confident. So I am thinking that maybe the success criteria that we have created – did it help us, could that be true?

Student: It did help us. I think we have got the wrong messages from the story, but we can try other ones because we have just done one example and we know what we did wrong.

Teacher: Ok so where are we going wrong do you think?

Student: With finding clues – it is harder because there are a lot of clues.

Following the lesson, ET4 interviewed her students, encouraging them to reflect on their learning by articulating what they had learnt, and what they needed to focus on next:

Teacher: What were you learning to do as a reader?

Student: I was learning to find the hidden message by reading between the lines and looking at the hidden messages.

Teacher: How would you know if you are successful at ‘reading between the lines and finding the hidden messages’?

Student 2: I know that I have been successful because I was able to identify the hidden message using inference and reading between the lines.

Teacher: Do you know what you need to learn to be a better reader?

Student 2: I need to... look at only the main parts and ignore not very important things.

Teacher: How do you know that?

Student 2: Because the main parts are what is important and what I need to identify.

ET4’s high, informed expectations of her Pasifika students were evident, both through her articulated beliefs and demonstrated practice that exemplified the setting of challenging targets within a risk-taking environment, the provision of high level support for high challenge tasks, including Pasifika languages support when needed, and the differentiation of instruction and feedback based on her insightful knowledge of her individual Pasifika learners and their families. She was committed to the development of reciprocal learning relationships with her students that enabled them to be self-regulating learners.

Indicators 2a) & 2b) High expectations: Pasifika / Agentic learning relationships

Effective Teacher 5 (ET5) also demonstrated both indicators for this dimension. She worked to develop a learning community where her Years 5/6/7 students were expected to understand, articulate and practise deep level knowledge and strategies to progress their own learning. ET5 articulated during the teacher interview following the first observation of her practice that it was necessary to have more than high expectations for students. She argued that high expectations needed to be supported by explicit teacher knowledge and high levels of support:

Have very high expectations, very, very high expectations and back it up, and that would mean you go do your homework yourself before teaching. You can’t just run it on the children without knowing the content yourself because high

expectations won't mean anything unless you match it up with your own teaching.

ET5's high expectations coupled with high levels of support produced successful outcomes for her students:

Another rule is... there is no question that is a dumb question in our class. So if you do not understand, if you do not ask questions then I do not know how to help you and I always tell them my role is not to supply you with the answers but to help you to draw out the answers that you already have. And every kid... has got the answers; they know that they have the answers and it is my job to draw it out of them and to help them make those links.

ET5 established a classroom culture where students were expected to take charge of their learning through planning and monitoring, with the shared development of learning intentions and success criteria considered standard practice:

Teacher: So for the process of summarising, to be successful at doing that – what should our success criteria look like? What is the first thing that we might do?

Student: Skim for the main ideas...

Her students' responses during the Pasifika focus group interview – around what helps them to learn, confirmed a classroom culture that focused on the development of student agency and ownership of learning:

Student 1: The teacher: because she gives us hints and clues but she doesn't give it away because she knows that we already have the answer.

Student 2: The teacher answers our questions.

Student 3: We ask questions so we can clarify.

Student 4: There are no dumb questions.

Student 5: Oh yes and nobody laughs at anybody.

Student 6: And there are no right and wrong questions and you have evaluative questions and some convergent questions and some recall questions, rhetorical questions, divergent questions; I know lots from my teacher.

ET5's Pasifika students also talked about the importance of a good relationship between teacher and students, with a common thread being a relationship focused on learning, underpinned by mutual trust and enablement to take risks:

It is good when we have a relationship with our teacher because... if you have a good relationship you will study more and develop good learning. We have a good, good relationship with our teacher because for our vows we promise we will learn for a reason and always have a reason to learn. Yes because she is important because she has a sense of humour and she helps me learn new things. One last one, she is like our mum at school.

In the third and final observation of her teaching, ET5's goal was to strengthen reading and writing links and to support students to become self-regulating writers, which she talked about doing by making connections with their prior literacy knowledge as well as incorporation of ESOL strategies such as:

- Practising the “4,3,2” fluency task, (Maurice, 1983; Nation, 1989) to promote fluency development
- Sequencing a narrative text in collaborative pairs using success criteria focused on articulating the meta-language of the narrative structure
- Using a writing frame to support independent writing
- Using a checklist to support student self-monitoring

The following transcript illustrates the use of these practices in order to build learner self-questioning, self-regulation and monitoring:

Getting them thinking about thinking, and becoming self-regulating writers. I have been trying a few strategies and when I teach I am forever looking at ways to get them to go up a level all the time... when we are reading we know the cues if the meaning breaks, you have to reread or read on or whatever. What is it that we do as writers that would help us do that? So I have been doing a lot of reflective questioning which you will see in the planning and the execution of what I do, and I have got questions good writers ask on the wall, but it also accompanies each stage of their writing process.

During the lesson the students had extended time to work in interactive pairs and then in groups of four to negotiate the sequence of a narrative text using narrative structure cues

as their success criteria. The language and content knowledge used by the students was both sophisticated and explicit. The communicative tasks provided students with sufficient, targeted time to be able to practise the language of ‘narrative writing’, to practise their negotiating and justifying skills and to reinforce their knowledge of the narrative writing structure. ET5 effectively scaffolded the language and content learning to enable her students to produce the technical vocabulary they needed to complete their writing task successfully. She was articulate about the things that good writers did and consistently directed her students to the clues on the wall on how to be self-regulating writers:

Once you have done the planning I want you to see how it looks, but once we start planning further then we are going to put the writing against this bit here. And these are the self-checks that you are going to use to make sure that you have all the elements plus the features of narrative writing using the correct structure. Are we confident using the structure this time as we do our plan? Is there anybody that is not confident?

Finally, the students talked about what the teacher did to help them to learn. Included in their responses was that their teacher was a learner who showed her value of students’ languages by learning from them:

- Practice makes perfect.
- Our teacher learning words in our own languages.
- Our teacher makes learning fun.

At Time 3 ET5 continued to demonstrate exemplary practice against all indicators with even stronger emphasis on supporting students to plan and evaluate their learning. ET5 had noticed that her students struggled to transfer learning from one writing purpose to the next, so focused on building their schema and ability to do so. Pasifika learners demonstrated a strong sense of efficacy, supported by their teacher who stated that she expected them to have the answers and that her role was to unlock their knowledge through enabling them to reflect. It was evident throughout the lesson and student interviews that she provided explicit scaffolding to enable learners to connect new learning to what they already knew and that she built their capacity to formulate and monitor their own goals:

So like their targets, they set their own goals, and you know how we said, “What do you want to do next? Where do you want to be?” It is not coming

from me, it is them. We set bite size goals so that they have something to work towards.

These bite-sized goals arose out of the learners' analysis of their own learning needs that surfaced during reading/writing lessons. For example, during the final observation of ET5's teaching, it was apparent that her Pasifika students knew what they needed to learn, and were able to articulate how they would achieve their goal of developing a narrative – by including its necessary components:

Student: We are learning to develop a narrative...

Teacher: So you are learning how a narrative develops using the correct...

Students: Structure and layout.

Teacher: Now do we know what goes in an orientation?

Students: Yes.

Teacher: Yes you are very clear about the orientation and what needs to be included in there. Just quickly what might it be?

Students: It has got 'four Ws and a hook'.

Teacher: What happens in the middle component: It needs to have what?

Student: Conflict.

Teacher: It needs to have a conflict. What is a conflict again?

Students: A problem.

Teacher: What happens in that? You have to have a...

Students: Resolution.

Teacher: Does it always get solved?

Students: No.

Student: But there always has to be a moral and an issue.

ET5's students were explicit about, and 'in charge' of their own learning. They not only formulated their individual learning goals, they also successfully articulated their own learning, monitored their specific progress and drove their personalised inquiries. They were able to connect their current learning goals with their prior learning about other writing purposes and could utilise their existing 'text purpose' schema within a range of communicative purposes:

I need to look for the success criteria, which is the orientation; the orientation is the introduction and has got four Ws and a hook. The four Ws are 'who',

‘what’, ‘where’, and ‘when’ and the orientation relates to the recount as well. Then after the orientation comes ‘the events’. There is a paragraph leading to the conflict, which is a problem, then a paragraph about the conflict and a paragraph of resolution resolving the problem. Oh the conclusion ties up with the orientation and these characters.

(I am working on) going from the known to the unknown... like connecting with the writing I already know and using that structure as well because it is the same. I am at 3A and I want to be at 4A or 5B by the end of the year. Narrative writing is like descriptive writing because you need personality and physical appearance and the setting – you need to set the scene and the moral is the lesson that you learnt.

Knowledge of Pasifika bilingualism, second language acquisition and literacy learning

The two indicators under this third dimension of effective practice for Pasifika learners comprised:

- 3a) Teachers know about Pasifika bilingualism, second language acquisition, and literacy learning
- 3b) Teachers use evidence from student data and from practice to design learning sequences, and monitor progress in relation to Pasifika learners’ language and literacy needs

Indicator 3a) Knowledge about Pasifika bilingualism, second language acquisition, and literacy learning

Effective Teacher 1 (ET1) at School 1 was an adaptive practitioner who, notwithstanding her many years of teaching experience, demonstrated her commitment to continually improve her practice. It was evident throughout the observation process that she had strong relationships with her new-entrant students and their families but she further developed her knowledge of Pasifika family/cultural funds of knowledge, and forms of communication in order to connect with and build on Pasifika students’ existing schemas to a greater degree in her classroom. She stated that one of the springboards for her exploration of this approach with her students came through a professional learning session particularly focused on “Knowing the Learner”, which included co-construction of teacher actions to

ascertain students' prior world, language, and literacy knowledge. The session had a particular impact in prompting her to provide differentiated opportunities for first language utilisation to support students' language and literacy learning, although the example she used was with a young Mandarin speaker:

ET1 *It was after we looked at the oral language book. Now... I have always allowed students to speak in whatever [language] they are comfortable in speaking and I have in a social situation, in the playground situation, but I have never actively used it in an academic sense, and I have this child in my classroom that didn't speak. So I thought 'Oh okay let's try this,' and so I actively paired her with the only other Mandarin speaking child who happens to be male and I thought 'Oh this will be interesting'. They chatted away together, so the idea is – the question is posed, he has got more English than she has got, they clarify their thinking in Mandarin and then they tell me in English. It was like a key for her to unlock learning. No, it unlocked the ability for her to communicate her learning to me, because of course she was able to learn.*

Researcher: *So you were actively promoting opportunities for transfer?*

ET1: *Absolutely and all I could think of to myself was how could I have been so stupid not to have used this... in what I call that academic learning sense. So I allowed the others if they want to speak in Samoan... I have actively gone out and encouraged them if they want to... But with those two there was no choice, it was – this is what you will do, whereas with the others it is more choice because they have much more English. And some of them like to do it.*

ET1 had participated in a number of professional learning contracts that provided support around oracy and literacy development. She had strong literacy knowledge but realised that, in order to cater effectively for her Pasifika students, she needed to focus on their oracy and bilingual development as well. In 2009 she attended the Pasifika Teacher Aide Project (PTAP) workshops as a coordinating teacher for her teacher aides. These workshops were focussed on supporting Pasifika bilingual teacher aides to utilise first languages with Pasifika learners in English-medium classrooms. Consistent feedback from participants was that teacher practice also changed as a result of participating with their teacher aides. ET1 talked about how she had learnt through prior professional learning and

development contracts such as the PTAP and the Assessment to Learn (ATOL) contract, the value of (for example) using explicit learning intentions, which she adapted and utilised by linking it with and building on her students' linguistic strength in recitation of oral text:

Some of this knowledge became evident when we did the ATOL contract and we had to write out the learning intentions and have it visible for them and I was thinking 'But they can't read it', but it's the power of that repetition and that is in its written form and you link that back into their poems and then you watch their behaviour afterwards – they pick them up and read them. And they are practising all of those lovely early reading skills of pointing and they suddenly will see a word that they know and their little face lights up. But if you don't give them the opportunity they can't get the practice they need.

She knew the value of first language maintenance in supporting second language acquisition for her Pasifika learners, and encouraged them to utilise their Pasifika languages in the classroom in a variety of ways:

We do (provide opportunities for Pasifika students to utilise their languages), and it is generally around labelling and certainly around labelling of things, greetings. I have taught my children all the greetings and I encourage them to choose their own greeting everyday and they love doing that. And you will find that some children will always use their home language and others won't. A lot of times I also (particularly with Student 1) – I ask her because she loves sharing: 'What is the Samoan word for that?' and 'How would we say that in Samoan?'. And my two little Mandarin speaking children – I do the same with them in particular because they enjoy that, they like sharing.

ET1 promoted the importance of oracy development by encouraging all her students to talk in communicative pairs or groups, regardless of the language being utilised. She realised the value of the total language resource that learners brought to the classroom and encouraged her children to utilise whatever language they were most competent in:

I decided very early on I was going to be this dragon lady that insists that they all talk – I'll say, "Now I don't care if you talk to me in Samoan, or English or Hindi or whatever, when we have a conversation, and everybody is contributing, you in your pair – you talk to each other regardless of whether you understand each other or not," because then they get the idea that there is

an expectation on you that you are going to have to talk but it's not threatening because you can use whatever you've got and nobody laughs and we just accept it. So I've had a new Samoan boy who's just come in and he talks to me with the eyebrow lift and I don't respond now to that: I say 'No, no – words!' And from him I get a combination of English and Samoan, and he knows that even in his group, the eyebrow lift is not enough: you have to talk. He is trying to speak English more quickly than the others did who would sit back and not say anything, because of that expectation. I don't fill in the gaps. I'm trying to make them do more of the talking than me doing it all the time. And so, at the end of reading a book, when we're talking about it, even if they can give me one word about it. We go around the circle and often it's not what you asked them, but they've answered so they're getting that idea of – she's going to want me to talk here and I'm not going to be able to be a passive observer.

Following the third observation of her teaching, ET1 interviewed her students to ascertain what they had learnt during the lesson. Their responses to her questions demonstrated ET1's ability to engage in genuine learning conversations with them. Her knowledge of literacy learning was evident in her explicit teaching, which augmented her five year-old students' ability to articulate their learning rather than simply describing the writing topic (the teddy bears' picnic). ET1's learning conversation with her students demonstrated her knowledge and use of the deliberate acts of teaching needed (questioning, prompting, giving feedback) to strengthen her Pasifika students' literacy learning. Also, she utilised her knowledge of some of the key factors associated with early literacy learning when monitoring her students' progress in relation to specific literacy goals:

Teacher: Who are you doing your writing for today?

Student 3: Mum.

Teacher: And when you are doing your writing for Mum you are going to make sure you tell her about some of the things that you have been learning to do. What are some of the things that you have been learning to do in your writing?

Student 3: Trying to write lots of hard words.

Teacher: And how do you do that?

Student 3: You just sound the words slowly out of your mouth.

Teacher: Is there anything else in our room that helps you write hard words?

Student 3: Cards.

Teacher: Are you learning to do anything else in your writing?

Student 3: Spell the words by myself.

Teacher: That is just great and if you are learning to write the sounds how will you know if you have done that?

Student 3: By doing it slowly.

Teacher: By doing it slowly and then what would you do next?

Student 3: You write it in your book.

Indicator 3b) Using evidence to design learning sequences and monitor progress

Effective Teacher 3 (ET3) was a teacher of a Year 1 class at School 2. She was a reflective practitioner who demonstrated a strong grasp of her students' needs and abilities, based on a multiple range of sources including student data and in-class observations. Her literacy teaching learning intentions and success criteria were clearly differentiated and students were grouped according to her use of evidence through analysis of their data and individual literacy needs:

So there is quite a big range and I have grouped them according to those needs... into basically three different groups. So the 'Whero' group are the children who can write independently and they are all between 1B and 1P, but they need to include more ideas in their writing. They can all pretty much bang out a sentence but they need to have more ideas and include them and they also need to develop their awareness of audience. What we have been doing for about the last term was beginning to monitor basically just their surface features using the self-assessment card. Their success criteria will be to find what they think and include two reasons why. The 'Kakariki' group children who range, (they can almost write independently), they range from pre-1B to 1P. There are some children with quite strong 'English as a second language' backgrounds and they really need support to orally form their sentence first and then to record the sounds. So there is a range of ability within that group but they have also got their self-assessment cards to monitor their surface features. Their success criteria will be to write what they think and why they think it. The 'Kowhai' group, who are all new children this term can't really write independently at all. They can almost all of them write their name. So they will need to say their sentence first and obviously just write from scratch

recording any sounds they can hear and all of them are still developing their directionality. So their success criteria will be to just write what they think.

As is evident in the transcript above, ET3 used evidence from data and from classroom observations to develop insightful knowledge of her students that then informed the design of learning sequences providing both challenge and support to her Pasifika learners. ET3's practice did not remain static but was continually adjusting to her students' changing literacy needs. She constantly reflected on her practice and engaged in meaningful learning conversations with her colleagues, seeking to analyse puzzles of practice and then formulate strategies for addressing them. To illustrate: ET3 was a leader in the establishment of an induction programme for pre-schoolers who were soon to enter the new entrant classroom, to enable their smooth transition to school. During the interview following the third professional learning session with the external facilitator, she explained that the establishment of the induction programme had provided valuable information and evidence to new entrant teachers about their new Pasifika learners, enabling teachers to connect school learning with students' existing linguistic, literacy and cultural knowledge:

It has clarified my thinking about what we look for when the children begin school, and you know them as a teacher, but this is the first time I have had to write a list of those things, to explicitly name those behaviours and those strategies... We were using the induction process, as a way of assessing what children are bringing to school and the whole point is to make a bridge between what they know and what they need to know.

Instructional strategies, including Pasifika languages as resources for learning

The two indicators under this fourth dimension of effective practice for Pasifika students comprised:

- 4a) Teachers explicitly teach English language and vocabulary by building on Pasifika home languages and oral practices
- 4b) Teachers explicitly teach strategies for written language, including use of Pasifika literacy practices

Indicator 4a) Instructional language learning – oracy

The following illustration highlights how Effective Teacher 5 (ET5) synthesised and used her knowledge of second language acquisition and literacy learning to create

meaningful instructional tasks for her Pasifika students that enabled them to produce sophisticated, academic oral and written texts. As stated previously ET5 was deputy principal and Years 6/7 teacher at School 7. She clearly made connections between listening, speaking, reading, writing, and other curriculum areas. She purposively supported her Pasifika learners to articulate their specific learning goals during reading and writing lessons, and connected her reading texts and writing purpose with current topic studies, for example, explanation writing with science topics such as ‘Black Holes’ or ‘Native Gardens’:

When we talk as a class and we do a lot of talking... I generally do not expect the children to just tell me, ‘Oh I’m just reading this’, because within their reading, there are some specific things they should be focusing on. So my expectation is that children should be able to verbalise what they do and the skills that they need to learn... I need to keep revisiting... because while we do this in reading time, writing also necessitates a bit of information gathering because we are doing explanation writing. So the text is chosen so that they can find information, which will lead onto them writing their own explanation about a ‘Black Hole’ and the other thing is they are also in the process of finding information about our native gardens. Just yesterday somebody said ‘I can’t write everything down’ and I said perhaps you might think about what we are doing in reading. And the child said ‘Oh yes summarising, that is what we need to do – summarise’. So that is what I try to do, merge the two.

ET5’s strength in explicit language teaching resulted in sophisticated language production by her students. Her skills included both teacher modeling and use of communicative tasks to create opportunities for negotiation, hypothesis formation and fluency development with a particular focus on the development of her students’ cognitive academic language proficiency (CALP): the academic language of the curriculum:

Teacher: Now one of the main things that we are looking at so we are not retelling the whole thing in a long winded way; we are doing a...

Students: Summary.

Teacher: So in a summary you are retelling in a...

Students: Nutshell.

Teacher: It needs to be in a nutshell. Who can tell me what nutshell means? What should it look like?

Student: It is like – short and sweet.

Teacher: Short and sweet ok.

Student: Or short and sharp.

Teacher: Short, sharp and sweet. Very good. Student 1 I heard a word?

Student: Precise.

Teacher: If I say it has to be precise what does that mean?

Student: It means like right on the dot.

ET5 began the second observation of her teaching by supporting her students to make links with their prior literacy knowledge. She made the point that before co-constructing the success criteria, the students needed to make connections with their own understandings of the terminology in order to strengthen their perceptions of the concept:

Teacher: This morning we are going to learn how to evaluate. Now before we go into our success criteria of what evaluating would look like, I want you to think about a time when we actually evaluate in our classroom. Okay, Student 1?

Student: Our goals.

Teacher: We evaluate our goals. Now when we are evaluating our goals, what are we trying to do? Student 2?

Student: Make a judgement or form an opinion if we have succeeded.

Teacher: So evaluating then is saying or forming a judgment.

Student: Or an opinion.

Teacher: ...So making a judgement or forming an opinion, when you are doing this opinion – who can describe to me what ‘opinion’ means?

Student: What you think.

ET5 continued to interact with her students through a genuine learning conversation, which probed and extended their ideas in relation to ‘evaluating’. The teaching of the language (or vocabulary) required to complete the task was central to the lesson focus and was woven seamlessly into her dialogue. Through this explicit focus on language, ET5 provided particular prompts or speaking frames that enabled students to articulate their learning. She also provided opportunity for student-to-student talk to enable fluency development and time for students to process and articulate their thinking:

Teacher: So for today’s lesson there are two catch phrases that we are going to use to show our evaluation and one is going to be: ‘I think that’, and the other one is...

All: *'In my opinion'*

Student: *'Because'*

Teacher: *This may be a good time to say why you need to have 'because'. Do a 'Think pair share' on why we need to have 'because'.*

(Students 'Think, pair, share')

Teacher: *Now when we do this 'because' – that is providing what...?*

Student: *Evidence.*

Student: *Or proof.*

Teacher: *Or proof and when you are trying to prove something it is called?*

Student: *Justifying.*

Teacher: *Justification – that 'because' is your justification of what you do, all right?*

ET5 continued to 'amplify' rather than 'simplify' the literacy terminology that her students needed to enable them to make sense of the lesson focus, thus empowering them to become participants in the use of the codified knowledge of the classroom:

Teacher: *Now where does this justification or the evidence come from?*

Student: *Prior knowledge.*

Teacher: *Who can tell me what prior knowledge is?*

Student: *The things that you already know.*

Teacher: *The things that we already know to do what...?*

Students: *To recognise what we are learning.*

During the interview following the observation of her teaching, ET5 articulated her beliefs in relation to the teaching of vocabulary. She explained that students should be provided with opportunities to make connections with 'technical vocabulary' and that vocabulary instruction should be amplified rather than simplified:

The important thing is that they get the exact word; I don't try to... I think the kids say 'dumb it down', but I don't do that. I do introduce them to the vocab that they need to be successful, the academic learning language that they need and then I amplify it with the other words that they would know. And I do that throughout, no matter what it is, whether it is numeracy or literacy – that thing happens across the board. Language is power and they need all the power that they can get.

During the final observation of her teaching, ET5 effectively utilised her pedagogical content knowledge from the fields of both English for Other Speakers (ESOL) and from her knowledge about effective literacy learning to provide a scaffolded sequence of tasks that enabled her students ultimately to produce sophisticated narrative texts. She employed communicative ESOL tasks that provided her students with scaffolded oral practice to enable them to articulate the language features required. She deliberately made connections between writing purposes to enable students to transfer knowledge from one writing purpose to another. ET5 outlined the lesson procedure prior to the lesson:

I have been using ESOL strategies like ‘4,3,2’ and we are deconstructing a narrative text and they have got a story, which is cut up. They will have to put it together against the success criteria and talk about the different components of that. First they will do it in pairs and then they will do it in groups of four... and then they have got a scenario, which is linked to our topic and it is about ‘Challenge’. They will have a writing frame, which they will use to do the planning part and the questioning prompts will be there – the questions good writers ask. They will do that and then they will do their writing bit and when they do their writing I have also got a self-checklist. So it is just the writing frame modified and what I have tried doing with them is connecting between their descriptions and their narratives so that they have got a hook and they are learning to make connections. So knowing what we know.

During the lesson the Pasifika learners had extended time to work in interactive pairs and then in groups of four to negotiate the sequence of a narrative text using narrative structure cues as their success criteria. The language and content knowledge they used was both sophisticated and explicit. The communicative tasks provided learners with sufficient, targeted time to be able to practise the language of ‘narrative writing’, to practise their negotiating and justifying skills and to reinforce their knowledge of the narrative writing structure. ET5 effectively scaffolded the language and content learning to enable her students to produce the academic vocabulary they needed to be able to complete their writing task successfully.

Indicator 4b) Instructional language learning – literacy

As stated previously under the illustration for Indicator (2a), Effective Teacher 4 at School 6 was a Years 7/8 teacher of predominantly Pasifika students. Her observed lessons

were reading focused. Her first observed lesson took place in her classroom with a group of students engaged in a guided reading lesson. The learning intention arising from a specified vocabulary need revealed in the data was making meaning around unknown words, namely, *“I am learning to use clues in the text to help me understand the words I am unsure of”*. The teacher’s learning goal was consistently to make prompts explicit so that learners *“were clear about the strategies they needed to use independently, consistently and purposely”* (pre-observation conversation, March 2009). ET4 stated that she would model with ‘think alouds’ to show how to work out unknown words and then provide opportunities for her students to do the same. She successfully provided explicit prompts through her think aloud process and continually referred to the success criteria to prompt students to use the processing strategies (for example, *“I will be successful if I put in another word that makes sense”*). ET4 selected instructional strategies for processing and comprehension that were targeted to the purpose of the lesson and were clear to her Pasifika learners. She taught higher order thinking strategies to meet sophisticated learning goals and developed clear intentions and criteria by modelling appropriate strategies.

By Time 3, ET4’s literacy teaching had become even more explicit with the development of learning goals for her students that required higher order thinking, negotiation and justification of opinion. Her learning intention was *“to use prediction and inference to identify the main ideas in a text”*. ET4 modelled how to ask questions linked to the author’s purpose and scaffolded discussion around the theme so students could identify the author’s purpose and point of view, discuss themes, make connections and develop their own opinions. ET4 supported her students to articulate their thinking, both in relation to making predictions and providing evidence to support predictions, by modelling the practices herself and then suggesting that her students provide feedback on how well she did:

Teacher: Now if you think about what I have done – I have made the prediction I think the author is trying to teach me: ‘Don’t judge someone before you know them’. I got you some evidence from page 5 about the person talking to Alex and calling him short and I got evidence from page 13 about Vince. So two times people were judged and I made the inference that the author is trying to teach me, ‘Don’t judge someone before you know them’. If you were looking at your success criteria and you were going to give me feedback what would you say?

Student: Miss ET4 you were successful because you made predictions about what you think the hidden message the author is trying to teach you is and you made

inferences reading between the lines to find the clues and you used evidence to back up your predictions of what you think the message might be.

The teacher's next step was to scaffold the process of making inferences to support students to be able to identify the main idea with use of supporting evidence. She continued to work on her theory of improvement from a basis of consistently explicit teaching:

I know that they can (make inferences) but it is maybe making the connection between that, applying it and using the skill of making inferences to identify the message.

ET4 supported her students to specify and articulate their own next learning steps with regard to the specified processing strategy.

ET4: Student 1 what will your feedback to yourself be?

Student 1: I was not successful because... even though I could make predictions I couldn't get the right evidence to back up my statement.

ET4: Right so can you see that your evidence doesn't back up your prediction?

Student 1: Yes.

ET4: So what will your next step be?

Student 1: To make inferences by finding clues that give me evidence to back up my predictions.

During the post-observation interview, ET4 was very clear about what she was trying to do through the guided reading lesson and the instructional strategies that she had learnt to put into practice as a result of her own professional learning:

So [use of] learning intentions, success criteria, modelling, and explaining, 'think alouds' – they are all the things I have learned from the project and giving kids specific feedback about the success criteria... the kids being able to give each other feedback and identifying next steps from feedback and even the sentence starters that I use – those speaking frames. So they have come out of the learning that I have done in monitoring meetings [teacher discussion on learners' progress]. Yes all of those things, being explicit in what I say and knowing what to draw kids' attention to when I am modelling and explaining if I want them to be able to co-construct success criteria.

Furthermore, ET4 talked about how she made links with students' home languages and literacies and encouraged her students to make the connections between school literacy learning and their home literacy practices. In fact, the school leadership planned to focus on teaching Samoan and also, to a greater degree, build on their students' home languages and literacy knowledge the following year:

I make links with Te Reo Māori because we have to learn Te Reo but the kids are amazing. The Pasifika kids especially know what sentences say or what they hear because they make the links to their own home language because they are so similar. Next year as part of the revised curriculum, we have to teach a language and we have chosen Samoan because another teacher and I can both speak and write a little bit, but we are going to use the kids as a strength, as models and good examples for us. So I think that is going to cement their Pasifika language if they speak one. Like we have chosen Samoan but we know it is going to reinforce Tokelauan and Tongan and the kids who speak Cook Islands Māori and also our Reo Māori. There will be so many links to make and then it is going to be so interesting having conversations with them about prefixes and suffixes. Like you don't have that in Samoan, you don't add an 's' on the end of a word or there is a particle that changes the tense of a sentence. So it is going to be really interesting.

ET4's expertise in explicit teaching and her use of instructional strategies that enabled her students to understand, utilise and articulate processing and comprehension strategies that were relevant for particular purposes and texts as well as her ability to link to and build on her students' existing world and literacy knowledge resulted in marked English literacy gains for her students.

Supporting Pasifika connections with texts, world, language and literacy knowledge

The two indicators under this fifth dimension of effective practice for Pasifika learners comprised:

- 5a) Teachers support Pasifika learners to make meaningful connections with Pasifika cultures, experiences, languages, literacies, texts and worldviews
- 5b) Teachers provide opportunities for Pasifika learners to transfer knowledge, languages and literacies from one context to another

Indicator 5a) Making meaningful Pasifika connections

As stated previously Effective Teacher 3 (ET3) was a teacher of a Year 1 class at School 2. She was particularly astute at supporting her students to make meaningful connections between their existing linguistic and world knowledge and the world of school. Her writing text purpose was linked strongly to her oral language programme and to the current topic focus, as well as having an authentic rationale that often included making connections with family/aiga and home. To illustrate: in the first observation of her teaching, the descriptive purpose was connected to the mini beast science topic, and the authentic purpose was to present her students' 'Who Am I'? scenarios to the school assembly, and to families/aiga. In the second observation of her teaching, the literacy focus of instructional writing was connected to the topic focus of machines. Students created their own picture hangers, which were to be given to families/aiga for Christmas with a set of instructions to enable family members to create their own. In the third observation of ET3's teaching, the literacy focus of the lesson was persuasive writing and entailed students writing a letter to persuade their families/aiga to take them to visit the public library. ET3 encouraged her students to connect their home funds of knowledge with school and to make school learning relevant and meaningful for home. ET3 also made strong connections with her Pasifika learners through use of their first languages as part of everyday communication in the classroom, rather than as 'stand-alone' language lessons:

I use Maori and Pasifika languages because I guess it respects those cultures... and I quite like the idea of not just saying, 'Right now is the Maori lesson'. It is integrated and it makes things a bit more interesting... and the children really like it. They like learning a new word in Samoan or a new word in Maori. They like to say, 'Oh we learnt something new'. It's really good for children like [Student 1] – me saying I don't know... but for the status to change and for me to be a learner and for [Student 1] to be the teacher. It was really good for him to be the expert and for me to say, 'You teach us what it is called', and you could see he was making all these little connections to do with 'fala', and I think things like that are really good to empower students.

ET3 recognised the value of connecting with students' languages and experiences and focused on enabling students to make connections between their first language and their English language development:

I know that I have got a lot of Samoan speakers and they just love it. I don't know if you noticed: on my door every week we have a word focus and we learn it and since the last time I spoke with you, I bought a children's Samoan picture dictionary. So I have got the Maori one and I have got the Samoan one. So every week we think of a word that we use at school and then we look it up and also because I have two boys particularly who are a little bit more outgoing and confident they are really good at telling us what the word is. Then we look it up as well and they help us with our pronunciation. Then the children are supposed to pick me up every time, like if it is 'book' and if I accidentally say book they are supposed to try and remind me that we are supposed to say 'pukapuka' or 'tusi'. I suppose it validates, I mean it is all really good learning because all the children are really keen to learn all these new words regardless of what their background is and it helps validate those Samoan speakers and maybe increases their sense of belonging. I bring it into topic work by looking, for example, at the verbs – what the Maori word and Samoan word for those things are and now it is set up. Yesterday at home time they all had to go and get their shoes and Student 2 just came up with 'Oh the Samoan word for shoes is 'se'evae' and we practised saying it altogether because I need help with my pronunciation. So by me initiating initially I guess they know that it will be encouraged and welcomed. So now it happens spontaneously as well with those boys. I can see them just kind of beaming with pride that they are teaching. They teach me and all the other kids something and it is really cool.

ET3's ability to enable her students to make meaningful connections and to transfer knowledge between their school and home lives by ensuring their language learning experiences and literacy products were significant in both domains meant that their literacy learning was relevant and authentic to their lived experience.

Indicator 5b) Transferring Pasifika knowledge, languages, and literacies

This illustration provides an example from a Samoan teacher regarding her articulated knowledge of her students' home language and literacy practices and how she utilised that knowledge to create meaningful bilingual opportunities in the classroom to build her students' literacy in English. Effective Teacher 2 (ET2) was a Years 5/6 teacher with predominantly Pasifika students in her class. She was cognizant of the language and literacy practices held by her Pasifika students, and believed that some non-Pasifika teachers held

incorrect assumptions about Pasifika students' language and literacy capabilities and were not aware of the funds of knowledge held by them outside of school:

I think we bring a lot of wealth and knowledge when we start school. You know a lot of teachers will say Samoans don't know how to read, they don't know how to write, but we have had our literacies forever and a day. We have our White Sunday, when our children learn their taulotos (memory verses) and have to read the Bible. So at five years of age we are learning how to sit down with Mum and Dad and learn John 3:16 "For God so loved the world...", and this is in Samoan. So I think the more teachers know about that and can make the time to find out a bit more about our children... the better teachers we can become... I think a lot of teachers group them and go, 'Oh he's a Samoan and all Samoans learn like this', or 'Tongans learn like this'. I'm not saying all teachers do that, but I think it is a mind-set that is definitely out there and before we head in that direction I think we as teachers need to stop and let's just find out about the lives of our children because there's so much wealth; there's so much that we can tap into, in relation to their successes. As professionals we have all these big discussions, what do we need to hook them in? Well let's find out about their backgrounds – what they know that is relevant to their worlds and then let's bring that in and celebrate it and look at it. Let's dissect it and analyse it in class: that is what we need to do.

ET2 described how she used Samoan to support teaching and learning, while at the same time creating opportunities for other bilingual learners to utilise their first languages. She focused on creating a classroom environment where learners' bilingualism was celebrated, encouraged and 'normalised':

I don't ever stop using Samoan. I use it with my non-Samoan children as well. All my children know what 'Nofo i lalo (sit down), tu i luga (stand up), fa'amolemole (please), fa'afetai (thank you), tapuni fai toto'a (shut the door), tapuni fa'amalama' (shut the window). Cos I'll say it and then, 'I beg your pardon, that was Samoan for please sit down'... Like I had one Asian boy say to me last week, "Mrs [ET2] – some of the boys were calling me faitatala." 'Faitatala' means 'nosy' and I said, 'Well were you?' He said, 'Well I was listening to what they were saying and I wasn't part of the conversation.' So I said, 'Well were you being faitatala?' And he goes, 'Yes I was'. ...And he's

Chinese. And then he told me what his word for it was in Chinese. We do a lot of this in our classroom – I'll say the Samoan word is 'this', and then my Arabic child says – 'In Arabic it's this', my Sudanese child will say, 'It's this'. I'm no longer saying 'What's your word?' I'll say 'Great, can you come and write it up and she'll come and write it up in Arabic and we'll look at the letters, I'll say, 'Wow look at this alphabet, so different from ours.'... We have lots of fun in our room.

ET2 also honed her students' musical skills and utilised them in meaningful ways within everyday literacy lessons to build vocabulary acquisition. She recognised that utilisation of song and rhythm was a technique to connect with and build on students' existing vocabulary-building schema, (cultural use of song and chant to expand and retain language and conceptual knowledge):

Coming back to music – we do lots of rapping. So we have this boy who does this beat box thing in his mouth – so we're just rapping and writing anything. As soon as I can think of a word like 'respect' for example – I say 'Right let's get some words together. Give us a beat so we can get some words'. Then I link it with writing so in our narratives for example, I am always trying to make these links. It works for me.

ET2 used her expertise adaptively by recognising and connecting with the bilingual and bi-literate skills that her Samoan students held in their total language resource. She determined individual students' language and literacy capability by utilising her Samoan language with learners requiring first language support. She recognised that a learner's lack of proficiency in English did not necessarily equate to illiteracy. Rather she sought to ascertain, connect with, value, and utilise Pasifika learners' total linguistic and literacy resource in the classroom:

I speak Samoan to children who have just come straight from Samoa who have no idea of what is happening. So I try to explain it in Samoan as best as I can and if I could do it in any other language I would. I have one student in particular who has just come from Samoa this year... I will often give instructions to her in Samoan. I will explain a task to her in Samoan. I will even carry out testing in Samoan with her. I have done numeracy testing with her in Samoan and for running records I have prompted her and spoken to her before

the reading in Samoan... I have found because this is the second year I have had my class, a lot of my New Zealand born children who last year wouldn't dare to speak Samoan have become a lot more comfortable in speaking Samoan in class. So that is fantastic...I just promote that it is nothing to be embarrassed about and it doesn't matter if your mum or your Nana can't speak English properly... So rather than mock and laugh, don't be embarrassed, be proud that you can speak two languages.

During the second observation of her teaching, ET2 had a major focus on the teaching of academic vocabulary and language features. She clarified the structure of a recount through a language experience activity by making three types of sandwiches to illustrate levels of weak to strong narrative writing. She implicitly used a Samoan communicative device (use of metaphor to make a point) that her students connected immediately to their knowledge of effective narrative writing. In Samoan oratory and discourse, the use of proverbs, metaphor and subtlety in language are highly esteemed as forms of communication.

Although the teacher did not explicitly articulate to her students that she was using the sandwich making activity as a metaphor to demonstrate weak to strong models of narrative writing – they implicitly understood that that was what she was doing. They were able to independently describe what each sandwich represented:

ET2: We are thinking and we are talking about recounts and I want everyone to be thinking 'What could bread have to do with recounts?'

Student: The first bread is for the beginning – like the introduction and the last bread is for the conclusion.

ET2: What do you think all my separate ingredients represent on my plate? My marmite, my jam, my peanut butter, my mayonnaise...

Student: They are all mixed up – like they are not in the right places.

Student: Lots of information but no order of events.

ET2: Can you tell me why you said that Student 1?

Student: Because they are all mixed up.

ET2: So what does this (other) sandwich show?

Student: The introduction and the order of events and the conclusion.

ET2: Fantastic and this is what I wanted to show you. See all my ingredients here: did I just throw them all onto one plate and then throw them onto the bread?

Students: No.

ET2: No I layered them one by one.

Following the modelling and discussion of the correct structure of a recount, the teacher provided another opportunity “for authentic language use with a focus on learners using academic language” (ESOL principle 5), by reinforcing the learning gained from this “metaphorical” language experience. She shared a personal recount of her recent trip to Samoa for a family bereavement. The sequence was jumbled and students needed to collaboratively ‘un-jumble’ it. She created opportunities for tuakana/teina pairings with ‘more able’ students providing support to ‘less able’ students to complete the narrative-sequencing task. Toward the end of the lesson ET2 explicitly referred to one of the language features evident in recount writing: “metaphor” (which had been demonstrated previously through the visual language ‘sandwich making’ experience).

Student: She was like a sister to you?

ET2: Yes absolutely, what sorts of words tell you that? You are right about “darkest”, anything else? Oh, “my heart was about to explode”. So what sort of word is it called when you say something like, “I couldn’t think or read instead my heart and head felt like they were about to explode?” What is that called when you use language like that?

Student: A metaphor.

ET2: And what does a metaphor mean again?

Student: It is something that isn’t real.

ET2: Right so a metaphor is like when something is going to happen but it can’t really happen because my head and my heart can’t really explode. Is there any other language in there that... shows you a metaphor?

Student: “The world stopped”.

The teacher’s willingness to share about her family bereavement created an authentic focus for her literacy teaching and meant that her students were fully engaged, because she had been absent for an extended time and they wanted to hear about her trip. The interactive language tasks enabled her Pasifika learners to draw on their own world and literacy knowledge and to use their explicit knowledge of the structure of a recount to write about a shared language experience, (the weekend school gala) situated within their current class writing purpose. The purpose for the writing was authentic in that the teacher had not been present at the gala, and wanted her students to provide her with an account of it.

In the final observation of her teaching, ET2 demonstrated strong practice in the explicit teaching of language and vocabulary and in making meaningful connections. She supported her Pasifika learners to make connections across writing purposes, using knowledge gained from the structure of a recount to inform their knowledge of the structure of an explanation. ET2 also seamlessly embedded the use of humour, within the body of her lesson, a practice perceived by students in the Pasifika Schooling Improvement project (2009) as being a strong motivational tool. Amituanai-Tolosa, et al. (2009) reported that students articulated that they preferred teachers who were organised, firm, clear and demanding but also had a sense of humour. The importance of oracy underpinning literacy development and the value of strengthening reading/writing links was evident throughout the observations of ET2's teaching where Pasifika learners were provided with multiple opportunities to work in communicative pairs or groups and to negotiate their understandings of academic vocabulary within meaningful contexts prior to writing.

Partnerships with Pasifika families and community knowledge holders

The two indicators under this sixth dimension of effective practice for Pasifika learners comprised:

- 6a) Teachers collaborate with Pasifika families in identifying student learning needs and valued outcomes
- 6b) Teachers build reciprocal relationships with Pasifika families/aiga and community experts to utilise their knowledge at school

Indicator 6a) Partnerships with Pasifika families/aiga

Effective Teacher 1 (ET1) developed strong relationships between herself and her Pasifika students' families/aiga by initially sharing photos of significant events within her own family and then inviting Pasifika families to do the same. She was willing to share personal aspects of her life with families and they in turn were more confident to share their lives with her. This resulted in family members being at ease to enter her classroom and to participate in everyday literacy events:

I've really gone out of my way this year to make contact with families and I talked about this last year when I told them a little bit about myself at the first parent interviews. This year I took photos of my parents and photos of my daughter, and I showed them and I talked about that with them... Student 1's

family – they were the first in and they were leaning forward and the body language suddenly became a ‘board lean’ and they were looking at the photos and I then said, ‘What I’m trying to do is get a lovely board in our room that we have rotating through special events that happen in people’s homes’. I said, “Send a photo of your family so I know who you are and what you look like,” and the kids all do. So we did that and we continued on, and when they had the wedding just recently and the photos of that – I took copies and popped them on the board. So when I’ve had special things happen I put them up and parents come around and have a look at them as well and so it was doing that but then sustaining that. So when I know something’s happening at home – I make a special point – I’ll either put a note in the bag or I’ll go and find some way you keep recognising what’s going on and the families are now very relaxed about coming in.

ET1 created a classroom environment where it was normal practice for parents to be present, particularly at the beginning and end of each day. She considered it important to create an environment where parents were comfortable about entering the classroom and she actively worked at developing parental awareness of her approachability by demonstrating that she enjoyed conversing with them about their children. She saw her Pasifika (and other) children situated as members of their families, and that it was necessary therefore to develop relationships with families in order to fully understand her students. The relationships she developed with family members were built on attitudes of respect, commitment, and mutual trust, ensuring that she was able to engage with family members in ‘familial’ ways. She actively generated opportunities to engage in conversations with family members, including those with limited English proficiency and was involved in significant family events as they occurred:

But it’s that thing about actively doing it. And I think that for some reason it’s more important to people because I’m seen as in a position of power, and I don’t want to be non-approachable. So for like the Thai Mum in my room and the Chinese Mum – it’s the same attitude you see, so even though they don’t speak great English it’s the same thing – make sure they’ve got plenty of photos so they’ve got something to hang a conversation on. The other thing I’ve done is that whole thing around encouraging them to come in at the end of the day and if we’ve done anything special – I always make sure for the pre-schoolers

that come, that if we've got balloons or biscuits then there's always one for them as well, because that was creating an issue for some of them because as I learned – the older ones give to the younger ones. The older kids in the school give to my kids. My kids give to the pre-schoolers. So I address that now. When babies are born at home I've sent home a little pair of booties with a card. You see it's all about making that link into home and now they come in and they are as happy as anything. And the other thing is when you know a family is struggling financially and you know we've got some clothes and because I've got a relationship now with a family I can give them things and they don't take offense at you giving and sharing.

ET1 talked about how she had changed her approach to first language utilisation by Pasifika (and other) learners in her class so that it had become normal practice for students to utilise their languages to support their reasoning and articulate their understanding in relation to teaching and learning scenarios. This had the additional effect of creating an environment where parents wanted to be present. The teacher then took advantage of those opportunities to talk to parents about their children's learning needs and how they might support them effectively at home:

But I also say to the students – I give them 'think time' now – "Think in Samoan, think in Tongan, think in Thai", if that's what you're doing so it's not always that they have to talk to somebody – they can actually think themselves and clarify their thinking that way. And what I've noticed is the kids because they now assume I know because I'm valuing what they're doing – I'll get a conversation that goes along and we'll have some Samoan words in the middle – but they don't even hesitate it just runs straight through – 'English, English, English, – Samoan, Samoan, English, English', and there is no doubt in these children's minds that I will understand exactly what they are talking about and they are perfectly accepting of that. And when they sang me 'Happy Birthday' it was the English version first and then straight into Samoan. I never said a word – they just did it – because they now know it's what we do in this room – we don't just speak English, we speak these other languages. It's normal. The spin off has been that my little Thai boy and my Vietnamese boy have come up and said to me – 'In Samoan you say it like this', and my Thai child says, 'And in Thai you say it like this'. So it's validating all of them. It's interesting that as a

result of all of that the families do come in. Now I've never had families just suddenly out of the blue arrive with morning tea and it's usually around some special occasion and it's almost like the word is out that the teacher needs feeding and so my little Vietnamese child – now his Mum speaks no English – and suddenly they're bringing me little fairy cakes. Now because they come in – I'm continually feeding in – 'Now this is where Student 1 is up to in her reading – and this is what we're going to be working on and so when she brings her books home – do this, this and this'. And it's just so easy to do and that's only come about because you build the strong relationship and have a privileged position: for Year 1 students – the parents do come in regularly – but it's how you move that through.

ET1's commitment to valuing and building on Pasifika learners' literacy practices such as memorisation of text and recitation meant that she deliberately chose classroom and homework literacy tasks that reflected the particular language and literacy strengths that were valued by Pasifika communities. She supported Pasifika families' commitment to build their children's first language literacy at home and celebrated the sharing of these linguistic products at school, having observed the positive effects of first language literacy development on the accelerated progress of her Pasifika learners' English literacy development:

They sometimes do reading or writing in first languages in class but it is mainly oral. What they'll do is practice their reading and writing at home and they'll often come in with stuff written in first languages from home. So they've obviously been talking and have been taught some first language literacy at home. Families are really keen. They really want their kids to succeed. And then the other thing that I've done is that I've been more focused on using poetry and song and shared reading that has a natural rhythm to it. Some of the shared books - they're okay but the kids love the repetitive 'jiggity, jiggity, jog,' 'piggity, piggity, pog'. Even though it doesn't make sense – I've done a lot more of that type of thing and using that memory thing. And when they were talking last year about the huge passages that they had learnt for White Sunday and they were quoting them to you when you came in and so I thought well that's obviously something that they understand and a skill that we underutilise. And so they love being on the floor with the big poems and chanting them away

to each other. But I also use them with the words going home from quite an early age, and the other thing I've done this year that I haven't done before is that I've sent spelling words home much earlier – it's this memorisation thing and it's something that the families understand. But the spin off is that the kids are writing more quickly and they've got more of the basic words more quickly.

ET1 affirmed that a commitment to building reciprocal relationships with her Pasifika families had resulted in stronger continuity between home and school. She stated that her Pasifika parents were not only exhibiting greater confidence in participating in classroom interactions but were also initiating exchanges that exhibited a degree of familiarity and humour that were characteristic of a personal relationship:

And it hasn't been hard to do. But for me it has been so exciting... the spin off that you get! The parents are funny and we've had so many laughs and the World Cup has been great because our class were supporting Canada and I invited all my parents to join us and march with us so they all came and [Parent 1] who is the mum who comes from Tonga – she was all dressed up in red and I said "I'm sorry – this is Canada; you can't be Tonga", but she walked with us and when she left at night she said 'Go Tonga' and I'm either 'Go Canada', or 'Go the All Blacks'; you know she has this joke, which was really surprising to me. She initiated it.

ET1's ability to build and maintain relationships with Pasifika families that were based on reciprocity and respect meant that her Pasifika learners experienced greater continuity between home and school. They were able to draw on their funds of knowledge and total language resource in the classroom because they knew the teacher considered the incorporation of this knowledge as being fundamental to their success at school. In sharing their children's Pasifika literacy products at school, parents recognised that ET1 valued their own family aspirations for their children of achieving success in both worlds.

Indicator 6b) Reciprocal relationships with Pasifika families/aiga

ET2 was a Samoan Years 5/6 teacher at School 1. She was both a teacher at the school and a member of the school community in that her children attended the same school. She and the Pasifika bilingual teacher aides in the school promoted reciprocal relationships with Pasifika families and community members in similar ways, in that they were perceived as 'community experts' with particular knowledge of the communities that they themselves

belonged to. They not only knew about the funds of knowledge that their Pasifika families and communities held, they also understood the particular learning styles and interaction patterns that were effective for Pasifika learners in the classroom:

I just put in big bold letters ‘know the learner’ and that is across the curriculum. What does a good writing session feel like? Well – it is knowing the learner and I know what hooks them in. I know what style of teaching best fits these children.

Both ET2 and the Pasifika teacher aides at her school were utilised by senior managers or other classroom teachers as community experts or ‘knowledge holders of the culture’, and also as ‘connectors’ between community and school. Colleagues tapped their specific insights into particular cultural funds of knowledge during relevant classroom topics. Additionally, their relationships with members of the Pasifika community meant that they were aware of the particular forms of expertise and knowledge held by those communities or by particular individuals within them. In fact ET2 was the only Pasifika teacher at her school and at times acted in a brokering capacity between the school and the Samoan community. She demonstrated the ability to tap into the funds of knowledge held by a range of socio-cultural groups and families (not only Pasifika) and was able to use that knowledge as a springboard for learning:

I think children come from so many ethnic groups and what they bring with them is a whole wealth of life experience, culture, and tradition. I think it is a real gift for us as teachers and as a school to have that, and I think it is our job to try and tap into that and use it more. Because once we start talking about things like Ramadan and Ede not only the Muslim children are sitting up, but also my non-Muslim children are saying, ‘What’s that?’ From there you just drop a little penny here; it just opens a door way for other children. It comes down to getting to know them individually... I think that teaching is a bit like being a parent. You just watch and listen for what interests them most. I am very passionate about literacy and I believe that getting to know my kids and what they do really hooks them in. When I see them hooked in, then I know we are making some sort of progress.

ET2 endeavoured to know her Pasifika learners in deep ways that were not limited to traditionally valued school knowledge, and having determined the funds of knowledge held

by her students as well as the identities of relevant community knowledge holders – would store that information and tap into it at the right time to support classroom teaching and learning:

I just think that as teachers we need to celebrate the differences of our children. An example I have is two little Fijian Indian girls and they go to Hindi classes every Sunday and it wasn't until I said at the beginning of the year, 'I want you to write me a story: introduce yourself to me and tell me stuff that I don't already know about you.' I never knew that I had girls who went to Hindi classes every Sunday. They learn how to sing, dance, recite, they put on these huge productions in Hindi and I thought, 'Wow I am going to keep that up my sleeve because I am going to pull that out sometime this year and use it'.

ET2 described how she tapped into her own family's cultural knowledge and expertise at a time that connected with the school-wide topic of 'culture', through her mother who held particular knowledge in Samoan arts and crafts. She explained:

We were having a weeklong celebration of cultures one year at school and all teachers and classes were asked to host some sort of cultural demonstration or activity in each of the classrooms. We were encouraged to invite parents and families to come along to either share their knowledge or expertise or take part in the activities. So we had poi making, cooking Indian food, printmaking and the like. As it happened, I knew an expert within my reach – my Mum who is very skillful (and still is at 72) in arts and crafts. From making hats – church hats for women and outdoor type hats using pandanus leaves, to necklaces of all sorts, cultural lei/ula to European style assimilated bead necklaces with a touch of elegant Samoan-ness. So I dragged Mum along to show and teach my class an eight-plait using curling ribbon in place of pandanus leaves. I can barely do a three-plait... The most interesting part of this whole story was that, my 'expert' who had come along to teach the skill of plaiting, ended up talking to my class about her life. Initially, Mum didn't want to come in, for two main reasons – firstly she didn't consider her knowledge as being 'valuable', and by no means did she consider herself an expert – in her words "You're the teacher, I'm just your mother who can make pulou (hats) and ula (necklaces); what can I teach your class?" Secondly, she didn't want to 'embarrass' her daughter the schoolteacher in front of the class with her broken English. I tell you what – it

was the most amazing thing that I had ever seen in a classroom. One of my students asked my mum, what it was like growing up in Samoa and going to school? She spoke of early rising and doing chores before school and then walking to school with brand new jandals that were only used for school (they were put back into the plastic bag after school to be used for the following day). On arrival at school, they had a nail and hair inspection by the 'palagi' missionary teacher. The school day started with the singing of 'God Save the Queen'. She was not allowed to speak Samoan at school and the day was spent learning English grammar and pronunciation. When she went home chores were done, prayers were said and then the evening sessions of reading the Samoan Bible to her father began. My grandfather would listen to her enunciate words and drill her about the meanings and context of passages. These sessions always ended with Mum reciting aloud the family tree and lineage on both sides (her Mum and Dad's families). She then had to recite aloud the whakapapa of Samoa. Again my Granddad would drill her and ask her questions about various family members.

What my mum shared with my children that day, there are probably books written about it today but you could not Google its worth. My class was so spell bound by Mum that they literally hung on every word she said. In hindsight, what Mum talked about that day is all part and parcel and deeply embedded in what we know today as oral traditions being passed down through the generations and the importance of memorisation, but I guess its true value for me and what made it so special, was Mum's courage, strength and pride in sharing a part of her life, with a bunch of students, even with her broken English.... which incidentally, I don't think is broken at all.

ET2 created an opportunity in the privileged classroom space for community knowledge and expertise to be shared with her students. Although the intended sharing was at a 'surface' level of culture (the sharing of how to do an eight-plait used in weaving), it created an opening for the Samoan expert (ET2's mother) to share deeper features of her culture with those learners, including her esteem held for Fa'a Samoa (Samoan culture) through the valuing of gafa (ancestral lineage) and oral traditions: sustained through memorisation and recitation, the importance of spirituality and family routines that honoured God (indigenisation of Christianity), the respect for leadership through 'tautua' (service),

learnt through allocation of responsibilities when young, the valuing of grandparents and their role and responsibility in ensuring their history and traditions were passed on to their grandchildren. The sharing of some of these deeper features of Samoan cultural knowledge in the classroom space meant that its status as valid knowledge was recognised at school.

Summary

This chapter has discussed the dimensions and indicators of effective teacher practice for Pasifika learners. Illustrations from the effective teachers, their schools and their Pasifika learners were used to elucidate the indicators. The effectiveness of the teachers' practice resulted in significant language and literacy gains for the Pasifika learners in their classes. It should be noted that the effective teachers used their expertise adaptively by utilising a repertoire of behaviours and actions that demonstrated the various dimensions and indicators of effective practice in synthesised ways. All effective teachers demonstrated all dimensions to varying degrees, depending on their context and learners. The illustrations are those that best provided explicit explanation of those dimensions and indicators in practice.

CHAPTER 5

RESULTS: IMPROVEMENT TEACHERS

Introduction

This chapter presents the second part of the results – the overall patterns over time of the improvement teachers, followed by discussion of their improvement against the same dimensions and indicators of effective practice for Pasifika learners, as were used for the effective teachers (Figure 3.1). The five improvement teachers worked in three schools that had large numbers of Pasifika students, and were identified by the Ministry of Education as schools that would benefit from engagement in literacy-focused PLD, having presented with problematic Pasifika student achievement prior to the PLD intervention. At entry, Pasifika student achievement in reading in these schools was around 20 points lower than non-Pasifika students on standardised assessments. During the first year of the intervention, Pasifika students' achievement progressed to the normative rate and by the end of the second year, these schools demonstrated very good gains for their Pasifika students, ranging from 40-80 points for both Pasifika and non-Pasifika groups.

All case study teachers improved their practice in relation to the dimensions of effective practice for Pasifika learners. The teachers whose practice is illustrated in this chapter were chosen to illustrate improvement from predominantly rudimentary practice at Time 1 (T1) when they were new to the literacy professional development project, to either indicative or strong practice at Time 3 (T3), after two years' engagement in the intervention. The facilitation of improvement by leaders or facilitators, that enabled teachers to improve their practice, is also described. The pedagogical content knowledge that the leaders, facilitators and teachers focused on, and the particular actions employed by these school leaders and facilitators in arranging and supporting teachers' professional learning and practice are demonstrated using specific professional learning examples.

Improvement teachers

The improvement teachers (ITs) were volunteers who agreed to participate in the research at T1 (the beginning of their participation in the literacy project). They demonstrated a range of professional knowledge and practice at that time with most exhibiting rudimentary practice in relation to the indicators, and one teacher demonstrating indicative practice against some of the dimensions and indicators of effective practice

specific to Pasifika learners. At T3, following two years of engagement in professional learning, they improved their practice and exhibited mostly indicative and some strong practice against the same indicators. The improvement teachers were chosen to answer the second research question: What shifts in practice are evident through teachers' engagement in professional learning and development?

Leaders and facilitators

Leaders and facilitators supported improvement of teacher practice in relation to the dimensions of effective practice for Pasifika learners in a range of ways that included large group, small group and individual learning situations. They surfaced and challenged existing teacher beliefs through inquiry, and collaborative learning conversations in order to elicit change in teacher practice. They modelled effective practice and encouraged teachers to trial new strategies and practices within a safe, 'risk-taking' environment. The leaders and facilitators were chosen to answer the third research question: What school leadership and facilitation practices promote teachers' understanding and use of effective practices so that their Pasifika learners improve their achievement?

Data sources and categorising of teacher practice

The key data sources for this chapter were observations of classroom practice and of professional learning opportunities, together with the interviews of teachers (and students) associated with these, as described in Chapter 3. The examples of leader and/or facilitator practice chosen to exemplify facilitation of improvement of teacher practice were drawn predominantly from the same interviews with teachers and facilitators, or from interviews with school leaders.

In summary, a categorisation of "rudimentary practice" was made when practice was in the early stages of being learned and the focus was still on the mechanics of teaching, rather than it being integrated across situations and responsive to students, families, and communities. As indicated previously, a practice was categorised as "indicative" when the teacher's actions were more evident and responsive (than that classified as rudimentary) but the evidence across data sources was inconsistent or the practice was only evident in some of the examples. Practice was categorised as "strong" when teachers' actions were consistent across a majority of data sources, appeared to be embedded into their daily routines, were responsive and adaptive to context and to learners, and almost all of the attributes of the indicators and dimension were present.

Improvement across dimensions

The overall patterns of progress made by the improvement teachers against the dimensions and indicators of effective practice for Pasifika learners are presented as percentages against each dimension in Table 5.1. Two indicators of effective practice are represented within each dimension (12 in total), with the total percentages under each dimension illustrative of 10 indicator shifts per dimension (60 in total).

Table 5.1: Percentage for each dimension—Improvement teachers over time

Improvement Teachers (N=5)						
Dimension	Time 1			Time 3		
	<i>Rud</i>	<i>Ind</i>	<i>Str</i>	<i>Rud</i>	<i>Ind</i>	<i>Str</i>
1. Knowledge of Pasifika learners	90	10	0	0	80	20
2. Expectations of Pasifika learners	100	0	0	0	100	0
3. Knowledge of Pasifika bilingualism, SLA, & literacy learning	90	10	0	0	90	10
4. Instructional strategies, including Pasifika languages	100	0	0	0	100	0
5. Pasifika connections with texts, world, and literacy knowledge	100	0	0	0	100	0
6. Partnerships with Pasifika families/aiga and community knowledge holders	100	0	0	0	100	0

Note. *Str* = strong practice; *Ind* = indicative practice; *Rud* = rudimentary practice.

Overall patterns

At T1, the majority of the improvement teachers' practices were categorised as rudimentary against the dimensions and indicators of effective practice for Pasifika learners. No improvement teachers' practices were categorised as strong practice across data sources at the beginning of their participation in the professional development project. Only one improvement teacher's practice (IT2) was categorised as indicative against two of the indicators (dimension 1: Analysis and use of English language and literacy data, and, dimension 3: Use of evidence to design learning sequences and monitor progress). In order to specify the extent of teacher improvement, the data were examined to identify if some dimensions were more difficult than others to improve. The least strong dimensions at T1 were 2) *Expectations of Pasifika learners*, 4) *Instructional language learning strategies*,

including Pasifika languages as resources for learning, 5) Supporting Pasifika connections with texts, world and literacy knowledge, and 6) Partnerships with Pasifika families and community knowledge holders. It appeared that the improvement teachers' expectations were not associated with Pasifika families' aspirations and values, or the development of Pasifika student agency. Their instructional practices did not include Pasifika languages utilisation or the purposeful application of Pasifika literacy practices, and there were limited connections with Pasifika cultural knowledge in classroom teaching and learning. Interactions with families were reflective of 'one-way' rather than reciprocal partnerships, and there was no evidence of the promotion of community knowledge sharing at school. The two other dimensions (*knowledge of Pasifika learners and, knowledge of Pasifika bilingualism, second language acquisition and literacy learning*) were also weak at Time 1. Improvement teachers needed support to analyse and use English language and literacy data, Pasifika home language data, and family/cultural funds of knowledge to build particular pedagogical content knowledge specific to Pasifika learners. Their knowledge of Pasifika bilingualism, and the processes of second language acquisition that would support and accelerate their Pasifika students' literacy learning was limited.

By T3, most improvement teachers' practices were categorised as indicative, with the same teacher (IT2) categorised as strong against the same two indicators, and another improvement teacher (IT5) categorised as strong against one indicator (dimension 1: *Analysis and use of English language and literacy data*). It was evident that the improvement teachers' engagement in professional learning had made a significant impact on their practice against all dimensions, enabling them to cater more particularly to their Pasifika learners' strengths and needs. The particular teachers, leaders and facilitators selected to illustrate both improvement and facilitation of improvement against the dimensions are outlined in Table 5.3. A caution when interpreting these overall patterns is that although there were consistent overall patterns for the improvement teachers, there was variability. Teachers involved in professional learning and development often began at different starting points and also made varying rates of progress depending on their ability adequately to grasp, transfer and embed what they were learning into their own classroom practice.

Patterns of individual improvement

The overall patterns of improvement on the dimensions of effective practice for Pasifika learners hide individual differences in teacher practice and improvement. Each of

the six dimensions is elucidated by two indicators (12 in total). Individual teachers' patterns of improvement on the 12 indicators are presented in Table 5.2 (60 indicator shifts in total). On the indicators for the five improvement teachers at Time 1, 58 indicators fitted the descriptor for rudimentary, 2 fitted the descriptor for indicative and none met the criteria for strong practice (n=60). At Time 3 (at the end of the research project), the balance had shifted considerably, with no indicators categorised as rudimentary, 57 as indicative, and 3 as strong practice (n=60). The improvement teachers were involved in the PLD literacy intervention for a shorter time period (two years at T3), than the effective teachers (who were chosen because of their effectiveness with Pasifika learners) so, although the improvement teachers made significant improvement on the indicators, they were still focused on improving their pedagogical content knowledge and their practice, and exhibited practice at an indicative rather than strong level on most dimensions at T3.

There appeared to be a connection between leading learning and teaching: teachers who were involved in collaborative leading of professional learning (that is, the literacy leaders who were also classroom teachers) appeared to make greater progress than those who were not involved in leading learning. They seemingly benefited from having additional time with the facilitators to make connections between generic and specific practice for their particular Pasifika learners.

The patterns of the improvement teachers are presented in Table 5.2 in terms of their patterns of change over time. The table is followed with a discussion on the nature of the improvement in practice for different dimensions and indicators. Different improvement teachers were chosen to illustrate different dimensions, as highlighted in Table 5.2.

Table 5.2: Overall Patterns—Improvement Teachers—Times 1 & 3

Indicators	Improvement Teachers (ITs) N=5				
	IT1 (Year 1)	IT2 (Years 5-6)	IT3 (Years 2/3)	IT4 (Years 4/5)	IT5 (Year 1)
	School 3	School 3	School 4	School 4	School 5
1. Knowledge of Pasifika learners					
Teachers analyse and use English language & literacy data	R-I	I-S	R-I	R-I	R-S
Teachers analyse and use Pasifika language & literacy data	R-I	R-I	R-I	R-I	R-I
2. Expectations of Pasifika learners					
Teachers set high expectations – Pasifika informed	R-I	R-I	R-I	R-I	R-I
Teachers build effective student relationships – Pasifika agency	R-I	R-I	R-I	R-I	R-I
3. Knowledge of Pasifika bilingualism, second language acquisition, & literacy learning					
Teachers know about Pasifika bilingualism, SLA & literacy learning	R-I	R-I	R-I	R-I	R-I
Teachers use evidence to design learning sequences & monitor progress of Pasifika learners	R-I	I-S	R-I	R-I	R-I
4. Instructional strategies, including Pasifika languages as resources for learning					
Teachers explicitly teach language & vocabulary – oracy	R-I	R-I	R-I	R-I	R-I
Teachers explicitly teach strategies for written language – literacy	R-I	R-I	R-I	R-I	R-I
5. Pasifika connections with texts, world and literacy knowledge					
Teachers make meaningful connections with Pasifika	R-I	R-I	R-I	R-I	R-I
Teachers teach for transfer across Pasifika & other contexts	R-I	R-I	R-I	R-I	R-I
6. Partnerships with Pasifika families/aiga & community knowledge holders					
Teachers collaborate with Pasifika families	R-I	R-I	R-I	R-I	R-I
Teachers utilise community experts at school	R-I	R-I	R-I	R-I	R-I
Overall patterns	All R-I	Most R/I (S=2)	All R-I	All R-I	Most R-I (S=1)

Note. Highlighted indicators specify the particular Improvement Teacher selected to illustrate that indicator.

Illustrative examples of improvements in practice

Teacher improvement is exemplified in the following discussion, using examples from the improvement teachers who were refining their knowledge of generic effective literacy practice and were beginning to ensure targeted and individualised responsiveness specific to their Pasifika learners. The examples of practice chosen to exemplify the improvement teachers' existing practices prior to the professional learning and development intervention were drawn from T1 or T2 and the examples of practice chosen to demonstrate their improvement in practice specific to Pasifika learners were drawn from T3.

Improvement in teacher practice against the indicators of effective practice for Pasifika learners (12 indicators in total), are discussed and elucidated through illustrations from the five improvement teachers. Each illustration provides contextual information about the teacher, the school and the learners. Teacher improvement against the indicator is exemplified using illustrations of practice at T1, T2, and T3. Teacher professional learning contributing to shifts in teacher practice is elucidated, and the particular actions of leaders and/or facilitators in promoting teacher improvement are described. The dimensions, indicators and the teachers selected to illustrate improvement are summarised in Table 5.3. These particular illustrations were selected as the examples of practice that most clearly demonstrated improvement against the indicators.

Table 5.3: Dimensions and indicators illustrated by improvement teachers, with associated PL

Dimension	Indicator	Illustration – Improvement teacher & school	Illustration – Facilitation of professional learning
1) Knowledge of Pasifika learners	<i>1a) Teachers analyse and use English language and literacy data in their practice</i>	Illustration 1.1 IT1 at School 3 (Year 1)	Facilitator 2 (F2) PLS 1 & 2 Leader 3
	<i>1b) Teachers analyse and use Pasifika home language data and family/cultural funds of knowledge</i>	Illustration 1.2 IT3 at School 4 (Years 2/3)	Facilitator 3 (F3) PLS 2 Leader 4
2) Expectations of Pasifika learners	<i>2a) Teachers set high, informed expectations for student learning which build on Pasifika learners' aspirations and values</i>	Illustration 2.1 IT1 at School 3 (Year 1)	Facilitator 2 (F2) PLS 1
	<i>2b) Teachers build effective teacher-student relationships that focus on learning and build Pasifika learner agency</i>	Illustration 2.2 IT2 at School 3 (Years 5/6)	Facilitators 2 & 4 (F2 & F4) PLS 1 & 2
3) Knowledge of Pasifika bilingualism, second language acquisition and literacy learning	<i>3a) Teachers know about Pasifika bilingualism, second language acquisition, and literacy learning</i>	Illustration 3.1 IT2 at School 3 (Years 5/6)	Facilitator 4 (F4) PLS 4
	<i>3b) Teachers use evidence from student data and from practice to design learning sequences, and monitor progress in relation to Pasifika learners' language and literacy needs</i>	Illustration 3.2 IT4 at School 4 (Years 4/5)	Facilitator 3 (F3) PLS 2 Leader 4
4) Instructional language learning strategies including Pasifika languages as resources for learning	<i>4a) Teachers explicitly teach English language and vocabulary by building on Pasifika home languages and oral practices (Oracy)</i>	Illustration 4.1 IT5 at School 5 (Year 1)	Facilitator 5 (F5) PLS 3 Leader 5
	<i>4b) Teachers explicitly teach strategies for written language, including use of Pasifika literacy practices (Literacy)</i>	Illustration 4.2 IT2 at School 3 (Years 5/6)	Facilitator 2 (F2) PLS 1 & 4
5) Supporting Pasifika connections with texts, world and literacy knowledge	<i>5a) Teachers support Pasifika learners to make meaningful connections with Pasifika cultures, experiences, languages, literacies, texts and worldviews</i>	Illustration 5.1 IT4 at School 4 (Years 4/5)	Facilitator 4 (F4) PLS 1 & 2
	<i>5b) Teachers provide opportunities for Pasifika learners to transfer knowledge, languages and literacies from one context to another</i>	Illustration 5.2 IT2 at School 3 (Years 5/6)	Facilitators 2 & 4 (F2 & F4) PLS 1 & 4
6) Partnerships with Pasifika families and community knowledge holders	<i>6a) Teachers collaborate with Pasifika families in identifying student learning needs and valued outcomes</i>	Illustration 6.1 IT3 at School 4 (Years 2/3)	Leader 4 (L4)
	<i>6b) Teachers build reciprocal relationships with Pasifika families and community experts to utilise their knowledge at school</i>	Illustration 6.2 IT5 at School 5 (Year 1)	Facilitator 5 (F5) PLS 3

Knowledge of Pasifika learners

Improvement against the first dimension: ‘Knowledge of Pasifika learners’ is illustrated by Improvement Teacher 1, (for Indicator 1a), and by Improvement Teacher 3, (for Indicator 1b).

Indicator 1a) English language and literacy data

Improvement Teacher 1 (IT1) improved from rudimentary at T1 to indicative at T3 against Indicator 1a) Teachers analyse and use English language and literacy data consistently. She was a teacher of a Year 1 class at School 2, a moderately large school with a diverse population of approximately 500 students, of which 40% were Pasifika, two thirds of whom were Samoan and Tongan, followed by Indian, then Māori then other students of European and Asian descent. It was evident at the beginning of the research that there were few school-wide systems in place for the collection, analysis and use of English literacy data. This had an impact on individual teacher practice and, specifically, in the junior area of the school where Improvement Teacher 1 (IT1) worked. There were minimal data collected and those that were collected were used for reporting purposes rather than to inform teaching and learning. Data analyses were completed by senior managers, with only running record data being collected by classroom teachers.

Linking purpose with student learning needs

The first observation of IT1’s teaching was with a group of Year 1 Pasifika students engaged in a guided reading lesson in March 2009. Her learning focus was on text decoding or processing rather than reading for meaning. She did not make the learning intention explicit to her students during the lesson, and only became aware during the student interviews that they had not understood the purpose of the lesson. Her description of her students’ reading abilities was generic rather than specific. During the interview prior to the observation of her teaching, IT1 stated that:

It is early in the year and the group that I have are my more able group. So they came to me as Level 1 children and I assessed them. One of them I would have said is actually a Level 2 reader but, by and large, Level 1.

IT1 was an overseas trained teacher and stated in the teacher interview following the lesson that she came from an education system where identification of students’ learning

needs was largely overlooked, as was knowledge of their family literacy practices. This teacher had not previously interviewed students about their learning, had assumed the lesson was successful, and was surprised students had not understood the learning intention. When asked how effective she thought she was in meeting the learning intention, she realised that she needed to learn more about being responsive to a range of evidence in relation to students' learning, including student voice:

If you hadn't spoken to the children I would probably have said I did well, but after hearing what you said [from] the children, obviously I didn't meet the learning intention at all. So that was really interesting for me... I think 5 year olds can vocalise their learning, but this is a new area for me. As I said to you in the beginning, where I have come from it was fairly old school teaching where the children weren't actually even a consideration when you look back at it. "Did you get that box ticked?" "Yes I did", you know?

It was evident during their interviews with the researcher that the students were unclear about what they were learning to do as readers and they were unable to articulate their learning in specific detail:

Researcher: What about you, Child 4, what do you need to work on to be a better reader?

Student 4: Good.

Researcher: Good what?

Student 4: Reading.

Researcher: How will you know you are doing good reading?

Student 4: I don't know.

IT1's realisation that the learning intention for the lesson had not been met was supported by both her observation of student responses to questions about their learning and also through conversations following the lesson:

What I realised I needed to do was to make the learning intentions more visual and also to keep them in mind. So that the children know exactly what is going to be expected of them.... I suppose it is something I knew that I should be doing, but sometimes you just need somebody there to say 'look'. Yes for me the most significant thing was when you were talking to the children and that is when I got the biggest eye opener, when I realised the children didn't even

know. It's not even modelled and they couldn't answer the questions because they just didn't know.

By the second observation of her teaching, IT1 was able to provide particular knowledge based on a range of evidence about her Pasifika learners' reading abilities and needs. Her focus had shifted from word processing to reading for meaning using a range of strategies, and she was able to articulate their literacy needs within a particular reading level (level 7 and 8):

We have been really focusing on using pictures and we are doing that because I still find they tend to jump in and try to read the text without looking at the picture to see what it could be. So really that is a big thing – using pictures to support meaning. But also they have been learning other strategies such as reading on. So today we will be using pictures for meaning but also they need some support with high frequency words and remembering that we know some words and can actually read them without having to decode them. You don't have to decode every single word.

IT1 expressed that she had learnt to analyse and use running record data (Clay, 2005) to inform her knowledge of her students and her teaching focus. It was evident that she now valued data to inform her teaching, to check her assumptions about her students' literacy learning needs and to specify learning intentions with her students. During the conversation prior to the third observation of her teaching, IT1 talked about the evidence she drew on to understand her learners' strengths and needs, including use of running records, anecdotal observations and observation survey data which she had begun to collect at both five and six years, and which were used to inform her teaching goals: *“A strength that I want them to have is to search for meaning and to use the pictures for that, and to also use their prior knowledge”*.

As a result of IT1's professional learning in the use of assessment tools, it was apparent that, by the third observation of her teaching, she continued to focus on reading for meaning, mainly through use of visual cues, and utilisation of prior knowledge. In contrast to the first observation of her teaching, when there was no evidence of use of data to inform teaching, she ensured that explicit learning intentions arising from analysis of her students' literacy data were clearly articulated: *“The WALT that I have put down today is: We are learning to read by using the pictures and thinking about what we know to understand the story”*.

Her learning intention of using visual cues to support comprehension was articulated by students during the student interviews undertaken by the researcher:

Researcher: Student 4 what were you reading about today?

Student 4: My gran and my granddad.

Researcher: Why were you reading that story?

Student 4: To practise.

Researcher: To practise what Student 4?

Student 4: Reading.

Researcher: What are you learning to do as a reader?

Student 4: Look at the pictures and think.

Researcher: How will you know if you are successful at that?

Student 4: If I know the words.

Researcher: What did your teacher do to help you with your reading today?

Student 4: Tell the words.

Researcher: What do you need to do to work on to be a better reader?

Student 4: Keep practising.

Researcher: How do you know this?

Student 4: Because I have a really powerful brain.

Developing ongoing professional learning goals

IT1 had begun to reflect constantly on her practice and refine her professional learning goals in relation to her students' literacy learning needs. During the conversation following the third observation of her teaching, she expressed that she needed to improve the articulation of success criteria to ensure that her Pasifika learners would be more aware of what they needed to do to be successful readers. She had noticed during the lesson that although the students were successfully using visual and prior knowledge cues, these cues were insufficient on their own to enable her Pasifika learners to process the text successfully for meaning. With professional support she realised that she needed to provide precise success criteria and teach her students to use a wider range of reading cues (including semantic and syntactic cues) to ensure their success at reading for meaning:

Because I think at the beginning of the journey even making specific learning intentions for reading was something we were never told to do or shown how to do. So the first part of the journey was actually formulating the learning

intentions. But now that I have done that and I am okay with that, I can now see it is just not enough on its own. So I suppose that is the part of the journey I am on at the moment.

After approximately 18 months' participation in the literacy professional development intervention, IT1 expressed how much she had learnt in relation to her knowledge of her Pasifika learners' language and literacy strengths and needs:

So the whole thing has just been very exciting and once you start opening yourself up to new practices, it is exciting for the children too, because I wouldn't say you have got the key to unlock everything, but you have got a key that unlocks some of the doors. The children start to respond a bit more and just bit-by-bit you can break down certain barriers that may have been there. So the whole thing for me, when I look back from first starting 18 months ago to now, and what I know now from then, I think I have actually learnt quite a bit. Still a long way to go but I think the more that we get, the more your eyes are open, but there has been a huge jump.

Professional learning contributing to shifts in practice

The improvement in IT1's practice was related to her engagement in professional learning that supported her to analyse and use student data to inform teaching and learning, to ascertain trends and to set targets. Through engaging in both whole school and junior syndicate professional learning sessions focused on the analysis and use of English data, she learnt how to use assessment tools that she had not previously used, including the *Supplementary Test of Achievement in Reading (STAR)*, (Elley, 2000), and the *Observation Survey of Early Literacy Achievement* (Clay, 2005). She was involved for the first time in collecting and analysing her own student data:

We have done the [Observation Surveys] – and it was the first time that we did them, but even that first time was so exciting because it was quite evident what their needs were, but for the longer term for me personally I just want to get better at doing the Survey itself and examining the Survey and using that to instruct my teaching and where I have to go. So for me that is just a longer term goal; it is an ongoing thing that in the longer term I want to be more efficient.

[Refers to Marie Clay's (2005) *An observation survey of early literacy achievement*, commonly used in New Zealand primary schools in reading assessment]

IT1's professional learning was supported by Facilitator 2 who coached her to analyse and use English data effectively in order to inform her teaching and learning goals. Facilitator 2 focused on supporting both the literacy leaders and teachers to analyse and use the data they were collecting from a range of assessment tools to make connections between assessment and learning. She explained what she was endeavouring to do at the second professional learning session:

I really wanted the literacy leaders and teachers to gain a perspective of the progress over time specifically on the Observation Survey and STAR data, but I wanted them to be making connections from the asTTle data... to the analysis we are doing today so that they are beginning to make overall judgments across the school. I wanted them to be not only looking at progress, but achievement... to be identifying who was at risk, who was of concern and who was at, and to be identifying what were the patterns of needs of each of those groups. I wanted them to be identifying who they were and then to be identifying who the sites of practice for excellence and for need were... The task was really designed to ensure that they are making connections across data and within data.

The facilitator worked with literacy leaders and teachers to develop capability in the analysis and use of data by leading professional learning sessions with literacy leaders and teachers in whole school or syndicate sessions. IT1 became the junior school literacy leader during the first year of the research and benefited from participating in the co-constructed learning conversations with the facilitator, other literacy leaders and teachers. During the second PL session, Facilitator 2 used the school's literacy data in a collaborative task that required the literacy leaders to analyse and identify emerging patterns from a range of assessment tools, and connect those findings with teachers' and students' learning

objectives. She endeavoured to embed the timely utilisation of data within individual teachers’ practice and in the school’s systemic organisation, so that those processes would continue after her departure. It was evident that IT1 had developed an “inquiry habit of mind” (Earl & Katz, 2006), and was deliberately using what she learnt in the professional learning sessions in her classroom practice. Her utilisation of data was specifically related to particular learning intentions, success criteria and monitoring processes:

At the moment I am really looking at the ‘Ready to Read’ resource folder. I’m looking at the data she gave us today from this hand-out and about the girl and all the different children that she had... I’ve been trying to think more explicitly about what my learning intentions are going to be, but maybe not so much monitoring the success criteria, I have been really going hard out on the learning intention and not thinking as much about the success criteria. So for me it will be the next step: linking those two together and trying to monitor how they go together, how can I assess them, and from the children – how can I see if that has actually worked?

Facilitator 2 had an unrelenting focus on supporting literacy leaders and teachers to develop clarity about the use of data to inform their knowledge of students’ literacy learning needs, in order to prompt action that would result ultimately in accelerated student achievement:

I actually think that in the data analysis work that we are doing we are trying to unpack not just who is at risk, but why they are at risk, and informing both the leaders and teachers so that they can set the necessary goals and put in place the actions that need to be put in place, and that to me is probably the key reason for why there is movement... They have started to look at the patterns that are emerging, and to be honest I don’t think that has been explored before.

With the support of Facilitator 2, Leader 3 initiated professional learning groups across the school where teachers focused on supporting each other through collaborative problem solving of puzzles of practice specific to particular Pasifika learners. She described the impact of these professional learning groups on teachers’ practice:

I think one of the big things was, ‘be open to ‘learning conversations’. So really helping people unpack their own learning rather than giving people the answers and also through the monitoring meetings creating those professional

learning groups where practice is shared: and that has been a huge shift in teachers' learning.

Leader 3 also identified levers for change in the school, which included undertaking practice analysis conversations with teachers and school-wide analysis of data. These practice analysis conversations were discussions between the teacher and the facilitator or leader, based on protocols of co-constructed learning, involving collaborative knowledge construction through the joint deconstruction of practice, engagement of teachers' theories, and co-construction of new practices that involved both coaches' and teachers' viewpoints (Timperley, Parr, Holsbosch, 2008). She described what she had learnt from the facilitator as a literacy leader, particularly in relation to undertaking practice analysis conversations with classroom teachers. She acknowledged that Facilitator 2's modelling of this process as she 'shadowed' her, supported Leader 3 in undertaking the process herself with teachers, and in sustaining those practices in the school after the facilitator had left:

One of the significant levers for me was undertaking practice analysis conversations because it really highlighted the need to really focus on what the evidence is and drawing out from teachers the learning they need to get from the evidence that is in front of them. So it is putting those pieces of the jigsaw together. I know that the skills I learnt through the modelling from Facilitator 2 has made me more effective in my interactions in general, which has been great. The other thing that has been important is the data analysis in terms of putting all the pieces of the jigsaw together so that we have actually got a big picture and unpacking all of that data so that we have now got direction. So even though it is not necessarily a pretty picture it feels like we have got some wheels in motion in terms of where we are actually going to head and that is a really good thing. We can't bury our heads in the sand any more, we have got to actually drive that forward. So I guess the impact of that I don't know yet because we haven't gone out and worked with everybody, but hopefully that message will cascade to everybody in terms of driving student learning forward.

IT1's participation in professional learning sessions with a facilitator and other literacy leaders enabled targeted practice improvement in her analysis and use of data to inform teaching. Although this focus was 'generic' professional learning that could be applied to all learners, in this case it was utilised particularly with her Pasifika learners, and

appeared to produce a subsequent impact in the acceleration of their progress in learning to read.

Indicator 1b) Pasifika languages and literacy data

Improvement Teacher 3 (IT3) improved from rudimentary at T1 to indicative at T3 against Indicator 1b) Teachers analyse and use Pasifika home language data and family/cultural funds of knowledge. IT3 was a teacher of a Years 2/3 class at School 4, a moderately large school with a diverse population of approximately 500 students, of which 40% were Maori, 30% Pasifika, with the largest of that group being Samoan, then smaller percentages of Tuvaluan and Tongan, followed by Indian, African, and other students of European and Asian descent. She was an overseas trained teacher and had been teaching in New Zealand for a period of two years prior to the research. The observations of IT3's teaching were focused on reading and took place with a group of eight students of Samoan, Tongan and Tuvaluan descent engaged in guided reading lessons with IT3. At the beginning of the research, like other improvement teachers, she did not collect or perhaps even consider that Pasifika home language data and information about Pasifika family/cultural funds of knowledge might be of sufficient value to gather and analyse. However, at School 4 during interviews with the Pasifika learners following the observations of IT3's teaching, it was evident that her Pasifika learners held existing literacy practices embedded in church literacy conventions and events that were unnoticed by their teacher at school. Additionally, IT3's Pasifika learners demonstrated that they were able to use that particular literacy knowledge to support acquisition of valued school literacy knowledge and skills.

Students' incidental use of home languages to support comprehension

During the first observation of IT3's teaching, IT3 described her students' reading needs in some detail based on analysis of their running record data, which showed that they were successfully processing text at age appropriate levels but were struggling to read for meaning. Her goal was to support them to slow down their word processing and to focus on meaning by visualising as they read. It was evident during their group interview that some of the Pasifika learners were utilising their own languages incidentally to support comprehension of curriculum teaching and learning, or to support other students from the same language group. However, the teacher had not inquired into their home language capability nor systematically used opportunities to utilise their prior linguistic knowledge in meaningful ways to support learning apart from those that were student initiated:

Student 3: Sometimes I speak (my language) to my friends in my class and to my little sister because she can't speak English.

Researcher: When do you use your Tuvaluan or Tongan or Samoan language in your classroom?

Student 5: I use it to help with my work.

Researcher: What work do you use it for?

Student 5: In maths, I think about it in my head and then I think and I have got it.

Researcher: Anything else?

Student 1: Reading work and writing.

Researcher: Really, do you know how to read or write in Tongan?

Student 1: Yes.

Researcher: So would you like to be able to do that at school?

Student 1: Yes and I count in Tongan when I am doing my maths.

Student 2: Me too – our one is the same but we count in Samoan.

Generic knowledge rather than specific

IT3 talked about catering for diversity but was not explicit about how she did that or even about the language proficiencies or capabilities of her students. She articulated that most of her students spoke English as a second language but did not refer to their first language capability. When asked if she incorporated the languages of her students into classroom teaching and learning, it was evident that she held only vague and generalised knowledge of their first language abilities. She believed that she had much to learn about her Pasifika learners, but endeavoured to create opportunities for children to use their first language knowledge through use of greetings or songs:

They are all in the same sort of language boat as it were... Nobody has English as a first language; nobody is particularly fluent in English enough to feel left out... We do a little bit (of first language incorporation) like they are learning some songs, and I encourage them to bring in their own songs and we do our greetings. I am still trying to get Maori under way because I can just do hello and things like that...

Teaching inference

Prior to the second observation of IT3's teaching, the teacher analysed her students' literacy learning needs in order to specify the purpose and the learning intention of the

guided reading lesson. IT3 then chose a text she deemed suitable for eliciting the particular comprehension strategies required of her students, with a focus on challenging them to read at an inferential level, (because their data had revealed that they were competent at word processing but struggled to comprehend text at an inferred or applied level):

They need to practise reading for meaning, to try to broaden their vocabulary and... to try to do some low level inferential understanding, not deep meaning, but like just scratch the literal... the overall goal is about them trying to make inferences from text, very low level inferences from the text, and to keep the thread of the storyline going. That is my main goal – to keep them understanding and constantly relating back what they are reading to the storyline... I chose this text because I wanted something where the children have to use what they have read in the first part of the story and take it forward with them. It is important that they carry forward an understanding of the thread of the story because it's about solving crime basically. They have to keep in mind that there has been a crime and they have to try to make inferences from the clues and carry that information forward. There's a certain amount of deeper meaning needed to be able to do that.

Reading comprehension and vocabulary

It was evident during the lesson that the students were unfamiliar with much of the 'technical' vocabulary in the text, which, in turn, contributed to their lack of comprehension of the plot. They had difficulty meeting the learning intention because they were unable to make meaningful connections between their existing vocabulary and content knowledge and the language and storyline of the text:

IT3: Does anyone know what a detective is?

Student 1: People cheering?

IT3: Cheering?

Student 2: For someone...

IT3: No.

Student 3: People laughing?

IT3: No, think about the police. Have you ever heard of a detective in the police?

Students: No.

IT3: A detective is somebody who goes out and if there's been a crime they go out and solve the crime. They work out who did it. Do you know what a crime is? What is a crime?

Student 4: Crying.

IT3: Not crying, who knows what a crime is?... Someone does a crime, what does that mean? Is it a good or a bad thing to have done a crime?

Student 5: Good.

Student 6: What is a crime? (IT3 talks about a burglary that occurred recently at one of the students' home and defines the vocabulary by relating it to this event).

IT3: So the crime was those people that broke into Student 8's house, and the police were the detectives that went around... to work out if they could find out what had been stolen. (Students then read the 'blurb' to find out what the text is about)... It says 'Soon Detective Turlock was on the case'. What does that mean – on the case?

Student 4: It's like it was on the case, means like it's been stolen and it's been stolen really fast.

Technical vocabulary

It was evident from the students' responses to IT3's probing, that their basic understanding of the text was compromised by their lack of technical or subject-specific vocabulary knowledge ('burglary', 'detective', 'crime', 'on the case'). They were not able to comprehend the text at either literal, or inferential levels. The lesson continued in a similar vein with the students needing to work out who had stolen the item in the text (a computer), and tending to make random guesses because of their apparent lack of comprehension of key vocabulary:

IT3: Can you have a little look in the text, and see who you think might have stolen it?

Student 1: Yes and I know what it is!

IT3: Can you see it anywhere, a special word for somebody who might have stolen it? Shall we let Student 1 have a try and see if she is right? Who do you think it is Student 1?

Student 1: Turlock (name of the detective).

IT3: Do you think Turlock stole the computer? Okay, what is his job though? He is the...

Student 2: Detective.

IT3: Detective so I don't think he was (the person who stole the computer), I think they think it was somebody else.

Student 1: But he's laughing!

Cognitive demand and teacher's belief

It appeared that Student 1, in stating that the 'detective' was laughing, assumed that he was the burglar. Student 1 was drawing therefore an incorrect inference from a picture clue that went unchecked because of her lack of familiarity with the technical vocabulary ('detective'). In essence, the students appeared to find it too cognitively demanding to be able to infer meaning from a text that had both unfamiliar content and vocabulary. Following this second observation of her teaching, IT3 stated that her supposition prior to the lesson about her students being unable to comprehend text at an inferential level, was confirmed during the lesson, as they struggled to make sense of it:

IT3: I had anticipated their difficulties and they were as I thought, maybe worse than I thought.

Researcher: So were those difficulties with the inferential level of thinking?

IT3: Yes or even slightly deeper literal thinking.

Researcher: What you had thought prior to the lesson was confirmed through the lesson?

IT3: Yes horribly confirmed.

Students' existing literacy knowledge

Following the lesson, however, the same Pasifika learners were interviewed by the researcher, and it was evident that they held existing literacy skills, practices and knowledge of particular texts from other language contexts such as church settings, but had not connected their church literacy practices with their use of school literacy knowledge. When asked about whether learning at home was different to learning at school, they immediately began talking about how they learn at church (not at home). They demonstrated that certainly they were able to infer using familiar Bible stories. With little prompting they displayed other literacy skills based on their familiar 'church' domain, such as retelling text, memorisation of vocabulary, use of song to learn vocabulary, and clarifying meaning of 'technical' church vocabulary. These were common Pasifika literacy practices that the teacher was unaware of and had not made connections with for building school literacy. The

Pasifika children also articulated that they would like to have the opportunity to use their languages to support their learning in maths, reading, and writing in the classroom, and explained how learning at home (or at church) was different to learning at school:

Researcher: Can you tell me children, is the way you learn at home different to the way you learn at school?

Student 2: Yes.

Researcher: Tell me about that, how is it different?

Student 1: It's different because when I learn stuff at church I just sing and pray to God and at school I learn.

Researcher: Ok... but is that one way you learn – through singing?

Student 1: I learn heaps of words out of the 'Hiva' [Tongan word for 'song'].

Researcher: Oh out of the – what do you call it?

Student 1: 'Hiva' in Tonga.

Researcher: So you learn heaps of Tongan words from the Hiva [Song] book?

Student 1: Yes I know how to spell it's H-I-V-A: hiva!

The researcher went on to ask them about their utilisation of common Pasifika literacy practices such as memorisation and recitation. The children agreed that they were accustomed to memorising Bible verses, particularly in preparation for 'White Sunday' (an annual children's church service, when Pasifika children dress in white, and perform their 'tauloto'/memory verses for their parents). They also talked about the values they had learnt at church, with Student 2 demonstrating her use and comprehension of technical 'church vocabulary' to the researcher:

Researcher: When you are at church do you ever learn Bible verses off by heart?

Students 1 & 2: Yes.

Student 2: We do Bible study and we do forgiveness and obedience mostly: Forgiveness, righteousness, obedience, mercy, honest and trust and love.

Researcher: What do all those words mean; can you tell me?

Student 2: They are good words and righteousness is right and forgiveness you forgive people and obedience like you obey and respect. You're like – good to your mum and parents.

Students' ability to infer with familiar text

It was evident that the children had the ability to memorise and retell stories that they were very familiar with, and which they chose to demonstrate to the researcher. They appeared excited to display their own literacy practices to a listening adult and vied for attention to be able to prove their own language and literacy ability:

Student 1: I read the Bible and I heard that Ivi and Atama [Adam and Eve]: they eat a fiki and they got naked because the snake said to... See there was a snake came down the tree, and told them to eat the fiki but God said to don't eat it. But they ate it, but then the snake said that God is a liar and they started eating the fiki and then they turned naked.

Student 3: I've got a Bible at home and it's called the Beginners' Bible and it says that the snake persuaded them to do it.

Their ability to infer was then checked by the researcher who asked some inferential questions in order to investigate the teacher's belief that the students were unable to infer. It was apparent that these Pasifika learners possessed significant reading behaviours that were not evident during the lesson, including the ability to memorise, retell and infer from familiar text:

Student 2: And in this story – it's called the Good Samaritan; this guy he was half dead and these two men came with these donkeys and they didn't pick him up. Then the third man came and pick him up and met him and gave him some money then because he was naked, then he put those bandage things on him to not hurt and yeah...

Researcher: So the Good Samaritan do you think he was a good person or a bad person?

Students 1 & 2: A good person.

Researcher: Why was he a good person?

Student 2: Because he helped the guy who was just walking and this guy came with this bat and he smashed him and... (Tells another Bible story).

Researcher: Gee you know lots of Bible stories; you are really good at retelling them. You know going back to that story of the Good Samaritan what do you think would have happened if he didn't help that man that got beaten up?

Student 1: He would be dead.

Student 2: Cos he was half alive and half dead.

The children continued to tell other Bible stories and to make correct responses to inferential questions based on their thorough knowledge of those texts. It was evident that IT3's Pasifika learners could benefit from learning how to make connections between home and school literacy knowledge and practices.

Improvement in use of existing knowledge

By the third observation of her teaching, IT3's focus had shifted to supporting her students to make connections with their existing knowledge. She recognised the value of building on their prior linguistic and content knowledge to develop new understanding, and of genuinely inquiring into their tacit knowledge of the key vocabulary, rather than simply telling them herself:

I am encouraging them to make connections between what they already know and their current reading because there is a lot of vocabulary in there which they will understand but they will need time to reflect, you know, to draw out what they already know.

So my learning intention is, 'We are learning how to make connections between what we already know and what we read' and my success criteria is, 'We will draw on what we already know about water to help us understand the text we are reading about the water cycle'. My whole focus of my lesson is more about asking them what they remember these words mean rather than me telling them what the words mean. So that will show if they have really understood it.

During the third observation of IT3's teaching, it was evident that the students were more able to make connections with their existing English vocabulary knowledge. IT3 focused on drawing out what they already knew in relation to the water cycle topic:

IT3: It says: 'Water is the only substance on earth that is found naturally as a solid – as ice and as liquid'... and where would you see water as a liquid?

Student 1: Drink.

Student 2: The beach.

IT3: The beach – the sea, the ocean.

Student 3: The pools.

IT3: Pools, fantastic.

Student 4: Waterfall.

Student 5: Lake.

IT3 continued to make strong connections between the text and her students' existing schema to build new knowledge in relation to the water cycle. She wanted feedback from the facilitator on how well she was doing this and whether all learners had opportunity to share their existing knowledge in relation to new learning in the 'Water Cycle' topic:

I want feedback on... how effectively I am making those links, and getting the children to draw on the links and whether I am getting it from all the children. Because sometimes you have got a couple of tall poppies who are giving the impression the whole group is up with it but maybe they are not.

Although she displayed a stronger focus on inquiring into her students' funds of knowledge, her inquiry did appear to be limited to their oral proficiencies in English and, to a certain degree, in their first languages, and to their experiential knowledge of teacher chosen topics. She recognised that she needed to do less 'telling' and provide greater opportunities within the guided reading lesson for the students to negotiate their understanding of target vocabulary by making connections with their existing linguistic and literacy knowledge, in both their first languages and in English:

Vocabulary was obviously my focus but I was trying to do it much more with talk, because that is what we discussed yesterday. Children need the opportunity to talk, so there was much more discussion about the text.

At T3, IT3's Pasifika learners talked about helping other students from the same language group who were new migrants to understand the teacher's instructions. They also shared about their church literacy practices and how they had acquired strong memorisation, recitation, and word processing skills from practising Bible verses for White Sunday. Although IT3 had developed greater awareness of her students' first languages and their literacy strengths, she was still grappling with how to utilise that knowledge to support their English literacy learning. She recognised that she needed to continue to build her own knowledge of her students' language and literacy funds of knowledge in order to support Pasifika learners to 'be themselves' and to 'see themselves and their culture reflected' in the classroom (Ferguson et al., 2008).

Professional learning contributing to shifts in practice

During Professional Learning Session 2, Facilitator 3 (F3) worked individually with IT3 to analyse her students' literacy data to ascertain their literacy learning needs, in order to use that knowledge to inform the learning intention for the subsequent reading lesson. IT3 talked about the value of working individually with a facilitator to draw implications from the reading data and to transfer that learning to practice. Through that process IT3 learned more about the importance of connecting with her Pasifika learners' existing knowledge, both linguistic and cultural, however her beginning point was first learning how to analyse and use her students' English literacy data and their world knowledge. IT3 recognised that she had not yet learnt how to analyse and use Pasifika home language data to support learning, but that the processes learnt through the analysis and use of English literacy data could also be transferred to Pasifika languages:

The professional learning session with F3 helped me to think about the children's vocabulary: It was a lot about the vocabulary. I need to know how much that book is in their experience and how much vocabulary they already know and understand. Also what bits they are going to find difficult and where they are going to fall over or fail to make connections. It was definitely good the way the PL session built on the student data because it was all based on their running records.

The facilitator articulated that he wanted the teachers to probe into and view their students' linguistic and cultural funds of knowledge as valuable resources for learning, and to inquire consistently into a broader range of evidence to build their knowledge of their learners:

To me the important ideas were the need to inquire deeply into kids' needs from the data, the need to inquire from the data what that meant in terms of text selection, and then actually putting a guided reading lesson together that was focused on the kids' needs. Then to inquire into the effectiveness of that work... by getting them to ascertain whether they thought the kids' needs had been met through the lesson. ... I wanted them to get out of our work together, the notion of looking closely and deeply at a group of kids' needs and developing a programme that meets those needs.

Facilitator 3 supported the two case study teachers at School 4 in meeting their co-constructed professional learning goals by focusing first on the development of ‘content knowledge’ specific to the particular reading assessment tool utilised, and to the particular comprehension strategies their Pasifika learners needed to enable text comprehension:

They both used ‘Probe’ so I wanted to work out with them whether they knew what the ‘running record’ aspect of Probe was actually telling them and then making sure that they understood what the retelling and comprehension section of Probe meant to them. We also did some incidental talk around the validity of using Probe and how it is just one tool and how others dip into that cycle.

Facilitator 3 did not utilise a ‘set programme’ with the two case study teachers at School 4, but rather worked in responsive and co-constructed ways to build their capability:

In both cases I had to do some knowledge building around the actual assessment tool that the teacher was using and then once we had ascertained the kids’ needs (In one case it was certainly inference and in the other case it was evaluating), we had to do some content knowledge building around that, so that they understood what inference and evaluating meant. So we went back into the ‘Effective Literacy Practice’ text to see if we had that shared understanding... They were things I had to check as we went through because I didn’t know what knowledge they were going to need until we got into the work.

The facilitator’s support of IT3 enabled her to develop systemic processes for the analysis and use of her students’ English literacy data and ‘prior world knowledge’ to inform teaching. Although both the facilitator and his case study teachers became more aware of the importance of inquiring into and using Pasifika home language data and family cultural funds of knowledge in their literacy focused work, there were limited shifts in practice evident under this indicator. The facilitator suggested that the teacher needed to analyse critically her own expectations in relation to her Pasifika students, and consider using texts that students might more readily connect their prior knowledge with, when in the early stages of the development of inferential thinking:

I think one of the things that IT3 needs to do is think more carefully about text selection and I think she needs to think more carefully about her questioning, and if she did that or prompted the kids more directly as I tried to model for her from time to time then I think probably the kids could have accomplished a little

more than maybe she thought they were going to accomplish... You really wonder whether it (their difficulties with inference) had to do with the actual text and whether the kids were actually interested in that text, or could associate or relate to what was going on in that text particularly the characters in the text, or whether it was just another world to them which they were not really putting their thinking to.

Leader 4 described how the literacy professional development project and the work of the facilitator in supporting individual teams and teachers enabled and reinforced the vision for literacy that she and her senior managers envisioned for their school:

We had this really big vision, the deputy principal and I: We had this really big vision for literacy of where we want to go, but we just thought how could we do that on our own without the staff? So really what we had in our plan: the literacy project principles were already there, but it was about – we can't manage it, just the two of us. So it is also about distributed leadership and about building leaders within a school. So that is really a big focus for this year as well... It is about building and empowering other people in the school so that we lead our whanau leaders to lead in literacy. The data is everybody's responsibility and owned by everybody and it is important. They are at different stages but really it is about building consistency across the school.

Indicator 2a) High expectations: Pasifika

Improvement Teacher 1 (IT1) improved from rudimentary at T1 to indicative at T3 against Indicator 2a) Teachers set high informed expectations for student learning which build on Pasifika learners' aspirations and values. Improvement Teacher 1 (IT1) was a teacher of a Year 1 class at School 3. In order to understand fully her beginning point in relation to developing high, informed expectations for student learning, it is helpful to consider the school culture at Time 1. Collegiality amongst teachers at that time, and the development of shared understandings in relation to Pasifika learners were not encouraged. The school culture was symptomatic of a 'one size fits all' approach, with no apparent checking of assumptions or of communicating expectations that Pasifika learners could achieve as well as other students. Teachers organised their own classroom programmes and there was little evidence of shared knowledge of curriculum level expectations or monitoring of those expectations to ensure that they were sufficiently high, or that they provided

students with sufficient levels of support in order to attain them. At an initial interview with the school's literacy leaders, when asked whether expectations in relation to student achievement were made sufficiently clear to teachers, one of the literacy leaders responded with:

There has been for many years a bit of a closed-door policy. You are just working in your own solitary little bubble so there's been a move towards more collegiality and people sharing ideas. So I think the expectations have been articulated in terms of really wanting staff to get communicating.

As mentioned previously, IT1 was an overseas trained teacher and relatively new to teaching in New Zealand. During the first observation of her teaching she articulated her belief that her students were a “blank page” on entry to school and that they started school with little or no literacy knowledge. She was able to describe their reading abilities in generalised terms (level one or level two) only, and believed they were coming to school with little or no knowledge – implying that her expectation of their literacy achievement was not particularly high. She believed her role was to direct her students in their learning and model correct reading behaviours focused on phonics instruction, rather than setting challenging targets and tasks that required risk taking and utilisation of prior knowledge on their part:

...They haven't really a lot, they had only been at school for a couple of months before the year ended. So really they are coming with nothing, they are, sort of, 'a blank page' so to speak. They had no phonic ability, they were not able to look at words and try and make and use the sounds to make up the word or anything like that. They knew how to hold a book and handle a book; they knew how to open the page and turn the page properly and some of them knew the text had a meaning related to the picture. You could see some of them trying to use the picture to make up what the story was. But by and large they really hadn't any reading skills at all... Obviously because they didn't really have very much knowledge to begin with – they just weren't getting it at all. It's beginning to click in to place with some of them now, but I suppose my role is pretty much still modelling and I probably will be throughout the whole of their year – showing them what to do and how to do it because it is so new for them.

During the interview with the researcher following the first observation of her teaching, IT1 explained that she lacked knowledge about catering for diversity and of differentiating instruction based on knowledge of individual Pasifika learners and their families. She expressed the need to learn how to utilise pedagogical approaches that exemplified these concepts:

Researcher: When talking about Pasifika achievement we often hear talk of diversity. What is your understanding of that term?

IT1: To be honest I really don't know. This is all my new part – for all the ethnicities I'd have to say, not just Pasifika.

Researcher: So any thoughts on how you catered for diversity in that lesson or even in general?

IT1: I'd have to be honest and say I try to, but then I'm not really too sure what to do with it. So I would have to be honest and say no I am not doing it at the moment, it's not that I don't want to but I'm just not sure how to.

Researcher: During the lesson was there anything that you did particularly to support any Pasifika students to learn?

IT1: Nothing specifically for Pasifika learning.

Researcher: Are there any other things that you routinely do to support them?

IT1: Nothing out of the ordinary – not just for that group.

Researcher: So that whole phonemic or phonetic approach: do you approach that any differently for the Pacific students in your class?

IT1: No I don't...

It was apparent that IT1 genuinely wanted to provide the best possible learning environment, but openly admitted her own lack of pedagogical knowledge specific to her Pasifika learners, as well as needing direction on how to provide differentiated instruction:

Researcher: Anything else you would like to add in relation to teaching and learning for your Pasifika learners?

IT1: It is just an area I am not addressing which I know, and for me it's been a real learning curve coming to this school and into this culture and definitely a culture shock for me coming from an environment where we have very few ESOL children. So it has definitely been a learning curve, but something I want to know more about: how I can help them because I

know myself there is a need there and it's just really great to get any help at all... So yes anything you can think to help me.

A number of Pasifika learners articulated during the interviews following the first observation of IT1's teaching, that they would like to use Samoan in their class, and it was evident that they had existing funds of knowledge, embedded in their first languages in other language domains that their teacher was unaware of:

Researcher: Do you want to use Samoan in your class?

Student 1: Yes.

Researcher: What for?

Student 1: Because I can talk Samoan.

Researcher: And what would you like to use it for?

Student 1: I like to use it for Samoan.

Researcher: Okay. Do any other children in your class speak Samoan to you?

Student 1: Yes.

Researcher: And do you use it to help you with your work or do you just use it to play?

Student 1: I just use it to help with my work and play.

Researcher: Does it help you when you do your work or it doesn't help you?

Student 1: It do help me.

Researcher: How does it help you?

Student 1: It help me at my lotu school.

Researcher: At your lotu school? Your church school? And what do you learn at your church school?

Student 1: I speak Samoan.

By Time 2 IT1's expressed beliefs in relation to her Pasifika learners had changed. Rather than seeing her students as a 'blank page', she now knew that her students held first language, literacy and cultural knowledge that was often not evident in the classroom context. Her knowledge and expectations of her Pasifika learners had developed to the extent that she recognised that her students knew things that she did not. She now wanted to create opportunities for them to share all of their knowledge at school, and she believed that they could succeed. There were no Pasifika staff at her school, and she expressed the need to check her assumptions about her Pasifika learners and ask advice of a possible 'expert' staff member. She had become aware that there was specific knowledge related to different Pasifika ethnicities, rather than viewing them as one homogenous group:

It would be really nice to have somebody within the staff that you could go to and ask for some advice about... what is culturally acceptable. I think it is very important because as I am teaching and I see things in relation to Samoan or Tongan students – it is not just a word, it really is a whole cultural thing. There's a lot of do's and don'ts if you want to put it that way – not just a language thing. For me I would just really love to have someone there that I could check in with, or have them come in and sit with the children for a while and see what they think rather than just say, 'Oh they can't do it'. Often you can solve the problem really quickly and you know, even when I first came here, the aspect of looking at the teacher when they were in trouble and it is obviously a big cultural thing for us where we came from: you look at the person to show respect whereas for them, it is the looking away. So those are big things; it is about making connections with the child.

The focus for the third observation of IT1's teaching had shifted from the de-contextualised teaching of phonics, and her belief at Time 1 that her Pasifika learners had no knowledge, to her articulated belief at Time 3 that she needed to make connections with their existing knowledge to enable them to learn. She was still learning how to differentiate instruction based on knowledge of her Pasifika learners and their families, but was able to analyse her own beliefs in relation to catering for diversity, realising that they were embedded in her own cultural background and experience (something she did not do at Time 1). She then realised that she had avoided differentiated instruction in her classroom because of her culturally located beliefs:

I suppose it is very difficult when you come from a background of 30 years of diverse cultures and actually for me it is nice to have freedom to look at lots of different cultures without worrying if you're going to upset somebody, or are you going to start something happening. Because where I come from – talking about Catholic and Protestant cultures in our country usually ends up in some sort of row, whether it is a polite one and just a falling out – as in 'I agree to disagree with you', or a complete clash where you can have rioting for two or three days. It is a very free environment here: to be able to embrace a culture and want to learn about it and want to know more in order to teach the children. It is not like you have to leave it at the door. Like I said, in Northern

Ireland a lot of schools – that is just the way it is. You leave your culture at the door and you come in and you learn and that is it.

She had begun to focus on providing higher challenge tasks and she endeavoured to support her students by creating opportunities for them to utilise Pasifika languages if they had sufficient first language knowledge:

Yesterday I was trying to get them to teach me words in Tongan or Samoan saying “How do you say, ‘It is wet today?’” and one of the Tongan children said ‘viku’ and we looked it up and it said that too but they were enjoying it and laughing and having fun and then one or two started to open up and said different wee words to me and said it means this, that, and the other... We are really trying to open up and say it is okay if you speak in another language if you know it – use it... We had a lot of singing; we put up a lot on the smart board about different traditional dances and the girls started to open up more with, ‘Oh I know that’ and, ‘I sing that at home’. We were singing ‘Savalivali’ and two or three of them just knew it and immediately their wee faces lit up and they knew it and through that they started to open up. So I am finding through song and through dance, it is connecting more with them.

When asked about how she monitored the effectiveness of her own teaching, IT1 talked about triangulation of data – including reading, writing and oral language data, and that she checked her own assumptions about her Pasifika learners’ reading ability by ensuring that texts connected with their prior knowledge. She was also aware that she had become more proficient at designing learning intentions that were focused on the differentiated needs of her students, but that she needed to ensure better articulation of success criteria so that both she and her students had clear criteria for success:

I need to simplify the WALT but really concentrate on what the success criteria is going to be at the end of it, and adding in for the children, “How do you know you were successful today?” – adding that language into the whole session.

By Time 3 IT1 had changed her expectations of her Pasifika learners, believing that they could achieve, and that rather than being ‘empty vessels to fill’, they held existing funds of knowledge that she needed to connect to classroom literacy goals. She was endeavouring to provide learning scenarios that both challenged, and differentiated learning specific to

their individual schema. She recognised that she had progressed, but still had some way to go in developing and enacting expectations of her Pasifika learners that built on their individual aspirations and values.

Professional learning contributing to shifts in practice

Facilitator 2 (F2) led professional learning sessions at School 3 that supported IT1 in developing high expectations coupled with high levels of support for her Pasifika learners. The first professional learning session that the facilitator led with the whole staff was a session focused on the development of learning intentions and success criteria based on individualised student needs and knowledge of the learner. She challenged teachers not to make assumptions about their learners but to inquire genuinely into their students' funds of knowledge, and not presume that they would be the same as their own. This focus on the checking of assumptions resonated with IT1 who realised that she had been doing just that:

I think for me... I've been here a year but am still feeling like an outsider so to speak and having quite a lot of children now in my room maybe more from the Pasifika community, but English is definitely a second language for them and it's been quite interesting to see that even some of the poetry that we've been doing like nursery rhymes: We would assume in Northern Ireland that all children know them before they come to school because it's always done. But it's not the norm here, so it's not a prior knowledge thing for them to know about, 'Pussy Cat, Pussy Cat where have you been?'

Because that was something simple that we did with them and they hadn't a clue where 'London' was or 'the queen' or anything, you know? Yes so prior knowledge is a big thing and was focused upon definitely in the session.

IT1 also talked about the value of small group work within the context of the whole-staff meeting and how their full participation was facilitated by the provision of interactive tasks. Through engagement in these tasks, participating teachers were actively engaged in the co-construction of knowledge specific to their context, by connecting the generic principles being foregrounded to their particular contexts and work with their own students. IT1 described how the facilitator supported this process by providing guidance that kept them on task, by asking probing questions, and by helping them to clarify their thinking:

Facilitator 2 helped us to understand why we were focusing on particular foci... not just by what she was addressing with the whole group, but even just through the questions that we had in our small subgroups, and if we were straying off track she was actually very good at guiding us... It was good for somebody like me to keep me focused and yes, it was addressed to the large group, but for me it was the smaller group thing where I couldn't wander off. Some of the things my colleague and I were discussing: She came along and redefined it, by saying, 'Just look here', and even giving us probing questions, and helping us to see what we were trying to pull out from it.

IT1 described how the facilitator supported her in developing knowledge of resources that would enable her to continue her own professional learning. She explained that the facilitator helped her to connect the content espoused in theory with the actual process of teaching children to read, and that she was challenged to look at things differently:

She was always pulling us back to the resources of where to get support, and just be more specific and detailed because quite often it is okay saying you need to do these things but how? And every time we dip into this we are deepening our understanding of the content and the processes and the actual way it is to be a reader, because you know to some extent we were always going to keep doing what we were always doing if we weren't given the opportunity to look at things in a different way.

Indicator 2b) Pasifika learning relationships: Agency

Improvement Teacher 2 (IT2) improved from rudimentary at T1 to indicative at T3 against Indicator 2b) Teachers build effective teacher-student relationships that focus on learning and build Pasifika learner agency. IT2 was a teacher of a Years 5/6 class at School 3 and became a substitute case study teacher when the original years 5/6 'improvement' teacher at School 3 left the school. Consequently, the first observation of her teaching occurred six months after the literacy intervention had started at her school. She was also a literacy leader within her school, and her practice improved to strong against three of the indicators (1a, 3b, and 4b), having appeared to benefit from her role as a leader of teachers' professional learning in literacy, and from having more professional learning time with the facilitator when planning school-wide professional learning in literacy.

During the first observation of IT2's teaching with a group of Samoan and Tongan students, she specified a learning intention for her guided reading lesson based on the needs of her students. Her knowledge of their particular reading needs had been ascertained by analysing their reading data, and reinforced by observations of their reading behaviours during guided reading lessons. During the conversation prior to the first observation of her teaching, IT2 articulated her focus based on their needs:

Both the data and my observation showed that they are not attending and searching very well. When they are asked a question they try to remember what is in the story, but don't really search for clues and look for evidence within the text that will help them answer questions. The asTTle results were earlier in the year but the recent Probe has shown some improvement, but they are still having difficulties finding evidence, and using those clues and information in the text to help answer questions.

Her professional learning goal was to model correct reading behaviours for her students, particularly 'think alouds' that would provide her students with models of responses to questions that were supported by evidence from the text, thus enabling reinforcement of the preferred structure to be able to meet the learning intention. She realised that she had not been supporting them sufficiently well in developing their own independent reading behaviours but had been telling them what to do, rather than encouraging them to problem solve:

I guess for me one of the things that I have become aware of is something that I thought I was doing well, but when I actually have become more reflective of my own practice I realise that maybe that is something I have not been doing as well as I could have done. I am either resorting to actually telling them rather than encouraging them to problem solve or doing the modelling. So that is something I have been trying to improve on.

Her explicit teaching focus was to co-construct the success criteria with her students, which she stated had been done somewhat haphazardly up to that point:

I mean for me I think the co-construction of the success criteria with the children is something that I really have to be very conscious of, because I would say I am very haphazard with that at the moment and although I do it sometimes, it is more in guided writing than guided reading. I am aware of

what the success criteria would be and share it with the children, but I don't necessarily have them take an active role in co-constructing something.

At the beginning of the observed lesson, IT2 focused firstly on making connections with her students' prior knowledge in relation to the text topic – the role of surf life guards at the beach, followed by a focus on amplifying and discussing the technical vocabulary in the text. She then focused on sharing the learning intention and co-constructing the success criteria with her students:

IT2: Today we are going to be looking to find clues and information in the text to help us answer questions. Our WALT is to find clues and information and make sure that we are really searching in the story to help us answer the questions that you are going to be asked. How am I going to know and how are you going to know if you are doing that? What sorts of things are we going to see if you are finding those clues and information in the text, what sort of things are you going to be doing to help you do that?

Student 1: Look for main points.

IT2: Ok so you will be looking for the main points (writes up success criteria). So one of the things today is searching, I am thinking the main point is part of it but sometimes even before main points you might be searching for key words, so searching for key words and main ideas. Excellent, what else will I see you doing, so you are going to be searching in the text for those key words and main ideas? Great Student 2, have you got another idea?

Student 2: ...Like where that question is in the story and in that piece of text?

IT2: So you are really trying to locate that piece of text that is important, is that what you are trying to say?

Student 2: Yes.

IT2: I do that all the time when I am reading the newspaper or reading a book, I am trying to find out some information. You scan through, and actually locate the piece of text that is important. So searching for key words and main ideas, locating the piece of text that is important.

Student 3: Skimming and scanning.

IT2: Ok so for both of these – what you are going to be doing is skimming and scanning. Excellent, how are we going to know that you have actually done this? If you are going to be finding clues and information what are

you going to be able to do, what am I going to notice when you are giving me your answers?

Student 4: That you understand it.

IT2: You are right I am going to be looking at whether you understand it absolutely, but what exactly will you be showing me in your answers so that I really know that you understand it?

Student 5: It actually involves the clues that you actually found in the story.

IT2: So the clues that you actually found I am thinking of a word that begins with 'e' that might be the clues that you actually found.

Student 6: Example.

IT2: Examples and...

Student 6: Evidence.

IT2: Evidence – well you are wonderful. So you will be able to give examples and evidence to support your answers. I would like you to have a look at the WALT: We are finding clues and information in the text to help us answer questions. I would just like you to read the success criteria, so searching for the key words and main ideas, locating a piece of text that is important and giving examples and evidence to support your answers. If you are doing those things you have achieved that learning objective.

IT2's explicit conversation with her students revealed her skill in being able to utilise instructional strategies that included modelling, prompting, questioning and explaining, in order to elicit from her students, their thinking in relation to the development of appropriate success criteria. She focused on the development of reciprocal relationships with her Pasifika learners, thus enabling co-constructed learning conversations to occur. IT2 encouraged them to initiate interactions and she provided opportunities for peer feedback. Her students were confident in their ability to self regulate and were able to recognise and articulate their own learning goals and next steps.

During the second observation of her teaching, IT2 described the self-regulating strategies that she had taught her Pasifika learners and how they utilised them to enable their own independent learning:

Well I guess in terms of independence – independence as readers, I think the chunking is really important in terms of helping them become independent readers and giving them that rerunning and cross checking information

because if they are not doing that they are not really going to be comprehending: they will be decoding but not actually reading with comprehension. I guess the other strategies are asking themselves questions when they read the text. What is the author trying to say? What are the main ideas? Okay I will stop here after the first paragraph – what do I predict is going to happen? So – those.

It was apparent during the Pasifika group focus interview that IT2's Pasifika (Niuean, Samoan and Tongan) learners held significant first language reading practices and skills learnt in their home and church contexts but they were unclear about how to connect them with school literacy practices. They were not encouraged particularly to develop metacognitive or metalinguistic capability in relation to the integration of their first language oracy and literacy practices with school literacy practices:

Researcher: Do you do any reading at church?

Students: Yes.

Researcher: Is the way you read at church the same as the way you read at school or different?

Students: Different.

Student 1: We have to read in Niuean.

Student 2: We read in Samoan but we do it a different way.

Researcher: How?

Student 2: We get the Bible and we read a whole page and then someone else reads it and then people ask us questions like, 'What did we read?'

(The children went on to talk about the other ways they learn at church including, through memorisation and recitation).

ResearcherL Do you ever use any of that at school?

Student 1: Sometimes.

Researcher: How?

Student 1: It is hard to explain.

Researcher: You know the way you learn at home or the way you learn at church: would you say it is mostly the same or mostly different?

Student 1: Different.

Researcher: Can you think of how it is different?

Student 1: Like everything you do at school is in English and the things you do at church is in your language.

The children and their teacher appeared to keep the two language and literacy domains separate rather than thinking explicitly and deliberately about how the language and literacy practices in one domain might strengthen those in the other (either school or church domains).

Professional learning contributing to shifts in practice

School 3 experienced a change in facilitator during their participation in the literacy professional development project (LPDP), which meant that they had Facilitator 2 working with them during the first year of the intervention at the time of professional learning sessions 1 and 2, and Facilitator 3 working with them during the second year of the intervention, at the time of professional learning sessions 3 and 4. Facilitator 2 worked with IT3 and the whole staff at the first professional learning session to develop clarity with regard to the use of learning intentions and success criteria with students. IT3 described how the professional learning session with Facilitator 2 had contributed to her own learning and to the shifts in her practice outlined above. The facilitator provided models of learning intentions and success criteria and challenged the teachers to examine critically in small groups whether the success criteria adequately described success against the learning intention, and to co-construct their own success criteria for particular learning intentions. IT3 was supported to think about the development of student agency by developing a process for co-construction of success criteria:

The session was really emphasising the importance of explicit learning intentions in order to drive learning forward, but also not just about success criteria as to what it will look like when the children are achieving it, but also the idea of co-constructing the success criteria with the children so that they have got ownership of it as well... And I think that prior knowledge is what underpins everything and that we have to make it relevant for the students in order for them to be able to succeed.

IT3 described how the session had supported her in becoming more systematic in co-constructing success criteria with her students and in recognising that their learning foci needed to connect with her Pasifika learners' prior knowledge. She also talked about the

power of the facilitator confronting teachers with their own student data and the realisation that the learning intentions needed to be based on student learning needs evident in the data:

I felt the idea of having informed knowledge of your learners was a major focus in the session. I thought it was very powerful when F2 shared with us the data that was from School 3: It was our data that we were looking at and at that point I certainly felt in the room that there was actually a bit of a shift in terms of, 'So what are we doing?' We are looking at the data and we are getting our learning intentions from real evidence. It is not just punched from the air because we think the children might need this.

IT3 was challenged by the facilitator during the second professional learning session to ensure that she held high expectations of student achievement, a process that was supported by developing greater clarity about curriculum level expectations:

I mean you know one of the things we drive throughout the school is that high expectations are extremely important. If you have got low expectations or high expectations the kids will live up to whatever expectations you are bestowing upon them. I think maybe again there needs to be some scaffolding and modelling as to what that looks like and, maybe not being complacent in thinking as you hear, 'Oh we are decile 2' [A school's decile rating indicates the extent to which it draws its students from low socio-economic communities.]. Yes there are compounding factors that are going to affect achievement, but we are also going to have to look at the fact that we can't be using any excuses, we have to see what we have got and put plans in place to actually address and help the children achieve their potential in spite of whatever their circumstances are. The PLD has certainly given me a very clear idea of what the New Zealand expectations are. I would say I was sort of working my assessment and analysis based on what I knew in the UK and the sort of things children should be doing at a certain age. So I mean I am not saying I was dumbing that down but I was certainly aware of skill sets and particularly target setting and what my expectations were, but they haven't been that far off the mark.

IT2 also talked about deprivatisation of practice and how she had been supported through her work with the facilitator to be more open, to develop an inquiry habit of mind,

and to problem solve collaboratively. This process had been supported through the professional learning groups that had been established across the school, where teachers working at the same level collaboratively problem-solved issues relating to student achievement:

I think that the PLD is making practice discussable. It is making practice open in the long term, and hopefully the discussion and the problem solving that we will do together is going to make the difference. And it is that real: that idea about the professional learning group where we are all learning together and problem solving together in terms of what it is going to look like for our school.

Indicator 3a) – Knowledge about Pasifika bilingualism, second language acquisition and literacy learning

Improvement Teacher 2 (IT2) improved from rudimentary at T1 to indicative at T3 against Indicator 3a) Teachers know about Pasifika bilingualism, second language acquisition, and literacy learning. As mentioned in the previous illustration, Improvement Teacher 2 (IT2) was a teacher of a Year 5/6 class, and a literacy leader at School 3. By the first observation of her teaching, she had begun already to acquire knowledge of the deliberate acts of teaching needed to strengthen Pasifika learners' literacy learning, but recognised that she needed to learn about the processes of second language acquisition specific to Pasifika learners. She described how her knowledge of her students was focused on their individual literacy needs and that she made no assumptions about those literacy needs based on ethnicity, but neither did she hold specific knowledge of Pasifika literacy practices or of how she might address the language learning needs of her Pasifika learners in particular. She was aware of her need and talked about learning gained through peer feedback because: *You don't know what you don't know. So having colleagues and peers actually give you feedback makes you more aware of things that are in your blind spot.* During the conversation following the first observation of her teaching, she realised that she had failed to support her students to make connections with the text through utilisation of prior knowledge:

One of the opportunities I missed today is maybe discussing the different things their cultures did at the beach because there may have been some differences there. I am sure Student 1's family trip to the beach would have looked very

different to Student 2's. So that was an opportunity I missed to make those links to their cultures.

By the second observation of her teaching IT2's focus on building her own knowledge specifically in relation to her Pasifika learners' language and literacy needs was evident in her ability to describe what she did specifically to help her Pasifika learners to learn. It was apparent that IT2 had developed particular knowledge of how to strengthen her Pasifika learners' oracy and written literacy learning, by utilising particular 'deliberate acts of teaching' as well as pedagogical practices from the field of second language acquisition:

I think there were two things: one was about celebrating their prior knowledge that they could bring to the text, and acknowledging that Student 1's experience of walking on the lava in Samoa was different to my experience of walking on the lava, you know? We bring different connections to things and also I think just really unpacking the new vocabulary because... we really do need to, in order to help the children's comprehension. By giving them those words first, they are not hung up on the tough words and how to say them and what they mean. They are actually using them in context to read for meaning... I try to hook in as many visuals as possible and – when scaffolding the learning about volcanoes, we were actually looking at clips on 'YouTube', discussing what was happening, and looking at the words, so that they were having some experience that was related to it. It wasn't all just information and talking. I certainly think I have become more aware working in an environment where we do have so many Pasifika ELLs [English Language Learners], of the importance of really hooking in with some visuals and using the vocabulary in a variety of ways and contexts so that it is a layered approach... Also making those connections between oral language and literacy. You have got to give them as many opportunities to talk as possible.

IT2 recognised that she was still acquiring knowledge about Pasifika bilingualism and literacy practices and she was willing to put herself in the position of the learner by encouraging her students to teach her:

I think it is really important to acknowledge with them that they have got as much to teach me about their cultures as I have to teach them about things that are happening at school and by valuing that, that gives them a sense of being

valued which in turn helps them as learners as well. It is good for them to see me as a learner.

Professional learning contributing to shifts in practice

IT2 described how she was challenged during the fourth professional learning session by Facilitator 3 to become more familiar with teacher resources that were designed to help teachers both to assess and to cater more effectively to the language learning needs of their bilingual learners, in particular, the *English Language Learning Progressions* (ELLP) (Ministry of Education, 2008a), and *Supporting English Language Learners in Primary Schools* (SELLIPS) (Ministry of Education, 2009a). Although focused on English language learners in general rather than Pasifika students in particular, she was able to apply new learning to her Pasifika ELLs/bilingual learners. She had developed an awareness of the importance of valuing students' first languages, but had not yet developed systemic classroom practices that promoted utilisation of the L1 in the classroom. She shared how the session had particular relevance for her situation because she was engaged both in teaching students and in supporting teachers in their professional learning and she was able to articulate how she planned to utilise her new knowledge in her practice:

The session had huge relevance because my role is not just with the students – it is also with the teachers and helping all the team leaders to be clear around the ideas of how we can support our students. We have got so many bilingual students in our school that honouring their first languages and having the leadership team on the same page in terms of how we support these students will mean that the same message is going to come down to all the teachers.... I think for me, it will be every time we have monitoring meetings or team discussions or our group data sessions – that in all of those environments we are actually referring back to the ELLP and SELLIPS in order to drive learning forward. Whenever we are discussing our targets and we are looking at making the shifts and trying to triangulate the data, that we are actually using those resources practically and that we keep cascading those messages... Then I think in the longer term I see it as – how do we sustain the progress we are making in reading? But also bring writing up to the same speed because there are some systemic changes we will need to think about in order to do that... And two things that hopefully all the team leaders will take away today is that in those monitoring meetings when you are looking at all the data about a student in

writing, that ELLP is there as part of the discussion too, and secondly that the ELLP and SELLIPS are there in terms of scaffolding the next steps.

This session and others supported IT2 in developing specific pedagogical content knowledge in relation to the language and literacy needs of her Pasifika learners. She reaffirmed the value of utilising these particular professional learning tools in enabling her (and others) to be more explicit in the teaching of reading and writing. The evidence of her improved practice was supported by the achievement shifts in her student literacy assessment data:

These resources are helping us make our learning more explicit, because the need for that and the importance of it really shows in the data. We had such a focus on building our pedagogical knowledge in our reading... and the difference in the reading and writing results actually shows that... And actually when I think about where we were 18 months ago and where we are now and we put National Standards and things into the picture – it is a lot less scary than it would have been 18 months ago, had we not been on this journey. So that is great.

IT2 was well positioned to continue to build her pedagogical content knowledge in relation to the language and literacy needs of her Pasifika learners, and to build also on their strengths through utilisation of Pasifika languages and literacy practices.

Indicator 3b) Using evidence to design learning sequences and monitor progress

Improvement Teacher 4 (IT4) improved from rudimentary at T1 to indicative at T3 against Indicator 3b) Teachers use evidence from student data and from practice to design learning sequences, and monitor progress in relation to Pasifika learners' language and literacy needs. He was a teacher of a Years 4–5 class at School 4. The three observations of his teaching were guided reading lessons, which took place with groups of six to eight students of Pasifika and other ethnicities (Samoan, Tuvaluan, NZ European) during the two years of the project. During the conversation prior to the first observation of his teaching, it was evident that, although IT4 was able to describe his students' learning needs, he was not able initially to specify a professional learning goal based on those needs. Analysis of IT4's students' reading data revealed that they were able to decode, but had difficulty with text comprehension. His learning intention focused therefore on reading, understanding and

answering comprehension questions based on the text. His personal professional goal was to ask questions that supported his Pasifika learners' text comprehension:

Well as a group firstly we will see who knows (how to answer the questions), and I will monitor myself. I kind of make a self check if they are not being involved I normally choose different ones to check that they all know the answers, but I just have a checklist that I check off to see how well they answer the questions.... So focusing on questioning.

Although IT4 articulated that he would monitor the effectiveness of his learning intention (to comprehend text) and his professional learning goal (questioning), it was evident that these goals were too broad, and that they were focused on monitoring students' responses, rather than on improving the quality of his teaching and questioning. Consequently, he appeared not to have thought about providing a range of questions to elicit different learner responses. He initially forgot to introduce the learning intention; meaning students were unsure about the lesson purpose and were unable to articulate what they were learning. His learning intention was broad rather than specific, supporting students to comprehend text; *“My lesson today will be a broad focus on comprehension or understanding of the story... and understanding of questions that I ask them. The worksheets that follow... will be related to the questioning and answering about the story”*. Although recognising that the questions he asked would have an impact on learners' abilities to answer them, he was not specific about the kinds of questions he would use to reveal his students' thinking, including any misconceptions that they might have. Following the observation of his teaching, IT4 stated that he realised that his learning intention needed to be more specifically targeted toward supporting students' learning needs and to ensuring that his students understood the learning intention:

Well there's little things I could do to improve... having the learning intentions made clear to them before and during and after the lesson to reinforce what they were learning and making sure they understand... that that is what they are learning... being more specific. The main issue was coming out with a new learning intention for the children more specific to their specific needs.

By the second observation of his teaching, IT4 was able to reflect on how he had improved his practice in relation to analysis of students' literacy learning needs using

evidence from data, to formulate an appropriate learning intention, in preparation for his next guided reading lesson:

I made sure I showed evidence of what I knew about the children and what I felt was important to their growth as readers... Using all that evidence from the Probe results, we analysed and went over if I had figured out a good learning intention for those children and we decided, yes that was a good thing to do, which was 'evaluation' ... It was a major hole in their learning really.

It was evident that IT4 was now drawing on a range of evidence to design the guided reading lesson, as well as displaying specific knowledge of relevant comprehension strategies, for example 'evaluation' and 'making connections between prior knowledge and the text', rather than 'comprehension' in general. He also focused on specifying and restating the learning intention throughout the lesson, resulting in his language being more explicit, and his professional learning goal being more targeted to the learners' needs and his overall goal of improvement. Prior to the observed lesson IT4 was able to articulate clearly both his students' learning intention and his personal learning goal:

We are learning to evaluate the main ideas and information in the story. I am going to talk to them about the word evaluate and what it means, and what they think it means. I am looking for the children to share opinions about the main ideas in the story and give reasons for their opinions. ... My main goal today is to always explicitly teach evaluation.

During the lesson he continued to maintain his focus on the learning intention, and on supporting his students to recognise when they were being successful at making evaluations in relation to the text:

IT4: Why did he decide to show off his car?

Student: To see if it would work and to see if people would start to buy the vegetable oil.

IT4: Excellent so you have understood that he did it because it was important.

Student: And it would save the environment.

IT4: Well done Student so you have just evaluated why he did it, and you have shared your opinion, which is what a good reader will do when he reads things or she reads it. So that is really good.

By the third observation of his teaching IT4 demonstrated that he was continuing to improve in designing learning sequences that were based on his students' learning needs evident in their data, and that he was conscious of monitoring their progress throughout the lesson:

IT4: So okay keep going. Student 1 read from there.

Student 1: 'Eventually the water droplets become so big and heavy that they fall from the clouds as raindrops, hailstones or snowflakes.'

IT4: What is that process?

Student 1: Precipitation.

IT4: Excellent so does it say precipitation in there?

Students: No.

IT4: So how did you know that?

Student 1: Prior knowledge.

IT4: Good so what are you doing?

Student 1: Learning to make connections.

IT4: So you are connecting the main ideas from this text with some things that you already know aren't you?

Student 1: Yes.

IT4: That is what good readers do Student 1.

At T3 IT4 was able to reflect on his improvement in being able to support his Pasifika learners by designing learning sequences that were relevant to their needs. He also showed improvement in maintaining his focus on the learning intention and in monitoring his Pasifika learners' progress:

I think when I started teaching I would often just go off on tangents, and not be focusing on that particular lesson's goal was. It is very easy to do with text – to get lost in the world of text. But yes my goal is to really stay focused on the learning intention today and to keep checking whether they are getting it or not.

Professional learning contributing to shifts in practice

IT4 stated during the third observation of his teaching (T3) that he had benefited from observing an expert (the literacy project facilitator) teach a guided reading lesson with his own students. The observation of enhanced student responses elicited by the 'expert' enabled the teacher to notice what should be adjusted in his own practice. Following the first

observation of his practice, IT4 realised that the outcome of having such a broad learning intention was that his professional learning goal of being able to ask questions to support comprehension was also not sufficiently detailed. He realised that he needed to have a clearly defined professional learning goal that should be focused on throughout the lesson in order to continue to improve and to enable his Pasifika learners to be successful. He realised the importance of using evidence from data and practice to inform both professional learning goals and students' learning intentions, and that he needed to monitor his progress and continually identify new learning goals as existing ones were mastered, including supporting students to become self-regulating learners:

A main idea that came through for me was that these children were ready to take on some of the responsibility for the vocabulary work and they are ready to go into note taking and that is what I would like to focus on with them, and giving them the responsibility for practising it.

During the second professional learning session at School 4, Facilitator 3 supported IT4 through the process of analysing student data to formulate a teaching goal and to be able to produce evidence for the teaching focus rationale. IT4 had analysed his student data previously and decided on a professional learning goal of teaching students the comprehension strategy of 'evaluation'. The facilitator checked the teacher's rationale for choice of strategy and co-constructed the planning of the guided reading lesson with him. IT4 described the process of working together with the facilitator to co-construct the learning intention based on evidence in his student data. He also clarified what he had learnt from the whole process of observing the facilitator demonstrate a guided reading lesson, then jointly planning a reading lesson based on the identified student learning needs, followed by teaching of the observed lesson, and joint deconstruction of the lesson with the facilitator and the literacy leader:

The most important learning for me was when teaching your guided reading session –always refer back to the learning intention. That is something I forgot to do throughout the lesson. It was good to watch it modelled. So he always referred back; he said, “This is what we are learning here”, (that was inference), and he was always referring back to it. That was the main thing I liked to watch. Because I sometimes just go off on a tangent rather than focusing on my main goal of the lesson, because reading is such a vast thing you can go off on the wrong tangent rather than always referring back to the

purpose... plus the feedback from the children. When I asked them what was the goal of the lesson – at least half of them were struggling to remember, but if you always revisit it throughout the lesson, then they will remember... There are things that I would change... and now I have seen it modelled I can see what I can leave out because I always felt that you can't leave out too much, but he was saying, 'Yes you can, because you can only focus on one thing at a time'. You can't focus on trying to teach lots of different things at once. I found that is what I had been doing, trying to feed in too much at once... His modelling was a professional learning experience for us... because we were shown what he is expecting of us and how to communicate with the children around those learning needs.

IT4 stated that the facilitator's modelling of an effective guided reading lesson, coupled with individual support to analyse data, use of it to inform teaching goals, and teaching of the lesson followed by collaborative deconstruction of the lesson transcript, supported him to notice where he most needed to make changes to practice. He reported that this particular professional learning experience, which was part of a broader systemic approach across the school, produced the greatest impact on changing his practice, enabling him to take risks and trial new learning. The safe relationships with the facilitator and school leaders were fundamental to his decision to trial new practices in his teaching:

With this facilitator I felt that we could experiment, that we could go out of the box, that he was much more into drawing what you could out of the children, and it was about your relationship and building up trust – enabling the children to take risks... and then I definitely felt confident to take risks with the facilitator too, and he talked us through it and I felt he encouraged us, hey just try it: if it didn't work, it didn't work, but just try.

Leader 4 also highlighted the impact of the professional learning session where Facilitator 3 supported IT4 in analysing his learners' data in order to formulate meaningful learning intentions in his guided reading lesson. She suggested that it was her responsibility as the principal, along with other literacy leaders, to maintain a school-wide expectation that teachers would continue to reflect on and change their practice, and that they as the school and literacy leaders needed to sustain those changes after the facilitator had left the school:

The session where F3 modelled the guided reading in the library was significant and the teachers really seeing him unpacking the text and having discussions... It was really valuable to see what was going on in their minds and what they were seeing and what impact it would have on their own teaching. But now it is the 'where to next?' and making sure that is happening. The expectation is that you will put into practice what you have learnt.... One of the good things about PD is that often the outside expert is recognised and you might know the stuff but someone else coming in from outside can come and say the same stuff and they will accept it. It is great having somebody coming to support those things or show them a different way. What we have found is that they are talking about the needs of their kids in the whanau [syndicate group] and have narrowed it down to specific kids. So yes there is a lot more specific discussion around student needs. I think they are more knowledgeable about what they discuss and there is more depth to it and there is more specific use of the data. I think there has been a shift in the focus of actually using their data to inform practice.

Leader 4 believed that in order to strengthen sustainability of the professional learning by teachers, that it was important to include the next tier of leaders at the decision making level, and to continue to build their capability as literacy leaders:

Because we have got some leaders, some whanau leaders who are just flying with it and they are great and watching and then we have got some that we are working alongside and we are co-leading those together. So it depends on where that whanau leader is... Yes and for us it is about including them with the decision making and including them in the planning stages and not going away and having great plans and bringing them along with them... And that is why we wanted that cascading model last year where F3 modelled and using the team leader or the whanau leader, as the teacher, and then at the next session the whanau leader sat with the facilitator to do the practice analysis conversations in order to strengthen the capacity of the leaders.

Indicator 4a) Instructional language learning – oracy

Improvement Teacher 5 (IT5) improved from rudimentary at T1 to indicative at T3 against Indicator 4a) Teachers explicitly teach English language and vocabulary by building

on Pasifika home languages and oracy practices. She was a teacher of a Year 1 class at School 5, an integrated Catholic school with a diverse population of 160 students of which 35% were European, 35% were Pasifika, with the largest of that group being Samoan, then smaller percentages of Tokelauan, Tongan, and Fijian, followed by 16% Maori, followed by other students of Asian descent.

Generic teaching of punctuation

The learning intention for the first observation of IT5's teaching, undertaken with her class of five-year-olds, was based on evidence from student data. She had noted that they were not using particular surface features to assist them in reading aloud, and decided therefore to focus on teaching 'punctuation'. During the observed lesson, this appeared to include any form of punctuation that arose during the shared reading of the text, including full stops, commas, question marks, exclamation marks, speech marks, and ellipsis. IT5 would stop reading each time and explain the particular form of punctuation highlighted at that point in the text.

It became apparent to IT5 that she needed clarity around ways to prioritise and plan instruction, including how to promote both receptive and productive language development by linking listening and reading with speaking and writing. During the practice analysis conversation IT5 expressed that she needed to strengthen her practice in making links to prior literacy and world knowledge, and that it may have been more effective to teach punctuation to smaller groups of students who specifically needed it. IT5 was in the process of developing pedagogical content knowledge in oral language and in writing, and appreciated references to particular texts that she might use to "*learn about language*". She was able to identify and articulate her next steps, which focused on linking with the prior linguistic knowledge held by her English language learners in order to promote language and literacy learning:

I think the areas we identified I could work on were with diverse needs, how to address all of the students' needs because the lesson was sort of pitched at the higher end students and it might have been a better lesson to do in their guided reading groups rather than as a general class. For example, Student 1 who is possibly an ESOL student – a lot of things were over his head and he wasn't picking it up. So that would be one area of making specific changes probably. There was lots to do with prior knowledge about literacy, but I think there was a gap: I hadn't addressed their prior knowledge about the subject in general

and that would be another way to work with ESOL students – to bring in their diverse needs and bring their own experiences into the lesson.

Language learning through shared experience

Following the first observation of her teaching, when asked what she might do routinely to support her Pasifika learners to learn, IT5 talked about the importance of using texts and language experiences that enabled her students to move from the unknown to the known in both language and content learning. She also spoke about how she promoted language learning during the lesson:

Yes, definitely we have lots of opportunities (to support Pasifika learners to learn). We talk about things that they do with their families: celebrations and things that are important to them. So we do these books that are based on Pasifika contexts, like “Lavalava” and another one about them playing kilikiti. And a lot of times the kids will bring words they know. So we talk about that... I guess I promoted language learning through modelling and reading to them and through explicit instruction about punctuation and about how that affects fluency and helps learning about the features of language.

It was evident that IT5 was honing her knowledge of explicit teaching but was still to develop opportunities for communicative language learning on the part of her students. She realised that her Pasifika learners had particular language learning needs and described how she worked with individuals to support them:

I do lots of shared reading – and use the story to capture their interest. I bring in as much explicit teaching about different characters as I can and provide opportunities to make predictions. And in guided reading I suppose it is like that, but I can focus on each child and see exactly what strategies each one uses. And when there are opportunities I will be trying to do more one-to-one. So, maybe for Student 1, I might read a book just to him and be talking to him about the book rather than with the whole class. I mean with writing that is what I have tended to do with him – to talk to him whereas the others are able to do some writing, I have tried to get him talking about it more and concentrating more on oral language because that is what he needs at the moment.

At the same time IT5 expressed how she had realised that whole class teaching was not the best approach to elicit productive language opportunities for those who most needed them because the more able students tended to dominate. She recognised also that she had more to learn about catering effectively to the language and literacy needs of her Pasifika learners:

I try to create opportunities for student-to student talk; in numeracy they do lots of partner work. I try to get them to in writing too: definitely they are talking and discussing things with their partner, but no it's not a lot. Some people missed out because... I think I was tending to ask the people who were right in front of me. Normally I would be trying to involve them more widely. But then I think maybe I don't know – because having somebody come and observe and see that the same kids capture my attention all of the time... but I think generally I try and make sure everybody is contributing... I just think that there are ideas about teaching Pasifika students that I have picked up, and things that I think might be right, but I think my experience with teaching Pasifika students is still pretty limited.

Using Pasifika oracy practices, including language, story and dance

During the second observation of IT5's teaching, it was apparent that she had built her pedagogical content knowledge in the explicit teaching of language and vocabulary. The observed session was a shared reading lesson focused on supporting her students to identify frequently used words in order to build a sight-word vocabulary. She planned to use targeted questioning and ensure all learners had opportunity to respond through modelling the process herself and using pairs of students to model to others. She began the lesson by making connections with learners' prior knowledge in relation to 'lavalava' (a Pasifika wrap-around): the text topic. She held one up and asked her students to describe what it was and what it was used for:

IT5: We are going to have a look at this book that we looked at yesterday. Put up your hand if you remember the name of the book?

Student 1: Lavalava.

IT5: Lavalava; what is a lavalava?

Student 2: It is a type of... like a dress.

IT5: I brought a lavalava because remember we looked at one yesterday but it wasn't really a proper one. This is a proper one and it is a piece of material isn't it? And what do you do with it? What do you think you do with it Student 3?

Student 3: You tie it around you.

IT5: Tie it around you... (compares her lavalava with the one in the text)... Does anyone remember some special times when people might wear a lavalava at school Student 5?

Student 5: I have – when you are doing a performance like the big kids when they were going to the hall.

IT5: That is right – a performance like a show. So they might be doing some singing or they might be doing some dancing and these are the special ones they get out and put them on. So these are our school lavalavas.

The conversation continued with IT5's students initiating interaction as they asked their teacher about her dancing ability and also stating what they noticed about the surface features in the success criteria:

Student 1: Can you dance?

IT5: I could; I might do a bit of dancing at the end ok? ... Well we have got a learning goal, I will just write it up there. 'Our learning goal...

Student 1: I can hear 'ing'.

IT5: You can hear the 'ing' I am glad you can hear the 'ing' on the end.

Student 1: Why did you do two full stops?

IT5: They are not full stops – they are saying that I am going to tell you more. When you do them like that they are not full stops. So the learning goal is 'We are learning to find some...'

Student 2: You can put a full stop.

IT5: No we don't need a full stop here. When do we have a full stop? At the?

Student 2: End of the sentence.

IT5 talked about how she deliberately chose her text to be able to connect with her Pasifika learners' world knowledge and in order to create opportunities for them to talk about content they were familiar with:

The text was a text about Samoan culture. And I knew that some of the kids would be able to make connections to that. So when I asked them 'Has anyone worn one?' I knew it was likely that some of them would have been able to talk about it. It wasn't new to them. I think I am catering for where they are at with their language. I guess trying to get all of them answering questions and involved. So I think that can sometimes be part of that catering because some kids need to be drawn out more for whatever reason.

IT5 also shared about students she had previously had in her class, as well as current students with minimal English, and how she would support their oral language learning:

Lots more scaffolding and when we used to do stories I would get her to point to things in the pictures more. So just that kind of scaffolding and giving them more clues and things to go on... And probably lots more encouragement and feedback about any things that she contributed to it. But I think probably when I think of my other Pasifika students – I sometimes think with some Pasifika children, they can be a little less in wanting to contribute to the discussions. And I think Student 4 is a little bit like that, but he has just started so I was probably calling on him more... I am just thinking too with Student 5 – he has just moved up and it was quite hard to understand his English, like he speaks Samoan at home. So I do lots more oral language things with him and the same with Student 6 – just a lot more one to one support stuff.

IT5 was aware of the language learning needs of her Pasifika learners, and sought to meet those needs by providing explicit teaching and visual support. She tended to focus on explicit teaching to promote oral language development rather than the utilisation of communicative tasks, or the promotion of opportunities for her students to practise cognitively challenging talk with one another. However, she did talk about using paired tasks to promote vocabulary learning where students were able to complete tasks together, and of the importance of linking oral language development with reading and writing:

IT5: I have lots more paired tasks where they go away and work with a partner or in a little group and do it together.

Researcher: Did you explicitly teach vocabulary?

IT5: Yes.

Researcher: And what are the key things you consider are really important when you do that?

IT5: I guess that they can see how it links to their reading and writing and they have a chance to use it and practise it.

Following the lesson, the Pasifika learners were interviewed, and talked about wanting to use their first languages at school even though they presently had no opportunity to do so:

Researcher: If you were reading a book say like that book, 'Lavalava' today, would you like to faitau le tusi i le Fa'a Samoa? – Would you like to read it in Samoan?

Student 1: Yes.

Researcher: Why would you like to do that?

Student 2: We like the book.

Student 3: Yes and we like singing and sometimes we speak in our own voice. We just want to spend our time having our languages.

Pasifika church literacy practices

IT5's five-year-old learners' familiarity with Pasifika oracy practices, including use of story, song, memorisation, repetition and recitation was clearly evident. They held strong language and literacy knowledge embedded in their church context and when asked to tell a story that they knew, two of the students responded by demonstrating their ability to retell collaboratively a story from the Bible. They also revealed, when prompted, that they were able to draw inferences about this familiar story:

Researcher: What story do you know in the Bible? Can you tell me one?

Student 1: David and Goliath.

Researcher: Oh that's a good story. What happened with David and Goliath?

Student 1: David got a stone from the river and throw it and fight Goliath.

Student 3: And walked in the water.

Student 1: And the other soldiers, they didn't want to fight Goliath.

Researcher: Why didn't they want to fight him?

Student 1: Because he was too strong so they didn't want to fight and God helped David.

Researcher: How did he help him?

Student 1: He gave him a special rock and then he threwed it and it hit his forehead.

Researcher: And what happened when it hit his forehead?

Student 1: David won.

Researcher: Yes Goliath went crash on the ground. Can you tell me what would have happened if David missed Goliath, if the stone didn't hit him?

Student 3: He would get another stone.

Researcher: I think you might be right because can you remember how many stones he had in his pouch?

Student 1: Five.

Researcher: He did. He probably would have got another stone. That is a good answer.

It was evident that church and school oracy and literacy practices were connected in the minds of these five-year-old learners and that they themselves were making particular links for learning between school and church. However even though they were attending a 'church school', it was not apparent either systemically or in IT5's practice that there was any strategic focus on leveraging off the language and literacy practices held by Pasifika children in their church context. In the minds of the children however, God had a big part to play in their learning:

Student 3: Sometimes we do Bible and songs at school and we do prayers every day... We do singing at the hall and we dance at the hall.

Researcher: And do you tell stories like you do at church?

Student 3: We do prayers there... But when you talk, they say shush and you have to be quiet.

Researcher: Okay here is the last question, can you tell me about what helps you to learn?

Student 3: God.

Researcher: Anyone else?

Student 1: Jesus.

Researcher: Okay anyone else or anything else?

Student 2: The angels.

Researcher: Okay, does your teacher help you?

Student 3: Yes.

Researcher: How does she help you?

Student 3: When she tells us what to do and we do it straight away and it helps us listen.

During the third observation of IT5's teaching it was evident that she had a much clearer purpose specific to her group of students, including making connections with prior linguistic and world knowledge, creating opportunities for oracy development particularly for a Pasifika child in the group who was new to learning English, gauging her questioning according to her in-depth knowledge of each learner's needs and strengths, and explicit teaching of target vocabulary. Facilitator 5 (F5) described IT5's progress following the observed lesson:

I think she has come a long way since we first worked with her. I thought that was an effective lesson with those children. They were all engaged; they were all contributing, and you could just see them active with that text. She was being very responsive to their needs and she knew them really well as learners.

Although her skill at supporting her Pasifika learners' oral language development had improved, she was still learning how to build to a greater extent on Pasifika home languages and oracy practices. She was planning to continue to hone her skills in oral language development and intended providing further opportunities that enabled her students to develop fluency and to generate academic vocabulary production.

Professional learning contributing to shifts in practice

IT5 consistently built her content and pedagogical content knowledge over the two years of the literacy professional development project. The development of her content knowledge through engagement with literacy resources and through co-constructed learning conversations with Facilitator 5 and the other literacy leaders in the school allowed her to understand more specifically the language learning needs of her individual Pasifika learners and then to focus on addressing those needs through targeted teaching. She was more aware of how to differentiate instruction based on her deepened pedagogical content knowledge, her knowledge of her Pasifika learners, and her knowledge of effective pedagogy in oral language development.

During the third professional learning session, Facilitator 5 led a school-wide staff meeting beginning with School 5's Pasifika student data and focused on challenging teachers

to consider whether they were sufficiently building on their Pasifika learners' strengths at school:

It was the first teacher only day of the year. I had contracted with them I would be sharing back some of the information that we were gleaning from our research project so far and that it would be around Pasifika. I took my cue from the data and from the research feedback that we had got and mixing that with what I know about the school: that they are not necessarily taking cognisance of the strengths of their Pasifika learners in their classrooms. We had a teacher only day based around the resource Connections and Conversations, which I think they felt they knew already, but I think it was a good starting place... Not all their Pasifika students are under achieving; some of them are their high achievers, but looking through the data from the end of last year – significant numbers of those who are at risk are Pasifika students. So I was talking about getting to know their learners. I mean they are a Catholic school, but sometimes in knowing what they do in their church life – the Pasifika church life is outside that. They have had some good systems in the past where they have endeavoured to delve a bit deeper into their learners, but I don't think the connection has actually been made to the classroom in planning from that. They are not necessary linking it to when they are planning tasks and activities, or even thinking about taking that information into account.

IT5 was challenged during the session to think about how she could change her practice to enable her Pasifika learners to utilise their linguistic and cultural resources to a greater degree, and it was evident that she had been reflecting on these changes and endeavouring to enact them in her practice during the third observation of her teaching. At that time Facilitator 5 again supported IT5's improvement in the explicit teaching of oral language by helping her to reflect on her own practice, in relation to the Pasifika children in her reading group, and particularly a newly arrived Samoan child who had specific English language learning needs. She supported IT5 to articulate her beliefs about learner talk and vocabulary acquisition, and to 'make the implicit explicit', because Facilitator 5 believed that IT5 acted implicitly and intuitively in the classroom without necessarily thinking explicitly about the rationale or principles underpinning her teaching practices. F5 enabled this reflection by encouraging IT5 to name the strategies she deliberately used in the lesson to illicit greater degrees of discussion amongst her Pasifika learners:

Facilitator: So what do you do specifically to scaffold his learning?

IT5: Well probably the main thing I do is making sure he understands what I am saying and what the vocabulary is. Especially in the first two terms I was really, really deliberate with that and I had to use a lot more body language, and acting things out. I probably do it less so now because I think he understands a lot but there are still things he misses...

Facilitator: I noticed you today drawing him in, like there would be a conversation and then you would talk directly to him and pull him in and check on his understanding. I saw you doing that a lot today. What are the positives that those children are bringing to the discussion when you watched them or saw them interacting with you today?

IT5: Like they were bringing their prior knowledge and they were sharing it and they were enthusiastic looking at the pictures and there was discussion among them. It wasn't like they were just answering a question; they were quite interested in the book.

Facilitator: I am interested in how that happened, why is that happening, and what do you attribute that to?

IT5: I think trying to listen to what they are saying and to be interested in what they are adding to it and trying to be enthusiastic about the books and how much they know already I think. Like saying we have done all this stuff, and you have looked at all these diagrams and that is good you can remember that, and making sure that they know they all need to be included in the conversation, and yes there is time to listen to what they have to say.

Facilitator: I mean I watch a lot of lessons and I don't see that happening in a lot of lessons I observe so I am interested to know how did you get that to work like that? What were you doing consciously that made that happen?

IT5: I think I was giving time for it to happen. Asking them questions and helping them to maybe make connections. Like I picked up when one of them said something, and talked with them about 'how that relates to that'. So yes trying to link things for them.

Facilitator: You did that through your questioning quite a lot didn't you?

IT5: Yes.

Facilitator: And in that way I think you were actually modelling the questioning process that they need to do for themselves.

IT5: Yes drawing attention to it.

Facilitator: And the excitement when they discovered it. That came from you, and they managed to do that themselves, because I saw that happening a lot today. I suppose for you too knowing them so well, like you knew certain words they were having difficulty with, and that affected the choices you made and the way you went about working out those words.

IT5: Like on the board yes because I know some of them, like Student 1 is not really doing blends, whereas Student 2 and Student 3 have started doing blends, and Student 3 has got a lot better at high frequency words and basic word knowledge. So it is trying to link all of that.

She also encouraged IT5 to consider using a range of processing strategies that were connected with her learners' prior linguistic knowledge including their meaning and structure cues rather than relying solely on visual cues:

Facilitator: But I am just thinking maybe your next one is going in and using those meaning and structure cues so that your prompts around that might be that they are checking for themselves whether that makes sense...

IT5: That is good; it does make me think.

Facilitator: The way you were making connections to prior knowledge was just everywhere, literacy prior knowledge and world prior knowledge all the way through that lesson.

IT5: That is good. The very first observation lesson I did, I don't know if I did it like that.

Facilitator: What are you thinking about taking away?

IT5: Probably just what we were talking about, about the meaning, and giving that kind of equal weight with the visual.

Facilitator: So could we frame that 'developing the meaning and structure'?

IT5: Maybe just developing their strategies around meaning.

Facilitator: So how will you know that you are doing that? What is going to be there if you are monitoring the impact, what will you see happening?

IT5: Well I will see less of them just sounding and getting stuck on individual sounds and predicting words, coming up with words. I think I will be

trying to do more, like we do lots of talking around the pictures but talking that is a bit more directed to the text. So trying to lead them a bit more to engage in meaningful talk about the text.

IT5 expressed during the final interview about her practice, that the facilitator's guidance, support and feedback throughout the practice analysis conversation and during the previous two years of the literacy project had enabled her to reflect on her practice more deeply than she ever had previously. Although she found the process challenging, it helped her to articulate her beliefs in relation to her own practice. Her new role as a literacy leader in the school also prompted a deeper level of critical reflection on the practice analysis process and how she would enact it with other teachers to support them to specify and reflect on their professional learning goals:

Researcher: How useful was the feedback in helping you to improve your teaching?

IT5: was definitely useful because I probably wouldn't have thought about that that deeply. It makes you want to really question what you are doing and the rationale behind it, because I know why I am doing some things but then just to think a bit more clearly and where there might be a gap... I think I had to think for myself. Yes she was asking hard questions and saying 'What made?' and so I had to really think about why I had done it and what I had done... It was definitely co-constructed.

Researcher: Are there any other comments you would like to make about this feedback session?

IT5: I find it quite hard, quite stressful doing it, but I find it really useful. Like it is good for me to get some feedback and to see what things I am doing right but it is also good because it makes me think, well actually, there are still some things that I can be doing better to keep improving my practice, rather than thinking 'Oh I've got it, now I know how to teach reading'. So seeing how you can improve it, but I think it is good the way it is co-constructed, rather than Facilitator 5 saying this is what you did right, this is what you did wrong, because I think that can be quite threatening... For me as a literacy leader, it has made me think about what sort of questions you would ask other teachers to get them thinking about what they are doing. So that is a skill really. I have only got a little idea but it is a skill that you have to develop so you know how to do that... I can see it is about

making people comfortable talking about what they are doing and still being able to look at what might not be quite so good. So you don't want to be saying you know you should have done this, this and this because that is not really going to help people in a way.

Leader 5 at School 5 described the impact of working with Facilitator 5 during the observation and practice analysis sessions, and how her learning as a literacy leader had been supported through a scaffolded process of observation of a practice analysis conversation and then undertaking them herself with other teachers:

I guess what first springs to mind is when we did observations and doing that alongside Facilitator 5 and seeing the procedure and how she did the transcript and coding it and then the conversations she would have with the teachers afterwards about the lesson. So just observing that and seeing how that worked and then having a chance to do that ourselves. So that was a really good learning opportunity because it is one thing watching her do it, but then actually having to do it yourself: I think that was really useful; analysing the lesson and what went on and being able to discuss it with the teachers as well. When you are actually observing there is a lot happening and teachers are not always aware of everything. It can be really useful having feedback, and the kind of reflection about what is happening in your lesson can have a good impact on your planning for the future.

The following example illustrates two indicators:

Indicator 4b) Written language, including Pasifika literacy practices

Indicator 5b) Transferring Pasifika knowledge, languages, and literacies

Improvement Teacher 2 (IT2) improved from rudimentary at T1 to indicative at T3 against Indicator 4b) Teachers explicitly teach strategies for written language, including use of Pasifika literacy practices, and Indicator 5b) Teachers provide opportunities for Pasifika learners to transfer knowledge, languages, and literacies from one context to another. As mentioned previously, Improvement Teacher 2 (IT2) was a teacher of a Years 5/6 class at School 3 and demonstrated sound generic practice against these dimensions and indicative improvement in practice specific to Pasifika learners at T3. During the second year of the literacy project she moved into a literacy lead teacher position with her role being to work

with groups of students across the school and to provide leadership in teachers' literacy learning. The first observation of her teaching was a guided reading lesson in which the students' purpose was to find clues and information in the text to answer questions. IT2 was familiar with the deliberate acts of teaching, including modelling, prompting, questioning, giving feedback, telling, explaining, and directing, and she endeavoured to use them in her literacy teaching. Having reflected on her practice, she had noticed there was more 'telling' than 'modelling' or 'prompting' evident in her practice. Her goal therefore, through the use of 'think-alouds', was to model the process of looking for evidence in the text, supported by prompts and explicit feedback to students.

Although IT2 taught the technical vocabulary in the text to her students prior to the lesson, she only used an "initiation, response, feedback (IRE)" pattern, rather than providing opportunity for language generation by students through paired or group negotiation of the target vocabulary. Following the lesson, the teacher stated that she needed to ask more open ended questions and provide opportunities for other ways to respond to questions, such as use of interactive tasks like "*Think, pair share*" or collaborative writing tasks such as "*answers on post-it notes*". She realised that it was not necessary to rephrase students' responses to questions. She became more aware of the need to provide opportunities for student talk and negotiation: *It is going to make me more conscious of stepping back and allowing that discussion time for children and also giving them a variety of ways in which they can respond to the text.*

She led discussion with her students about the non-fiction text, which was focused on the role of lifeguards at the beach but, following her analysis of the lesson, she realised she had failed to support them in making connections, by not providing opportunities for sharing their own experiences at the beach. She expressed her belief in the importance of making connections with learners' linguistic and cultural knowledge but this belief was not apparent in her practice until the next observation of her teaching. At this time she focused on creating opportunities for her students to make connections between the world of the text and the world of home, their prior knowledge and experience:

I guess the student prior knowledge was about volcanoes and what the impact of a volcano might mean. I tried to celebrate the fact that Student 3 had actually been to Samoa and she brought some personal knowledge to it and I guess in terms of linking it to what I want the students to learn, I was trying to put them in the shoes of someone who was coming back after a volcanic eruption, to think what the challenges might be and they wouldn't have actually

been able to answer that and come up with any challenges if they hadn't had any prior knowledge. Like with Student 4 when she was comparing the way they live in Niue and the way they live here, she talked about hunting pigs and she was saying the challenge would be finding food. I was saying, 'Finding what?' Because I was making the connection with growing food on the land and she went 'No – hunting for food'. I mean she absolutely had her own connections that were different to mine.

IT2's belief in the importance of creating opportunities for her Pasifika learners to transfer knowledge from one context to another, and particularly from authentic learning contexts beyond the school was borne out by the dialogue that took place between IT2 and her students:

IT2: What else were you doing yesterday when we read the articles?

Student 1: Being able to make connections to my own experience.

IT2: And yesterday when we were looking at the articles you were able to think about the work you had done with Mr B_____ about volcanoes, and the things that we had done the day before about volcanoes. So that when we were looking at the articles you had some information that you were able to bring to that as well. When we looked at the title of the story yesterday, "Living with Lava Flow", we explored the prior knowledge that was in this group. Student 3 was able to go away and was able to give us some information about her grandpa, and the information she got when she went to Samoa and visited the area where that volcano had happened, where that volcano is...

IT2 continued to actively create opportunities for her students to not only connect the world of the text with their own prior knowledge, but she also put herself in the position of being the learner and endeavoured to create situations where the students were able to teach her:

IT2: Any other challenges? ... That hard rock and trying to get those poles in, I can understand that would definitely be a challenge, but I was also thinking about the fact that they were trying to build them on platforms. So the platforms would be an area that was flatter.

Student 4: The houses are called fale.

- IT2: Can you write that down for us because I don't know how to spell that? And tell us a little bit more about that Student 4.*
- Student 4: The ground is really hard and they get sore backs when they dig...*
- IT2: And what is the difference between that and a fale?*
- Student 4: A fale is really more outside and the fale is secret.*
- IT2: I didn't know that, that is really interesting. So when you say it is outside, do you mean that it is open?*
- Student: Yes.*
- IT2: Excellent and it doesn't tell us that here does it, but that is really great because you are making some connections that you are thinking about. So what do you think might be a challenge trying to build those on that ground?*
- Student: It is hard for them to get the poles in. They use sticks to move it and they use it and they can't use it because it is hard.*
- IT2: This land is too hard to be able to use the bamboo they usually use. What do they use instead of the bamboo?*
- Student: They use wood so it is easier for them to get it in.*
- IT2: So the challenge here is that they also have to change some of the materials that they build with because the traditional materials are not strong enough, excellent. Can you just write that 'fale' down for us? Thank you that is really exciting.*

By the third observation of her teaching IT2 had continued to improve her practice and demonstrated explicit teaching of language and literacy through utilisation of particular instructional strategies. She created opportunities for student talk, by providing a text that students could connect with using their first language (Samoan), by making links with their prior knowledge, by providing visual support to promote vocabulary acquisition and by creating opportunities where students were able to negotiate their understanding of the text and vocabulary, and justify their opinions through “Think, pair, share” tasks:

By looking at the Icelandic volcano and then looking at how volcanoes are formed and then looking at the articles; that they are seeing the connections of why it is purposeful for them to know the vocabulary... 'Think, Pair, Share' gives you an opportunity to listen to the students articulating their ideas and sometimes they do that a little bit more confidently just with a partner than they

do in front of a full group. Also, you know, by doing that and feeding back, it is giving them those opportunities to talk and use the vocabulary in a safer context.

It was evident that IT2 scaffolded the reading process by providing a language experience based on sharing of cultural heritages. This enabled her students to successfully make connections with the text by engaging in meaningful talk about their own cultural heritages. The facilitator noticed IT2's expertise in enabling her students to make connections: "What came through very strongly... the selection of the text and the use of her own bicultural heritage helped these children from diverse cultures make a lot of connections before they even got to the text." IT2 also expressed the importance of valuing students' worldviews even when that worldview might be different to one's own:

I think it is constantly valuing who they are and what they can bring and I think that is a really important thing whatever text you are reading, that your own world view doesn't dominate because everybody sees the text in a different way through their own experiences... I think when we are sharing a text everybody needs to have ownership. So if people notice something and they are bringing something that is different, then I think that is great. So yes, I guess it is something that I would encourage because my experiences aren't what are going to help them understand the text – it is their experiences.

IT2 created opportunities for students to use their first languages incidentally when connecting to concepts in the text ('turangawaewae' and 'treasures') and explicitly taught the academic vocabulary related to the learning intention and success criteria (finding clues in the text to support prediction through use of evidence). She was well positioned to refine her practice more specifically to her Pasifika learners through greater connection with, and utilisation of Pasifika literacy practices.

Professional learning contributing to shifts in practice

At School 3, the first professional learning session was a whole school staff meeting led by Facilitator 2, which, while not specifically focused on Pasifika learners, was relevant in supporting teachers to use student data to select and use instructional strategies for processing and comprehension that were targeted both to the purpose of the lesson and that were clear and relevant to learners. The facilitator provided examples of teachers' planning that had developed out of the specific analysis of student reading data, for ascertaining

particular learning needs, next steps, and co-construction of relevant learning intentions and success criteria in the teaching of reading. The progression from analysis of data through to teaching and learning was particularly salient for those teachers because the analysed data was drawn from some of their own students. Thus they were provided with both a model of analysis of their particular students' running record data, and then of how to use it to inform their use of instructional strategies for processing and comprehension. As stated earlier, IT2 believed that the most powerful moment for her during the PL session was when the facilitator shared the schools' student achievement data, which had not previously been owned or used by teachers to inform teaching (see illustration 2.2).

The ability of Facilitator 2 to articulate clearly the learning, and to monitor carefully individual teacher progress in relation to that learning, through small group tasks, was evident in the interactive teacher conversations during the PL session. IT2 explained that her professional learning, over the previous six months, had included the analysis of data to inform teaching and knowledge development on the deliberate acts of teaching. She also articulated that the facilitator was particularly adept at monitoring, probing, and guiding the learning during the professional learning sessions, as well as providing guidance in the use of teacher resources to support self-regulating teacher inquiry and the development of new ways of thinking about teaching and learning:

I think what has been really invaluable over the last six months... is that we have gradually been building up a knowledge base and doing work with the facilitator and exploring data and using the evidence. But actually we can't unpack that evidence unless we have got the knowledge of the processes and the content and actually what the bigger picture is. You know, in terms of: What are the comprehension strategies? What are the processing strategies? What is it that we actually have to do? Those deliberate acts of teaching so that we can actually teach the skills?

The final professional learning session at School 4 was led by Facilitator 4 and was focused on supporting teachers to utilise the ESOL resources, in particular the *English Language Learning Progressions* and the *Supporting English Language Learners in Primary Schools* documents. Having a focus on these documents prompted IT2 and other participating teachers to consider specifically the language and literacy learning needs of their Pasifika learners and whether they were creating sufficient opportunities for Pasifika learners to transfer knowledge, languages and literacies from one context to another:

The data was really important and I think addressing the tail that we have in writing and thinking about how we can use the ELLP and the SELLIPS in order to scaffold the students and bridge those gaps that we have because the better they are at understanding the vocabulary and context, and the better they are at being able to speak about their experiences and connect them with the learning, and the more we can scaffold them with the vocabulary, then that is going to have an impact on their reading and writing.

IT2 talked about the significant learning that she had gained from the professional learning session led by Facilitator 4, for both her teaching and literacy leader roles in the school:

I think this session had huge relevance because my role is just not with the students it is also with the teachers and ensuring that all the team leaders are clear around the ideas of how we can support our students. Because we have got so many bilingual students in our school, that honouring their first language and having the leadership team on the same page in terms of how we support these students – then the same message is going to come down to all the teachers so that we can all be on the same page.

Following the final professional learning session, IT2 talked about the factors that she considered important in a professional learning relationship between leaders, facilitators and teachers:

I think the openness of the discussions during the session was evidence of a relationship of respect between facilitators, leaders and teachers and that there is certainly that feeling that we are all on the same page and wanting the best for our Pasifika learners... I think I have heard more balanced participation in this group than maybe we have had in the past. I noticed people are feeling comfortable to speak up in the group and I think that is really fantastic... I just think that sometimes, particularly with practice analysis conversations and when you are dealing with the monitoring meetings, that there has to be a level of integrity with everybody there. Everybody has to really operate from a sense of problem solving and having that sense of integrity that whatever anyone says is okay, and that is where they are at, so let's move it forward... And I think if

that is missing, then it is really difficult to have that level of openness and honesty there. You have to feel that...

In leading the professional learning sessions, the facilitators and leaders were central to the establishment of a respectful, honest, and ‘problem solving’ atmosphere, which enabled teachers to feel safe about participating in and contributing to the professional learning.

Indicator 5a) Making meaningful Pasifika connections

Improvement Teacher 4 improved from rudimentary at T1 to indicative at T3 against Indicator 5a) Teachers support Pasifika learners to make meaningful connections with Pasifika cultures, experiences, languages, literacies, texts and worldviews. As mentioned, IT4 was a classroom teacher at School 4, a moderately large school with a diverse population of approximately 500 students, of which 40% were Maori and 30% were Pasifika, with Samoan being the largest of that group, followed by Tuvaluan and Tongan. The three observations of his teaching were guided reading lessons, which took place with groups of six to eight students of Pasifika (Samoan, Tuvaluan), and other ethnicities.

Assumptions about prior knowledge

During the first observation of his teaching, it was apparent that IT4 had some knowledge of his learners and chose a text that he believed would connect meaningfully with his Pasifika learners’ prior world knowledge. However as the lesson unfolded, it appeared that IT4 had made certain suppositions about his students that were based on generalised assumptions about Pasifika people. His Samoan students were New Zealand born students with particular forms of prior knowledge that they may not have connected overtly with the Tongan world of the text.

The text chosen for the guided reading lesson was a non-fiction text set in Tonga, focused on a Tongan girl’s preparation of her costume for her traditional Tongan dance. There were no Tongan students in the reading group. The Samoan and Tuvaluan students appeared to have some conceptual knowledge about their own forms of cultural dance and traditional costumes, but they were not given an opportunity to share that knowledge. IT4 did not surface their existing knowledge and did not appear to attach any importance to making connections between what they already knew, and the new knowledge of the text. In fact he appeared to assume that their ‘world knowledge’ would connect automatically with

the text, and did not ask his students about their own experiences in relation to the topic. One of his students pointed out to him, that there were no Tongan students (who could have held ‘Tongan specific knowledge’) in the reading group:

IT4: Appreciation means thankful. They are thanking her for doing such a good job, so they are giving her some money. Now this is simply the girl in the story’s name. How is it pronounced?

All: Taiana.

IT4: And that other word is a Tongan word: ‘taualunga’. Does anybody know what ‘taualunga’ means?

Student 1: There’s no one from Tonga here.

IT4: Shsh. Let’s read it then, read from Taiana.

All “Taiana is going to dance the taualunga.”

IT4: So what does it mean?

Student 2: A Tongan dance?

IT4 continued to read sections of the text with his students but initially did not translate the Tongan vocabulary into English (or his students’ home languages). Consequently when IT4 asked questions of his students in relation to the processes described in the text, they struggled to respond because they were not Tongan speakers and did not understand the Tongan vocabulary:

IT4: Can you read the next four paragraphs and I want you to concentrate on this question: ‘How does Taiana make the dye used on the Ngatu?’ So you will read about it now and you will answer the question for me.

Student 3: I don’t know what it means.

During the interview following the lesson, IT4 explained that he had chosen the text specifically because it was Race Relations Day and he wanted to promote cross-cultural understanding. He also stated that he chose the text because of its relevance to Pasifika learners, but assumed, perhaps, that all Pasifika learners would find the same text relevant:

Researcher: How did you cater for diversity in the lesson?

IT4: I tried to introduce a text that was relevant to Pacific children as well as something that Kiwis can learn about other cultures. We make sure that is our focus because it is a focus that everyone is different, but everyone has their own way they do things and we should celebrate that.

Researcher: So that was your reason for choosing that text – that it would be relevant to the Pacific children? Do you think it fulfilled that plan?

IT4: Yes it hasn't fulfilled it yet, but I hope it will fulfil it.

Researcher: Do you think any of them were able to make links with what was in the text?

IT4: With their own culture?

Researcher: Yes – with their own knowledge?

Teacher: I think they are making those links.

Researcher: Do you know what any of the links are?

Teacher: I think with the Samoan children – it is almost like it takes them a while to see the link, but they are picking it up. They are seeing these cultures that do something similar to them and that is great if they can say, "Hey that's kind of what we do, but we do it in our own way". And they may start accepting more cultures more readily. That's what I hope and I think they are in that process and I don't think they can just grab it from that lesson today, but we are getting towards that goal... I chose the text because we are having more of a Pasifika focus so I do try and look for them.

Researcher: So what is your reason for looking for those Pacific texts and having a Pasifika focus?

IT4: Especially today because of the Race Relations Day which is tomorrow, but it was today at school and the kids were encouraged to bring their cultural dress and that was specifically about a cultural child who had to make her own cultural dress. So that's why I chose that one. I looked it up on the Journal Surf.

Generic understanding about 'making connections'

By the third observation of IT4's teaching, it was evident that he had improved his practice significantly, by making explicit the connections between students' existing knowledge and new knowledge, and by no longer making assumptions about what that knowledge might be. He was still to develop strong practice in supporting Pasifika learners to make connections between the valued knowledge of school and the valued (and specific) knowledge of their particular families and cultures, however, he now realised the importance of supporting learners to connect new with existing knowledge and of not making assumptions about what that knowledge might be. So although the text he selected was not

Pasifika specific knowledge, it was connected with a previous class topic of the ‘water cycle’, with IT4 foregrounding explicitly the importance of making connections, and then focused the learning intention and success criteria on connecting explicitly with his students’ prior knowledge:

IT4: We are here today to do some reading. So today’s purpose of reading is going to be, ‘How much water is on our earth’s surface and why is it so important?’ Also to find out what we have learnt about the water cycle as well – do you guys remember the water cycle?

Students: Yes.

IT4: We did that as ‘what’ this year?

Student 1: Topic.

IT4: Topic yes, learning about the weather and the water cycle was part of it wasn’t it?

Students: Yes.

IT4: So this is kind of related to what we have already been learning. That is going to be our purpose for today. Now we have a learning intention – what do we call those?

Student 1: ‘WALT’.

IT4: Our WALT’s. We are learning to make connections between our prior knowledge... Does anybody know what prior knowledge is?

Student 2: Knowledge you had before.

IT4: Good, knowledge that you have had before, or knowledge that you have inside you already. Make connections: What does that mean do you think?

Student 3: Make connections from the prior knowledge to knowledge that you learn.

IT4: I don’t think I am clear that you understand what making connections means. Making connections to our prior knowledge – what do you think that means?

Student 4: Making connections to the story.

IT4: Connections to the story mixed in with what you already know, yes. So you’ve already got some understanding of the water cycle right?

Students: Yes.

IT4: So the story today is a little bit like the water cycle, so we just want to make sure that you can put the pieces together. That stuff you already

know – that is related to what you are reading now basically. Do you understand that?

Students: Yes.

IT4 was much more explicit in his teaching than he had been at T1 about how his Pasifika learners might make meaningful connections between the text and their existing knowledge. He articulated clearly the rationale for the comprehension strategy of ‘making connections’ by supporting the children to understand exactly what he wanted them to learn through the guided reading lesson and by highlighting that ‘making connections’ is a skill that good readers employ, and is therefore worth practising during guided reading time:

IT4: What does this stand for again?

Students: ‘What I am Looking For’.

IT4: What the teacher is looking for is for you to connect the main ideas in the text to what you already know. Okay, so that is called making connections and that is what good readers do. They go, ‘Oh I know a bit about this’, and they connect it with the new stuff that they are learning and it makes it easier to read and understand and that is what reading is about really – is understanding isn’t it? That is our intention today.

IT4 also reiterated that reading was about making meaning and that one way to enable meaning making was to connect new learning with existing knowledge. IT4 continued to restate the learning intention and success criteria throughout the lesson and to check whether his students were in fact making connections with their prior knowledge:

IT4: What have we already learned about the endless cycle?

Student 1: The water cycle just keeps going on and on; it doesn’t stop.

IT4: Good and have you learnt that from reading this or did you already know it?

Student 1: Already knew it.

IT4: Good – so you are linking what you already know to what you are reading about, to help you understand what you are reading. So that is what good readers do. Student 1, I want to see more of that as we go along: well done.

...

IT4: What does vapour mean?

Student 2: Steam.

IT4: Yes let's read it and just double check: 'And oceans turn liquid water into an invisible gas called water vapour.' It is like steam – you are right and what is that part of the process called?

Students: Evaporation.

IT4: Yes it says that down there. I think all of you are linking in what you already know to make this easy to understand aren't you, because that is what good readers do. That is what we are trying to remember – what we already know. Trying to connect it with the story so it makes it easier to read.

...

IT4: What process is that? It doesn't actually tell us in there what process it is but I am hoping that you can link from your prior knowledge, Student 3?

Student 3: Condensation.

IT4: It doesn't say that in there, so how did you know that?

Student 3: From my prior knowledge...

IT4: Good, so you are putting together what you already know to make this easier to understand, well done Student 3.

It was apparent that IT4 had improved his practice significantly in enabling his students to make connections to purpose, and to prior literacy and world knowledge. He now needed to think about how to use the comprehension strategy of 'making connections' in more specific ways with his Pasifika learners, that would create opportunities for them to make meaningful connections between the world of school and their local familiar domains, rather than with general ideas about pan-Pacific cultural knowledge.

Professional learning contributing to shifts in practice

The first professional learning session at School 4 was a series of guided reading lessons modelled by Facilitator 4, who worked with groups of students from different areas of the school to demonstrate to classroom teachers what an effective guided reading lesson could look like with children from their own classes. He had negotiated and co-constructed the lesson objective with the classroom teacher of each group of learners in order to ensure the lesson was targeted to their particular needs. The facilitator articulated what he hoped the teachers would gain from observing the modelled lesson:

The important ideas in the session were deepening teachers' understanding of the four main instructional strategy goals that we had set as a teaching group: a goal around learning intentions; a goal around explicit teaching at the word, sentence, paragraph, whole text level; a goal around the sort of conversations we need to have with kids to extend their thinking, and a goal around eliciting kids' prior literacy as well as content knowledge. We had identified those goals from the data... and my job today was to go further into what those goals meant, but also what those goals might look like within a guided reading lesson.

Facilitator 4 talked about making the learning explicit for the teachers so that they would then be able to practise with their own students what they had observed and learnt through the modelled lesson. He checked that all teachers held shared understandings of the deliberate acts of teaching and comprehension strategies so that they could reflect on their own professional learning needs and set clear goals for themselves that were specifically related to the needs of their learners:

One of our goals was to make both the teaching and the learning explicit for the kids and I think in terms of teachers' content knowledge we focused it around a comprehension strategy. So I had to make sure everyone had a shared and common understanding of inferring. At the same time we focused on teacher pedagogical content knowledge, in terms of – did everyone have a shared understanding of what sharing learning intentions was exactly about, what modelling within a reading process was, the 'thinking aloud' thing, what giving feedback in a reading process was. So we were as explicit as we could be about those sorts of things as well.

He also believed that as well as observing and analysing an effective guided reading lesson, teachers needed to have time to reflect on their learning through the session, to learn from their co-constructed conversations with their colleagues, and to formulate their own professional learning goals that were accompanied by specific actions. Facilitator 4 stressed that it was important to have high expectations of teachers, coupled with high levels of support in order to produce better outcomes for Pasifika learners in the classroom:

Yes, because the whole idea of today's work was not just me telling or showing them, but them reflecting on what they saw, what they read, what they talked

about, what they heard from others and linking it back to their own teaching. And you saw me finish off by everyone actually being able to state something that they felt that they needed to take from today's work back into their own work and hopefully how they are going to do that... I was hoping that these teachers would see and recognise that I do expect what I would call effective teaching from them and that their job today was to start on that process of analysing effective teaching and taking aspects of it on themselves. The major resources that they got were watching me hopefully model effective teaching, but over and above that I tried to supply them with handouts, which backed that up. They got a lesson plan with the kids' needs on it, so that they could see where my effective teaching was coming from. They then got an analysis sheet, which had all the aspects of effective practice on it for them to analyse my work as well as their own work. And thirdly they got a big handout, which was basically the content knowledge around guided reading.

IT4 talked about what he had learnt, and what he would change in his own practice as a result of observing the guided reading lesson modelled by Facilitator 4. Having analysed and reflected on the differences between the facilitator's teaching and his own practice, he realised that he had been focusing on too many ideas during his guided reading lessons. He recognised that he should now target his teaching to the objective of the lesson in order to gain greater traction with his Pasifika learners around the learning focus:

Yes there are things that I will change after observing that lesson, like staying focused on the learning intention. And now I have seen it modelled I can see what I can leave out because I always felt that you can't leave out too much, but he was saying yes you can because you can only focus on one thing at a time. You can't focus on trying to teach lots of different things at once. I found that is what I had been doing, trying to feed too much at once. I suppose it is kind of like the maths theory you just learn step by step or else you can't try and teach it all at once because it gets too much.

IT4 also talked about the realisation that he needed to be organised and specific about the kinds of texts that he would choose to use with his Pasifika learners, that he needed to develop knowledge about the kinds of texts that would be appropriate for teaching particular comprehension strategies, in particular – supporting his learners to make connections with their prior knowledge, and that he needed to focus on one strategy at a time:

Then you heard all about his experience of that one particular text so he really knows it back to front... I asked a few questions to Facilitator 4 on text choice like, 'How did you find this text? You obviously knew that text was appropriate for teaching inference and making connections. Is there something that we can click on to find out immediately, what texts would be good to use for teaching particular strategies?' And he said no, he just knew that one was good; he knew the author, he knew everything about it... Because he has focused on those 10 comprehension strategies and that is what I am focusing on this year because that Probe test that we are doing all ties back to comprehension, and I have learnt now I have got to focus on one at a time, and I know I need to help my Pasifika kids to make better connections between what they already know and the ideas in the text.

IT4 realised from observing the facilitator that it was vital that he make connections with his Pasifika learners' prior knowledge when teaching a new comprehension strategy in order for them to be successful at learning it:

He was teaching them something brand new: none of them knew the word 'inference'. They actually were able to link it to what they knew, straight away they knew, but they didn't know that was what it was called basically. So they were learning a new concept with lots of prior knowledge to help them make the connections.

As mentioned previously, Facilitator 4 provided additional support to IT4 during professional learning session 2 where he worked with IT4 to analyse his students' data, formulate a teaching goal for his next guided reading lesson, and plan the lesson together with the facilitator. The degree of scaffolding provided by the facilitator meant that IT4 now displayed a greater degree of self-efficacy and knowledge about the teaching of reading, and specifically of how to support Pasifika learners to make connections by utilising their existing knowledge to facilitate text comprehension:

One of his strengths was he would always treat us as listeners or students in a learning way that we would enjoy. Even for example in a way that you could model it back to your own classroom.

Following the second professional learning session Facilitator 4 described effective facilitation as being responsive and adaptive to individual teachers' needs, and supporting

teachers to prioritise one professional learning goal rather than focusing on too many at once:

The belief or philosophy I hold, and I communicate this with teachers in these situations, is that, 'My job is to help you identify what you are doing really well but also encourage you, persuade you, get you to think about something that is not working so well for you that you can build on.' So very often it is one thing, or I might mention a couple of other things in passing, but the other things that I have picked up I will always hold in my back pocket knowing that I have got to bring them out at another time.

Facilitator 4 also talked about the importance of supporting teachers to develop strong relationships with children, to be aware of the particular cultures of their homes, and to be able to support them to make specific connections for learning that are specific to them and to their families:

To me it's all about relationships with kids, it's about knowing who your kids are, what they can do, what they can't do, both as learners but also as people who come from a particular cultural background and I'm not talking ethnicity specifically – I am talking about the specific culture of their family and home. It's actually planning explicitly for those needs and taking in the different interests that kids have along the way as you plan and it is the explicitness, the directness of the teaching that goes with that and it's the feedback that kids are getting in relation to that particular teaching and learning... I very often find Pasifika children want to learn and achieve, and connecting with who they are and where they come from is a really good thing to do, especially if you have got a good relationship with a kid.

Indicator 6a) Partnerships with Pasifika families/aiga

Improvement Teacher 3 improved from rudimentary at T1 to indicative at T3 against Indicator 6a) Teachers collaborate with Pasifika families/aiga in identifying student learning needs and valued outcomes. At T1 IT3 was still fairly new to teaching in Aotearoa New Zealand and expressed a lack of confidence in her own knowledge of Pasifika families and how to interact with them. She expressed that she did not know enough about Pasifika families and cultures to be able to make meaningful connections with their cultural and linguistic knowledge in the classroom and decided to visit the annual 'Pasifika' festival to

find out more about Pasifika cultures and families. As she reflected on what she had learnt through that visit, it was evident that she failed to notice individual differences between the various Pacific nations on display:

I'm aware I'm not really up to speed with knowledge about Pasifika, and I went to the Pasifika show in an attempt to learn more about it and all I know now is, that every country eats pineapple with ice cream in it, and chop suey, because they sold it at every country's stall. So actually I would have been better not to go there. I need to learn a lot about it.

She had her own beliefs about what Pasifika learners needed to be successful, and these beliefs were informed by her interactions with Pasifika children rather than by collaborative conversations with parents. IT3 appeared to hold deficit attitudes about Pasifika learners that had not been informed by joint construction of learning goals with Pasifika learners and their families/aiga. She expressed that Pasifika learners did not have the language to engage in extended interactions, that they had little prior 'language experience', and that she needed to provide general grammar teaching in order for them to achieve:

When you have done a reading test, you might say, 'What are you proud of?' when they talk about their family, or, 'Why did they go to new pastures?' – 'Food'. They are only giving you one word answers and other children would be able to elaborate and you are thinking – you have understood this text, but you can't really discuss it in any depth with me, not in sentences, and I really fear taking them on any further. I really think they need to be taken back to get that whole language experience. With my children I look like I am holding them back because I have kept them all at Level 22 or below, and I would like to know because I do spend some time talking about verbs and things like that – which I don't know in New Zealand, whether it is something we should do or is it frowned upon? I was told in my first school it was included as part of the general lesson. I think these children need explicit instruction in English structures and I don't know how to do that.

Following the second observation of her teaching, IT3 expressed that she believed that her Pasifika learners' 'issues' were related more to intelligence than to language, and

that because they demonstrated similar behaviours, that her expectations and interactions with them were also generic rather than individualised:

At a previous school the Korean and the Chinese were really different from the Samoan and Tongan. So I would have to cater for them very differently.

Whereas these Pasifika guys I kind of find them very similar in the way they think and the way they approach things and the things they want to do. It is just that they have different levels of ability in English or general kinds of intelligence levels if I can say that. A lot of the stuff isn't language, it is about intelligence, you know, and how stimulated they are.

IT3 noticed that when she was able to make connections with her Pasifika learners' prior knowledge and family lives, that they became more engaged in the lesson and tended to contribute more, however she expressed that it was not always easy to find texts that focused on their lived lives and experiences:

Once they go, 'Oh this is familiar', then they are excited, but it's quite hard finding things that they are familiar with because they don't all do the same sort of things.

At T2 IT3 expressed again that she still had much to learn about her Pasifika learners and their families, but that perhaps she knew more than some New Zealanders:

I still feel like I don't really know very much about Pasifika at all yet, but it is early days. Maybe because I am only recent to New Zealand or maybe lots of people don't know. But I think I know more about Pasifika people than a lot of New Zealanders – Kiwis, but I still think I have a lot to learn about them.

By T3, IT3 had begun to change her attitude about Pasifika families to the realisation that although she still did not know a lot – rather than assuming that the issues were related to intelligence, she recognised that there was Pasifika specific knowledge that would be useful to her in her role, and that she needed to learn as a teacher of Pasifika learners who could collaborate genuinely with Pasifika families/aiga:

Anything that is actually hands-on is useful because unfortunately I don't speak Tuvaluan or Samoan and I don't live with them. If we could go and spend some time with the families, we could just go and do all these things, but how are we

meant to know and learn it without actually getting immersed in that? If somebody who knows about it could come in and share with us some of the key things... But you know it is even little things, I remember being told in my first school that Samoan children confuse 'b' and 'p'. I didn't know that and I had kind of forgotten that - basic information like that would be really helpful and useful.

IT3 had a stronger focus on developing collaborative relationships with her families, as a result of the support provided by the principal and other senior managers in the school. The school processes introduced by these senior managers required her as a classroom teacher to engage in joint construction of learning goals with Pasifika learners and their families/aiga and she was also more confident about interacting with family members informally. With the systemic support structures in place for developing partnerships that included sharing of Pasifika parents' aspirations for their children, and communication around individual students' wedge graphs by teachers, IT3 was well supported to develop collaborative relationships with her students' families in order to identify their learning needs and engage in meaningful conversations about valued outcomes.

Professional learning contributing to shifts in practice

The leaders at School 4 were committed to building partnerships with Pasifika families that promoted opportunities for joint construction of learning goals, including parents' aspirations for their children. They had experienced some success through involvement in the 'Te Kauhua' professional learning initiative with Maori families, prior to the literacy intervention and wished to replicate similar approaches and successes with their Pasifika families. At T1 it was evident that a number of teachers (including IT3) were just beginning to learn about creating collaborative relationships with their students' parents, and at times teachers were resistant to interacting with Pasifika parents and families, especially in informal settings. The principal was explicit in her expectations that IT3 and other teachers should connect with family members informally rather than waiting for official parent conferencing.

Joint construction of learning goals

The principal and her senior managers led the school in changing their systemic processes around engaging with Pasifika families/aiga. They agreed that Pasifika families were entitled to engage in co-constructed conversations with their child's teacher, where

they could be given clear and honest information about their learning, and have opportunity to jointly construct learning goals with both children and teachers. The school-wide approach to engaging with Pasifika families/aiga was enacted by IT3 and other teachers because the principal insisted on consistent procedures during parent conferencing, which included sharing Pasifika learners' 'wedge graphs' (record of literacy progress) with parents, the expectations for their year level, and their areas of strength and weakness. Families were encouraged to contribute as equal partners in the joint construction of their children's learning goals:

We had whanau conferences and we invited families along. We had our whanau conference sheet, which has this ladder, which shows where the child is at and where the expectation is. Children have their individual wedge graph with their photograph on it. So we talked to families about that and then we talked about what their strengths were and what areas they needed to develop and what we were going to do to commit as a school and we talked about making targets together. So 87% of our families turned up and we set targets together with the parents, child and the teacher – where we wanted that child to be within a year, what the expectations were. It was the first time we did it. It was quite a big thing for our staff.

The principal described how there was initial resistance from teachers in undertaking these collaborative goal setting conversations with Pasifika learners and their families, but with the support of the senior managers, teachers were enabled to engage with families in ways that prompted genuine joint construction of Pasifika students' learning goals:

There is a variation of confidence amongst teachers with some teachers able to go in and automatically converse... For some teachers it is difficult, they don't know how to go in and start those conversations or engage with the parents in those discussions, they are a little bit more reserved. That is why we had that workshop for IT3 and others to give them quite specific support, especially for new teachers who haven't been here before: how to conduct those conversations you would have. So there was quite a bit of resistance initially, but it turned out to be really good. I think they were afraid that parents were going to be mad because our graphs looked like this: Everyone was down here and they were worried that parents were going to be really angry... So we share the data very clearly with them with the conferences and then we look at

the next steps for learning and we include in that how they can help. I think that parents understand a lot more about the conversations, and the longer they have been here, the more familiar it is.

Checking parents' voice and aspirations

The principal described how they were committed to collecting and tracking parent/aiga responses as they changed their focus from 'reporting' to joint construction, and how the outcomes of those conversations and collaborative goal setting were used to inform individual, class and school-wide targets:

We also collected parent voice about how they felt about the two-way conferencing and the parents were really appreciative to be told for the first time very honestly where their child was at and they said they had never known before or even asked. So that was a big thing... Over time we have had quite a lot of parent input into our report and got our Board to go out and ask our parents how valuable was it and did it tell them what they needed to know and did they understand it. Even at whanau conference time everyone has a conference with their teacher and then they fill in the goals and bring it to the office and we photocopy it and give them a copy and keep one. And at this stage I will sit in the office and ask every parent, we free ourselves up to ask parents how did you find that, what did you understand about that, was it clear for you? Collecting that data from parents and the very, very clear feedback from the parents is very valuable.

So from that each class collated theirs and each family's child, family and teacher committed to what they were going to do, what their part and role was in assuring the child got to that goal and we tracked them every term. If they had a target for a child who might be at Level 17 at the end of the year and there were 10 levels to go, we broke that down term by term: how many levels they were expected to increase each term. We committed to that and from that, each class collated what their end-of-year expectations were based on: those were their goals. And then we did them whole school-wide and that's how we set our school-wide annual target... The parents do know clearly about what they can actually do to make a difference. Because I think specifically about students like Student 1 in terms of making shifts and so IT3 shared with his mum about how he needed to know so many words. So his mum went and she

did that and he made shifts. So it is actually making it really explicit to parents about what they can do to help. Because the kids are making shifts and the parents they know what we are doing and they know what they can do.

Reading Together Programme

The school leaders focused on encouraging their community to enrol in the ‘Reading Together’ programme (Biddulph, F., Biddulph, J. & Biddulph, C., 2007). The programme developer was asked to support initial implementation, focusing particularly on Maori and Pasifika parents. The school made adaptations to the programme in response to feedback from parents, while keeping to its generic principles:

We did two cycles of Reading Together and each time we got feedback from the parents about what they found most valuable, what we could have changed to make it better for them, and over time we redeveloped the whole programme, and we brought a lot of practical things into it. The teachers had brought in some stuff the children were doing like “Chunk, Check, Cheer”, and the parents had seen the kids coming home and using these strategies. So we did a little mini-session on that and other things they were using, like basic sight words or phonological awareness activities. The parents said they found these practical things really helpful and they could use them at home, and the kids were using them at school, and they were seen as part of the language learning in the classrooms.

Parents collaborated with the programme’s facilitators and school leaders to modify the Reading Together programme based on feedback and community needs. A reading mileage programme was also launched, where students worked towards a target, with a celebration at the end of term for those who met the target. Students who were readers at home experienced accelerated reading progress at school. The Reading Together programme and reading mileage programme had unexpected positive effects beyond the school, as described by the principal:

The parents were just thrilled at the impact of the reading mileage programme. The kids come home and they are so motivated to read. The local library wrote us a letter and said it was fantastic: after school they have parents coming in with their kids and taking out heaps of books, and their library is full, and that was a direct result of that. They said the parents told them all about the

Reading Together programme, and the library came down and did a presentation. The library was launching a summer reading programme for the holidays and all those families that did the first Reading Together that finished at the end of the year, they all went and enrolled their kids in the summer reading programme. It was awesome.

HIPPY Programme

The principal shared how their Tuvaluan community had mothers who had been employed as tutors by the HIPPY programme (Home Interaction Programme for Parents & Youngsters), a home-based programme that supports parents in becoming actively involved in their four and five-year-old children's learning. Parents and children work together for fifteen minutes a day with storybooks, puzzles and learning games that help children become successful learners at school. The principal interviewed Pasifika families and their children on entry to school and found that the Tuvaluan children were arriving with additional early literacy skills compared to other groups. They could see evidence of the work done by parents with their own children in preparing them for school, and they were keen to employ mothers who had been trained in the HIPPY programme as teacher aides:

So we have Pasifika whanau meetings as well and we have got some strong groups. Like we have got a strong Tuvaluan group: School 4 has got the largest Tuvaluan community... And what has happened is the Tuvaluan kids that were coming up at five: I interview the families at five and we talk to the kids to see what they can do, get to know them, and we talk about our literacy practices and their literacy practices, and how we can work together. So that is part of the interview: It's saying we really encourage them to support their language and that we will encourage their language at school and that they should use it. We are finding out that the five-year old Tuvaluans could write their name, they knew alphabet; they could write some names of their families. They could do lots of that basic 'ready for school stuff' and I was thinking there was a bit of a research project there. What is this with the Tuvaluans, are they a really bright race or what's the story? But what we did find out, because I am involved with HIPPY, which is the preschool and home programme is that three of their tutors are mothers within the community. These mothers train and become tutors with the HIPPY programme and they go out into the homes; they door knock and they offer this home programme once a week. So what we found out

was that three of the tutors were Tuvaluans. So of course they targeted all of the Tuvaluan homes and a lot of these little kids have never been to preschool, but have been at home with Nana and Papa and have been doing HIPPY. And that is why they were coming in with those skills. Because I would say ‘Well who taught you that?’ and this old Grandad would say, ‘Well I did’, you know? What happens is that they can only stay as being a tutor for two years and then after that the idea is you let that tutor go and you get new people in because it is about educating new people. And they had this great lady, she is fabulous, but she’d kind of done her two years and couldn’t do any more and we snapped her up as a teacher aide.

Tuvaluan Homework Programme

As a result of the HIPPY programme and the focus on the school in promoting collaborative partnerships with Pasifika families/aiga and communities, the Tuvaluan community were empowered to develop their own homework support group for their children (and any other children who wanted to attend) to support them in meeting the goals that had been set during the collaborative conferencing with teachers and children. The principal described how she encouraged the Tuvaluan families to maintain their language, which had surfaced as a parents’ aspiration for their children, and that the school was also committed to promoting first language maintenance at school:

What has happened since then is the Tuvaluan community came to us and they wanted to start a Tuvaluan Homework Club and we have let them use our hall free twice a week. They have got over 80 kids that come twice a week and it is just awesome. They have got two Tuvaluan teachers who run it, under the Tuvaluan church. You go in there, after school and say hi to them and they have all their folders out from the year 1’s right through to the secondary school kids and they have the tables set up from the babies right through and our hall is massive, and at every table there would be two or three Tuvaluan adults sitting there helping the kids do homework. It is amazing; it is a great sight. Then afterwards they stay from 5:00 until 7:00pm and then they will do waiata/song and some Tuvaluan language and culture and it is great. They have actually said any child can go; they have opened it up, so you see our little Yugoslavian girl and African child, but predominantly it is the Tuvaluan community there for their kids... Most of them will talk Tuvaluan with their parents and even in

my office when I speak with them, I would say, ‘Can you write your name?’ And they could do that, so yes, they are focused on maintaining their language.

These school wide initiatives that were led and supported by the principal and senior managers enabled IT3 and other teachers to improve their interactions with Pasifika families/aiga, so that their communication was beginning to change from exclusionary to collaborative, with a focus on including parents’ aspirations for their children in the teaching and learning programme.

Indicator 6b) Reciprocal relationships with Pasifika families/aiga

Improvement Teacher 5 (IT5) improved from rudimentary at T1 to indicative at T3 against Indicator 6b) Teachers build reciprocal relationships with Pasifika families and community experts to utilise their knowledge at school. IT5 was a teacher of a Year 1 class at School 5. She was a young teacher who was constrained by a school-wide culture highlighting a lack of reciprocal relationships between home and school at T1. At the initial interview, the principal expressed that she had tried to encourage Pasifika families to be involved with the school community, without success, and she had decided instead to devote her time to what she believed she could change. During the initial interview, IT5 challenged her principal’s beliefs on relationships with Pasifika families:

IT5: The parents have got to be included in some way, too, don’t they?

Principal: No.

IT5: But it’s sort of like a partnership, I mean if you want children to achieve, you have got to include them somehow, like even if it is just homework. Wouldn’t they be involved?

Principal: It wouldn’t be an option because we’ve tried, I have tried everything to be honest. Those Pasifika Home School Partnerships – I have done just about everything: you name it, I’ve done it, and still it is not working. So we’ve done that, and started off with a hiss and a roar, and you’ve got your parents along in big numbers for the first sessions. Gradually it dwindles down until about the last workshop you get to just two or three people who don’t need to be there... Because I think really it is what is happening in the classrooms is all we can say with any certainty we have any control over. And that is where we have to put all of our energy. I’m tired of putting my energy into things that don’t work. You know, we had a whole

vision consultation at the end of last year about looking at our vision. We had one for all of the community, not one Pacific Island parent turned up. So I had one for the Samoan community and I got three people, and I had one for Tokelauans so that they had their own one, and I got one person I think. So it is disillusioning, and I think no, just put your energy into what you can actually control.

Rather than endeavouring to find out why parents were not willing to attend meetings at school, the principal decided to focus solely on classroom interactions between teachers and students, and not at all on relationships between community and school. The attitude against the development of reciprocal relationships between home and school had an effect not only on the home-school relationship but also on what happened in classrooms in relation to topic choice. The school-wide topic at T1 was “Islands of the World”. Classroom teachers were to build inquiry topics on their ‘island of choice’. Although the school had a significant percentage of Pasifika learners, it was interesting that all teachers chose islands other than the Pacific to study, which effectively prevented the opportunity for incorporation of Pasifika community expertise being shared at school within a meaningful classroom context. There was only one Pasifika teacher on staff, and all teachers appeared to choose islands that they felt more secure in their knowledge of, for their inquiry focus.

Although the school was a church school, there appeared also to be a ‘disconnect’ between the church and the school, for example: the principal could describe the Sunday School programme in generic terms only:

Principal: No we don't really do White Sunday but we do have Samoan Sunday school after church every Sunday which is run by the parents obviously.

Researcher: And that operates in Samoan?

Principal: I guess – I don't know. I have never gone to be honest so I should go. I don't have an answer for that but I could easily find out while you are still here, but they do have exams. It is a quite structured programme and there are prizes and cups and a great deal of pride around the communities actually competing against each other in Wellington.

At T1, IT5 talked about making connections with her students’ funds of knowledge but she had not thought about incorporating community expertise in classroom topics at school in any way, and still believed her knowledge in relation to Pasifika communities in general was limited:

We would talk about things that they do with their families, celebrations and things that are important to them. So we do these books that are based on Pasifika like 'Lavalava' and another one about them playing kilikiti (cricket). A lot of times kids will bring words they think they know. So we talk about that... I just think there are things, maybe ideas about teaching Pasifika students that I have kind of picked up, and things that I think (are right) but I think my experience with teaching Pasifika students is still pretty limited – to what I have learnt at this school.

By T3, IT5 had developed greater knowledge about the Pasifika community and ways to connect classroom learning with family funds of knowledge. She talked about a boy in her class and how his mother had spoken to her about the value she placed on maintaining her first language. IT5 supported and encouraged the mother to read to her son in his first language (Tokelauan):

So there is a parent tutor reading scheme and his Aunty who speaks Tokelauan comes in and does that once a week with him. When he started he was taking books that were in Tokelauan to read with her, so I gave her some of those and he would take those ones home as well, and in the beginning he was like 'Oh I want the English books'. So right from the start his Mum has come in and wanted to know how she can help with his homework, what can she do. And she does extra homework with him because we had a Pasifika meeting with parents and she has talked about the importance of still speaking Tokelauan and valuing that and we have talked about that together, and her talking to him and having discussions about things still in his first language as well as English. So I think she has a really good appreciation because obviously she has been educated here herself but lived in Tokelau. So I think it is really good and she has given him lots of support in that.

Although IT5 was endeavouring to promote reciprocal relationships between home and school by T3, she still had some way to go toward developing truly equal partnerships that would enable community partners to share their knowledge and expertise at school. She wanted to build reciprocal relationships with the school community, but was unsure about how to do that. She talked about what she had learnt in the previous year from undertaking ESOL study and how that had improved her knowledge of Pasifika students and how to cater for their needs:

I guess because I have been doing my ESOL study I was really trying to, more than what I had previously tried to, value all languages. So we are learning all these greetings and when Student 1 started I would say, 'And how do you say hello?' and the same with Student 2 who is Cambodian but it was like they were embarrassed to speak their own language in front of everyone else. But they are happy to speak someone else's language that is the thing, like they will do all the greetings like that one is Samoan, that one is French. So they like that and when we did Maori Language Week and I don't know what it is really, but I mean Student 1 is a lot more confident now and he will acknowledge what his language is, but I think it is that same thing: they want to be good at English so I guess if they are talking their own language it makes them feel different so they don't want to make a point of it.

Professional learning contributing to shifts in practice

During professional learning session 3, Facilitator 5 challenged the teachers at School 5 to consider the linguistic and cultural capital that their Pasifika learners were bringing with them to school. She suggested that rather than planning their initial inquiry topic as they had always done, that they could think about creating opportunities to learn from their Pasifika families/aiga and community experts to make stronger connections for learning:

We focused on building teachers' knowledge of their learners to make links for learning by talking about the experiences that people bring and also the cultural capital that they are bringing. Yes just the way the whole thing was framed around that and identifying that those links need to be made. So I probably focused more on knowing the students, but perhaps needed to make more of a connect to their learning in that session in hindsight... But that is all right because what is coming next will help them to do that. I gave them a task of going in and finding out about their learners and that will be the starting block for the next session. So what do you know about your learners, so therefore how can we use that to inform what your class is focusing on and how will you connect it to their experiences; taking it back to the inquiry diagram. I think that is probably as far as they are at, as they will probably go in with their 'About Me' unit which they do at the start of the year, so rather than rolling out the same thing, hopefully I have challenged them to go a little bit deeper, but we will see.

Facilitator 5 recognised that the school and teachers traditionally had not considered learning from the community and that it was new for them to think about being put in the position of the learner, and being willing to share the position of ‘teacher’ with the community:

We were talking about the process of learning more in this one, and really thinking about matching the school’s culture to the student culture and perhaps being explicit about why that may be different and giving justification as to why that is okay for the students’ culture to be different to school culture rather than just assuming that school culture is the only ‘right’. Having the actual discussion with the students and their families is vital and that is why I think I expressed that during that session... Getting them to look beyond their own classrooms and also look into their life outside school and how that can contribute. So that is taking a collaborative approach I think with the families as well. That is what I was trying to get at there.

During the interview following the professional learning session, IT5 described what she had learnt from the session, and what she had been prompted to reflect on in relation to her classroom practice:

I think it was about knowing your learners and in this case we were focusing on Pasifika students and challenging assumptions that teachers might have and listening to how the students actually themselves feel and what their experiences are... I think it is just getting to know my students, probably just thinking a little bit more deeply about their backgrounds and finding out and seeing if there are any gaps in my knowledge. I know I have got new students who are new who I don’t know. So what sort of background have they got? What sort of language have they got? What they are speaking at home and things like that. How will I use those strengths?

IT5 explained how the facilitator challenged the teachers specifically in relation to their Pasifika learners, to articulate what they would change in their practice in the following week. She was challenged about checking her assumptions and expectations in relation to her Pasifika learners and how she hoped to improve her practice around supporting her Pasifika learners to utilise their language and literacy strengths in the classroom. Facilitator 5 suggested during the professional learning session that at the next session teachers could

share with each other their changed practices in relation to the development of reciprocal relationships with Pasifika families/aiga. IT5 talked about how this call to action from the facilitator challenged her to reflect on what she would enact, rather than just on what she thought:

I was challenged about trying to make connections to those other parts of Pasifika students' lives in the classroom and trying to find ways to value those everyday things... But just from listening to the teachers on that DVD and how they were reflecting on their practice; it was talking about how teachers' expectations have such a high impact, and how that really does bring the onus back onto the teachers... So we need to review what we are doing. Yes when Facilitator 5 was asking us 'So what are you going to do this week?' – You really had to think about what you would do differently, and it does make you think a bit more deeply about how you are going to achieve those things. Yes – just putting that on you to think about what to come up with... I think the fact that we were discussing it together and talking about how at our next meeting we were going to come with talk about what we tried out in our classroom and so there is that sense of sharing our learning.

Although IT5 was now more conscious of creating opportunities for her Pasifika learners and their families to utilise their cultural knowledge at school, she was enacting it mainly with her students rather than drawing on community experts or Pasifika teachers in the school. There needed to be deliberate choices in the school-wide programme to include inquiries that fostered Pasifika family/aiga contributions at school, and that prompted teachers like IT5 to learn from Pasifika experts in the community.

Summary

This chapter has discussed improvement against the dimensions and indicators of effective teacher practice for Pasifika learners. Illustrations from the improvement teachers, their schools and their Pasifika learners were used to elucidate improvement against the indicators. The improvement of the teachers' practice resulted in enhanced language and literacy gains for the Pasifika learners in their classes. It was evident that the teachers who were willing to analyse and, at times, change their beliefs in relation to their Pasifika learners, developed their practice to a greater degree than those who were not willing to analyse and change their existing beliefs. It should be noted that the nature of and degree to

which these teachers honed their practice was closely tied to the degree of support they received from either their school leaders or from external facilitators. All improvement teachers demonstrated improvement against most dimensions to varying degrees depending on their context and students. The illustrations are those that best provide explicit explanation of improvement against those dimensions and indicators in practice, and of the professional learning that contributed to their shifts in practice.

The role the leaders and facilitators played in supporting the improvement teachers' professional learning was fundamental to their development as improving teachers of Pasifika students. It appeared that teachers' professional learning was engendered and embedded systemically when there was strong leadership and engagement in professional learning by school leaders, coupled with productive partnerships with external facilitators. These facilitators often acted in a reflective capacity, enabling leaders to check their assumptions about teacher practice and to support their teachers' learning in co-constructed ways.

All partners in the professional learning relationship considered themselves learners: from facilitator to leader to teacher. The external facilitators themselves, who for the most part, had a strong background in supporting teachers to improve their practice in literacy teaching, recognised that they needed to hone their own skills in learning how to support Pasifika bilingualism and the processes of second language acquisition. They realised they needed to ensure that they had the knowledge and skills to support teachers and leaders specifically to meet the language and literacy needs of Pasifika learners.

School leaders who worked in strong, collaborative relationships with external facilitators to lead and take ownership of the professional learning of their teachers, appeared to produce strong gains in teacher improvement through involvement in their teachers' professional learning.

CHAPTER 6

RESULTS: COMMUNITY PARTNERSHIP

Introduction

This chapter presents the third part of the results, those focused on the sixth dimension of effective practice specific to Pasifika learners: Partnerships with Pasifika families/aiga and community knowledge holders. It focuses particularly on how school leaders, including principals and senior managers (with varying degrees of facilitator input) enabled effective partnerships with their communities. This focus on the actions of school leaders in enabling effective school-community relationships is necessary, because focusing on teacher practice alone does not adequately address the school-wide aspect of this dimension, or its centrality in completing the overall picture of effective practice for Pasifika learners. The development of school-wide systemic practices focused on partnership with Pasifika families/aiga enables Pasifika learners to experience continuity as they move between home and school settings. The particular school leaders chosen to exemplify the school-wide partnership dimension were leaders of schools that were successful in realizing significant Pasifika learner literacy achievement gains through their participation in the literacy project. These school leaders were chosen to answer the fourth research question: What school leadership practices facilitate the development of reciprocal learning-focused partnerships between school leaders, teachers, and the families of Pasifika learners? However, improvement in ‘school-community partnerships’ was not an agreed outcome of the literacy project intervention, and was not a major focus of facilitation. The results reported, therefore, need to be interpreted with these constraints in mind.

The ‘Pasifika specific’ aspect of the partnership dimension was developed from the theory on effective partnerships between schools and linguistically diverse communities, and from evidence derived from the research findings. Its two indicators and examples of practice were:

1. Teachers collaborate with Pasifika families/aiga in identifying student learning needs and valued outcomes
 - Providing opportunities for joint construction of learning goals with Pasifika learners, parents, families/aiga
 - Ascertaining and including Pasifika parents’ aspirations for their children, in planning and implementation of teaching and learning

2. Teachers build reciprocal relationships with Pasifika families and community experts to utilise their knowledge at school
 - Creating opportunities for teachers to learn from Pasifika families and community experts
 - Learning from Pasifika staff about Pasifika languages and literacy practices and how to utilise them in practice

Teacher actions specific to these community partnership indicators are elucidated through Illustrations 6.1 and 6.2 in Chapter 4, which provide two examples of teacher effectiveness, where case study teachers were initiating reciprocal partnerships with Pasifika families, and Illustrations 6.1 and 6.2 in Chapter 5, which provide two examples of teacher improvement, where case study teachers were still somewhat dependent on the actions of school leaders to develop reciprocal partnerships. In this chapter the particular actions of school leaders in building a school culture, and the nature of the systemic support required to enable teachers to better address these indicators, are explored.

The particular rationale for presenting additional material related to this dimension in a stand-alone chapter is three-fold:

1. To foreground the development of reciprocal home-school relationships as central to successful academic and identity outcomes for Pasifika students.
2. To identify the beliefs and actions of effective leaders that inspired and enabled classroom teachers to examine critically their existing relationships with Pasifika families/aiga, and to change exclusionary practices to inclusive ones.
3. To present participant reports on a particular intervention that was additional to individual teacher and leader practices, and that promoted systemic change in the way the school engaged with its community.

The definition of effective partnership provided in chapter 3, and the specific actions that teachers enacted in relation to this dimension can also be applied to school leaders' actions as they endeavoured to build the systemic change required within schools to promote reciprocal, mutually beneficial relationships with parents, families/aiga and community.

Partnerships with Pasifika families/aiga and community knowledge holders

As identified in the literature reviewed in Chapter two, effective school leaders of Pasifika learners develop educationally powerful partnerships explicitly focused on student learning. These collaborative partnerships between home and school are based on shared expectations and aspirations, enabling Pasifika learners to experience continuity as they move between settings. These leaders develop home-school relationships that are based on reciprocity and power sharing and they actively support teachers to incorporate learning scenarios that utilise and build on community knowledge holders' expertise. They develop appropriate learning pathways for Pasifika bilingual learners that recognise and value the bilingual and bi-literate goals of their communities.

Table 6.1 specifies the community partnerships dimension, its two teacher indicators and examples of practice (4 in total – illustrated in chapters 4 and 5), and its two corresponding leader indicators and examples of practice (8 in total). Illustrations exemplifying the leader indicators are also included.

Table 6.1: Partnership dimension: Indicators and illustrations

Dimension	Teacher indicator and examples of teacher practice	Leader indicator and examples of leader practice	Illustration
Partnerships with Pasifika families/aiga and community knowledge holders	<p>6a) <i>Teachers collaborate with Pasifika families to identify student learning needs and valued outcomes</i></p> <ul style="list-style-type: none"> • Providing opportunities for joint construction of learning goals with Pasifika learners, parents, families 	<p>6a) <i>Leaders support teachers in collaborating with Pasifika families to identify student learning needs and valued outcomes</i></p> <ul style="list-style-type: none"> • Supporting teachers in providing families with clear, accurate information about their children's achievement in relation to valued outcomes • Providing opportunities for parents to understand school literacy practices and how they can support their children to improve 	<p><i>Illustration 6.1</i> Illustrating Leader Indicator 6a)</p> <p>Leader 7 (L7) at School 7</p> <p>Supported by Facilitator 6 (F6)</p>
	<p>6a) <i>Teachers collaborate with Pasifika families to identify student learning needs and valued outcomes</i></p> <ul style="list-style-type: none"> • Ascertaining and including Pasifika parents' aspirations for their children, in planning and implementation of teaching and learning 	<p>6a) <i>Leaders support teachers in collaborating with Pasifika families to identify student learning needs and valued outcomes</i></p> <ul style="list-style-type: none"> • Supporting teachers to build relationships with families that enable mutual understandings about aspirations and concerns, and joint problem solving • Challenging teachers to seek family perspectives when negotiating the valued outcomes for Pasifika learners 	<p><i>Illustration 6.1</i> Illustrating Leader Indicator 6a)</p> <p>Leader 7 (L7) at School 7</p> <p>Supported by Facilitator 6 (F6)</p>

Dimension	Teacher indicator and examples of teacher practice	Leader indicator and examples of leader practice	Illustration
Partnerships with Pasifika families/aiga and community knowledge holders	<p>6b) <i>Teachers build reciprocal relationships with Pasifika families/aiga and community experts to utilise their knowledge at school</i></p> <ul style="list-style-type: none"> • Creating opportunities for teachers to learn from Pasifika families/aiga and community experts 	<p>6b) <i>Leaders support teachers to build reciprocal relationships with Pasifika families and community experts to utilise their knowledge at school</i></p> <ul style="list-style-type: none"> • Inquiring into their own and teachers' relationships with families/aiga and identifying foci for professional learning aimed at addressing the home-school relationship • Supporting teachers to develop relationships with families/aiga and community knowledge holders, and to utilise Pasifika languages, literacies, and cultures to strengthen teaching and learning 	<p><i>Illustration 6.2</i> Illustrating Leader Indicator 6b)</p> <p>Leader 1 (L1) at School 1</p> <p>Supported by Facilitator 1 (F1)</p>
	<p>6b) <i>Teachers build reciprocal relationships with Pasifika families/aiga and community experts to utilise their knowledge at school</i></p> <ul style="list-style-type: none"> • Learning from Pasifika staff about Pasifika languages and literacy practices and how to utilise them in practice 	<p>6b) <i>Leaders support teachers to build reciprocal relationships with Pasifika families and community experts to utilise their knowledge at school</i></p> <ul style="list-style-type: none"> • Supporting teachers and families to recognise the value of Pasifika languages, literacies, and cultures in facilitating Pasifika children's learning • Accessing family and community 'funds of knowledge' to inform curriculum planning, develop inquiry foci, and promote bilingual and bicultural outcomes 	<p><i>Illustration 6.2</i> Illustrating Leader Indicator 6b)</p> <p>Leader 1 (L1) at School 1</p> <p>Supported by Facilitator 1 (F1)</p>

Data sources and leader practice

Chapter 3 provides a description of the sources of data for this research. In relation to leaders' practices focused on school-community relationships, the key sources were interviews with school leaders, including one specifically focused on partnership. Observations of classroom practice and interviews with teachers, also contributed evidence on teacher change in order to classify leader practice. The process used to categorise particular leader practices is also identified in Chapter 3, and is similar to the process used to categorise teacher practices.

In summary, an overall categorisation of “rudimentary practice” was made when practice was in the early stages of being learned and the focus was still on the mechanics, rather than being integrated across situations and responsive to Pasifika learners, families/aiga, and communities. A practice was categorised as “indicative” when it was more evident and responsive (than that classified as rudimentary) but the evidence across data sources was inconsistent or only evident in some of the examples. Practice was categorised as “strong” when it was consistent across the majority of data sources and appeared to be embedded into the leader (and their teachers’) daily routines. If there was no evidence of strong practice against the indicator from case study teachers, or little evidence within school systems of the promotion of reciprocity, then school leaders were rated at an indicative rather than strong level against that indicator.

Improvement across community partnership indicators

The overall patterns of progress made by the school leaders from both the effective and improvement teachers’ schools (N=7), in relation to the indicators for school-community relationships are presented in Table 6.2. Overall patterns of progress are represented by number of leaders against each of the community partnership indicators at Times 1 and 3.

Table 6.2: Community partnership indicators—Improvement of leader practice over time

Dimension	Leaders (N=7)					
	Time 1			Time 3		
	<i>Rud</i>	<i>Ind</i>	<i>Str</i>	<i>Rud</i>	<i>Ind</i>	<i>Str</i>
Partnerships with Pasifika families/aiga and community knowledge holders						
1. Leaders support teachers in collaborating with Pasifika families to identify student learning needs and valued outcomes	4	3	0	0	4	3
2. Leaders support teachers to build reciprocal relationships with Pasifika families and community experts to utilise their knowledge at school	4	3	0	0	6	1

Note. *Str* = strong practice; *Ind* = indicative practice; *Rud* = rudimentary practice.

Overall patterns

In order to specify the extent of leader improvement in relation to school-community relationships, the data were examined to identify whether both indicators were similarly difficult to improve. In relation to Indicator 1, four school leaders demonstrated rudimentary practice, and three demonstrated indicative practice at T1, with the three ‘indicative’ category leaders articulating the importance of collaborating with parents to ascertain family aspirations for students’ learning. However, there were no school-wide systems to demonstrate that such beliefs or practices were embedded across their schools. Over time, all school leaders improved their systems and focused on supporting teachers to improve their practice in relation to this indicator, with the same corresponding four and three leaders demonstrating respectively, indicative, and strong practice by T3.

In relation to the second indicator, at T1, three school leaders demonstrated practice at the indicative level in that they talked about building on the cultural and linguistic capital of families at school, by challenging their teachers’ beliefs, but there was little evidence of changed practice by teachers in classrooms. Four school leaders demonstrated practice at the rudimentary level in that they focused predominantly on strengthening their families’ knowledge of school literacy practices rather than on developing genuinely reciprocal partnerships with their Pasifika families/aiga. By T3, six school leaders met the criteria for indicative practice against this second indicator, in that four of the seven leaders, having become more aware of the importance of developing reciprocal relationships, shifted their practice from rudimentary to indicative. However, there was little evidence of school-wide

systems or individual teacher practice that foregrounded community knowledge utilisation as being central to Pasifika learners' success at school. Two of the school leaders demonstrated indicative practice at T1 and remained at that level at T3. They had articulated their belief in the importance of developing reciprocal relationships between home and school at both Times 1 and 3. However their case study teachers developed their capability under this dimension to an indicative level only by T3, and there was little evidence of system change focused on the promotion of genuine reciprocity between their schools and communities. One school leader did meet the criteria for strong practice at T3, on the indicator focussed on reciprocity, and the particular reasons for his doing so are outlined below.

Patterns of individual improvement

The overall patterns of leader improvement on the community partnership indicators of effective practice for Pasifika students hide individual differences in leader practice and improvement. Each of the two leadership indicators is elucidated by four examples of practice (see Table 6.1). Individual leaders' patterns of improvement on the two indicators are presented in Table 6.3 (seven leaders = 14 indicator shifts in total). On the indicators for the seven leaders at Time 1, eight indicators fitted the descriptor for rudimentary, six fitted the descriptor for indicative and none met the criteria for strong practice (n=14). At Time 3 (at the end of the research project), no indicators were categorised as rudimentary, 10 fitted the descriptor for indicative, and four fitted the descriptor for strong practice (n=14).

All school leaders' practice shifted against the first indicator for community partnerships: 'Leaders support teachers in collaborating with Pasifika families/aiga to identify student learning needs and valued outcomes', shifting either from rudimentary to indicative (N=4), or indicative to strong practice (N=3) against this indicator at T3. With regard to indicator 2: 'Leaders support teachers to build reciprocal relationships with Pasifika families/aiga and community experts to utilise their knowledge at school', there were varied shifts evident, with four school leaders shifting from rudimentary to indicative practice at T3, two leaders remaining at indicative, and one leader shifting from indicative to strong at T3.

Leader 1 (L1) was rated strong at T3 against this indicator in that he not only focused on developing his own reciprocal relationships with families, he also encouraged his leadership team, the case study teachers, and other staff members to recognise the value of the cultural capital of the home for teaching and learning. He challenged one of the Samoan case study teachers at his school to share her knowledge with others and to utilise her own

linguistic and cultural knowledge in her classroom. He also had a significant number of Pasifika teacher aides who had participated in Pasifika teacher aide training programmes. He challenged these ‘community experts’ at his school to share their knowledge in order to build the capability of all staff members to recognise the value of, and to be able to build on the knowledge of home at school. He recognised that his teachers were on a journey toward the development of greater reciprocity in their relationships with their community. He was unwaveringly focused on surfacing and challenging deficit teacher beliefs, to support his teachers to be critically reflective practitioners who understood hegemony within society, and how to address unequal power relations between schools and their communities (see illustration 6.2).

The patterns of the leaders in relation to this dimension have been discussed in terms of their patterns of change over time and their individual data are presented in Table 6.3. What follows is a commentary on the nature of this dimension in relation to its leader specific indicators, and its exemplification at the leader or school-wide level, with illustrations from two of the seven leaders, who demonstrated strong practice at T3.

Table 6.3: Individual patterns—Leaders’ partnerships with Pasifika families/aiga and community knowledge holders—Times 1 & 3

Dimension	Leaders (Ls) N=7						
Partnerships with Pasifika families							
Indicators	Leader 1 (L1)	Leader 2 (L2)	Leader 3 (L3)	Leader 4 (L4)	Leader 5 (L5)	Leader 6 (L6)	Leader 7 (L7)
Leaders support teachers in collaborating with Pasifika families to identify student learning needs and valued outcomes	I-S	R-I	R-I	I-S	R-I	R-I	I-S
Leaders support teachers to build reciprocal relationships with Pasifika families and community experts to utilise their knowledge at school	I-S	R-I	R-I	I-I	R-I	R-I	I-I
Overall patterns	All I-S	All R-I	All R-I	I-S / I-I	All R-I	All R-I	I-S / I-I

Note. Highlighted indicators specify the particular leader selected to illustrate that indicator.

Illustrative examples of effective leader practice

Leader effectiveness is exemplified in the following discussion, using examples from two leaders who demonstrated strong practice at Time 3 (T3) against the indicators for ‘Partnerships with Pasifika families/aiga and community knowledge holders’. The examples of practice chosen to exemplify effective practice in relation to partnerships with Pasifika families/aiga and communities were drawn from interviews with school leaders at T1 (initial interview), T2 (community partnership interview), or T3 (exit interview), depending on the leader and their level of effectiveness specific to Pasifika learners at that time. Each of the two indicators under the partnership dimension of effective practice for Pasifika learners is discussed and elucidated through illustrations from two leaders (L1 and L7).

Indicator 6a) Partnerships with Pasifika families/aiga

At T1, the principal (L7) at School 7 exemplified all of the examples of practice under the first indicator for developing effective school-community partnerships. She supported teachers in providing families with clear, accurate information about their children’s achievement in relation to valued outcomes, by establishing consistent systems and procedures across the school that Pasifika families/aiga were familiar with, and confident to engage in. She provided opportunities for parents to understand school literacy practices and how they might support their children to improve. She challenged and supported teachers to build relationships with families that enabled mutual understandings about aspirations and concerns, and joint problem solving. She challenged her teachers to seek family perspectives when negotiating the valued outcomes for Pasifika learners.

Her vision to establish a school-community centre provides a strong example of the development of a community-school partnership that was successful in supporting individual families to understand and utilise school literacy practices at home with their children. L7 wanted to establish a centre where parents would be supported to “create a high decile demand in a low decile school”. By this she meant that parents would be supported through their interactions with a fulltime centre teacher, to understand junior school assessment tools, and sufficiently confident to ask challenging questions of their children’s teachers during three-way conferences. L7 wanted to build the capability of both teachers and Pasifika families/aiga to enable effective engagement and the development of shared understandings. Parents had told her previously that although they appreciated access to their children’s data, they found it difficult to understand. She began by writing a proposal to an external agency

to provide funding to establish a centre that would employ a teacher to work fulltime with parents, families and children. L7's leadership was crucial, and with support from her leadership team (including ET5), the centre teacher, and Facilitator 6 (F6), the centre was established successfully, beginning with building the capacity of parents and families to learn more about school-based literacy knowledge, to guide them in supporting their children's literacy learning at home:

So the A___ Community Trust, sent around this email and they said they had 20 million dollars for people with projects to raise achievement for Maori and Pacific students. So we put in a proposal to open a – we call it 'Creating a High Decile Demand in a Low Decile School'. It's that whole notion of cultural capital, if I think about high decile schools and demanding parents, I think great, that's fantastic and why do they do that? Because they know stuff, it's kind of second nature to them. Sometimes in a community where that's not second nature you can't be demanding, because you don't know what to ask. So the idea is that we create a centre at school, but while it's based at school it's probably going to be very mobile and it's going to take teachers through, take parents through learning about data and what it means to be responsive to data. What it means for school and what it means for them as parents, and to grow their knowledge around it so that they can be more demanding of us and that they can think about what they would do if they wanted their kids to be successful at school...

L7 believed that more effective forms of engagement with their Pasifika community would result if opportunities for interacting were realised with individual families/aiga rather than with whole groups of parents. She considered, for example, that although Tongan or Samoan families may have had some cultural similarities, there was often as much diversity within ethnic groups as across them, and that it would be inappropriate to make assumptions about the Tongan or Samoan community's aspirations for their children based on conversations with a representative group. She focused instead on encouraging teachers to make connections with families/aiga on an individual family basis in order to make particular connections for learning. She recognised that an acknowledgment of diversity meant that they, as leaders and teachers, should not make assumptions about Pasifika families in general, but that they should leverage off their specific knowledge of individual families to support teaching and learning connections in the classroom:

When I think about the diversity of our Pasifika families: it is just so great. We have got Tongan kids here that can only speak Japanese because they have grown up in Japan, right through to kids that have never spoken their language, and lots of bilingual children in between, and various levels of competency within that. And it is a little bit the same in our Maori bilingual unit: On entry it is that diversity amongst those kids which is just so great. So for us it is about knowing families: knowing about the structure of the family – who is important in the family, and the stuff that they do. When I think about those things I don't tend to think about them under the umbrella of Pasifika, I probably think about them more in terms of those families. So if we are talking about the M_____ family: it is about that family – and we know that Dad has been very sick... So it is really knowing the details of things that we know are going to impact on those kids a lot, and we do make it our business to know that stuff. And part of that is just about being able to be sensitive too, and to cater for them over the course of the day. But also probably we are almost sometimes a bit obsessive about this, but we think of them more as readers or writers, and we are trying to extend that: 'Readers across the day'; 'Writers across the day'. So we think about those things, about those families in terms of those kids being learners, and so just knowing things about them so we can leverage off those things for them in relation to their learning.

L7 recognised that school processes sometimes intimidated Pasifika parents, and that she and her teachers needed to take responsibility for building relationships with parents that supported them in becoming more confident partners within the school domain. She encouraged her leaders and teachers to initiate interactions that promoted the perception of parents as equal partners who would be confident to initiate conversations:

The other thing is that we really like to know how confident our different families are at coming up and speaking with us and talking to us. So that is just the way that we approach them too... Some of our Pasifika families are very confident to come and do stuff, others are not, and probably when I talk about 'very confident' I am talking about a small number – where others are not. So it doesn't matter how friendly and inviting it is – it is still intimidating. And I get that just by the fact that schools are like that.

L7 considered it her responsibility to not only establish a range of formalised approaches that would promote reciprocal partnerships with her community, but also to take every opportunity to meet parents informally, whenever and wherever she could, to establish and maintain relationships that would enable parents to experience a greater degree of confidence in engaging with the school:

We do lots of informal stuff: I have always made it my business to be out there in the mornings or in the afternoons. If there are parents around in the corridor, we are talking to them all the time. It is hugely important and sometimes people think it is just idle chitchat, but it is not. Even on the nights when we have three-way conferences, my job is to be out there all the time talking to parents, saying how is it going and getting some kind of feedback about how it has gone for them and if there are things they wanted to ask and were they able to ask that? ... So some of it seems informal but it is actually not, it is actually a planned thing.

L7 wanted the community to go on the ‘literacy journey’ (the literacy professional development project) with the school, rather than the school doing it on its own. She talked about how the school previously had tried the home-school partnership model, with limited results and wanted to develop another type of forum to build the capacity of parents to engage with teachers about the learning needs of their children:

So there are the Home School Partnerships as we have done them in the past, but it is going to change radically from here forward. There have been those things, but I often find those are not really satisfying – that sort of delivery to a big audience. So I think that our idea is that we will still do some of those things, but they are more for celebration and we are not going to call them a ‘learning partnership’ because I don’t think that is going to be the thing that is going to make the difference in the end. It might be nice for another purpose, but it is definitely another purpose... One of the things I’m really interested in is about how does a community go on that journey because it’s one thing for us to say we are going on this great journey about literacy. So sending home information to our community that tells exactly what we are doing and... if we talk about a recount, what does it look like? ... We actually need to show them...

Facilitator 6 (F6) acted in a reflective support role during the establishment of the centre and, as an external expert, she was able to discuss and co-construct with the leaders the proposed actions that would see their vision brought to fruition. L7 and F6 explained that they planned to use the parent centre to ascertain if there were existing literacy practices in the home that might be utilised in meaningful ways at school, because they recognised that prior to the establishment of the centre they knew little about the existing language and literacy practices of Pasifika families/aiga in their community, as outlined by L7:

I think the big thing at the moment is we don't know whether our families are using particular literacy practices, and that is our work now: to be very clear about what we know and don't know. So I think we should make no assumptions, and this work is going to start to show us some of that... Yes going forward: this is exactly what this is going to be, because I think we do often make assumptions because we actually don't know yet.

Following the establishment of the centre, L7 talked about a conversation with a parent that revealed a literacy practice she used at home with her son. Having discovered the practice, the centre teacher and L7 were planning to share it with the child's classroom teacher and were considering how they might utilise that literacy practice at school within his reading programme:

We also find out what else is happening at their home; what they do with books at home and that has been quite interesting. We had one little boy that came in and we said, 'Oh he already knows something about books' and I said, 'how does he know?' ... And she goes 'We don't actually read that many books, but we sing songs'. I said 'Wow' and she says 'I have written songs for Sione' and I say, 'you have written songs about Sione?' and she goes 'Yes'. And she is going to write out the songs – and that is going to become part of his reading. So I guess what it affords us is the opportunity to really know our families in a literacy way.

L7 also talked about the three-way conferencing that parents, teachers and children engaged in, as needed throughout the year. She argued that it was important to be honest with parents but that there should also be a focus on progress and next steps:

You just never show them the results without a plan. It's always about what is next and also, it's about showing the results before that. ... You have to tell the

truth, but you also have to say, this is what is happening next and this is the target for them. So they see the journey.

L7 talked about the basic premise of the establishment of the centre being about parents and teachers getting to know each other in order to better support their children's learning. The school leaders developed a type of 'Plunket Book' (name derived from a book used by families and community nurses in New Zealand since 1907 to track and monitor infants' growth). This book was to be used by parents to keep track of their children's literacy progress. L7 explained that the relationships were somewhat precarious initially, but that genuine partnership with Pasifika families/aiga needed to be built on honest and robust discussion where there was legitimate power sharing and mutual accountability:

The belief on which we are basing our new approach to our learning partnership with our community is – when we know more about each other, we can work more effectively to support the child. So that is the whole premise on which we are going forward... It's about sharing, and it's actually quite scary. It's not easy. When I first got here and I sent home the first one, it was, "Oh, my gosh, they will close us down!" But I say at staff meetings, "It's about our profit and loss as an organisation, it's about how well we are doing, where do we need to pick it up." And the parents have a right to know.

The centre teacher initially met with the parents of each new entrant child every ten weeks at a place and time to suit them. Her purpose was not to circumvent the classroom teachers' role, but to help parents to build the knowledge and inquiry skills they needed to inquire into data and to be able to ask challenging questions of their child's teacher. At the same time, she reminded parents of the resources they brought to their child's learning and how they might support progress:

When you enroll at this school we will say, 'Great that you are here, but if you are going to be here you are going to participate in your child's learning', 'And we are going to find out what you do at home and you are going to find out what we do at school and then we are going to work out together what is the greatest impact we can have around your student's achievement data'.

The school leaders developed a 'learning conversation framework' and a DVD for parents. The initiative had an external research component with the initial evidence indicating that the school was building stronger partnerships and relationships that reflected

a greater degree of challenge and engagement from the community, than prior to the advent of the centre:

L7: We have already started to see in the last round of three-way conferences that parents were more specific about asking questions.

ET5: They were actually asking questions that were pertinent to their child's learning as opposed to, "Oh, is he a good boy or is she a good girl?" So it was beyond that.

L7 ensured that the principles underpinning the operation of the parent centre were informed by research, with a vision for developing genuine reciprocal partnerships. However, at the early stages of development this appeared to be at an aspirational rather than evidential level within the school:

In thinking about the Community Best Evidence Synthesis <a reference to Biddulph, F., Biddulph, J., & Biddulph, C., 2003> which we looked at a lot, there are a couple of things that really jumped out at me in there and one of them was about: It is about adding to family practice. It is not about telling them how to parent and teach literacy, and the other thing was that any partnership has to provide specific and structured advice from schools. People don't want generalities. They want to know what to do, and they wrote that families need to be treated with dignity and respect... It has to be two-way, so it is not just us telling; it is also about trying to leverage off good stuff that happens in the home. Part of the thing we want to do is grow the parents that do. There are so many that do neat things with their kids, but we want to set up part of this thing to have those parents talk to other parents about things that have really worked for them.

It was apparent that L7's strong leadership was fundamental to the success of the parent centre initiative, enabling parents to take a more active role in supporting their children's literacy learning, and in creating a forum for the school to inquire into the valued practices of home in order to incorporate them into the teaching and learning programme of the school. L7's expressed belief that the community centre should be instrumental in developing a two-way discourse was evident during the reported interactions between the centre teacher and parents, but needed to be embedded across the school to ensure a greater

focus in classrooms, not only on school literacy knowledge being understood and utilised at home, but also on home literacy practices being utilised at school.

Indicator 6b) Reciprocal relationships that utilise Pasifika family expertise

Leader 1 (L1) was a principal who was well aware of the knowledge and expertise in his community and he actively inquired into his own and his teachers' relationships with Pasifika families/aiga, challenging them to examine critically their worldviews and attitudes in relation to their Pasifika learners, and to consider whether they were creating sufficient opportunities for their Pasifika learners to utilise their home literacy practices and forms of knowledge at school. He supported teachers to develop relationships with families/aiga and community knowledge holders, and to utilise Pasifika languages, literacies, and cultures to strengthen teaching and learning. He did this by engaging in co-constructed learning conversations with his teachers, following professional learning sessions or observations of teacher practice. Facilitator 1 (F1) worked in co-constructed ways with L1 and the leadership team to provide the same challenging messages to teachers during professional learning sessions, encouraging them to question and evaluate their own beliefs and practices in relation to Pasifika learners. L1 expressed his views honestly and with the goal of engaging genuinely in learning conversations with the facilitator, teaching colleagues, and parents. In fact, he modelled for teachers how they might elicit effective learning conversations with families that were focused on tapping into their cultural and community knowledge, and the forms of knowledge they should endeavour to find out about from their Pasifika families/aiga:

Every kid brings to school their literacy from their family and their culture, and I guess the challenge is to step back and look at the culture so you can then identify that different cultures have clearly different literacies or different ways. Kids learn certain social languages and they learn linguistic practices in their different cultures. What I am trying to get at is – it is very hard for us in the dominant culture (which most teachers are), to even become aware that literacy is very culture specific. And I think when teachers can make that link with ourselves, then we can look at our biggest group of kids, which are our Pasifika kids, and say, 'Well okay so what are their social uses of language? How are kids taught to speak and listen and respond before they come to school within their home culture?'

What I am getting at there is – we need to step back and look at culture in general because otherwise the danger is that you start to think deficit thinking. So you are always thinking Pasifika, Maori kids' culture – there is always a deficit thing there. Whereas if I could only get teachers more aware that it is a positive thing, and then once they have got that kind of concept: Try to find out what it is that goes on in Pasifika families in terms of encouraging kids to speak and listen and read and write and talk. And I mean I wouldn't make any assumptions here, but I have heard different things about the role of the church and so forth. But language like the honorifics – how they respond, what is the appropriate language they use with their peer group, with their older siblings, with their parents, with their grandparents, with their extended family? I think if teachers were to really understand the social uses of language then they may establish a better rapport with their Pasifika kids on that level before they even got into home pedagogies because there are pedagogies at home too. So then if they could build that relationship based on understanding of the social etiquette of language and then in some way – I mean they just need some guidance, some help here I think in terms of what is it that drives Pasifika families' literacy acquisition.

L1 described how he challenged his teachers to consider and utilise home languages and literacies in their classrooms, in order to support students in making connections with school learning. He believed that teachers needed to be willing to examine their own beliefs in relation to literacy teaching and learning and that they should be willing to change their practice. He also believed it was the teacher's responsibility to look for ways to connect home and school learning, and that they needed to look beyond a narrow view of literacy that emphasised reading and writing in English only. He recognised that children could be arriving at school with literacy capital that teachers could very well be unaware of, and that if they could ascertain and utilise the literacy practices of home to support school learning, then Pasifika children at his school would only benefit:

I think it is fairly obvious that if you understand what a kid brings to school in terms of basic literacy usage in their own culture and even in their own language you have got something very tangible to relate to and also to look for similarities and overlaps with what is happening in school... I think it is only practical for teachers though, when they start to understand their own culture.

Then they become conscious of who they are, and how they learn to read and write, and how they currently continue to learn to read and write and speak. Then it is like appreciating that and seeing there is no mystery to it... In terms of practicalities I guess it might be a mindset that teachers need to shift – that it is not something extra: it should be part of their core business – that they are getting to relate to all of their kids' literacies.

L1 reported that he focused on challenging his teachers through co-constructed learning conversations and when observing their practice to check their assumptions to ensure that they were making the best possible connections for learning with their Pasifika learners and their families. He also modelled the kinds of interactions with parents that he expected his teachers to develop, including the promotion of genuine partnerships that were founded on power sharing, mutual respect, and the development of shared understandings. He stated that schools were renowned for patronising Pasifika parents in particular, that it was necessary that he and his teachers meet Maori and Pasifika community members face to face, and that they needed to practise culturally responsive interactions with their families:

If we have shared understandings of what we are doing and why we are doing it then we can work on the 'how' together. We can't do the how until we know 'the what' and 'why' and agree on those. The challenge for schools is to look at parents as equal partners in this because we are notorious for patronising the hell out of parents, particularly Pasifika parents... It won't happen unless we get out there and actually talk and communicate and shake hands and meet and greet. It is never going to happen with me writing lovely things on the web page and newsletters. It has got to be hands on. I am not making any generalisations but if I go out and hongi [Maori greeting] my Maori parents and give my Pasifika parents a big hug, I notice the next time I meet them there is a whole different energy about them... It doesn't work if it is not a physical relationship.

L1 explained that he encouraged his teachers to have meaningful conversations with Pasifika experts within the school, including ET2, a Samoan teacher, and other teachers of Pasifika ethnicities, to enable them to understand the worldviews of various Pasifika cultures and to be able to create space for those cultural viewpoints to be represented in school and classroom discourse. In essence he challenged teachers to genuinely inquire into 'minority discourse' understandings of values and principles commonly used at school, and to not

assume that all families held similar values, or understandings of practices associated with the school domain:

We had a really interesting discussion. We were doing this sheet at parent teacher interviews and one of them said, 'What goals do you have for your child?' And I said to ET2 tell me this concept about goal, not a word, what is the concept in Samoan? And the same with you in Tongan, and the same with you in Hindi. Because that word 'goal' has got a very specific meaning to us but if we know some of the big concepts in those different languages then we can frame it differently. So I mean with Maori, it is more about realising your dreams and aspiring to reach to high levels but stay humble, you know? There are all those concepts in Maori about achievers and it is all tempered and measured with humility.

L1 challenged his teachers to create opportunities for families and children to use their language and literacy resources in the classroom. He encouraged teachers to share power within their classrooms in order to open the space to others who could share language and literacy resources that teachers might have little knowledge of. Although L1 was not of Maori ethnicity himself, he was a Maori speaker and had Maori children. He brought the experience of living and working cross-culturally to his role as a principal and professional leader, and articulated to his teachers how they might develop cross-cultural understandings of their Pasifika learners and their families/aiga. He was able to share from personal experience to reassure teachers about their concerns and to challenge them about sharing power through exploration of cross-cultural discourse. He explained that even multilingual teachers might believe that classrooms should be English-only domains, if that was how they had been trained:

... So the point about that is the person's language carries these really important concepts that we want to try and engage parents with. So what does learning mean to a Hindi child, what does it mean to a Pasifika child and what is the parents' understanding of it? And that will be somewhere tucked away in their own language. If it is in their own language they can explain it. So that is totally crucial and that is one aspect. The other thing is we just know our reo is a beautiful thing and we have to really just roll and go with the flow and enjoy it and not get even slightly uptight about using it in the classroom. I have actually had to work really hard with certain teachers here. Interestingly

enough one of them is a trilingual speaker already herself who is really adamant that the kids should be speaking English and not speaking their reo because that is how she learnt English... Yes I have had some interesting discussions around that. I have if you like, this academic idea which is really sound to me, but on that deeper level of who you are in your own culture you are only going to really express that in your wairua [spirit]; you are only going to express it there... It is funny because my daughter went through Kura Kaupapa Maori [Maori-medium schooling] and lots of my family said, 'Oh she will never learn English'. Ninety nine percent of her friggin day – all she hears is English. So she goes to school and of course I sent her to intermediate when she was 12, Year 8, straight from Kura Kaupapa. She could read and write in English up to a level with all her peers in a Pakeha [European] school anyway because she just learnt it. They didn't teach it to her at school.

L1 challenged his teachers continually to think about their own assumptions in relation to their Pasifika learners and to consider whether they held deficit attitudes about utilisation of their languages at school. He believed it was vital those teachers create opportunities for parents to engage with the discourse of school in their own languages, and that teachers should be creating opportunities for Pasifika learners and their families/aiga to connect with and utilise their own languages, values, and literacies at school. He supported teachers to release power and to be willing to put their learners in the position of the teacher, and themselves in the position of the learner, by making the utilisation of Pasifika languages, cultures, identities, and discourses part of the normal everyday practice at his school:

So we need to be able to talk to parents and touch on some of these key concepts that we talk about at school like learning and goal setting and achievement, and touch on them in such a way so that it resonates in their own language lexis. Whatever it is in their own language and thought patterns, and then let them and their kids feel free to express it in their home language. I just think that is at the totally extremely important end... I can't see any reason why teachers can't do it: other than they have a certain belief about learning English by total immersion, or they have a deficit thinking about another language. ... Teachers' beliefs get in the way I think, but I just say to teachers, 'Relax and go with the flow, go hell for leather for it, let them write and talk,

because they are going to be speaking English most of the day anyway. You don't have to worry if they know English'.

L1 was a school leader who was able to tap into the Pasifika specific expertise within the school community and create space and opportunity for those experts to have a voice within the school. By creating opportunities for other viewpoints to be expressed during staff meetings and professional learning sessions, he was gradually working on changing the culture within the school from Eurocentric to pluralistic. He continually challenged teachers to know the learner and check their own assumptions in relation to Pasifika learners and other linguistic minorities. He was very aware of the power of wider societal discourse and that it was often replicated as the legitimated discourse within schools. He wanted to change the discourse within his school to enable all learners to experience a strong sense of belonging and of feeling 'at home' at school:

I would like to think that teachers are now consciously aware of the need to get to know their kids, who they are and where they come from in terms of what language means to them and how they learn language and how they use language. I would like to think that teachers are much less Eurocentric. I would hope that they have stopped making generalisations about cultures based on deficit thinking or a threatened attitude, but I don't think you will ever fully get rid of the hegemonic society we live in, but maybe they just don't say it around me. They can practise not saying it around me before it becomes part of their way of thinking. I mean when I came here I think there was a lot of deficit thinking here. There is still a little bit of it. There is still a little bit of 'Oh these parents don't care about their kids, these Pasifika families they give all their money to the church, they won't even come and buy a school book'. When I track those down, it has usually been an issue of communication. No one has taken the time to communicate to Mum and Dad that this is what your child needs at school; it is only going to cost you \$10.00 – 'Oh is that all you need?' ...

L1 believed that teachers needed to reflect critically on their practice at a deeper level by inquiring into and questioning their own assumptions about Pasifika students' learning, and that rather than basing their decision making on deficit notions, that they would genuinely inquire into relations of power within their classrooms, and in their relationships with their learners and their families. L1 stated that if he were employing new teachers, he

would look for people who had the capability to critically examine their own beliefs and engage in genuine reciprocal dialogue with their community:

...There is some reflection on why we do these activities with certain groups of kids, and they might say well Pasifika kids learn really well through rote learning and so they will make a slightly deficit based kind of reason. But there is not the next level of reflection, which is: 'Where do I sit as a Pakeha teacher in relation to Pasifika families politically and how does this reflect on issues like equity?' There is not that level of reflection here... If I was interviewing a teacher now for a job or anyone in management: one of my first questions would be tell me what it means to be a critically reflective practitioner in a New Zealand school and if they weren't saying things to me like, 'Well I need to understand this whole issue of equity...' So when teachers can lose their defensiveness about that and have that level of reflection... I think that is the next level. I think that is the really important level that puts it more deeply into the political context. But until you admit or until we admit as a school that there is an equity issue and that we have been driven by deficit thinking for so long, how can we be expected to sit and talk with these people as equal partners, or to any parents as equal partners? We just need to get to know our kids really well and get to know our kids' families and what they bring to school, because so much hangs on building on kids' prior literacy and world knowledge.

During the final interview (T3), the facilitator supported L1 and the leadership team to consider the progress that had been made by teachers in relation to the development of reciprocity across the school and the incorporation of Pasifika languages and knowledge within classrooms. Facilitator 1 (F1) noted that although both case study teachers were particularly strong at creating opportunities for first language utilisation, there were still some teachers who were unsure about the practice, although were keen to learn how to incorporate Pasifika learners' languages, literacies and cultures in their classrooms. Effective Teacher 1 (ET1), who was a member of the senior management team, stated that she had seen evidence of teachers creating opportunities for learners to utilise their languages in all areas of the school, and that all senior managers were focused on promoting the development of reciprocity across the school:

F1: I am just thinking about the conversation that we had about how ET2 read her class this story in Samoan, and how the children had been blown away, and how there were still some other teachers who weren't sure if that was an appropriate thing to be doing. Even though we have talked so often about utilising first language and I think that is something that ET1 and ET2 do really, really effectively...

ET1: I was really surprised to see it in every area in the school. Year 1s have done it, Year 2s and 3s have done it, and the Year 5s and 6s have identified that as something that they want. They were talking about picking up the pace for them and bridging over the holidays. So they really have done some thinking around what they are looking for... So we specifically targeted all our cultural groups and sent home readers for the holidays in their own language with a little cover letter talking about the importance of kids reading their own language... And we gave them pens, and books, and some suggestions around what they could write about in the holidays... And on that sheet that went home we did state to the families, 'Let them write in Samoan and let them write in their home language as well'. So it wasn't just saying they had to write English... We are talking with some of our Pasifika teachers for next year and I know Leader 1 is quite keen on using the strengths they have and working out how we can bring in experts from the community. So it is certainly a focus and I think this is going to go some way to addressing the things that some of the teachers are asking about.

By T3, it was evident that L1 led a strong leadership team who were committed to challenging teachers to build reciprocal relationships with Pasifika families/aiga and community experts in order to utilise their knowledge at school, and to build a community of practice that promoted genuine power sharing, and the critical examination of school and societal power relations.

Summary

This chapter has discussed the specific actions undertaken by school leaders that promoted reciprocal partnerships, connection with, and capacity building of Pasifika communities and their schools. Illustrations from the effective leaders, with support from facilitators and teachers were used to elucidate the indicators. The effectiveness of the leaders' practice resulted in significant shifts in teacher practice, enabling language and

literacy gains for the Pasifika learners in their classes. The effective leaders were adaptive experts who were not afraid to challenge teachers' deficit thinking and to create innovative solutions to, traditionally difficult, home-school issues. The effective leaders demonstrated the indicators to varying degrees depending on their contexts and the responsiveness of their teachers. Even with the most effective leaders, there were aspects of reciprocity that were still at the 'indicative' rather than 'strong' level at T3, in that they were aspirational rather than actual practices (in some classrooms). The illustrations are those that best provided explicit explanation of the partnerships dimension and indicators in practice, specific to the beliefs and actions of leaders.

Effective leaders developed strong, inclusive relationships between their schools and communities when they held beliefs and developed practices that reflected three overarching principles: 'reciprocity', 'connection', and 'capacity building'. When developing reciprocity, school leaders established systems that recognised and incorporated the valued knowledge and 'ways of learning' from Pasifika learners' home/community contexts, while Pasifika families/aiga were supported to learn about, and engage in the educational culture of the school. The development of reciprocity within home-school contexts enabled all stakeholders to support Pasifika learners in making connections between their various language/learning domains. Leaders who created genuine reciprocal relationships with their communities focused on building parents' knowledge and ability to engage in the discourse of school, including providing them with a linguistic toolbox that enabled them to participate in educationally challenging conversations with teachers. They also built the capacity of teachers to engage in co-constructed learning conversations with families.

These school leaders recognised that parents and families/aiga needed to learn about valued and privileged school knowledge, and that school leaders and teachers needed to learn about valued home knowledge. School leaders and teachers needed to understand that parents and families/aiga held their own aspirations for their children that might include the schools' student literacy learning objectives, and possibly other goals as well. Genuine, reciprocal partnerships with Pasifika communities were developed when school leaders ensured systemic processes were in place for teachers to have explicit conversations with parents and children, focused on learning. Strong partnerships recognised that communities held rich linguistic and cultural resources that were valued, and utilised at school – predominantly as tools to support student learning, in order to build continuity and connection between the 'valued knowledge' of both home and school, and not solely as material for 'extra-curricular' activities outside of the classroom.

CHAPTER 7 CONCLUSION

The Va‘a Tele Model

This research relates to the journey undertaken and the outcomes desired by Pasifika learners and their families/aiga (and those who support them) to achieve success at school, which may be likened to, and understood through, a Pasifika metaphor: the building, launching, maintenance, and sailing of the double-hulled deep-sea canoe (*va‘a tele* in Samoan, *ndrua* in Fijian, *tongiaki* in Tongan). The ocean voyaging of our Pasifika ancestors, or their *folauga* – their ‘navigational journeying’ – is symbolic of Pasifika people’s successful advancement through life. The people of the Pacific Islands are known as the canoe people and, for the Polynesian seafarers who sailed further to the east than any other people group, ocean voyaging was about survival, the search for land and food, for sovereignty and the right to self-determination. Many of the migrant parents and grandparents of the Pasifika learners in classrooms in Aotearoa came to New Zealand with the same aspirations as their ancestors – the desire for improvement and for a ‘better life’ for their children. In order for our Pasifika ancestors to navigate the *folauga* successfully, they had to be well prepared and provisioned; they needed *tautai* (navigators), who could read the signs through the stars, the wind and the waves, to ensure a successful journey and no loss of life at sea. These Pasifika mariners knew how to approach each wave and how to weather every storm. They did not sail in an unplanned or futile direction, or with no likely destination to their journey. Rather than simply embarking on a voyage, they sailed with purpose, having particular goals and endpoints in mind, and they had expert boat builders, sailors, spiritual leaders, and navigators to ensure they reached their destination:

The greatest skill of the old navigators was their ability to read the night sky. The rising and setting points of the brightest and most distinctive stars and planets were gauged with the help of sophisticated star compasses and then memorised. Compasses were also used to chart the winds. Seven to 12 stars were sufficient for one night’s navigation, and the moon and bright planets such as Kopo (Venus) and Parearau (Jupiter) were also useful. At daybreak, navigators noted the position of the canoe in relation to the rising sun. As the sun got higher in the sky, they looked to where it would set in the evening. When skies were too overcast for navigators to use the sun, the moon, planets or stars, their course could be gauged according to ocean

swells. In the Pacific, prevailing north and southeasterly trade winds pushed up swells that remained constant for long periods. Navigators kept their canoes at the same angle to these swells (Taonui, 2012).

The *va'a tele* (literally 'big or journeying canoe') of Samoa mirroring the *Tongiaki* of Tonga, and the uniquely designed *ndrua* of Fiji, were used in deep sea voyaging because of their double hulls and, according to Taonui, their capability in sailing the rougher waters of the open Pacific:

Some of these canoes were very large – one Fijian *ndrua* measured 36 metres (Cook's Endeavour was 33 metres). European explorers and missionaries reported *ndrua* carrying up to 250 people... Such vessels were capable of travelling 150 to 250 km a day.

For undertaking longer ocean going journeys, a double-hulled canoe had greater stability, speed, and capacity than a single-hulled canoe and included a large deck platform (*fata*) laid over and connecting the two hulls together. Turner (1884) from the London Missionary Society, in his text "*Samoa, a hundred years ago and long before*", describes the workmanship employed when constructing a *va'a* (canoe), and that the canoe builders exhibited remarkable expertise in selecting the right raw materials and in constructing seagoing vessels that could be single-hulled (used for local journeying) or double-hulled (used for ocean voyaging). When the expertise of the boat builders was combined with the knowledge and skill of the navigators, coupled with the collective strength of the paddlers, these vessels were able to travel at speed across the vast Pacific Ocean to new lands:

Some two or three generations back the Samoans built large double canoes like the Fijians... The French navigator Bougainville, seeing the Samoans so often moving about in their canoes, named the group "The Navigators." ... Next to a well-built house, Samoan ingenuity was seen in their canoes... The more carefully built canoe, with a number of separate planks raised from a keel, was the work of a distinct and not very numerous class of professed carpenters.

The 18th century *tongiaki* (double hulled sailing canoe) from Tonga had two hulls of equal length joined together by a deck supporting a large triangular sail and rigging. Explorers sailing near Tonga made the first European images of these large sailing vessels with sightings by Dutch explorers Willem Schouten off the island of Tafahi in 1616, and by Abel Tasman near Tonga in 1643. Of the *tongiaki* Schouten wrote: *'The rig of these vessels*

is so excellent and they go so well under sail that there are few ships in Holland that could overhaul them' (Schouten, 1648; Kawainui Kane, 1991). In the late 1700s, British explorer James Cook described a *tongiaki* of 70 feet (21 metres) in length and another carrying 150 men. The Samoan *va'a tele* was larger, "consisting of two canoes, lashed together with crossbars amidships, having the thatched shed, or cabin built upon a stage that projected over the stern and being sufficiently large enough to carry two *va'a alo*, or small fishing-canoes on deck as required" (Haddon & Hornell, 1936, p. 241). The stability and speed of these canoes allowed Pasifika mariners to sail across long stretches of open sea, between relatively distant islands. European explorers, including Captain James Cook and Charles Wilkes, observed craft like these moving much faster than their own ships: some were estimated to be travelling at speeds of up to 22 knots. In two separate incidents, Louis-Antoine de Bougainville in Samoa and Cook in Tonga wrote that outrigger canoes sailed around them, 'with the same ease as if we had been at anchor' (Parsonson, 1962).

Figure 7.1: A Fijian double-hulled drua approaches HMS Daphne in 1849



To understand the metaphor in relation to Pasifika learners and their experiences at school: the double hulls and the voyaging of the deep-sea canoe are compared with Pasifika learners' passage or journey through the schooling system as bilingual/bicultural people. Ideally these Pasifika learners would be in school settings that support the development of their bilingualism, biliteracy and biculturalism, enabling success not only in the world of school, but also in the world of home and community. Pasifika families want their children

to be successful at school whilst also maintaining strong identities that are grounded in the language and culture of the home. One hull may be seen to represent the language, literacy, culture, and worldview of home, while the second hull is representative of the language, literacy, culture and worldview of school. As with a *va'a tele*, both hulls/ *va'a* (or languages, literacies, and cultures) should work in unity to ensure the safe passage of the people on board. The platform/fata built over the two hulls is a bridge that helps to hold the whole *va'a tele* together, thus enabling the hulls/ *va'a* to move through the water as one vessel, while also providing the stability needed to sail through any storm.

For Pasifika learners at school in Aotearoa New Zealand or throughout the Pacific, enacting the metaphorical double-hulled canoe, (or linguistically and culturally responsive environment that privileges bilingual and biliterate goals over monolingual ones), is more likely to elicit effective outcomes than the single-hull metaphor – whether the single-hull be ‘English only’ language, literacy and cultural knowledge, or a single-hulled Pasifika-only language, literacy and cultural knowledge. In order for Pasifika learners to be successful in the multiple worlds they walk in – they need to strengthen and build capacity and capability in both.

The hulls/*va'a* of the *va'a tele* were of equal size and were sufficiently stable to enable sailors to transfer supplies and people from one side of the *va'a* to the other. This reflects the role that schools, leaders, and teachers play in supporting their Pasifika students to connect with, utilise, build on, and transfer the existing ‘knowledges’, languages, and literacies of their families from home to school, with their role being foundational to the successful connections made between these two domains. The connecting platform/fata enables the stability, continuity, and progress of the whole vessel, with each hull/*va'a* supporting the other, and the vessel in its entirety. Similarly, leaders and teachers who are expert at supporting students to make connections between home and school knowledges, ensure that both languages and literacies develop and flourish, with the language and knowledge of home utilised to develop the language and knowledge of school which, in turn, is employed to further enhance the language and knowledge of home.

The demise of the Polynesian double-hulled deep-sea canoe, along with the decline of the knowledge and practice of navigation methods occurred after the colonisation of the Pacific by Europeans: “Canoes were replaced with European ships and some colonial governments introduced regulations restricting free movement between different administrative territories. The decline was so dramatic that theorists about canoe voyaging began to deny that Pacific journeys were possible” (Taonui, 2012, p. 5). In more recent

years, and partly to test such theories, replica canoes were built and sailed, with the Polynesian Voyaging Society of Hawaii building the *Hokule'a* and completing a voyage to Tahiti in 1980. In 1999 and 2000, the *Hokule'a* sailed from Hawaii to Easter Island and back, one of the longest and most difficult pathways sailed by Polynesian ancestors. Many other replica *va'a* have been built and sailed in the last thirty years. However, *Hawaiki-nui* built by Whakataka-Brightwell in 1985, in Aotearoa and Tahiti, is unique in that it was constructed entirely of authentic Pacific materials, and sailed successfully from Tahiti to Rarotonga, then to Aotearoa New Zealand, with a radio as the only modern tool on board (Taonui, 2012). Whakataka-Brightwell narrated his thoughts about the demise of his people as he sat beside the symbol of his revitalization – the *waka/va'a Hawaikinui*:

...My mind, my spirit embraced the beauty of our canoe – the hull adze cuts, the family-tree sculpture, the scent of the wood, the fibre rope lashings. I searched the Maori horizon for a solution to ancestral landlessness, the lack of culture and language, the poor health and unemployment of my tribe (Nelson, 1991, p. 15).

The demise and renaissance of the Polynesian double-hulled deep-sea canoe may also be likened to the demise of Pasifika languages and traditional knowledge throughout the Pacific and in particular in New Zealand, where Pacific migrant families have been encouraged since the 1940s to speak English to their children, and to clothe themselves with the accoutrements of the dominant culture, in order to be seen to be successful in their migrant home. Since 2012, however, the New Zealand Ministry of Education has acknowledged the need for teachers to be able to recognise and utilise the funds of knowledge and linguistic capital of Maori and Pasifika learners as a platform to scaffold learning in English-medium schools. Generally most English-medium schools do not have bilingual or biliteracy goals and, predominantly, tend to be English only language domains. In English-medium classrooms where teachers do endeavour to create opportunities for Pasifika learners to connect with and utilise their total languages, literacies and cultural resources, their profile might be more likened to the Samoan *'ali'a* (a later design than the *va'a tele*, with one larger and one smaller hull). In English-only classrooms where Pasifika learners are given no opportunity to connect with or utilise their linguistic or cultural capital, their profile would more closely resemble a *paopao*, (or single hulled canoe, used for short trips only), lacking the stability, speed, capacity, and capability of the *va'a tele*. Similar parallels can be drawn with Pasifika learners who no longer speak their languages, who are alienated from their island cultures, and no longer feel 'at home' either in their Pasifika

heritage, or in the ‘Palagi/European’ heritage of the school. With the Ministry’s acknowledgement that many schools still need to learn how to better connect with the worlds of their Pasifika learners, the following statement was published in the March 2012 Education Gazette, in relation to professional learning and development (PLD) provision:

All PLD providers must recognise and reinforce the central role that identity, language and culture play in learning. Research shows that this is an essential platform for lifting achievement for all learners, especially Maori, Pasifika, learners with special education needs and learners from low socio-economic backgrounds.

There is little evidence to date that PLD provision across the nation has had a focus or impact in this area, with doubts about whether PLD providers have the capability themselves, specific to bilingual and biliteracy development for Pasifika learners. For the PLD providers that do have Pasifika facilitators, it is possible that the latter lack knowledge about the processes of second language acquisition and bilingualism (although they could well be bilingual themselves) or, alternatively, they are not in sufficient positions of power to drive systemic change in their respective provider teams, before endeavouring to change the beliefs and practices of leaders and teachers in schools. The 2013 Education Review Office report on accelerating the progress of priority learners in schools states that:

While different ethnicities were recognised, little was done to show that their identity, language and culture was valued and responded to. As schools develop their curriculum they should take into account the cultures, language, interests and potential of all their students. Maori and Pacific students below the standards were often subsumed into the more general group of under-achieving students, with no recognition of their particular identity, and no implementation of strategies likely to build on their cultural capital and promote success.

This chapter began by providing an explanation of the analogous motif for Pasifika learner success: the *va’a tele*, or double-hulled deep-sea canoe as a metaphor pertaining to the profile of the successful Pasifika student. The research findings reported in this thesis and applied to the metaphor, provide an explicit description both of what constitutes success for Pasifika learners, and of the specific actions of teachers, leaders and literacy facilitators in enabling that success.

Summary of research

The study developed out of the results of a prior literacy intervention where the lowest achieving students, including Pasifika learners made the greatest progress: between 2.4 to 6.2 times the expected rate. Five effective teachers and five improvement teachers were identified and participated in the study over a two-year period. A mix of data sources including observations and interviews in relation to their practice and professional learning enabled the identification of particular teacher and leader actions that elicited this raising of achievement and accelerated progress of Pasifika learners' literacy achievement. Although the PLD intervention itself was not a Pasifika specific strategy, dimensions and indicators of effective teacher practice specific to Pasifika learners were developed conceptually, having been informed by the research literature and evident in the data through the practice of the effective teachers (N=5). These effective teachers taught in schools that showed higher effect size gains in Reading than the improvement teachers' schools at comparable points in time on the intervention. The effective teachers' schools showed progress substantially above the usual rate, while the improvement teachers' schools took the first year to accelerate to the national average rate of progress, and almost doubled this in the second year. Similarly, in writing the effective teachers' schools also had higher rates of progress. The rates of progress in writing among these schools were very high in all three years, with the large effect sizes most likely to be at least in part due to the very low baseline. Although the progress among the improvement teachers' schools was lower, progress was still around double the rate indicated in the norms.

The success of the intervention in raising student achievement in English literacy, particularly for those students in the lowest quintile and for Pasifika learners, made it important to identify what it was that teachers and leaders did to ensure this raising of achievement and accelerating progress happened. Although the PLD intervention itself was not a Pasifika specific strategy, dimensions and indicators of effective teacher practice specific to Pasifika learners were developed conceptually in this research, having been informed by the research literature and evident in the data through the practice of the effective teachers. Two indicators per dimension provided clarification of each dimension's distinct elements, and were further elucidated by illustrative examples of practice.

Research questions

There were four research questions; the first focused on the role and practice of the effective teachers, with the second focused on how the improvement teachers improved their

practice. The third question focused on the actions of leaders and facilitators in enabling teachers to improve their practice, and the fourth question focused on school leaders as they endeavoured to build reciprocal partnerships between Pasifika families and their schools.

1. The effective teachers were chosen to answer the first question: What classroom teaching practices lead to positive educational experiences for Pasifika learners and were reflected in their achievement?
2. The improvement teachers were chosen to answer the second research question: What shifts in practice are evident through teachers' engagement in professional learning and development?
3. Effective school leaders and facilitators were chosen to answer the third question: What school leadership and facilitation practices promote teachers' understanding and use of effective practices so that their Pasifika learners improve their achievement?
4. Effective school leaders were chosen to answer the fourth question: What school leadership practices facilitate the development of reciprocal learning-focused partnerships between school leaders, teachers, and the families of Pasifika learners?

The research illustrates five principles in relation to Pasifika learners' success at school. Through the development of inquiry-focused, collaborative, and success-oriented relationships, the following were evident:

1. Pasifika learners can be highly successful at school. Their utilisation of language and literacy as interactive tools in meeting the demands of the curriculum is fundamental to that success.
2. Teachers can teach Pasifika learners effectively, and in particular ways that connect with and build on their specific languages, cultures, and identities, to meet the demands of the curriculum.
3. School leaders can support teachers in adaptive ways that enable them to improve their practice, and to utilise teaching and learning approaches that facilitate Pasifika learners' success at school.
4. School leaders can have open, reciprocal relationships with their Pasifika families and community, and can teach their teachers how to do this in the classroom.

5. Facilitators can work responsively with leaders and teachers to facilitate teaching and learning that is both responsive and adaptive to Pasifika learners and their families/aiga.

The particular actions of teachers and leaders that enabled Pasifika learner success and literacy achievement at school are outlined below.

Effective and improvement teachers

The effective teachers exhibited effective practice across all dimensions by T3. The effective teachers' practice resulted in significant language and literacy gains for the Pasifika learners in their classes that, ultimately, were likely to lead to their academic success across the curriculum. These teachers were adaptive in their practice, and utilised a repertoire of behaviours and actions that demonstrated the various dimensions and indicators of effective practice in synthesised ways.

The improvement teachers were volunteers who agreed to participate in the research at T1 and mostly exhibited improvement in practice from rudimentary (at T1) to indicative practice (at T3) across all indicators. At T1, there was a range of professional knowledge and practice evident against the dimensions and indicators of effective practice specific to Pasifika learners. At T3, following two years of engagement in professional learning, they improved their practice and exhibited mostly indicative and some strong practice against the same indicators. The improvement of the teachers' practice resulted in enhanced language and literacy gains for the Pasifika learners in their classes. It should be noted that these teachers honed their practice with support from their school leaders or external facilitators.

Facilitation of improvement

Leaders and facilitators supported improvement of teacher practice in relation to these dimensions in a range of ways that included large group, small group and individual learning situations. They surfaced and challenged existing teacher beliefs through inquiry, and collaborative learning conversations in order to elicit change in teacher practice. They modelled effective practice and encouraged teachers to trial new strategies and practices within a 'risk-taking' environment. School leaders who worked in strong, collaborative relationships with external facilitators to lead and take ownership of the professional learning of their teachers, enabled strong gains in teacher practice improvement. Also, those that encouraged their teachers to contribute to, and collaborate in, school-wide inquiry, in

tandem with the development of their own classroom enquiries, appeared to develop systemic transformation throughout a school.

Community partnership

Effective leaders developed strong, inclusive relationships between their schools and communities when they held beliefs and developed practices that reflected three overarching principles: ‘reciprocity’, ‘connection’, and ‘capacity building’. When developing reciprocity, school leaders established systems that recognised and incorporated the valued knowledge and ‘ways of learning’ from Pasifika learners’ home/community contexts, while Pasifika families were supported to learn about, and engage in the educational culture of the school. The development of reciprocity within home-school contexts enabled all stakeholders to support Pasifika learners in making connections between their various language/learning domains. Leaders who created genuine reciprocal relationships with their communities focused on building parents’ knowledge and ability to engage in the discourse of school, including providing them with a ‘linguistic toolbox’ (a glossary of school language) that enabled them to participate in educationally challenging conversations with teachers. They also built the capacity of teachers to engage in co-constructed learning conversations with families.

These school leaders recognised that parents and families needed to learn about valued and privileged school knowledge, and that school leaders and teachers needed to learn about valued home knowledge. School leaders and teachers needed to understand that parents and families held their own aspirations for their children that might include the schools’ student literacy learning objectives, and possibly other goals as well. Genuine, reciprocal partnerships with Pasifika communities were developed when school leaders ensured systemic processes were in place for teachers to have explicit conversations with parents and students, focused on learning. Strong partnerships recognised that communities held rich linguistic and cultural resources that should be valued, and utilised at school – predominantly as tools to support student learning, in order to build continuity and connection between the ‘valued knowledge’ of both home and school, and not solely as material for ‘extra-curricular’ activities outside of the classroom.

The Va‘a Tele Model

The analogy of the *va‘a tele* model may be applied to Pasifika learners as they navigate their way through the education system, enabled by teachers and leaders who

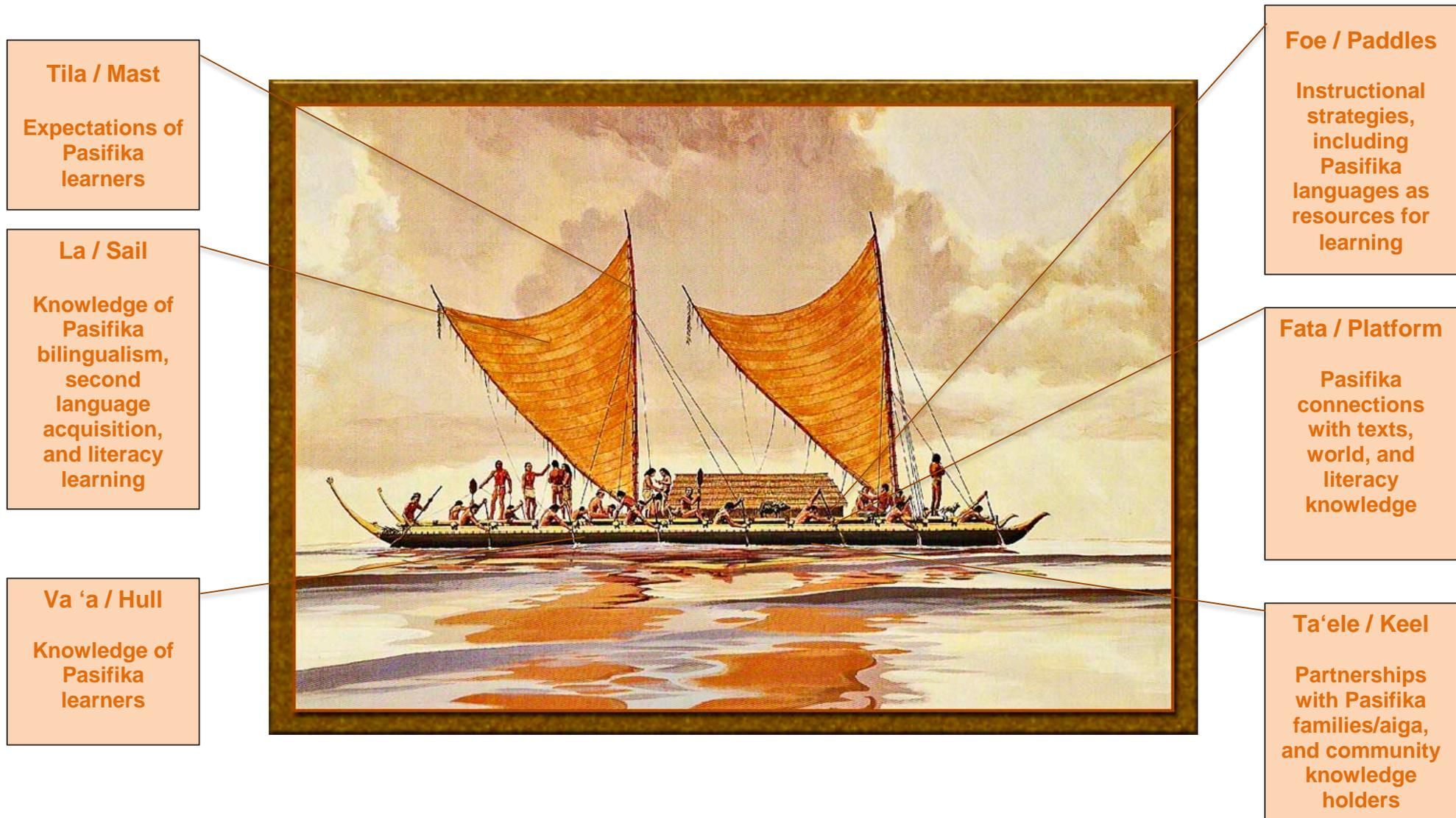
employ the dimensions of effective practice for Pasifika learners in their practice. These particular dimensions and indicators specify the teacher actions articulated metaphorically through the *va'a tele* model, by providing the combination of proven principles and practices to support learning in both school and home contexts. An analogy is drawn between each of the dimensions and the representative part they could be seen to symbolise in the *va'a tele*. 'Knowledge of Pasifika learners' is represented by the two hulls/*va'a* of the *va'a tele*, as the foundation of the double-hulled canoe, whereby teachers analyse and use their knowledge of both their Pasifika learners' English and Pasifika language and literacy capabilities. 'Expectations of Pasifika learners' is represented by the mast/*tila* that connects the hulls with the sail/*la*, providing the base from which the sail is furled: just as teachers' expectations of Pasifika learners enable those learners to be challenged and to strengthen their ownership of and agency within their learning. 'Knowledge of Pasifika bilingualism, second language acquisition, and literacy learning' is represented by the sail/*la* that enables the *va'a* to catch the wind – combining the strength of the hulls/*va'a* and mast/*tila*, with the power of the wind: just as teachers combine and utilise their knowledge of Pasifika bilingualism, SLA, and literacy practices to design learning sequences that target their Pasifika learners' language and literacy needs, enabling them to succeed. 'Instructional strategies, including Pasifika languages as resources for learning' is represented by the paddles/*foe* that are used by the paddlers to advance the *va'a* when there is no wind, just as the teacher's explicit teaching of English and Pasifika languages and literacy practices enable Pasifika learners to develop their own strategies that progress their learning. 'Pasifika connections with texts, world and literacy knowledge' is represented by the platform/*fata* which connects the two hulls so that they sail as one vessel, enabling the progress made with one hull to benefit the other hull, just as teachers support Pasifika learners to make connections with, and to transfer knowledge, languages, and literacies across home and school contexts. 'Partnerships with Pasifika families/aiga and community knowledge holders' is represented by the keel/*ta'ele* running from stern to bow, which helps the *va'a* maintain its stability and straight movement despite the conditions – keeping the *va'a* 'grounded' and secure, just as the collaborative and reciprocal partnerships between Pasifika families/aiga and schools enable Pasifika learners to experience continuity between the worlds of home and school. These representative parts are necessary for the successful sailing of the *va'a tele*, just as each dimension of effective practice for Pasifika learners is essential for their successful navigation through schooling and into adult life (see Table 7.1).

Table 7.1: Dimensions of effective practice for Pasifika learners applied to the Va‘a Tele Model

Dimension	Representative part of the va‘a tele
Knowledge of Pasifika learners	The hull/ <i>va‘a</i> of the <i>va‘a tele</i> as the foundation of the vessel – the uniqueness of the canoe is specific to the hulls and the knowledge of the builder to craft it according to the conditions in which it will travel.
Expectations of Pasifika learners	The mast/ <i>tila</i> that connects the hulls/ <i>va‘a</i> with the sail/ <i>la</i> , enabling it to withstand the strength of the wind and to act as a solid base from which to furl the sail.
Knowledge of Pasifika bilingualism, second language acquisition, and literacy learning	The sail/ <i>la</i> that enables the <i>va‘a</i> to catch the wind – combining the strength of the hulls/ <i>va‘a</i> and mast/ <i>tila</i> , with the height of the sail, and the power of the wind to enable greater speed and success toward the journey’s end.
Instructional strategies including Pasifika languages as resources for learning	The paddles/ <i>foe</i> that are used by the paddlers to advance the <i>va‘a</i> when there is no wind, and that use the water to generate the motion through which the <i>va‘a</i> sails.
Pasifika connections with text, world, language, and literacy knowledge	The platform/ <i>fata</i> that connects the two hulls so that they sail as one vessel, enabling the progress made with one hull to benefit the other hull.
Partnerships with Pasifika families/aiga and community knowledge holders	The keel/ <i>ta‘ele</i> running from stern to bow, which helps the <i>va‘a</i> maintain its stability and straight movement despite the conditions – keeping the <i>va‘a</i> ‘grounded’ and secure.

Successfully enacting each of these dimensions and their indicators in the classroom with Pasifika learners was not solely the province of Pasifika teachers. These indicators were enacted in classrooms to varying degrees by the ten teachers involved in the research (including the five effective and five improvement teachers), with only two of the ten teachers being of Pasifika ethnicity (Samoan). The findings of this research illustrate that any teacher, regardless of ethnicity can improve their practice in creating opportunities for Pasifika learners to make the timely, meaningful connections that build on their languages, cultures and identities in order to master the linguistic and cognitive demands of school. See Figure 7.2: The Va‘a Tele Model.

Figure 7.2: The Va'a Tele Model



Future implications

It should be noted that, within the constraints of this research, I was unable to apply the metaphor in its fullness because there were no Pasifika bilingual classes participating in the study. However, within English-medium contexts the research set out to establish the effective practices of teachers and leaders of Pasifika learners in promoting literacy success in English. There is much still to be gained from the study, in that the explicit teaching approaches utilised by the effective teachers in language and literacy learning across the curriculum could also be utilised in bilingual contexts, in either target language.

Although the model was unable to be applied in a fully bilingual setting, at ET5's school, the senior managers narrated how they had discovered 'by accident' that their Maori immersion learners (whose teacher had participated in the literacy project intervention), with little prior experience had begun reading English texts by themselves. After testing their reading proficiency, they discovered that their achievement in reading exceeded the levels achieved by significant numbers of Maori learners in English-medium classes, who had received instruction in English. It appeared that the Maori learners benefitted from a classroom environment that actively promoted and built on their linguistic and culture resources. Jim Cummins in his seminal work on empowerment in 1986, described inter-group power relations as being a significant predictor of the success of 'minority students' at school, because: "*Power and status relations between minority and majority groups exert a major influence on school performance*" (Cummins, 1986, p. 21). Cummins further notes that the minority groups characterised by widespread school failure tend overwhelmingly to be in a dominated relationship to the majority group:

Minority students are disabled or disempowered by schools in very much the same way that their communities are disempowered by interactions with societal institutions: Since equality of opportunity is believed to be a given, it is assumed individuals are responsible for their own failure and are, therefore, made to feel that they have failed because of their own inferiority, despite the best efforts of dominant-group institutions and individuals to help them (Skutnabb-Kangas, 1996). This analysis implies that minority students will succeed educationally to the extent that the patterns of interaction in school reverse those that prevail in the society at large (pp. 23–24).

There is much still that could be learnt from the study if the dimensions and indicators were to be explored in bilingual contexts, where there might be greater opportunity to develop cross-linguistic transfer between the worlds of home and school,

utilising the dimensions and indicators of effective practice for Pasifika learners through two mediums of instruction rather than one. The principles and practices might also be applied to a variety of monolingual and multilingual contexts, to ascertain if some practices are more important with particular learners in certain contexts than others.

A final word

Three *alaga'upu / heliaki / whakatauki* (proverbs), one from Samoa, one from Tonga and one from Aotearoa New Zealand provide further insight into the *va'a tele* metaphor: The Samoan *alaga'upu*/proverb: “*Ua se va'a tu matagi. / Like a ship before the wind*”, according to Schultz, (1994), may be “applied to speed, to obedience and to peace”. It expands the metaphor to include the captain and crew of a *va'a tele* employing their skill and commitment to unite the various components of the *va'a*: the hulls, the platform, the paddles, the sail, and the steering paddle, with natural phenomena, including the waves, the sun, the moon, the planets, and the wind, to travel at speed across the vast Pacific Ocean, led by master navigators and mariners to a promised destination: requiring obedience, employing acceleration, resulting in peace or a successful outcome. This alludes to the importance of schools, leaders and teachers, and the roles that they play in supporting Pasifika learners to navigate successfully through school to reach their desired outcome.

The Tongan *heliaki*/proverb: “*Pikipiki katea kae vaevae melenga / Connecting the hulls and sharing the results*, speaks of when people take great care about something in a place full of potential risks” (Mahina, 2004), intimating that in order to overcome threats to the safety of the *va'a*, the strapping together of the hulls meant there was less likelihood of capsizing, or meeting other forms of hardship or danger. Combining both hulls to ensure that the challenge of ocean voyaging be met may be likened to Pasifika students' progression through school and through life: that at times they will ‘fly before the wind’ like the *va'a tele*, by making startling progress, while at other times they remain ‘becalmed’, or in a stationary position. Often they may need to combine both hulls in order to meet the challenges of the journey. In order for Pasifika learners to experience success at school, they must utilise all of the linguistic, literacy and cultural resources that are available to them, to be able to persevere and to overcome future unforeseen trials that may beset them on their journey to success. Pasifika learners' sense of efficacy and self-belief in their ability to succeed at school can be easily impaired, with long term implications being exhibited through inert, disengaged, and disruptive behaviour, instead of the active, excited, innovative, resilient and self-managing ancestors of their heritage. A deep-sea voyage was

not, by choice, undertaken alone, symbolic of the support provided by families/aiga, teachers, leaders and community, working together with Pasifika learners toward agreed goals, and ultimately to lifelong success both in the world of home and the world of school.

Finally, the wind on a sail could capsize a single-hulled *va'a*. Most European ships therefore had a deep, heavy keel that worked against the force of the wind to keep the boat upright. They also had heavy ballast, which was designed to add stability while also slowing the vessel down. Pasifika *va'a* operated differently: they sailed by working with the natural forces of the wind and water and did not need extra weight to stay upright. Rather than having a deep keel, the outrigger or double-hulled canoe put the balancing weight (the outrigger or double hull) to the side – a clever solution because it didn't slow the canoe down (UNESCO, 2005). Similarly, Pasifika learners should be encouraged to pursue life-long goals that reflect their unique identities as Pasifika people who know their origins, identities and strengths, able to stand tall and experience success in all the worlds they walk in.

Ko te iwi te wairua o te waka, ko te waka te wairua o te iwi;
The people are the spirit of the canoe; the canoe is the spirit of the people.

APPENDICES

Appendix A: Examples of Participant Information and Consent Forms

School of Arts, Languages and Literacies
Faculty of Education
Telephone: 09 623 8899 ext 88998



Participant Information Sheet

Research project title: **Literacy Professional Development Project: Pasifika Research Project**

Principal Investigators: **Associate Professor Judy Parr, Professor Helen Timperley**

Researchers **Rae Si'ilata, Kate Dreaver**

For: **Teachers (Existing Schools)**

This research is being carried out by Associate Professor Judy Parr, Professor Helen Timperley and Rae Siilata, researchers from the Faculty of Education, The University of Auckland. Kate Dreaver is helping us in Wellington. We have been contracted by Learning Media who are, in turn, contracted by the Ministry of Education to deliver the Literacy Professional Development Project (LPDP). They want us to identify the features associated with practices that enable Pasifika students to make greater progress in reading and/or writing. Your school has been selected because it has a significant proportion of Pasifika students (>20%) and it has shown consistent superior patterns of student achievement for Pasifika students in literacy in the first year on the LPDP. We want to study the practices of the teachers and their leaders in your school. The research aims to investigate the relationship between teacher knowledge and skill and improved student achievement, together with the nature of in-school and school-community conditions that are associated with enhanced Pasifika literacy achievement.

You are invited to participate in this study. You are under no obligation to do so but your involvement is very important and we would value it. As participation is voluntary, if you do not wish to participate then this should, in no way, affect your employment status and we have sought an assurance from your Board of Trustees and principal to this end.

Participation involves our collecting data from the principal, the lead literacy teacher, teachers and students. We will visit on at least three occasions in a year (the project runs over two years) and will work closely with the LPDP facilitator and literacy leader at all times. We want to gather information from you in the following ways:

- Reflection questionnaires for all teachers (60 -90 minutes)
- Scenarios of practice needs analysis tool responses by teachers (these are LPDP tools currently used that take 45- 60 minutes)

- In facilitating the collection of student achievement information from writing or reading data without identifying information for individuals

Originals of questionnaires are kept securely at the University of Auckland and will be deleted or shredded at the conclusion of the project and production of publications from it.

You may withdraw from participation without giving a reason or withdraw your data at any time prior to the completion of data collection by 30th November 2010. The data you provide will be coded and stored in both paper form and electronically. These records will be stored in a secure data base or secure premises at the University of Auckland for up to six years and deleted or shredded at the conclusion of the project and production of publications from it.

The source of information is confidential to the researchers. Neither you nor your school will be identified in any reporting other than by an identifier known only to the researchers. Findings will be discussed with the participating schools and any draft reports discussed with them to obtain feedback.

The researchers would be pleased to give more information about the project on request. If you have any questions to ask or concerns you wish to discuss please contact the appropriate person from the following:

Associate Professor Judy Parr & Professor Helen Timperley (Principal investigators)
 School of Arts, Languages and Literacies
 Faculty of Education
 University of Auckland
 Private Bag 92019
 Auckland Mail Centre 1142
 Tel: 09-623 8899 ext 88998
 Email jm.parr@auckland.ac.nz h.timperley@auckland.ac.nz

Dr Libby Limbrick
 Head of School of Arts, Languages and Literacies
 Faculty of Education
 Tel: 09-623 8899
 Private Bag 92019
 Auckland Mail Centre 1142

The Chairperson
 University of Auckland Human Participants Ethics Committee
 Private Bag 92019
 Auckland Mail Centre 1142
 Tel: 09-3737599 ext 87830

**Approved by the University of Auckland Human Participants Ethics Committee on 18/02/2009 for a period of three years until 18/02/2012.
 (Reference no 2009/028/)**

School of Arts, Languages and Literacies
 Faculty of Education
 Telephone: 09 623 8899 ext 88998



Research project title: **Literacy Professional Development Project: Pasifika Research Project**

Principal Investigators: **Associate Professor Judy Parr, Professor Helen Timperley**

Researchers **Rae Si'ilata, Kate Dreaver**

For: **Teachers**

This project has been explained to me and I have read the participant information sheet. I have had the opportunity to ask questions and have them answered to my satisfaction. I understand that I am invited to participate as a teacher of a school that is participating in this research and I am aware that my participation is voluntary. I understand that an assurance has been given by my employer that my employment will not be affected by participation or non-participation in this research.

I understand:

That the source of the data obtained is confidential to the researchers and that my name will not be used in any report

That I can withdraw myself or my data from this research project at any time up to the end of data collection by 30th November, 2010

That the information that I provide will be coded and stored electronically in a secure database at University of Auckland until the project is completed in 2011.

That I will have the opportunity to review and provide feedback on draft reports.

Name: _____

School: _____

Signature _____

Date: _____

Approved by the University of Auckland Human Participants Ethics Committee on 18/02/2009 for a period of three years until 18/02/2012.

(Reference no 2009/028/)

Appendix B: Teacher Interview Questions Post Practice Analysis

**Teacher Post Observation & Practice Analysis Interview:
All Schools**

If this interview follows an observation and practice analysis with the facilitator, ask the first group of questions about the practice analysis. Tell the teacher that the interview will be in two sections – the first about the practice analysis, the second about the lesson itself.

SECTION A: REFLECTION ON THE PRACTICE ANALYSIS

Teacher Questionnaire

(NB There is a parallel questionnaire for Facilitator)

Teacher Name _____ Class Level _____

Facilitator Name _____ Lesson detail (date, description etc _____

1. Overall, I thought the observed lesson was: (circle)

Amongst the worst I've taught

Amongst the best I've taught

1 2 3 4 5 6

1. What was the main message you took from the feedback about the extent of changes expected in your teaching practice?

- Continue with what I am currently doing
- Tweak what I am already doing
- Make some specific changes
- Make significant changes

2. What were the main issues (if any) talked about at the post-observation session?

3. In practical terms, how useful was the feedback in helping you to improve your teaching?

definitely not useful	not really useful	slightly useful	moderately useful	mostly useful	definitely
1	2	3	4	5	6

Reason for rating:

4. Is there anything you intend to change in your teaching as a result of this feedback? If so, what?

Are there any other comments you would like to make about this feedback session?

(Note: Ask facilitator to respond either orally or in writing to questions 1-6 of facilitators' questionnaire (see below). If in writing, make sure you get a copy).

REFLECTION ON THE LESSON

NB: These post observation questions could be spread over two or three observations. Ask the ones related to the current observation.

Teacher Practice

1. In the lesson today, what were the main ways in which you consider language learning was promoted?
2. Is this how you usually do it or are there other ways you do this?

Diversity

1. When talking about Pasifika achievement, we often hear talk of diversity. What is your understanding of this term - diversity?
2. Specifically, how did you cater for diversity in the lesson I observed/ this lesson?
3. *If used, ask:*
I noticed that you used Pasifika languages today. Why did you do that?
4. During the lesson, was there anything you did particularly to support Pasifika students to learn?
5. Are there other things you routinely do to support them?
6. Are these things any different from what you might do for other students?
7. In this lesson, how effective do you think you were in meeting the learning intentions/goals? How did you tell?
8. Are there any other things you look for to monitor the effectiveness of your literacy teaching?

Knowledge / Strategy Questions

1. Today, I noticed (a specific learning intention that dealt with.....).....What were the two most recent literacy learning intentions prior to today's one? Tell me about how they link?
2. Where did you make use of student prior knowledge in this lesson? Can you tell me how you linked this to what you wanted the students to learn?
3. Thinking about what you were doing today in teaching (... ..e.g. inference) Do you approach this any differently for your Pasifika students than for other students?
4. In the lesson, I noticed that you..... (used a specific teaching strategy to promote student interaction/ engagement - like think pair share etc). Why did you do this?
If not seen: In this lesson, I didn't see the students interacting with each other. Do you think opportunities for student interaction is important? In other contexts, how do you usually do this?
5. I noticed some students initiated interaction with you. Is this usual? Did you specifically teach them to do that?
6. In this lesson, did you explicitly teach vocabulary? What are the key things you take into account/consider are really important when you teach vocabulary.

7. In this lesson, you did some explicit teaching around language structures. What are the key things you take into account/consider are really important when you teach language structures?
8. In the lesson (with respect to whether noticed students asking for help, questioning to learn more etc.....If did not see students clarifying etc, say “It seems like the students cottoned on to what was needed today but....). What do your students generally do when they don’t know something? Is this the same for your Pasifika students? What strategies do you use to help them to become independent?
9. Is there anything else you would like to add in relation to teaching and learning for your Pasifika students?
10. Can you talk about your perceptions of your school leaders and how they have supported your professional learning?

Appendix C: Student Interview Questions Post Observation Lesson

**Literacy Professional Development Project
Student questions: All Schools**

Questions for students

These questions are asked of three of the students who participated in the observed lesson.

1. **What are you reading/writing today?** (Purpose: general introduction to get students talking).

Name	Response

2. **Why are you reading/writing it?** (Purpose: to find out if they are aware of the purpose for their reading/writing)

Name	Response

3. **What are you learning to do as a reader/writer while you are doing this reading or writing?** (Purpose: to find out if they are aware of the learning intention)

Name	Response

4. **How will you know if you are successful?** (Purpose: to find out if they are aware of the criteria for success)

Name	Response

5. **What do you need to work on to be a better reader/writer? How do you know this?** (Purpose: to find out what feedback is received and how interpreted)

Name	Response

6. What did the teacher do in this lesson that helped you to learn (if anything?)

Name	Response

Follow-up focus group with either same / different Pasifika students

These are asked in small groups of three (one Pasifika and one non-Pasifika). If it is OK with the students, the interview is recorded. Ask them and remind them it is OK to ask that the tape recorder be turned off.

Ideally, the facilitator will conduct the interviews with the researcher making field notes and contributing. Next option is for the researcher to ask questions and rely on tape and post interview notes. The idea is to try to allow every student some airtime and to change the order (rotate around the group) in which the students are invited to respond so quieter/ lower ability students sometimes speak first.

Start by talking about yourself and your background – ask student: Where are you from? (probe further e.g. what island in Samoa are you from?)

- 1. What languages do you speak?** (*What languages do you speak at home?*)

- 2. Do you use <this language/ these languages> in your classroom? When do you do this?**

- 3. Do you want to use <this language> in your class? Does your teacher encourage you to? What about the other students in the class?**

- 4. Do the people who look after you at home, like your mum and dad, come to the school or classroom? What sort of things do they come for?**

- 5. Do you talk to the people who look after you at home about what you are learning at school?**

- 6. What sort of things do you learn at home? Are you able to use what you learn at home to help you learn at school? Can you tell me more about that? (*When you're reading at home, what language is the book written in? What languages do you use to talk about the books?*)**

- 7. Is the way you learn at home different to the way you learn at school?**

- 8. If it's different: how is it different?**

- 9. If it's the same: how is it the same?**

- 10. Can you tell me more about what helps you to learn? What helps you to become a better reader/ writer?**

Appendix D: Teacher Interview Questions Post Professional Learning Session



Literacy Professional Development Project Professional learning session: Questionnaire Teacher Version

Date:

School:

Facilitator:

Focus of PL session:

Part 1

What were the important ideas in today's session for you?

Do these ideas have any relevance to you in your teaching situation?

Is there anything that you will change in your teaching practice as a result of today's professional learning session?

- Immediately?
- In the longer term?

Part 2: Introduction

We have some ideas about why professional learning in LPDP might have a positive impact on Pasifika students. Different professional learning opportunities are likely to communicate information relevant to different ideas. We want to understand which of these ideas were being communicated in the observed session.

Key Idea 1 –Teachers need informed knowledge of their learners if they are to make links that are necessary for learning to take place (e.g. links between what students know and their new learning).

Some indicators for idea 1 might be (oral examples only):

- Unchecked assumptions about students are challenged (e.g. assumptions about their cultural, literacy, and linguistic knowledge).
- Teachers are given skills to build relevant knowledge of the learner that can be linked to instruction.
- Teachers are given skills to recognise students’ current knowledge and skills
- Teachers use their knowledge of their students to think about what they will do next.
- Teachers gather information about students’ needs and strengths from a range of sources.
- Student achievement data is tracked and monitored in relationship to age-level expectations.
- Evidence about students’ strengths and needs is clearly linked to planning and instruction.

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 2 – It is important to make learning explicit. To do so, teachers need content knowledge about written and oral language development and how language works. This idea applies to both the content and the process of learning.

Some indicators for idea 2 might be (oral examples only):

- Teachers are provided with underpinning knowledge (e.g. through working with the Literacy Progressions or asTTle indicators, focusing on this knowledge)
- Teachers are provided with the skills to use this knowledge in practice
- Teachers are provided with the skills to be specific with their students in both content and process (e.g. deliberate acts of teaching of content). The focus might be on:
 - Vocabulary and language structures
 - Deliberately amplifying language

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 3 – Teachers need to understand why they are focusing on particular content and/or processes and how they will use them.

Some indicators for idea 3 might be (oral examples only):

- Teachers become aware of their current knowledge and skills in relation to teaching effectiveness (both strengths and needs)
- The rationale for focusing on target students is explicit

Note: “Processes” could refer to reading, writing processes, language acquisition, curriculum processes. Could also refer to LPDP ways of doing things such as those around target students

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 4 – Teachers should expect that all students can achieve at or beyond curriculum level expectations while providing the support needed to get there.

Some indicators for idea 4 might be (oral examples only):

- Showing teachers how they would move students to engage with more cognitively demanding tasks
- Challenging teachers’ expectations of students (e.g. through setting goals and targets)
- Goals and targets across school and classroom are sufficiently salient that they influence practice

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 5 – Leaders of professional learning should communicate high expectations of teacher learning and change and provide the resources and support needed to meet those expectations.

Some indicators for idea 5 might be (oral examples only):

- Discussing the importance of identifying target students who are underachieving
- Communicating expectations that practice needs to change to meet the needs of these students
- Setting challenging goals for professional learning
- Communicating expectations that teachers will read professional literature

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Key Idea 6 – If students are to have a clear sense of continuity in their learning, they need their teachers to look beyond their own classrooms and take collaborative responsibility for student achievement.

Some indicators for idea 6 might be (oral examples only):

- Encouraging teachers to use the same text
- All teachers participate in professional learning (including specialist teachers and teacher aides)
- All teachers expected to be teachers of the language of the curriculum
- All teachers participate in discussion about planning

To what extent was this idea a focus in the session?

Don't know	Not in today's session	A passing focus	Present but not a major focus	Major focus for at least part of the session

How do you know this key idea was present?

Part 3: Relationships

Key Idea 3 refers to the need for teachers to understand **what they are learning and why**. Key Idea 5 talks about the need for leaders of professional learning to set **high expectations for teacher learning and change** while providing the **resources and support** needed to meet those expectations. Key Idea 6 talks about the importance of **collaboration**. We think that all of these ideas are important in building the sorts of **relationships** that are necessary for professional learning to be effective.

We would like to know some more about what you think is important in a **professional learning relationship**. We have suggested two more qualities that *might* need to be present in such a relationship. Please would you indicate how important you think they are? Could you then tell us whether you think they were present in today’s session, and how we can tell? Finally, can you suggest other qualities that ought to be present? (It’s ok if you want to pick up on a point you’ve already made.)

Teachers feel respected as professionals and as learners.			
<i>How important is this quality?</i>			
	Not important	Quite important	Very important
CS1	1	2	3
CS2	1	2	3
<i>To what extent was respect evident in the relationship between teachers and the leaders of today’s session?</i>			
	Not at all	To some degree	Definitely
CS1	1	2	3
CS2	1	2	3
<i>What is your reason for this rating?</i>			

Teachers feel supported and encouraged to take risks.			
<i>How important is this quality?</i>			
	Not important	Quite important	Very important
CS1	1	2	3
CS2	1	2	3
<i>To what extent was risk-taking evident in the relationship between teachers and the leaders of today's session?</i>			
	Not at all	To some degree	Definitely
CS1	1	2	3
CS2	1	2	3
<i>What is your reason for this rating?</i>			

Teacher suggestion:			
<i>How important is this quality?</i>			
	Not important	Quite important	Very important
CS1	1	2	3
CS2	1	2	3
<i>To what extent was this quality evident in the relationship between teachers and the leaders of today's session?</i>			
	Not at all	To some degree	Definitely
CS1	1	2	3
CS2	1	2	3

What is your reason for this rating?

Teacher suggestion:

How important is this quality?

	Not important	Quite important	Very important
CS1	1	2	3
CS2	1	2	3

To what extent was this quality evident in the relationship between teachers and the leaders of today's session?

	Not at all	To some degree	Definitely
CS1	1	2	3
CS2	1	2	3

What is your reason for this rating?

Thank you very much for sharing your time and your thoughts.

Appendix E: Leader – Community Partnership Interview



Literacy Professional Development Project Community Partnership

These are some of our ideas about why a home/community–school partnership might be established. We want to know how they apply in your context, if at all. If you think they do apply, can you please tell us about some of the things you are doing in relation to this idea. We do not expect any school to be addressing all of these and you might not agree with some. Also schools will have other ideas about why they want to establish home/community–school partnerships and will be doing different things that we have not included. We would like to hear about these.

Key Idea 1

If **teachers know more about Pasifika** families, communities, and **their literacy practices**, they are **better able to link** classroom practices to family and community practices.

[Need to draw out what leaders consider Pasifika literacy practices to be.]

How important do you think this idea is in raising Pasifika student achievement?

Not important	Slightly important	Quite important	Mostly important	Very Important	Extremely important

Comment:

How practical do you think this idea is?

Not practical	Slightly practical	Quite practical	Mostly practical	Very practical	Extremely practical

Comment:

Key Idea 2

If **parents understand school practices** (like literacy and assessment), they can **link their family practices to school practices**, resulting in greater coherence between home and school and enhanced student literacy achievement.

How important do you think this idea is in raising Pasifika student achievement?

Not important	Slightly important	Quite important	Mostly important	Very Important	Extremely important

Comment:

How practical do you think this idea is?

Not practical	Slightly practical	Quite practical	Mostly practical	Very practical	Extremely practical

Comment:

Key Idea 3

If **schools support Pasifika parents to recognise the value of what they bring to their children’s learning**, parents will feel more confident to engage with schools and teachers, and have an influence on what happens in school.

How important do you think this idea is in raising Pasifika student achievement?

Not important	Slightly important	Quite important	Mostly important	Very Important	Extremely important

Comment:

:

How practical do you think this idea is?

Not practical	Slightly practical	Quite practical	Mostly practical	Very practical	Extremely practical

Comment:

Key Idea 4

If schools communicate clearly and accurately with parents about: students’ achievement, the next steps needed for progress, and how parents can support their children to improve, a learning partnership will be developed.

How important do you think this idea is in raising Pasifika student achievement?

Not important	Slightly important	Quite important	Mostly important	Very Important	Extremely important

Comment:

How practical do you think this idea is?

Not practical	Slightly practical	Quite practical	Mostly practical	Very practical	Extremely practical

Comment:

Key Idea 5

If parents are encouraged to **value the language** in which they are most competent and to **use it** with their children, and if Pasifika students have opportunities to **use their home languages** at school - literacy learning will be progressed.

How important do you think this idea is in raising Pasifika student achievement?

Not important	Slightly important	Quite important	Mostly important	Very Important	Extremely important

Comment

How practical do you think this idea is?

Not practical	Slightly practical	Quite practical	Mostly practical	Very practical	Extremely practical

Comment:

Final question!

Has your involvement in LPDP in any way influenced how things are happening in your school in relation to these ideas (either directly or indirectly)?

Appendix F: Exit Interview – Leader

Exit Interview Questions

Overarching questions (to be asked as part of the Progress Evaluation):

Where would you place your school on each of these continuums from 1–10? We would like you to think about these questions with particular reference to your Pasifika students.

— Where you would place your school now? And why?

— Where you would place your school at the time you began your participation in LPDP (in 2008 or 2009)? And why?

— If there is a shift, what might explain it?

1. Inquiry/Monitoring
(Ask after outcomes 1, 2, 3 and 4: Using evidence)

Evidence of student achievement used to plan professional learning

Integrated inquiry involving ongoing consideration of the links between student and professional needs

Your school now:

1←

→10

Reasons:

Your school prior to LPDP:

1←

→10

Reasons:

If there is a shift, what might explain it?

2. Classroom Practice

(Ask after outcomes 2 & 3: Linking needs to teaching)

Most teachers believe professional development might help with their practice.

Most teachers believe in the need to constantly learn in order to be responsive to student needs.

Your school now:

1←

→10

Reasons:

Your school prior to LPDP:

1←

→10

Reasons:

If there is a shift, what might explain it?

3. Student Agency

(Ask after outcomes 2 & 3: Knowledge of learner development)

Students are given information about learning goals and their level of achievement.

Students actively participate in forming learning goals, monitoring progress and assessing their own learning.

Your school now:

1← **→10**

Reasons:

Your school prior to LPDP:

1← **→10**

Reasons:

If there is a shift, what might explain it?

4. English Language Learners (ELLs) / Pasifika students
(Ask after outcomes 2 & 3: Pedagogical content knowledge)

Leaders and teachers are aware that their English Language Learners and Pasifika students may have specific learning needs but are unsure how to proceed.

Leaders and teachers use knowledge of their ELLs and Pasifika students along with their knowledge of language learning to support literacy learning.

Your school now:

1←

→10

Reasons:

Your school prior to LPDP:

1←

→10

Reasons:

If there is a shift, what might explain it?

5. School Leadership

(Ask after outcome 4: Evidence of effective leadership of a professional learning community)

Leaders attend PD with teachers and provide time, support and resources for PD.

Leaders set and monitor professional learning goals for themselves to support teachers to achieve their professional learning goals.

Your school now:

1← **→10**

Reasons:

Your school prior to LPDP:

1← **→10**

Reasons:

If there is a shift, what might explain it?

6. Home/Aiga Relationships

Ask after outcome 4: Leading and sustaining a professional learning community)

School attempts to make Pasifika families feel welcome and provide information.

School creates opportunities for two-way learning with Pasifika families about how best to support their students.

Your school now:

1←

→10

Reasons:

Your school prior to LPDP:

1←

→10

Reasons:

If there is a shift, what might explain it?

REFERENCES

- Adelman, C., Kemmis, S., & Jenkins, D. (1980). Rethinking case study: Notes from the second Cambridge conference. In H. Simons (Ed.) *Toward a Science of the Singular*. Centre for Applied Research in Education, University of East Anglia, 45–61.
- Afamasaga, G. (2007). *Education in a Pacific context: Enhancing ownership of the processes of education*. Invited Paper, 31st Annual Conference of the Pacific Circle Consortium. Honolulu, Hawai‘i, June 25-29, 2007.
- Aitken, G., Sinnema, C., & Meyer, F. (2013). *Initial Teacher Education Outcomes: Graduate Teacher Standards*. The University of Auckland.
- Allen, P., Taleni, T., & Robertson, J. (2009). In order to teach you, I must know you. The Pasifika initiative: A professional development project for teachers. *New Zealand Journal of Education Studies*, 44(2), 47–62.
- Alton-Lee, A. (2003). *Quality teaching for diverse students in schooling: Best evidence synthesis. Report from the Medium Term Strategy Policy Division*. Wellington, New Zealand: Ministry of Education.
- Amituanai-Toloa, M. (2005). *Ua Malie Toa. Ua Malie Tau. Students with silver tongues whip the tail: Enhanced teaching and learning of reading comprehension in Samoan bilingual classes*. Unpublished doctoral thesis. University of Auckland, New Zealand.
- Amituanai-Toloa, M., McNaughton, S., Lai, M., & Airini, (2009). *Ua aoina le monogi o le lolo: Pasifika schooling improvement research. Report to the Ministry of Education*. Wellington: Ministry of Education.
http://www.educationcounts.govt.nz/_data/assets/pdf_file/0006/65049/933_PSIR-Finalb.pdf
- Anae, M. (2010). Research for better Pacific schooling in New Zealand: Teu le va–A Samoan perspective. *Mai Review*, (1).
- Anae, M., Coxon, E., Mara, D., Wendt-Samu, T., & Finau, C. (2001). *Pasifika education research guidelines. Final report*. Wellington, New Zealand: Ministry of Education.
- Antstey, M. (1998). Being explicit about literacy instruction. *Australian Journal of Language and Literacy* 21(3), 206–221.
- Airini, Anae, M., Mila-Schaaf, K., with Coxon, E., Mara, D., & Sanga, K. (2010). *Teu le va: Relationships across research and policy in Pasifika education. Report to the Ministry of Education*. Auckland: Auckland UniServices Ltd.
<http://www.educationcounts.govt.nz/publications/pasifika/teu-le-va-relationships-across-research-and-policy-in-pasifika-education/executive-summary>
- Askew, S. (2000). *Feedback for learning*. London, England: Routledge Falmer.
- Assessment Reform Group (2002). *Testing, motivation and learning*. Cambridge, England: Author.

- Au, K. H. (2002). Multicultural factors and the effective instruction of students from diverse backgrounds. In *What research has to say about reading instruction*, 3rd ed., ed. A.E.E. Farstrup & S.J. Samuels. Newark, Del.: International Reading Association.
- Aukuso, S. (2002). *O Le Taiala Samoan bilingual unit: A case study of the dual medium programme in the New Zealand context*. Unpublished MA thesis, Auckland University, Auckland.
- Baker, C. (2006). *Foundations of bilingual education and bilingualism*, 4th Ed. Clevedon, UK: Multilingual Matters.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism*, 5th Ed. Bristol: Multilingual Matters.
- Barnett, G. (2009). Critically theorising the teaching of literacy and language in Pacific schooling: Just another Western metanarrative? *Critical Literacy: Theories and Practices*, 3(2), 17–32.
- Barnett, G. (2011). Research paradigm choices made by postgraduate students with Pacific education research interests in New Zealand. *Higher Education Research & Development*, 31(4), 479–492.
- Biddulph, F., Biddulph, J., & Biddulph, C., (2003). *The Complexity of Community and Family Influences on Children's Achievement in New Zealand: Best Evidence Synthesis*. Wellington, New Zealand: Ministry of Education.
- Bishop, R., & Berryman, M. (2006). *Culture speaks: Cultural relationships and classroom learning*. Wellington, New Zealand: Huia Publishers.
- Bishop, R. and Glynn, T. (1999). *Culture Counts: Changing Power Relations in Education*. Palmerston North: Dunmore Press.
- Black & Wiliam, (1998). *Inside the black box; Raising standards through classroom assessment*. London, UK: G.L. Assessment, Grenada Learning Group.
- Block, C. C., & Mangieri, J. (2003). *Exemplary literacy teachers: Promoting success for all children in grades K-5*. New York, NY: The Guildford Press.
- Bond, L., Smith, T., Baker, W. K., & Hattie, J. A. (2000). *The certification system of the National Board for Professional Teaching Standards: A construct and consequential validity study*. Arlington, VA: National Board for Professional Teaching Standards.
- Bourdieu, P. (1983). *Distinction: a social critique of the judgment of taste*. Cambridge, MA: Harvard University Press.
- Bourdieu, P. & Passeron, J.C. (1998). *Reproduction in education, society and culture*. London, UK: Sage Publications.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.

- Bransford, J., Derry, S., Berliner, D., & Hammerness, K. (2005). Theories of learning and their roles in teaching. In *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 40-87). San Francisco, CA: Jossey-Bass.
- Cazden, C. (1988). *Classroom discourse*. Portsmouth, NH: Heinemann.
- Braunger, J. & Lewis, J. (1998). *Building a knowledge base in reading*. Portland, Oregon: Northwest Regional Educational Laboratory's Curriculum and Instruction Service.
- Brayboy, B. & Maughan, E. (2009). Native American knowledges and the story of the bean. *Harvard Educational Review* (79)1, 1–21.
- Cahill, F. (2006). Crossing the road from home to secondary school: A conversation with Samoan parents. *Waikato Journal of Education*, 12, 57–71.
- Carpenter, V. C., McMurchy-Pilkington, C. & Sutherland, S. (2000). *"They don't look at me and say you're a Palagi": Teaching across habitus ACE Papers*. Auckland: Auckland College of Education
- Caygill, R., & Eley, L. (2001, September). *Evidence about the effects of assessment task format on student achievement*. Paper presented at the annual conference of the British Educational Research Association, Leeds.
- Cazden, C. (2001). *Classroom discourse: The language of teaching and learning*. Portsmouth, NH: Heinemann.
- Chu, C., Glasgow, A., Rimoni, F., Hodis, M., & Meyer, L. (2013). *An analysis of recent Pasifika education research literature to inform and improve outcomes for Pasifika learners*. Wellington, New Zealand: Ministry of Education.
http://www.educationcounts.govt.nz/data/assets/pdf_file/0003/121773/An-analysis-of-recent-Pasifika-Education-research-literature-to-inform-improve-outcomes-for-Pasifika-learners.pdf
- CIERRA (Center for the Improvement of Early Reading Achievement) (2002). "Improving the reading comprehension of America's children: 10 research based principles." Available at <http://www.ciera.org/library/instresrc/compprinciples/index.html>
- Clay, M. (1998). *By different paths to common outcomes*. York, Maine: Stenhouse Press.
- Clay, M. (2005). *An observation survey of early literacy achievement*. 3rd Ed. Auckland, New Zealand: Pearson.
- Cohen, E. G. (1994). Restructuring the classroom: Conditions for productive small groups. *Review of Educational Research*, 64(1), 1–35.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* 5th Ed. London, UK: RoutledgeFalmer.
- Cook, V. (2001). Using the first language in the classroom. *The Canadian Modern Language Review*, 57(3) 402–423.
- Corson, D. (2001). *Language, diversity and education*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Cowley, E. T., Dabb, H., & Jones, B. (2000). *The academic experience of Pasifika students in the New Zealand Diploma of Business Economic Environment 120*. Auckland: Auckland University of Technology
- Coxon, E., Anae, M., Mara, D., Wendt-Samu, T., & Finau, C. (2001). *Literature review on Pacific education issues*. Auckland, New Zealand: Auckland UniServices.
- Creswell, J., Klassen, A., Plano Clark, V. & Clegg Smith, K. (2011). *Best practices for mixed methods research in the health sciences*. Office of Behavioral and Social Sciences Research (OBSSR): Nebraska, USA.
- Cummins, J. (1980). The construct of language proficiency in bilingual education. *NABE Journal*, 4(3), 25–59.
- Cummins, J. (1981). *Bilingualism and minority language children*. Ontario, Canada: Ontario Institute for Studies in Education.
- Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56(1), 18–36.
- Cummins, J. (1989). *Empowering Minority Students*. Sacramento, CA: California Association for Bilingual Education.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters.
- Cummins, J. (2001). Empowering minority students: A framework for intervention. In C. Baker, & N. Hornberger. *An introductory reader to the writings of Jim Cummins*. (pp.175-194). Clevedon, England: Multilingual Matters.
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *The Canadian Journal of Applied Linguistics*, 10(2), 221–240.
- Cummins, J. (2008). Teaching for transfer: Challenging the two solitudes assumption in bilingual education. In J. Cummins & N.H. Hornberger (eds.), *Encyclopaedia of Language and Education*, 2(5), *Bilingual Education*, (pp. 65-75).
- Cummins, J. (2009). Pedagogies of choice: Challenging coercive relations of power in classrooms and communities. In *International Journal of Bilingual Education and Bilingualism* 12(3). (pp. 261-271).
- Cummins, J. (2011). *The intersection of cognitive and sociocultural factors in the development of reading comprehension among migrant students*. Springer Science and Business Media. Published online.
- Cuttance, P. (1998). Quality assurance reviews as a catalyst for school improvement in Australia. In A. Hargreaves, A. Lieberman, M. Fullan & D. Hopkins. (1998). *International Handbook of Educational Change (Part Two)*. Pp. 1135-1162. Dordrecht: Kluwer Publishers.
- Cuttance, P. (2001). *The impact of teaching on student learning*. Australian College of Education Yearbook 2000. Canberra, ACT: Australian College of Education.

- Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.
- DeKeyser, R. (1998). Beyond focus on form: Cognitive perspectives on learning and practicing second language grammar. In C. Doughty & J. Williams (Eds.). *Focus on form in classroom second language acquisition*. Cambridge, UK: Cambridge University Press.
- Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280–298.
- Delpit, L. (2003). Educators as “seed people” growing a new future. *Educational Researcher*, 32(7), 14–21.
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.
- Dickie, J. (2010). Proclaiming the good news: Samoan children, church literacy, and comprehension. *Set*, (2), 25–31.
- Dixon, Q. & Wu, S. (2014). Home language and literacy practices among migrant second-language learners. *Language Teaching*, 47,(4), 414–449.
- Duffy, G. G. (2002). The case for direct explanation of strategies. In C. Block & M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (pp. 28–11). New York: Guilford Press.
- Dumont, H., Istance, D., & Benavides, F. (Eds.). (2010). *The nature of learning: Using research to inspire practice*. Paris, France: OECD Publishing.
- Dworin, J. (2003). Insights into biliteracy development: Toward a bidirectional theory of bilingual pedagogy. *Journal of Hispanic and Higher Education* 2 (2), 171–186.
- Earl, L., & Katz, S. (2006). *Leading schools in a data rich world*. Thousand Oaks, CA: Corwin Press.
- Earl, L., & Timperley, H. (2008). Understanding how evidence and learning conversations work. In L. Earl & H. Timperley (Eds.) *Professional Learning Conversations: Challenges in using evidence for improvement* (pp. 1–12) London: Springer Academic Publishers.
- Education Review Office (2012). *Improving Education Outcomes for Pacific Learners*. Wellington, New Zealand: Author.
- Education Review Office (2013). *Progress in Pacific student engagement: A pilot evaluation of Auckland schools*. Wellington, New Zealand: Author.
- Elley, W. (2000). *Supplementary Test of Achievement in Reading (STAR)*. Wellington, New Zealand: New Zealand Council for Educational Research.
- Ellis, R. (2005). *Instructed second language acquisition*. Report to the Ministry of Education. Wellington: Ministry of Education.

- Ellis, R. (2008). Principles of instructed second language acquisition. *CAL Digest*. Washington DC: Center for Applied Linguistics.
- Elmore, R. F. (2004). *School reform from the inside out: Policy, practice, and performance*. Cambridge, MA: Harvard Education Press.
- Esera, I. O. F. (2001). *Acquisition of English proficiency by students from Samoan speaking homes: an evaluative study*. Unpublished MEd thesis, Victoria University of Wellington, Wellington.
- Ferguson, P., Gorinski, R., Wendt-Samu, T., & Mara, D. (2008). *Literature review on the experiences of Pasifika learners in the classroom*. Wellington, New Zealand: Ministry of Education.
- Fergusson, D.M., Lloyd, M. & Horwood, L.J. (1991). Teacher evaluations of the performance of boys and girls. *New Zealand Journal of Educational Studies*, 2, 155–163.
- Fletcher, J., Parkhill, F., & Fa’afai, A. (2005). What factors promote and support Pasifika students in reading and writing? *Set: Research Information for Teachers*, 2, 2–8.
- Fletcher, J., Parkhill, F., & Fa’afai, A., Taleni, L., & O’Regan, B. (2009). Pasifika students: Teachers and parents voice their perceptions of what provides supports and barriers to Pasifika students’ achievement in literacy and learning. *Teaching and Teacher Education* 25, 24-33.
- Franken, M., & McComish, J. (2003). *Improving English language outcomes for students receiving ESOL services in NZ schools, with a particular focus on new immigrants. A report to the Ministry of Education*. Wellington: Ministry of Education.
- Franken, M., May, S., & McComish, J. (2005). *Pasifika languages research and guidelines project: Literature review*. Wellington, New Zealand: Ministry of Education.
- Franken, M., May, S., & McComish, J. (2007). *Languages enhancing the achievement of Pasifika (LEAP)*. Downloaded from the world wide web on 8 April 2012 <http://leap.tki.org.nz> Wellington, New Zealand: Ministry of Education.
- Freebody, P., & Luke, A. (1990). Literacies programs: Debates and demands in cultural context. *Prospect*, 5, 7–16.
- Fung, I., Wilkinson, I.A.G., Moore, D.W. (2003). L1-assisted reciprocal teaching to improve ESL students' comprehension of English expository text. *Learning and Instruction* 13, 1–31.
- Garcia, E. (2002). *Student cultural diversity: Understanding and meeting the challenge* (3rd ed.). New York, NY: Houghton Mifflin Company.
- Garcia, O. (2009). *Bilingual Education in the 21st century: A global perspective*. Chichester: Wiley-Blackwell.
- Garcia, O. & Kleifgen, J. (2010). *Educating emergent bilinguals: Policies, programs, and practices for English language learners*. New York, U.S.A.: Teachers College Press.

- García, O. (2012). [Theorizing translanguaging for educators](#). In C. Celic & K. Seltzer, [Translanguaging: A CUNY-NYSIEB guide for educators](#), pp.1-6.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York, NY: Teachers College Press.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53, 106–116.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice* (2nd ed.). New York, NY: Teachers College Press.
- Genesee, F. (1987). What do we know about bilingual education for majority language students? In: Bhatia TK, Ritchie W, Eds. *Handbook of bilingualism and multiculturalism*. Malden, MA: Blackwell 2004, pp, 547-576.
- Gibbons, P. (1991). *Learning to learn in a second language*. Sydney, Australia: Primary English Teaching Association.
- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann.
- Gibbons, P. (2009). *English learners, academic literacy, and thinking; Learning in the challenge zone*. Portsmouth, NH: Heinemann.
- Gonzalez, N., Moll, L., & Amanti, C. (Eds.). (2005). *Funds of knowledge, theorizing practices in households, communities, and classrooms*. New York, NY: Routledge.
- Gorinski, R., & Fraser, C. (2006). *Literature review on the effective engagement of Pasifika Parents & Communities in Education (PISCPL)*. Wellington, New Zealand: Ministry of Education.
- Graham, S. & Perin, D. (2007). What we know, what we still need to know: Teaching adolescents to write. *Scientific Studies of Reading*, 11(4), 313-335.
- Grant, C. A., & Sleeter, C. E. (2011). *Doing multicultural education for equity and achievement* (2nd ed.). New York, NY: Routledge.
- Greene, J. C. (2007). *Mixed methods in social inquiry*. San Francisco, CA: John Wiley & Sons.
- Gutierrez, K., Baquedano-Lopez, P., & Alvarez, H. H. (2001). Literacy as hybridity: Moving beyond bilingualism in urban classrooms. In M. Reyes & J. J. Halcon (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 122–141). New York, NY: Teachers College Press.
- Hall, K. & Harding, A. (2003). A systematic review of effective literacy teaching in the 4 to 14 age range of mainstream schooling. In *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education.
- Hattie, J. (1999). Influences on student learning. Inaugural professorial address presented at the University of Auckland, 2 August. Retrieved from the internet: www.arts.auckland.ac.nz/edu/staff/jhattie/Inaugural.html

- Hattie, J. (2002). What are the attributes of excellent teachers? In *Teachers make a difference: What is the research evidence?* (pp. 3-26). Wellington: New Zealand Council for Educational Research.
- Hattie, J. (2003a). *New Zealand snapshot with specific reference to the years 1–13*. Paper presented at the Knowledge Wave 2003, Auckland, February 19-21.
- Hattie, J. (2003b). *Teachers make a difference: What is the research evidence?* A paper presented at the Australian Council for Educational Research conference on 'Building teacher quality: What does the research tell us?' Melbourne, Australia.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 27(1), 81–112.
- Hattie, J. A., & Jaeger, R. J. (2003). Distinguishing expert teachers from experienced and novice teachers.
- Hattie, J. (2005). What is the nature of evidence that makes a difference to student learning? Keynote address at the 10th annual Australian Council for Educational Research (ACER) conference, Melbourne, Australia.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London, England: Routledge.
- Haddon, A. C., & Hornell, J. (1997). *Canoes of Oceania* (3rd ed.). Honolulu, Hawaii: Bishop Museum Press.
- Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner D., Cochran-Smith, M., McDonald, M., & Zeichner, K. (2005). How teachers learn and develop. In L. Darling-Hammond (Ed.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 358–389). San Francisco, CA: John Wiley & Sons.
- Hawk, K., Cowley, E. T., Hill, J. & Sutherland, S. (2002). The importance of the teacher/student relationship for Maori and Pasifika students. *Set 3*, 44–49.
- Hawk, K. & Hill, J. (1998). *Teaching students under stress: Implications for schools and teachers in multi-cultural schools*. Paper presented to the NZARE Conference, Dunedin, December, 1998.
- Hickling-Hudson, A. (1998). When marxism and postmodern theories won't do: The potential of postcolonial theory for educational analysis. *Discourse: Studies in the Cultural Politics of Education*, 19(3), 327–339.
- Hollins, E. R. (1996). *Culture in school learning: Revealing the deep meaning*. Malwah, NJ: Erlbaum.
- Horkheimer, M. (1982). *Critical theory*. New York, NY: Seabury Press.
- Hornberger, N. (2003). *Continua of biliteracy: An ecological framework for educational policy, research, and practice in multilingual settings*. Clevedon, UK: Multilingual Matters.

- Housner, L. D., & Griffey, D. C. (1985). Teacher cognition: Differences in planning and interactive decision making between experienced and inexperienced teachers. *Research Quarterly for Exercise and Sport*, 56, 45-53.
- Istance, D. & Dumont, H. (2010). Future directions for learning environments in the 21st century. (Pp. 317–338). In Dumont, H., Istance, D., & Benavides, F. (Eds). *The nature of learning: Using research to inspire practice*. Paris, France: OECD Publishing.
- Jesson, R. (2010). *Intertextuality as a conceptual tool for the teaching of writing: Designing professional development that will transfer*. Unpublished doctoral dissertation, University of Auckland, New Zealand.
- Johansson-Fua, S., Ruru, D., Sanga, K., Walker, K., & Ralph, E. (2012). Creating mentorship metaphors Pacific Island perspectives. *Learning Landscapes*, 6(1), 241–260.
- Johnson, (2000). In search of the knowledge base of language teaching: Explanations by experienced teachers. *Canadian Modern Language Review* 56(3), 437-468.
- Johnson, B., Onwuegbuzie, A., & Turner, L. (2007). Toward a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, 1(2), 112-133.
- Jones, A. (1991). *At school I've got a chance*. Palmerston North, New Zealand: Dunmore Press.
- Kaomea, J. (2005). Indigenous studies in the elementary curriculum: A cautionary Hawaiian example. *Anthropology and Education Quarterly*, 36(1), 24–42.
- Kanu, Y. (2002). In their own voices: First nations students identify some cultural mediators of their learning in the formal school system. *Alberta Journal of Educational Research*, XLVIII(2), 98–121.
- Kanu, Y. (2005). *Does the integration of Aboriginal cultural knowledge/perspectives into the curriculum increase school achievement for Aboriginal students? Some preliminary findings*. Paper presented at the American Educational Research Association Annual Meeting, Montreal, Canada.
- Kanu, Y. (2006). Getting them through the college pipeline: Critical elements of instruction influencing school success among native Canadian high school students. *Journal of Advanced Academics*, 18(1), 116–145.
- Kawinui Kane, H. (1991). *Voyagers: A collection of words and images by Herb Kawainui Kane*. Captain Cook, Hawaii: Kawainui Press.
- Kinloch, V. (2010). To be a traitor of Black English: Youth perceptions of language rights in an urban context. *Teachers College Record*, 112(1), 103–141.
- Ladson-Billings, G. (2006). From the achievement gap to educational debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3–12.
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African-American children*. San Francisco, CA: Jossey-Bass.

- Langer, J. A. (2001). Beating the odds: Teaching middle and high school students to read and write well. *American Educational Research Journal*, 38(4), 837–880.
- Long, M. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). San Diego: Academic Press.
- Lia, M., Johansson-Fua, S., & Pene, F. (Eds.). (2006). *Ta kupesi: Emerging themes and methodologies from educational research in Tonga*. Suva, Fiji: Institute of Education.
- Luke, A. & Freebody, P. (1999). *Further Notes on the Four Resources Model, Reading Online*. <http://www.readingonline.org/research/lukefreebody.html>
- Mahina, O. (2004). *Reed book of Tongan proverbs: Ko e tohi 'a e Reed ki he lea Tonga Heliaki*. Auckland, New Zealand: Reed Publishing.
- Mara, D., Foliaki, L., & Coxon, E. (1994). Pacific Islands Education. In E. Coxon, J. Marshall, & L. Massey (Eds.), *The politics of learning and teaching in Aotearoa-New Zealand*. (pp. 180–214). Palmerston North: Dunmore Press.
- Mariani, L. (1997). Teacher support and teacher challenge in promoting learner autonomy. *Perspectives: A Journal of TESOL Italy* 23 (2).
- McComish, J., May, S., & Franken, M. (2008). *Language enhancing the achievement of Pasifika*. Wellington, New Zealand: Learning Media.
- Maurice, K. (1983). The fluency workshop. *TESOL Newsletter* 17, p.429.
- McNaughton, S. (2002). *Meeting of minds*. Wellington, New Zealand: Learning Media.
- McNaughton, S. (2011). *Designing better schools for culturally and linguistically diverse children: A science of performance model for research*. New York, NY: Routledge.
- Medwell, J., Wray, D., Poulson, L., & Fox, R. (1998). *Effective teachers of literacy*. A report commissioned by the UK Teacher Training Agency.
- Met, M. (1994). Teaching content through a second language. In F. Genesee (Ed.), *Educating second language children* (pp. 159–182). Cambridge, England: Cambridge University Press.
- Ministry of Education. (2003a). *Effective literacy practice in years 1 to 4*. Wellington, New Zealand: Learning Media.
- Ministry of Education. (2004). *Strengthening Education in Mangere and Otara*. Final Evaluation Report. Wellington: Ministry of Education.
http://www.educationcounts.govt.nz/_data/assets/pdf_file/0006/9285/sem0.pdf
- Ministry of Education. (2005). *Effective literacy practice in years 5 to 8*. Wellington, New Zealand: Learning Media.
- Ministry of Education. (2006a). *Connections and conversations: Making links for learning*. Wellington, New Zealand: CWA New Media.

- Ministry of Education (2006b). *Instructed second language acquisition: Case studies*. Wellington, New Zealand: Learning Media.
- Ministry of Education, ESOL Online (2006c). Principles of effective teaching and learning for English language learners. Available at: <http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/Principles-of-effective-teaching-and-learning-for-English-language-learners>
- Ministry of Education. (2007). *The New Zealand curriculum for English-medium teaching and learning in years 1–13*. Wellington, New Zealand: Learning Media.
- Ministry of Education. (2008a). *English Language Learning Progressions*. Wellington, New Zealand: Learning Media.
- Ministry of Education. (2008b). *Making language and learning work 3: Integrating language and learning in years 5–8*. Christchurch, New Zealand: Cognition Consulting, University of Canterbury Education Plus, and Visual Learning.
- Ministry of Education. (2009a). *Supporting English language learning in primary schools; A guide for teachers of years 1-2 / 3-4 / 5-6 / 7-8. A resource for mainstream and ESOL teachers (SELLIPS)*. Wellington, New Zealand: Learning Media.
- Ministry of Education. (2009b). *Learning through talk: Oral language in years 1 to 3*. Wellington, New Zealand: Learning Media.
- Ministry of Education. (2009c). *Learning through talk: Oral language in years 4 to 8*. Wellington, New Zealand: Learning Media.
- Ministry of Education, (2009d). *The New Zealand curriculum reading and writing standards for years 1-8*. Wellington, New Zealand: Learning Media.
- Ministry of Education (2009e). *Improving learning for all: Learning from the Literacy Professional Development Project*. Wellington, New Zealand: Learning Media.
- Ministry of Education (2009f). *The New Zealand curriculum reading and writing standards for years 1-8*. Wellington, New Zealand: Learning Media.
- Ministry of Education. (2009g). *Learning through talk: Oral language in years 1 to 3*. Wellington, New Zealand: Learning Media.
- Ministry of Education, (2009h). *Pasifika education plan 2009-2012*. Wellington, New Zealand: Ministry of Education.
- Ministry of Education, (2013). *Pasifika education plan 2013-2017*. Wellington, New Zealand: Ministry of Education.
- Nelson, A. (1991). *Maori canoes: Nga waka Maori*. Auckland, New Zealand: Macmillan.
- Nation, I.S.P. (1998) [Helping learners take control of their vocabulary learning](#). *GRETA* 6(1): 9–18.
- Nation, P. (1989). Improving speaking fluency. *System*, 17(3), 377–384.

- Nisbet, J. & Watt, J. (1984). Case study. In J. Bell, T. Bush, A. Fox, J. Goodey & S. Goulding (eds). *Conducting Small Scale Investigations in Educational Management*. London, England: Harper & Row, pp. 79–92.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, England: Longman.
- Nye, B., Konstantopoulos, S., & Hedges, L.V. (2004, Fall). How large are teacher effects? *Educational Evaluation and Policy Analysis*, 26(3), 237–257.
- O’Connell, P. (2010). *Is sustainability of schooling improvement an article of faith, or can it be deliberately crafted?* University of Auckland: Unpublished PhD thesis.
- OECD, (2013). *Innovative learning environments; Educational research and innovation*, OECD Publishing.
<http://www.oecd.org/edu/cei/innovativelearningenvironmentspublication.htm>
- Palmer, D. & Martinez, R. (2013). Teacher agency in bilingual spaces: A fresh look at preparing teachers to educate Latina/o bilingual children. *Review of Research in Education* 37, 269–297.
- Parr, J. & Limbrick, L. (2010). Contextualising practice: Hallmarks of effective teachers of writing. *Teaching and Teacher Education* 26, 583–590.
- Parr, J.M., Timperley, H.S., Reddish, P., Jesson, R., & Adams, R. (2006). *Literacy Professional Development Project: Identifying effective teaching and professional Development Practices for Enhanced Student Learning*. Wellington, New Zealand: Ministry of Education.
- Parr, J., Timperley, H., Reddish, P., Jesson, R., & Adams, R. (2007). *Literacy professional development project: Identifying effective teaching and professional development practices for enhanced student learning. Milestone 5 (Final Report)*. Wellington, NZ: Learning Media.
- Parr, J. M., & Timperley, H. (2009). *Literacy professional development project: 2008 Year 1 Cohort 3*. Report to Learning Media and the Ministry of Education. Auckland, New Zealand: UniServices, University of Auckland.
- Parr, J.M., Jesson, R. & McNaughton, S. (2009). Agency and platform: The relationships between talk and writing. *The Sage handbook of writing development* (pp.246-259).
- Parr, J. M., & Limbrick, L. (2009). Contextualising practice: Hallmarks of effective teachers of writing. *Teaching and Teacher Education*, 26, 583–590.
- Parsonson, G. S. (1962). The settlement of Oceania. In J. Golson (Ed.), *Polynesian navigation* (pp. 37–38). Wellington, New Zealand: Polynesian Society.
- Pene, F., Taufeulungaki, A., & Benson, C. (2002). *Tree of opportunity*. Suva, Fiji: Institute of Education, University of the South Pacific.
- Phillips, G., McNaughton, S., & MacDonald, S. (2001). *Picking up the pace*. Wellington, New Zealand: Ministry of Education.

- Prabhu, N.S. (1987). *Second language pedagogy*. Oxford, England: Oxford University Press.
- Pressley, M., Wharton-McDonald, R., Mistretta-Hampson, J. & Yokoi, L. (1997). *A survey of the instructional practices of grade 5 teachers nominated as effective in promoting literacy*. National Reading Research Centre: Reading Research Report 85, Winter 1997.
- Pressley, M., Wharton-McDonald, R., Mistretta-Hampson, J & Echevarria, M. (1998). Literacy instruction in 10 fourth and fifth grade classrooms in upstate New York. *Scientific Studies of Reading* 2(2), 159–194.
- Pressley, M., Allington, R., Wharton-McDonald, R., Block, C.C., & Morrow, L.M. (2001). *Learning to read: Lessons from exemplary first grades*. New York: Guilford.
- Robinson, V. (1993). *Problem based methodology: Research for the improvement of practice*. Oxford, England: Pergamon Press.
- Robinson, V. M. J., & Lai, M. K. (2006). *Practitioner research for educators: A guide to improving classrooms and schools*. Thousand Oaks, CA: Corwin Press.
- Robinson, V. M. J., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635–674.
- Robinson, V. M. J. (2007). *School leadership and student outcomes: Identifying what works and why*. Prepared as the William Walker Oration. Paper presented at the Joint Conference of the Australian Council of Educational Leaders and the Association for Supervision and Curriculum Development, Sydney.
www.educationcounts.govt.nz/publications/series/2515/13723
- Robinson, V. M. J., Hohepa, M., & Lloyd, C. (2009). *School leadership and student outcomes: Identifying what works and why: Best evidence synthesis*. Wellington, New Zealand: Ministry of Education.
- Rubie-Davies, C. M., Hattie, J. A. C., & Hamilton, R. J. (2006). Expecting the best for New Zealand students: Teacher expectations and academic outcomes. *British Journal of Educational Psychology*, 76, 429–444.
- Ryan, W. (1971). *Blaming the victim*. New York: Pantheon.
- Schmidt, R. (1994). Implicit learning and the cognitive unconscious: Of artificial grammars and SLA. In N. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 165–209). London, England: Academic Press.
- Schmidt, R. (2001). Attention. In P. Robinson (ed.), *Cognition and second language instruction* (pp. 3–32). Cambridge: Cambridge University Press.
- Schouten, W. C. (1648). Journal of the wonderful voyage made by W. Cornelius Schouten of Hoorn (1615-17). Hoorn.
- Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14.

- Shulman, L. (1987). Knowledge and learning: Foundations of the new reform. *Harvard Education Review*, 57, 1–22.
- Schultz, E. (1994). *Samoan proverbial expressions: Alaga'upu Fa'a Samoa*. Auckland, New Zealand: Polynesian Press.
- Skutnabb-Kangas, T. (1984). *Bilingualism or not: The education of minorities*. Clevedon, England: Multilingual Matters.
- Sheets, R. (2005). *Diversity pedagogy: Examining the role of culture in the teaching-learning process*. Boston, MA: Pearson Education.
- Si'ilata, R. (2004). *Tala'aga o gagana a tamaiti mai le Pasifika. Language stories of children from the Pacific*. University of Auckland: Unpublished Masters dissertation.
- Si'ilata, R. & Barkhuizen, G. (2005). Language to climb a coconut tree: Pasifika students' perceptions of their L1 maintenance and identity. *TESOLANZ Journal*, 12, (22–38).
- Si'ilata, R., Dreaver, K., Parr, J., Timperley, H., & Meissel, K. (2012). *Tula'i Mai! Making a difference to Pasifika student achievement in literacy. Final Research Report on the Pasifika Literacy Professional Development Project 2009 – 2010*. Auckland: Auckland UniServices Ltd.
<http://www.educationcounts.govt.nz/publications/pasifika/literacy-professional-development-project-2009-2010>
- Sleeter, C. E., & Montecinos, C. (1999). Forging partnerships for multicultural teacher education. In *Critical Multiculturalism: Rethinking Multicultural and Antiracist Education*. Pp. 124–150. Philadelphia, USA: Falmer Press.
- Sleeter, C. E. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education*, 52(2), 94–106.
- Sleeter, C. (2008). Preparing white teachers for diverse learners. In M. Cochran-Smith, S. Feiman-Nemser, D. McIntyre & K. Demers (Eds.), *Handbook of research on teacher education* (3rd ed., pp. 559–582). New York, NY: Routledge.
- Sleeter, (2013). Teaching for social justice in multicultural classrooms. *Multicultural Education Review*, 5(2), 1–19.
- Snow, C., Met, M., & Genesee, F. (1989). A conceptual framework for the integration of language and content in second/foreign language instruction. *TESOL Quarterly*, 23, 201–217.
- Snow, C. (chair) and RAND Reading Study Group (2001). *Reading for understanding: Toward an R & D program in reading comprehension*. Santa Monica: RAND.
- Spillane, J. P., Reiser, B. J., & Reimer, T. (2002). Policy implementation and cognition: Reframing and refocusing implementation research. *Review of Educational Research*, 72(3), 387–431.
- Stroller, F. (2004). *Content-based instruction: Perspectives on curriculum planning*. Annual Review of Applied Linguistics.

- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer, *Principles and Practice in Applied Linguistics*. Oxford, England: Oxford University Press.
- Taonui, R. (2012). *Canoe navigation, Te Ara - the Encyclopaedia of New Zealand*, updated 4-Dec-12 URL: <http://www.TeAra.govt.nz/en/canoe-navigation>
- Tashakkori, A., & Teddlie, C. (2003). *Handbook of mixed methods in social and behavioural research*. Thousand Oaks, CA: Sage.
- Telford, M., & May, S. (2010). *PISA 2009: Our 21st Century Learners at Age 15*. Retrieved from <http://educationcounts.govt.nz/publications/series/2543/pisa-2009>
- Thaman, Konai Helu (2009). Towards cultural democracy in teaching and learning with specific references to Pacific Island nations (PINs). *International Journal for the Scholarship of Teaching and Learning* 3(2), article 6, pp.1–10. Retrieved from <http://digitalcommons.georgiasouthern.edu/ij-sotl/vol3/iss2/6>
- Timperley, H. (2008). Teacher professional learning and development. In *The Educational Practices Series – 18*. Jere Brophy (Ed.). International Academy of Education & International Bureau of Education: Brussels.
- Timperley, H.S. (2011). *Realizing the Power of Professional Learning*. Maidenhead, England: Open University Press.
- Timperley, H. (2013). *Learning to practise: A paper for discussion*. Wellington, New Zealand: Ministry of Education.
- Timperley, H., & Alton-Lee, A. (2008). [Reframing teacher professional learning: An alternative policy approach to strengthening valued outcomes for diverse learners. Review of Research in Education](#) 32, 328–369.
- Timperley, H., Parr, J. M., & Meissel, K. (2010). *Making a difference to student achievement in literacy: Final research report on the Literacy Professional Development Project 2009–2010*. Report to Learning Media and the Ministry of Education. Auckland, New Zealand: Auckland UniServices, University of Auckland.
- Timperley, H., & Parr, J. M. (2009). The chain of influence from policy to practice in the New Zealand literacy strategy. *Research Papers in Education*, 24(2), 135–154.
- Timperley, H., & Parr, J. M. (2009a). What is this lesson about? Instructional processes and student understandings in writing classrooms. *The Curriculum Journal*, 20(1), 43–60.
- Timperley, H., Parr, J. M., & Hulsbosch, N. (2008). *Coaching through feedback: A close and critical analysis*. Paper presented to the American Educational Research Association Annual Meeting, New York, 24-28 March 2008.
- Timperley, H., Wilson, A., Barrar, H., & Fung, A. (2007). *Teacher professional learning and development: Best evidence synthesis iteration*. Wellington, New Zealand: Ministry of Education.

- Tuafuti, P., & McCaffery, J. (2005). Family and community empowerment through bilingual education. *The International Journal of Bilingual Education and Bilinguals*, 8(5), 480–503.
- Turner, G. (1884). *Samoa a hundred years ago and long before*. London, England: London Missionary Society. Reprinted by Institute of Pacific Studies, University of the South Pacific, 1984. Downloaded from the www on 15 June 2012.
<http://www.gutenberg.net/1/4/2/2/14224/> Produced by Michael Ciesielski and the PG Online Distributed Proofreading Team at <http://www.pgdp.net>
- UNESCO, (2005). *The Canoe is the People* CD-ROM. Wellington, New Zealand: Learning Media.
- Vine, E. W. (2003). “My partner”: A five-year-old Samoan boy learns how to participate in class through interactions with his English-speaking peers. *Linguistics and Education*, 14(1), pp. 99–121.
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Walqui, A. (2002). Scaffolding the teaching of the 14th Amendment. In N. Koelsch (ed.) *Teaching Social Studies to Adolescent English Learners*. San Francisco: WestEd.
- Williams, C. (1996). Secondary education: Teaching in the bilingual situation. In C. Williams, G. Lewis, & C. Baker (Eds). *The language policy: Taking stock*. Llaangefni, Wales: Cai.
- Williams, C. (2000). Welsh-medium and bilingual teaching in the further education sector. *International Journal of Bilingual Education and Bilingualism*, 3(2), 129–148.
- Wilson, S. & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge on contemporary professional development. *Review of Research in Education* 24, 173–209.
- Young, D. J. (1991), Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest? *Modern Language Journal*, 75, 426–437.