



**Talanoa  
Ako**

# **Talanoa Ako: Response to COVID-19 case studies**



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Pragmatica  
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## Report Information

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## Research team

The information used in this case was designed by an internal team from Te Tāhuhu o te Mātauranga (Ministry of Education) that was integrally involved with the Talanoa Ako programme. This team is led by Rose Jamieson and consists of Reno Paotonu, Gabby Makisi and their colleagues. Judy Oakden of Pragmatica Limited and Kellie Spee of Kellie Spee Consultancy Limited developed this case study report with input from the internal project team. We thank Charles Sullivan of Charles Sullivan and Associates for advice on the appropriate labour force and hardship data for this report.

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## Disclaimer

We developed this report in good faith using the information available to us at the time. We provide it on the basis that the authors of the report are not liable to any person or organisation for any damage or loss which may occur from acting or not acting to any information or advice in this report.

# Message to our readers

## Why should you read this?

Many government agencies responded to the Pacific community's unique needs during the COVID-19 global pandemic. But some government systems and processes quickly reverted to previous ways of operating after the early stage of the crisis.

**These Talanoa Ako COVID-19 case studies show the different and innovative ways Te Tāhuhu o te Mātauranga (Ministry of Education) responded to urgent Pacific community needs and maintained this commitment. The approaches and activities undertaken form the basis for lasting positive change for families taking part in the Talanoa Ako programme.**



**WHO IS THIS  
REPORT FOR?**  
These case studies  
are for policy-  
makers, programme  
managers and  
service providers.

## What is Talanoa Ako?

Talanoa Ako is a 10-session Pacific parent education programme that is delivered through Pacific community networks to equip parents, families and communities with skills, knowledge and the confidence needed to champion their children's education. The Talanoa Ako programme design encourages the partners, in collaboration with parents, families and communities to take ownership of "as and by Pacific" (Wehipeihana, 2019).

The Integration and Strategy team of Programme Delivery (Parent Information Community Intelligence – PICI) at Te Tāhuhu o te Mātauranga are responsible for delivering the Talanoa Ako (the programme). They are located within the Te Pae Aronui (programme delivery) group. The PICI team works with churches and community providers known as Talanoa Ako partners (the partners) to deliver the programme.

## What happened?

The first COVID-19 lockdown in March 2020 came quickly and was hard for some Pacific families. The PICI team wanted to support the many Pacific families in distress. They rapidly implemented a three-pronged approach:

- **First**, existing funding was repurposed for the emergency, so some partners could directly support families in need, that other agencies may not have reached.
- **Second**, the PICI team responded to parents' needs to support their children's education through the COVID-19 pandemic by developing 10 radio sessions covering the Talanoa Ako programme content. It was broadcast in seven Pacific languages and English, with ad-libs in three more Pacific languages by Pacific radio and over Facebook.
- **Third**, they supplemented the radio support with a Talanoa Ako App, in 10 Pacific languages and English, to broaden learning support for Pacific parents and their children.

**The rapid reactions of the PICI team and partners benefited Pacific families and students in the short term. But importantly, these responses also achieved valuable longer term lasting change and outcomes for the Talanoa Ako parents and communities.**

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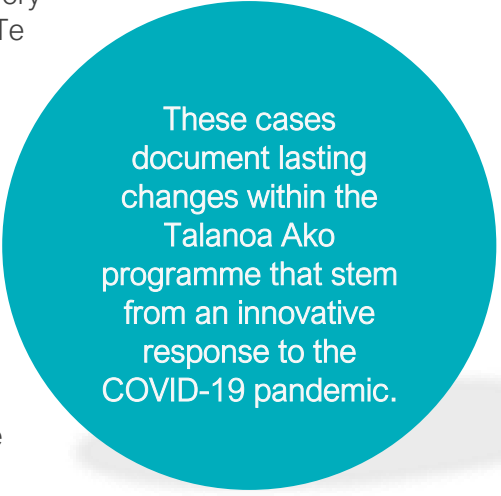
# Overview and key lessons



## Introduction

The Integration and Strategy team of Programme Delivery (Parent Information Community Intelligence – PICI) at Te Tāhuhu o te Mātauranga (Ministry of Education) are responsible for delivering the Talanoa Ako (the programme). This team is located within Te Pae Aronui (programme delivery) group. The PICI team works with churches and community providers called Talanoa Ako partners (the partners) to deliver the programme.

Talanoa Ako is a 10-session Pacific parent education programme delivered through Pacific community networks to equip and empower parents, families and communities with skills, knowledge and the confidence needed to champion their children's education. The Talanoa Ako programme design encourages partners, parents, families and communities to take ownership of "as and by Pacific" where Pacific knowledge and ways of being are the norm.



These cases document lasting changes within the Talanoa Ako programme that stem from an innovative response to the COVID-19 pandemic.

## Response in a nutshell

After the Prime Minister announced the COVID-19 lockdown on 23 March 2020, many Pacific families had family members swiftly lose employment or go onto reduced hours. The lockdown, which came quickly, was hard for those families with few resources to prepare for. Their situation was made worse because it was uncertain how long it would last.

The PICI team were concerned that there were many Pacific families in distress. They also knew Pacific parents and families would want advice and guidance to support their children's education at home during the lockdown. But lack of access to digital services would make it hard to reach some families online. So, the PICI team took a three-pronged approach to support families:

- First, they repurposed some funding for the emergency, and some partners elected to directly support families in need.
- Second, the PICI team responded to parents' wishes to support their children's education over COVID-19 by developing 10 radio sessions covering the Talanoa Ako programme content. These programmes were broadcast in seven Pacific languages, and in English, by Pacific radio and over Facebook. This delivery is now called *Talanoa Ako on Air*. As well there were adlibs in three other Pacific languages.
- Third, the PICI team supplemented the radio support with a *Talanoa Ako App*, commissioned in 10 Pacific languages and English, to broaden learning support for Pacific parents and their children.



## What these cases show

### Case One: Talanoa Ako responsive approach to first COVID-19 lockdown

This case tells of the needs encountered in the Pacific community at the start of the COVID-19 pandemic. It explores how the PICI team and partners responded to these needs rapidly and flexibly, learning as they went. It also describes the contracting systems and structures the PICI team put in place to ensure there was sufficient accountability, in a dynamic and fast-moving setting.

From this case, we learn how community providers as partners served an important role in response to the wide range of community needs that emerged during COVID-19. At the same time the PICI team took care to satisfy the accountability requirements of government procurement.

### Case Two: Introducing innovative approaches – a radio series and an app

The PICI team wanted to ensure that parents and families had the advice and guidance they needed at home to support their children's education during the COVID-19 lockdown. By repurposing some advertising budget and drawing on the expertise of teachers, new options for reaching parents became possible. The PICI team supported the development of a series of radio programmes (*Talanoa Ako on Air*) and an app (*Talanoa Ako App*) to deliver critical information to parents.

These new media offerings helped meet the continuing needs of Pacific parents for information. The programmes provided advice on how to support their children at school, respond to COVID-19 restrictions, lockdowns, learning at home at the start of the school year and NCEA in the second part of the year.

*Talanoa Ako on Air* was so popular that it increased the Talanoa Ako reach into the community 8-fold compared to the earlier face-to-face offerings. The *Talanoa Ako App* is developing and shows promise when used for ongoing programme delivery

## What the PICI team did

### Fast response to the need

The PICI team works with a range of providers (known as partners) from churches to community groups to deliver Talanoa Ako. The PICI team respects the partners' strong relationships in their communities and knew some would have the capacity to provide extra help during the initial stages of the COVID-19 outbreak. It allowed the partners to select suitable projects in each community to reach families most in need. From 2 April 2020, around half the partners (21 out of 45 across 38 centres) quickly mobilised to support Pacific families by:

- offering support to help families manage on reduced incomes:
  - providing food and care packages
  - helping with utility bills such as power or broadband and providing petrol vouchers for travel
  - helping to keep families warm by providing heaters, warm clothes, blankets
  - supporting families to buy school stationery and school uniforms
- helping to navigate the digital divide: which included assisting families to get digital devices and broadband, as well as supporting them to use digital devices
- developing educational resources for Pacific communities to use
- developing COVID-19 information and classroom materials.

Just under half the Talanoa Ako partners opted to support families.

### Support for learning in the home

The Talanoa Ako partners could not deliver the programme face-to-face during COVID-19 Alert Level 4<sup>1</sup>. The PICI team supported an innovative adaptation of Talanoa Ako and chose radio to reach as many Pacific families as possible.

A radio programme, *Talanoa Ako on Air*, was developed. *Talanoa Ako on Air* delivered the Talanoa Ako 10-week programme on Pacific Media network (PMN) as half-hour slots. The programme was broadcast on seven different Pacific language programmes and the English programme. As well there were adlibs in three more Pacific languages.

Twenty teachers acted as presenters of *Talanoa Ako on Air*. They translated the content and presented the programme. Delivered via Pacific Media Network radio stations, the Talanoa Ako sessions reached a broad audience. The first 10-session series was so popular that the PICI team went on to develop two more series.

And to deepen the reach to Pacific families, Kiwa Digital developed a digital app<sup>2</sup> for the 10-week programme, with animation, translated voice and resources. This app was developed in 10 Pacific languages and English.

By delivering the Talanoa Ako via radio, social media and an app, Pacific parents and families had regular, timely advice and the guidance they needed at home to support their children's education during COVID-19.


Face-to-face learning support for parents and families was replaced with radio outreach and the *Talanoa Ako app*.


<sup>1</sup> At Alert Level 4 people had to stay at home in their bubble other than for essential personal movement. No gatherings were allowed, and all public venues were shut. People could only exercise with those in their bubble, close to home.

<sup>2</sup> See <https://www.kiwadigital.com/showcase/talanoa-ako/>




## The key lessons from the cases

 **Put Pacific families at the heart of decision-making:** The PICI team focused on Pacific families' needs. By taking a three-pronged approach, they met both immediate and longer-term needs for educational support and responded to the disruptions of the COVID-19 pandemic.


 **Trusted relationships are essential for collaborative ways of working:** There are many examples of ways the PICI team and partners valued, nurtured and preserved their relationships in these cases. Pacific communities describe this relational process as *keeping the Va*. Anae describes the *Va* as when “both parties in a relationship to value, nurture and, if necessary, ‘tidy up’ the physical, spiritual, cultural, social, psychological `and tapu ‘spaces’ of human relationships” (2010, p.2).

In co-design with the partners, the PICI team supported an innovative adaptation of Talanoa Ako from face-to-face delivery to online delivery via radio complimented by an app and social media. *Talanoa Ako on Air* paired Pacific primary and secondary school teachers who were able in their Pacific languages and had a deep knowledge of the Pacific community and education. The presenters broadcast Talanoa Ako information in talanoa-style discussions across the Pacific language and PMN English programmes.

 **Be prepared to innovate:** The PICI team and the partners adapted rapidly to support Pacific parents and families. Partners had a clear idea of where to focus, with the support of the PICI team. The partners used Te Tāhuhu o te Mātauranga resources and shared resources with each other. The PICI team trusted the partners to identify the important needs in the community, manage their funds well and report on use accurately and in a timely way.

The PICI team and partners also codesigned and delivered the radio programmes and app to enable Pacific parents and families to access support and information in their languages. This approach provided greater reach to Pacific parents and families than before. Also, Pacific parents and families could learn at their own pace and in their own time using the radio and online apps.

Based on Facebook views by 2 July 2020, it is clear they connected through culture and language. As a result, they developed a large audience of 87,891 viewers for all radio sessions. This reach was much greater than the 10,817 individual visits to all sessions recorded in the 2019 PowerUp report for attendance at Talanoa Ako face-to-face sessions (Oakden & Spee, 2020).

 **Collective knowledge generation and continuous learning are an important part of the process:** The PICI team collected feedback through partners' milestone reports and from presenters' reflection sessions to generate knowledge and continuously learn about what to do next. They sought to constantly improve delivery to parents and families throughout the pandemic. More information on the data they collected is included (see pages 51-52).


## Summary

These cases show how government agencies can effectively reconfigure programme delivery in fast-changing situations.

- **Partners engaged with Pacific families who might otherwise have missed support.** Because the PICI team had strong relationships with providers, viewing them as partners, the partners could quickly respond to critical needs in the Pacific community.

**Well-designed accountability systems allowed for flexibility** (Oakden, 2019; Oakden et al., 2021, Riboldi et al., 2021). Allowing the partners to decide whether to opt in was a good call, as some did not have additional capacity. When government agencies know providers as partners and they have a history of good service delivery, they can be given more latitude to respond to local needs. Designing simple forms to collate information on funds spent kept both partners and the PICI team safe.

- **By taking a more flexible approach, the Talanoa Ako programme provided a broader range of support in 2020 than the previous year.** The radio sessions are still available online and supplement the face-to-face delivery of the programme. The app is still developing and has potential, and the partners now often use it to compliment the face-to-face delivery.
- **Being flexible, responsive and shifting approaches to meeting Pacific family needs worked well.** As a result, Talanoa Ako has increased its reach and further embedded learning in the Pacific community and thus improved the programme's long-term impacts.
- **A year on, the Talanoa Ako programme has extended its reach in the Pacific community.** By adding offerings in a time of need, a more comprehensive suite of support is now available to Pacific families. In addition, the broader range of offerings from Talanoa Ako is likely to help Pacific families to engage further with their children's learning over time.



A year on, the Talanoa Ako programme has extended its reach in the Pacific community. By adding offerings in a time of need, a more comprehensive suite of support is now available to Pacific families.

# Research context



## Purpose

The PICI team commissioned Pragmatica to capture learnings from new delivery approaches used for the Talanoa Ako programme during the early stages of the COVID-19 global pandemic.

Pragmatica identified two cases from the raw administrative data, social media content and partner feedback which tell the story of this “as and by Pacific response” to COVID-19.

These cases are for:

- policymakers and procurement teams within government agencies seeking to contract for services in fluid situations
- providers and partners – to show how it is possible to take a flexible approach
- the community – to show that government agencies and providers can offer support in ways that are meaningful and accessible
- the wider Te Tāhuhu o te Mātauranga and the Pacific community – to appreciate the “as and by” model of delivery and design where Pacific responsive solutions are developed.

These two cases show how the PICI team's strong focus on using an "as and by Pacific" model allowed partners to be highly responsive to the community's needs in a time of crisis.

## The cases

These are local knowledge cases (Thomas, 2021) that focus on alternative ways the PICI team and partners supported their communities during the early stages of the COVID-19 outbreak. The cases analyse a three-pronged approach that was made possible because of trusted relationships between the PICI team and the partners, and the commitment to an “as and by Pacific” service model.

The three prongs were:

• repurposed partners' existing contracts to respond to community needs	Covered in Case One
• developed a Talanoa Ako radio series in seven Pacific languages and English, with ad-libs in three additional languages	Covered in Case Two
• created a <i>Talanoa Ako App</i> in 10 Pacific languages and English.	

“As and by Pacific” is where:

Indigenous people [in this case, Pacific people] have control over the [delivery of Talanoa Ako], and Indigenous knowledge and science are the norm. The

*legitimacy and validity of Indigenous principles, values are taken for granted. [Talanoa Ako] does not exclude Western methods but includes them only as far as they are seen to be useful. (Wehipeihana 2019, p. 381)*

The three prongs of inquiry translate into the two following cases.

- **Case One** explains a responsive approach by some partners to the first COVID-19 lockdown. The subject of the case is the responsible and flexible approach to contracting. The object of the case is to explore learnings from partners responding in new and flexible ways and the benefits to families that ensued. This single case focuses on responses in March and April 2020.
- **Case Two** introduces two innovative approaches: the development of a radio series and an app, from April 2020 to August 2021. This multiple case describes valuable aspects of the two innovations in Talanoa Ako's delivery, with a primary focus on the implementation and impacts of the radio series. The case subject is implementing the radio series, *Talanoa Ako on Air*, and the *Talanoa Ako App*. The case object is the impact of providing these additional delivery channels.

The approach to the study (Thomas, 2021, p.109) is to explain how trusted relationships aid implementation in innovative settings. The cases retrospectively record learnings from innovative approaches that worked well during the early stages of the COVID-19 pandemic. Thus, these cases are instrumental, aiming to help readers better understand the importance of trusted relationships in responding to crises and quickly changing approaches.

## Data sources

These case studies used a mixed-method data collation approach. The cases used:

- administrative records and data collected at the time
- social media feedback from Pacific parents and families
- feedback from partners and radio presenters
- information in previous Talanoa Ako case studies about contracting effectively with partners
- other relevant literature.

Drawing on several data sources, the researchers used a thematic approach for analysis. For more information on the data sources used for the cases, please refer to the Appendix 2 (pages 51-52).

## Limitations

The cases are developed based on the data made available to the researchers from the PICI team. The data provided by the PICI team included feedback from Pacific families, parents, and communities. We also reviewed comments on the Facebook pages of the radio stations. No new data was collected.

# **Case One:**

**Talanoa Ako  
responsive approach  
to the first COVID-19  
lockdown**



This case tells of the needs encountered in the Pacific community at the start of the COVID-19 pandemic. It explores how the PICI team and partners responded to these needs rapidly and flexibly, learning as they went. It also describes the contracting systems and structures the PICI team put in place to ensure there was sufficient accountability in a dynamic setting.

## The early context

First, we describe the context leading to March 2020, and the first nationwide COVID-19 lockdown. We also cover activities immediately after the lockdown began in April 2020.

### In early 2020 the Talanoa Ako project was well underway

In February and early March 2020, the PICI team within Te Pae Aronui contracted 45 Talanoa Ako partners to deliver the Talanoa Ako programme. Partners could either offer Talanoa Ako as a parent-focused programme or as a programme for parents and children, and as pan-Pacific or ethnic Pacific.

Partners planned to start delivering Talanoa Ako as a face-to-face programme in March 2020. They had received their first milestone payment for session design, venue and personnel planning.

### Gathering storm clouds of COVID-19

Early in March 2020, during conversations and planning to progress Talanoa Ako, the PICI team and partners started hearing stories of Pacific families under stress because of the pandemic. For example, contract workers lost work shifts due to COVID-19 concerns. Families were worried about having enough food. There were added signs of mental distress.

*[What we were] hearing because of where we live, was people [experienced] reduced hours. Lots of particularly Pacific men... the hospital's a really big employer of orderlies, cleaners. They were on contracts, and so then the contracts just ceased; you just didn't get any more shifts. (Te Tāhuhu o te Mātauranga personnel)*

Many Pacific families were not in a good position financially to weather COVID-19. In the nine months up to March 2020, 23% of Pacific people aged 0–64 years were in material hardship<sup>3</sup>. This was markedly higher than the 7% hardship rate for European New Zealanders aged 0–64 years (Perry, 2021). Therefore, with little financial buffer, losing shifts increased barriers for Pacific families to access life essentials.

*So on the Thursday, Friday prior to that we... started getting emails [from partners]. A lot... were coming in (saying) that... 'We don't think that we can run*

<sup>3</sup> Hardship is defined as when a household goes without more than six of 17 basic things most people regard as essentials. For example, a household may have severe restrictions on eating fresh fruit or vegetables, put off a visit to the doctor because of a lack of money or may not be able to pay the electricity bill on time. (Stats NZ, 2021)




*Talanoa Ako now because we're already, and particularly in Auckland, we're already seeing that this is going to be not good.' (Te Tāhuhu o te Mātauranga personnel)*

By 21 March, the Government announced the 4-tiered COVID-19 alert system, and New Zealand moved to Level 2. New Zealand was in total lockdown within four days, moving to Alert Level 4 on 25 March. Under lockdown rules, only trips for essential needs were allowed. Essential workers were the only people allowed to leave home for work. The lockdown meant that the partners, many of whom had close links with their communities, could not deliver the Talanoa Ako programme face-to-face.

### **What the Te Tāhuhu o te Mātauranga personnel saw and heard around this time**

Feedback to the PICI team and partners revealed the immediate impacts on many Pacific families. During that first weekend of lockdown, PICI team leaders undertaking voluntary work within their communities also got a sense of the support some families would need<sup>4</sup>. Sizeable cohorts of Pacific workers found their hours were reduced.



There were immediate impacts on many Pacific families from COVID-19 and they needed help urgently.

*There wasn't all that support [as there is now]... The first laid off in that first week, or with reduced hours were Pacific and Māori. So, our families straight away felt a crunch [back in March 2020]; whereas now there's so much support from everywhere coming in [referring to 2021 Lockdowns]. (Te Tāhuhu o te Mātauranga personnel)*

While employers could apply for the wage subsidy from 27 March, the PICI team realised that some Pacific families risked going a couple of weeks without income.

*Almost 50 percent [half] of our families in the Ako Centre have either no income or one income. (Partner milestone report)*

*If you already live paycheck to paycheck, having a reduced paycheck [for] just one week then means absolute chaos. (Te Tāhuhu o te Mātauranga personnel)*

### **The urgency of the need became clear**

PICI team leaders understood that the critical needs of the Pacific families warranted a fast response. They also knew the partners would be able to access communities that others might not reach – if they had the capacity. Over that weekend, they started assessing their options to support Pacific families. As part of these deliberations, they

<sup>4</sup> We observe that nationwide statistics do not show this loss of job security as clearly. The Ministry of Business, Innovation and Employment (MBIE) described labour market results for Pacific Peoples in June 2020 as “mixed”. They noted both a reduction in the unemployment rate (from 8.5% in June 2019 to 6.4% in June 2020), but also that more Pacific Peoples were not in the labour force. [See here](#) (Ministry of Business, Employment & Innovation, 2021).





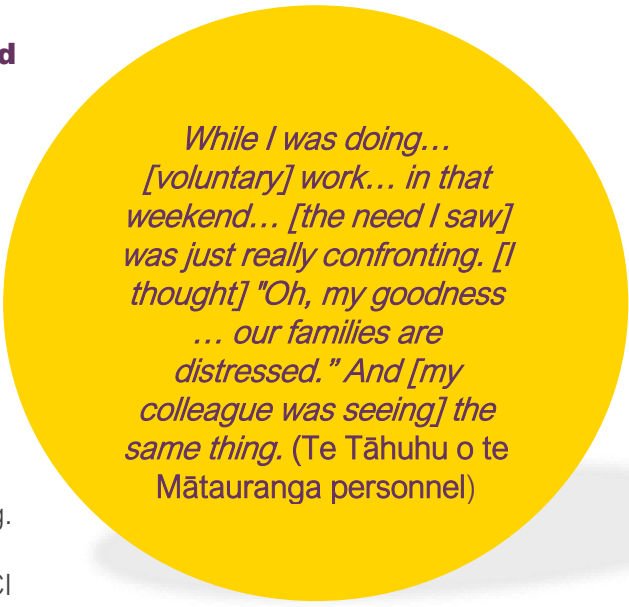
considered what changes they could make to the Talanoa Ako programme to make the biggest difference for Pacific families.

### Gathering the resources to respond

The wider Pacific community started responding to the Pacific need almost immediately. On March 26 and 27, an independent Pacific provider encouraged other small providers to disburse available funding to support Pacific families and communities. This inspired the PICI team to respond similarly.

The PICI team looked for a pragmatic way for partners to directly support families. And, on 28 and 29 March the PICI team started repurposing the Talanoa Ako funding. Based on feedback from partners and direct communication from the community, the PICI team identified the most immediate community need was to support families with their essential needs such as food and heating, which some partners could deliver. Second, they needed to support families to take care of their children's school learning at home. They considered using a radio programme or possibly an app.

The PICI team had the following resources at its disposal: the partners already had their first milestone payment which could be re-purposed; there was budget for radio advertising and other funding was found for an app.




*While I was doing... [voluntary] work... in that weekend... [the need I saw] was just really confronting. [I thought] "Oh, my goodness ... our families are distressed." And [my colleague was seeing] the same thing. (Te Tāhuhu o te Mātauranga personnel)*

### Putting a plan in place

The PICI team and the partners then set about implementing their plan. There were three primary considerations.

- The team wanted to meet Pacific families' urgent basic human needs.
- Pacific families' needs varied across different communities; therefore, a high-trust model was needed so partners could find local solutions for local needs.
- While repurposing funding and other resources became commonplace across various government agencies later in 2020, in March 2020, the PICI team did not have previous examples to follow in designing its response. Thus, it was breaking new ground for Te Tāhuhu o te Mātauranga.



*The basic needs for any human ... is food, shelter and clothing. (Talanoa Ako partner)*

Rapid response planning occurred over the next three weeks. Very quickly the PICI team became clear of its options and how it would proceed.

..... *So probably in the space of three weeks, we felt we had a really strong response [for Pacific families to the changing situation].*  
..... (Te Tāhuhu o te Mātauranga personnel)

## Planning for effective contracting

The Talanoa Ako programme has used flexible contracting arrangements for some time (Oakden, 2019). The PICI team understands the importance of contracting well and knew it was urgent to design a simple process for partners to account for the repurposed funding satisfactorily.

..... *We had to make sure that we were safe and had the processes that [could show] did what we said when we said.* (Te Tāhuhu o te Mātauranga personnel)

## Navigating procurement rules

But the PICI team had never responded to a need like the COVID-19 pandemic before. Therefore, it paused and spent a little time considering the three possible options for releasing funding.

- **Option One:** Repurpose and use a modified form of the Talanoa Ako Milestone One reporting to get regular feedback from providers. This was the option chosen.
- **Option Two:** Treat the money as a grant. The PICI team ruled this option out as being slower to set up, given the money was already in the hands of providers.
- **Option Three:** Extend contracts out further. The PICI team ruled this option out due to the longer-term implications if funding was unused in the financial year.

## Repurposing funding to Talanoa Ako partners simply but safely

The existing contracts already allowed partners flexibility to respond to the Pacific families' needs. Those running parent-focussed Ako Centres had \$10,000 available, while those running a version focussed on parents and their children had \$20,000.

Therefore, the PICI team wanted to make it quick and easy for the partners to tell them how they spent the money. A new Milestone One reporting form was designed over two days. It was not only easy for the partners to fill in – but also satisfied procurement's need to account for all spending.

The form asked the following questions as part of the Milestone One reporting:

- **Number of families reached**
- **Ethnicities**
- **Needs:** Please provide a brief assessment on the need for support, that is, loss of income, family member who is sick, struggling to meet basic needs, support with activities for children, and so on.
- **Support:** Please provide a narrative on what support was provided i.e., food assistance, assistance with utility bill, online support videos, activity books, etc.
- **Observation:** How has the support you provided responded to the needs of families during COVID-19 lockdown? What are you learning about the effects of COVID-19 on these Pacific families?

This response is an excellent example of meeting the upstream needs of Te Tāhuhu o te Mātauranga and the downstream needs of the partners to deliver support to Pacific families.

### The importance of trusted relationships with partners

Since 2019, the Talanoa Ako programme has used a high-trust model that assumes partners are experts in their community, with the knowledge and know-how to meet Pacific family's needs. The PICI team knew that the partners could reach families that Te Tāhuhu o te Mātauranga or other agencies might not easily connect with. Partners had a mandate to use their judgment and local knowledge to develop responses to suit their families.

*We became really aware that [the] high-trust model you know is useful... We had enough of a relationship [to be confident] that they were going to do what they said. And more than that, [that they] could do what they said. ... And [putting] the systems around it to keep everyone safe [was also important].* (Te Tāhuhu o te Mātauranga personnel)

Partners are experts in their community, with the knowledge and know-how to meet Pacific family's needs.

### Talanoa Ako partners could opt in to repurpose their funds

In hindsight, an essential part of the process was allowing the partners to opt in or out of repurposing their funds. On 2 April 2020, the PICI team emailed all partners, letting them know they could use the Talanoa Ako Milestone One funding differently if they wanted to. In addition, partners could use their discretion in choosing the families they would support and the type of support they would offer.

#### Email to Talanoa Ako providers about repurposing funding:

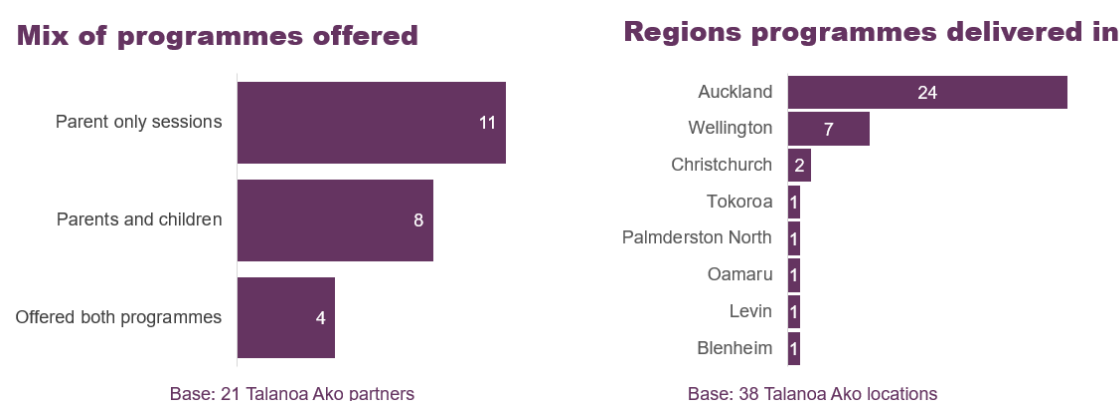
"We know that many of our Pacific families are requiring support outside of education at the moment. As we will deliver the TA [Talanoa Ako] sessions via Radio and app, I am offering to you as our partners to use the funding you have received for MS1 [Milestone 1] as your COVID-19 response to support your Pacific families. I know that for many of your Pacific families this funding won't stretch far enough to provide support to all of them so I ask that you assess the needs of your families (potentially the 25 parents you were going to register at your Ako centre) and provide this support to them. Some families you may end up providing more support to than others.

Use your discretion as to what support you provide and the amount. Options could be vouchers (Pak n Save, Countdown, New World, etc), fruit and vegetables delivery boxes, support paying for medicine/prescriptions, assistance paying for a utilities bill etc. You will know from your assessment what is required and what you are able to support within the small fund you have.

Please reply to this email if you would like to use the funding as part of your COVID-19 support for your Pacific families."

The PICI team knew the partners were family-centred and many of them would support their communities if they could. But they also knew that some partners might not have the capacity. So, when the country came out of lockdown, the partners who did not repurpose their funding were allowed to deliver the Talanoa Ako programme as originally planned, rather than their contracts being rescinded.

The partners that opted in, and re-purposed funding, were grateful they could support Pacific families in their community. Just under half, 21 of the 45 partners across 38 centres, opted to use the funding to help families in need. These 21 partners included six churches, five community trusts, six community enterprises or businesses, four schools and a university. About half of these partners (11) originally planned to offer parent-only sessions, while six providers offered sessions for parents and children, and the remaining four were both types of sessions. Two-thirds of the Talanoa Ako centres were in Auckland, with the rest spread through the country.



# The kinds of support Pacific families needed

## Overview

Because Pacific families knew and had high trust in the Talanoa Ako partners, they quickly opened up to them about their difficulties. Pacific families were grateful that the partners understood them, and their staff could talk with them in their own language.

The partners found considerable need that was often multifaceted. At the start of lockdown, the partners found some Pacific families were challenged to meet basic needs for food, utilities, and heating – and the needs of some families were complex.

*A Samoan family referred to us had a very sick boy in their home who couldn't return to school. We assisted with food vouchers and phone credit due to the fact this was the only WIFI device in the house. And the parents were now required to be in meetings online with the school and to assist their children online. (Talanoa Ako partner)*

The next section of this case study describes the range of ways the partners supported Pacific families that could not have been prescribed ahead of time. By giving partners the flexibility to respond as they saw fit, we now have a better understanding of the kinds of needs to consider in future in a crisis.

## Addressing food insecurity with food and care packages

A striking feature of the COVID-19 lockdown was the many Pacific families who experienced food insecurity. Families appreciated support with food and care packages.

*The support provided to these families has really helped take a load off. Many of the families we have spoken to have shared with us they were struggling to make ends meet, and their main concern was not being able to provide food for their children and elderly parents. (Talanoa Ako partner)*

Because Pacific families knew and had high trust in the Talanoa Ako partners, they quickly opened up to them about their difficulties. The partners found considerable need that was often multifaceted.

## Helping to pay utility bills (power and broadband)

As well as experiencing food insecurity, some families found changes in working arrangements left them unable to pay utility bills.

*So many of these families have had their hours [of work] reduced; [the] internet has been disconnected. (Talanoa Ako partner)*

## Helping to keep families warm: heaters, warmer clothes, blankets

Another area where partners provided support as the weather turned colder was providing heating, warmer clothes and blankets.

*Some of the elders were struggling through the change of weather. So, they now can order some warm clothes and blankets and maybe a heater via online [shopping]. (Talanoa Ako partner)*

## Supporting families to manage on reduced incomes

Talanoa Ako providers also sought to help Pacific families manage longer term on reduced incomes. One partner observed that “12 families are struggling to put food on the table and pay their bills due to their income [being] reduced to 70%.”

In some instances, partners encouraged families to ask for and get rent reductions or did this on a family's behalf. Without the partner's support, it would have been left to teenage children to negotiate in English for their families.

*Many were worried about their rental payments. We encouraged these families to reach out to their real estate agents to see if rent could be reduced given the current circumstances. Unfortunately, pride gets the best of us at times. We made a few phone calls on people's behalf, which we found quite personal. Language barriers played huge in this area. Although they had English-speaking teenage children, some found that [the teenagers] were not able to translate the real urgency. (Talanoa Ako partner)*

## Supporting families to access services including schools

The partners also helped families engage with government agencies to receive services they were entitled to. In some instances, families did not have access to phones or the



internet, making direct contact with government agencies and schools difficult. One partner described the kinds of support to government agencies they facilitated:

*Three received government wage subsidies. A family received assistance with a utility bill from an agency. A sole parent benefit was approved. (Talanoa Ako partner)*

Partners also supported Pacific families with calling their children's schools to ensure children had schoolwork to do during the lockdown. Again, at times this meant contacting schools on parents' behalf or accessing materials through a teacher working with Talanoa Ako.

*A parent said that her son's college has not given any work – we will follow through for support with our Primary School teacher. (Talanoa Ako partner)*

### **Helping to navigate the digital divide: access digital devices, broadband, upskill online skills**

Previous research (Digital Government, n.d.) identified Pacific students have lower internet access at home (74%) than other student populations. During the pandemic, many Pacific families needed help to access digital devices and broadband. Pacific families also needed to learn more online skills. The partners helped families with all three aspects.

Several partners helped families access laptops through their schools or liaised with community trusts.

*Sixteen Chromebooks were delivered to 13 families (three families were given two Chromebooks due to [there being] many students living in the household) from Te Mana O Kupe Trust. This is a partnership with our Ako Centre. The Trust is also supporting a funding application for the families to pay for the Chromebooks at \$460 each. (Talanoa Ako partner)*

The partners realised that some Pacific families also needed training in using digital devices and supporting their children's learning on them. One of the ways partners did this was to link families with organisations that run digital inclusion programmes.

*Connecting families to organisations running digital inclusion programmes so they can access devices and upskill in order to support their children with online learning. (Talanoa Ako partner)*

Some partners also supported families to find and install low-cost broadband and wi-fi in their homes.

*We are looking into a wi-fi set up that is affordable for this family. (Talanoa Ako partner)*

O le e lave i tiga, ole  
ivi, le toto ma le  
aano.

He who rallies in my  
hour of need is my  
kin.  
(Samoan saying)



### **Supporting families to buy school stationery and school uniforms**

Some partners identified a need for school stationery for families to use at home for learning. They assembled packs that they supplied to families.

*Our Ako team put together a package consisting of writing books, pencils and pens. These packages included links to at-home tools for learning. (Talanoa Ako partner)*

When children could go back to school, a few partners noticed they had grown and needed new uniforms. Therefore, in some settings, partners also supported families to buy uniforms.

### **Developing COVID-19 and classroom resources**

Some partners produced online videos in English, Samoan, Tongan and Niuean to encourage and support families with children's online learning during lockdown.

One Talanoa Ako partner commissioned a Pacific-inspired activity book. It drew on material already developed by a 10-year-old Sāmoan-Solomon Island girl and was released on social media as a downloadable resource for parents. That partner also designed an interactive web app based on the activity book.

*The community wanted printed copies of the activity book, as most families did not have printers available to them. So the Talanoa Ako partner decided to print 170 copies of the activity book. Along with the book, they added 12 colouring pencils, a Talanoa Ako ruler, highlighter, pencil sharpeners or a Talanoa Ako*



*pencil case, and an Easter egg or chocolate bar. Getting the resources and organising the logistics in a short timeframe was a challenge given the lockdown period, but we managed to arrange for additional resources to arrive quite quickly. (Talanoa Ako partner)*

*[Another Talanoa Ako Partner] included printed activities, puzzles, crosswords, maths and science activities. A highlight was a link was used by one parent who had drainage problems. She unblocked their sink drain using the baking soda and vinegar experiment. Wow! (Te Tāhuhu o te Mātauranga personnel)*




## Keeping Te Tāhuhu o te Mātauranga informed of Talanoa Ako partner activities

### Milestone reporting

The PICI team asked partners to complete a brief fortnightly pandemic report responding to a few questions and to record the families they supported (described on page 18). The fast feedback helped the PICI team understand better what the needs were, how partners supported Pacific families and how funding was spent.

The PICI team recognised that each Talanoa Ako partner that repurposed funding would incur administrative costs. Therefore, the PICI team told partners to allocate 10 per cent of the funding for project administration (between \$1,000 and \$2,000). By doing this, the PICI team showed partners that they valued their ability to reach families that might not have otherwise received support.



Fast feedback helped the PICI team understand better what the needs were, how partners supported Pacific families and how funding was spent.

### Final reconciliation

By April 2021, some partners still had remaining balances for which to account. So, the delivery team sent the following email.

#### Text of final reconciliation milestone report:

Our team is following up on repurposed funds from your initial Talanoa Ako Milestone 1 payment in early 2020, that your organisation used to support your Pacific and Talanoa community.

From your last initial report and update we received on [insert date] you informed us you had utilised [insert amount]. We do acknowledge that approximately 10% of the funding was administration costs.

To ensure full transparency of funds, can you please complete below and send back to our Talanoa Ako mailbox:

- Amount accounted for
- Remaining amount.

Please advise in several paragraphs your use of the remaining funds. Please include the number of families supported, how and when.

The partners who had spent all the money could account for it, while some still had some unspent funds. The PICI team and partners had relatively easy conversations about money, and the PICI team asked to hear “the end of the story”. Partners thought of this follow-up from the PICI team as keeping them safe rather than checking up on them.

*I met with some of them in Auckland later, and said, "Hey you owe us some money." ... It was a very [easy conversation]... They were happy that they'd been able to support their community. But [some providers] had not used all of it. But they felt really [good] that they hadn't just gone out and used it... [We saw] they were very... deliberate in what they did. (Te Tāhuhu o te Mātauranga personnel)*

Those partners that still had funding reimbursed it to Te Tāhuhu o te Mātauranga after deducting 10 per cent to allow for administration costs.

*And the fact that those ones that haven't [spent the money], when we asked them to reimburse and they said, "Yeah sure". You know like [for] lots of them it was because they'd done part of it... And so even that and being able to show that [they only spent what was needed] was really good for us. (Te Tāhuhu o te Mātauranga personnel)*

Some partners were so grateful for the help that could be provided when the community needed it that they did not want to claim administration costs. However, the PICI team encouraged the partners to pay some of the people that helped, rather than expecting them to work free of charge as volunteers.

## What have we learned?

This case study shows how strong relationships between the PICI team and the partners underpinned a quick response to reach Pacific families in need. Many of these relationships have built over time and are run in an “as-Pacific” space (Wehipeihana, 2019), valuing Pacific ways of thinking and acting. One essential concept in developing and maintaining these relationships is *teu le va* – cherishing, nursing and caring for the *va*, the relationships (Wendt, 1996).

### Definition of the Va and Teu le va:

Albert Wendt (1996) provides a useful starting point for understanding the concept of the “Va” and “teu le va” with the following description:

*Important to the Samoan view of reality is the concept of Va or Wa in Māori and Japanese. Va is the space between, the betweenness; not empty space, not space that separates but space that relates, that holds separate entities and things together in the Unity-that-is-All, the space that is context, giving meaning to things. The meanings change as the relationships/the contexts change... A well-known Samoan expression is 'ia teu le va.'*  
*Cherish/nurse/care for the va, the relationships. This is crucial in communal cultures that value group, unity, more than individualism: who perceive the individual person/creature/thing in terms of group, in terms of va, relationships.*  
(Wendt, 1996)

The Va or vā, va'a, vaha is found in Samoan and Tongan cultures (Airini, et al., 2010). In *Teu Le Va – Relationships across research and policy in Pasifika Education: A collective approach to knowledge generation and policy development for action towards Pasifika education success*, Airini et al. (2010) proposed three principles that provide for developing and maintaining relationships to support learning in education.

Our case study has adapted these principles from a research framing to a programme delivery framing. The adapted principles drawing from Airini et al. (2010, p. 2) are:

- **optimal relationships** through *teu le va* between [the PICI team and partners] are necessary for a collective and collaborative approach to [Talanoa programme delivery] and **must be valued and acted on**
- **collective knowledge generation** is pivotal in developing optimal relationships to generate new knowledge and understandings
- [programme delivery] **efforts must be clearly focussed** on achieving optimal [Pacific] education and development outcomes.

### **Optimal relationships were developed and acted on**

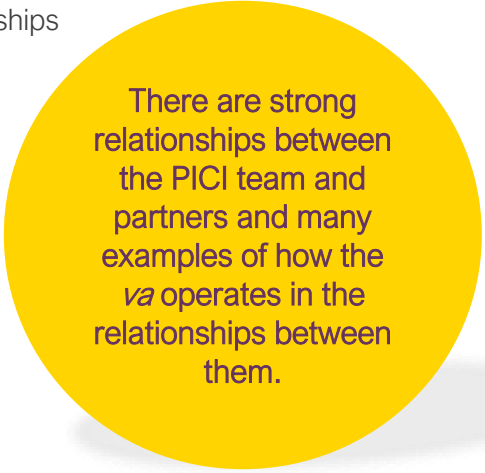
Melani Anae describes maintaining effective relationships in *Research for better Pacific schooling in New Zealand: Teu le va – a Samoan perspective* (2010). Anae observes that it is essential for: “both parties in a relationship to value, nurture and, if necessary, ‘tidy up’ the physical, spiritual, cultural, social, psychological and tapu ‘spaces’ of human relationships” (2010, p.2).

There are many examples of how the *va* operates in the relationships between the PICI team and partners. The PICI team values, nurtures and maintains relationships with its partners through regular communication. They know of their partners' strengths and relationships in the communities. They trust partners – for instance, to select suitable projects in the community to reach families in need.

The PICI team has courageous conversations with partners when needed. They also take a long-term view in their relationships with partners. So, if something does not work out in one instance, the PICI team retains a relationship with the partner. Their rationale is that in future there may be other work the partner would be well suited for.

This high-trust approach allowed the partners to mobilise quickly. They did not have to constantly refer to the PICI team. Some of the ways partners spent funding were new and innovative and added to the diverse reach of the programme. The community's trust deepened as partners responded to the community's needs. Pacific families were grateful for the various support partners could offer.

The PICI team had regular and honest communication with the partners, which helped keep the programme on track and maintain positive relationships.



There are strong relationships between the PICI team and partners and many examples of how the *va* operates in the relationships between them.

### **Collective knowledge generation and continuous learning is part of the process**

The PICI team collected feedback in several ways, as a form of collective knowledge generation and continuous learning. The Milestone One reporting from partners meant the PICI team had regular updates on community needs and how partners were responding.



## Trusted partners had a clear focus and access to resources and people

The PICI team gave the partners permission to use resources at their disposal and a clear description of where to focus support:

*Use your discretion as to what support you provide and the amount. Options could be vouchers (Pak n Save, Countdown, New World, etc), fruit and vegetables delivery boxes, support paying for medicine/prescriptions, assistance paying for a utilities bill etc. You will know from your assessment what is required and what you are able to support within the small fund you have.*

*(Email to partners)*

The partners were trusted to manage the funds well, and it is clear this trust was well-placed. The PICI team found it easy to have conversations with partners about money. The PICI team allowed a proportion of the funds for administration costs – recognising the costs partners incurred in delivering to Pacific families. The PICI team also recognised the donations in kind from community members working with the partners. Partners were encouraged to pay community members for the work they had done. Money unspent after six months was repaid to Te Tāhuhu o te Mātauranga.





## Key success factors

Several factors ensured the PICI team, and the partners could support Pacific families during COVID-19 lockdown:

### **Good communication channels already existed between the PICI team and partners**

Partners could reach the PICI team and explain what they saw on the ground, as there were existing communication channels for this feedback. Leaders from the PICI team recognised that COVID-19 lockdown required a crisis-based response and were willing to try different approaches.

### **High-trust relationships were already established**

High-trust relationships were already established. Both the PICI team and the partners were responsive, could remove barriers for Pacific families and worked together to find better ways to support Pacific families.

### **The partners had the resources to undertake the work**

The partners could do the work because they were part of their communities and had the people and the funding available to respond to community needs.

### **A culture of continuous learning**

A culture of continuous learning was integral to the programme. Partners expected to be accountable to the PICI team while trying new approaches. The milestone reports enabled partners to record their activities and to account for the funding used. The data in those milestone reports was useful for the PICI team to help it understand the extent of the Pacific community needs those partners found. As evaluators, we also found that the milestone reports had enough detail to develop these cases.

## Conclusion

The rapid reactions of the PICI team and partners benefited Pacific families and children in distress. Partners were able to reach parts of the community that might not have otherwise received urgent support. We leave the last word to a member of the PICI team:

*[It's] the high-trust model that we did. And we knew it was the right thing. And we just tried to look after [everyone involved]. We want to be able to tell this story.*  
(Te Tāhuhu o te Mātauranga personnel)

# Case Two:

**Introducing innovative  
approaches – a radio  
series and an app**



The PICI team wanted to ensure that parents and families had the advice and guidance they needed at home to support their children's education during the COVID-19 lockdown. Repurposing some advertising budget and drawing on the expertise of teachers, it supported new options for reaching parents became possible. The PICI team supported the development of a series of radio programmes ( *Talanoa Ako on Air*) and an app ( *Talanoa Ako App*) to deliver critical information to parents.

New media options for reaching parents helped meet the continuing needs of Pacific parents for educational information in seven Pacific languages<sup>5</sup> and English. *Talanoa Ako on Air* was so popular that it increased the Talanoa Ako reach into the community eight-fold compared to the earlier face-to-face offerings. The *Talanoa Ako App* is developing and shows promise when used alongside ongoing programme delivery.

## Background

Talanoa Ako is a strength-based, family-centred approach where Pacific partners mobilise their communities and local teachers to deliver educational expertise. Over 10 weeks the programme builds Pacific parents, families and communities' knowledge about education and learning. This enables them to support their children's learning and have equitable partnerships and reciprocal relationships with their children's schools.

Talanoa Ako supports valuable discussions about education and learning in the Pacific community. For example, it helps Pacific parents to understand more about the National Certificate of Educational Achievement (NCEA), reading a school report, careers and vocational pathways.

Talanoa Ako is led by Pacific community partners, such as education and health providers, churches, family trusts, Pacific members of school Boards of Trustees, Pacific principals and Pacific teachers. Talanoa Ako can be delivered in a pan-Pacific way using English, or it can be ethnic-specific. It can be either parent-focussed or focus on parents and their children, where children take part in teacher-led sessions.

## Resources were available to develop a radio programme and an app

In early March 2020, before the COVID-19 pandemic hit, the PICI team had two initiatives under longer-term consideration:

- designing and running *Talanoa Ako on Air*
- developing a *Talanoa Ako App*.

In mid-March, staff from the PICI team met with personnel at the Pacific Media Network for early discussions about developing a Talanoa Ako radio programme. At that stage,

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<sup>5</sup> The programme was offered in English and seven Pacific languages Gagana Samoa, Lea FakaTonga, Reo Maori Kuki Airani, Vosa Vakaviti, Vagahau Niue, Te Gagana Tokelau and ʻGana Tuvalu with radio ad-libs in three additional languages – PMN Kiribati and PMN Solomon Islands, and later Rotuman.


there was a budget tagged only for an advertising campaign to encourage people to attend the Talanoa Ako sessions (but not for a radio programme). The PICI team had also received correspondence from an app developer and saw the possibility of developing a *Talanoa Ako App*.

## Talanoa Ako pivoted to radio, Facebook and an app

On 25 March 2020, the nation went into lockdown due to community transmission of COVID-19. The PICI team responded quickly. Realising the Talanoa Ako programme would be unable to be delivered face-to-face during lockdown (COVID-19 Alert Level 4), the PICI team considered other options.

With a deep understanding of the Pacific Community, the PICI team knew that the radio was an accessible media used by parents and families. In addition, Pacific radio shows were trusted and seen as a credible source of information. Therefore, the PICI team developed content covering the 10 Talanoa Ako core sessions. Each of the 10 sessions was 30-minutes long for broadcast through Pacific Media Network radio stations. The PICI team diverted the advertising budget to develop programme content and pay for airtime.

The PICI team knew it was essential to offer the Talanoa Ako radio programme in as many Pacific languages as possible. Therefore, the PICI team reached out to experienced teachers to present the programme, while developing the content and contracting with Pacific Media Network.



In three days,  
the PICI team  
put the Talanoa  
Ako radio  
offering  
together.

*We first met with teachers on Tuesday night, and by Wednesday night, I'd secured most of them... They saw it straight away. They had the relationships; it was their community. And within 24 hours we had most of them, even though they didn't really know how it was going to work.*  
(Te Tāhuhu o te Mātauranga personnel)

The PICI team found enough teachers to offer the *Talanoa Ako on Air* in seven Pacific languages and English. Teachers were quick to support the idea. The PICI team soon had teachers on board who were prepared to take on the role of presenters and work with the Talanoa Ako programme to co design the programme or offering<sup>6</sup>. For presentation of each language there was a Pacific primary and a secondary school teacher fluent in that language.

*Then because of our relationships, we were able to get 10 teachers with expertise in the different languages. I think it took 24 hours. So we could do that really quickly. And because of the relationships, they said, "Absolutely".* (Te Tāhuhu o te Mātauranga personnel)

Established Pacific radio provided effective pathways into the homes of Pacific parents and families. So joining forces with Pacific radio seemed a logical and practical way to connect Talanoa Ako and the community. An unexpected bonus was that the series achieved an even greater reach by sharing the radio programmes online on Facebook. The PICI team also worked with Kiwa Digital to develop a Talanoa Ako digital app, as another way to reach parents and students. (For more on the app see page 48.)

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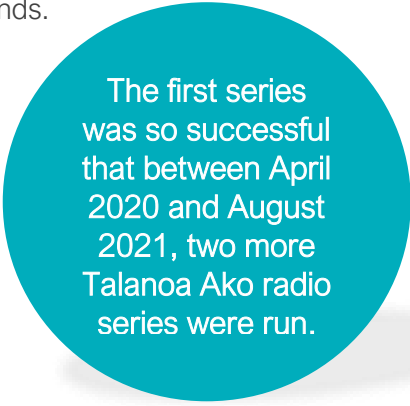
<sup>6</sup> The teachers who delivered the radio shows will be referred to as presenters throughout the rest the case.

## Content of the Talanoa Ako radio series

The first *Talanoa Ako on Air* radio series launched on 20 April 2020 to enable Pacific parents to access the Talanoa Ako sessions at home and support distance learning during the lockdown. The PICI team offered the programme in English and seven Pacific languages Gagana Samoa, Lea FakaTonga, Reo Maori Kuki Airani, Vosa Vakaviti, Vagahau Niue, Te Gagana Tokelau and `Gana Tuvalu with radio ad-libs in two additional languages – PMN Kiribati and PMN Solomon Islands.

The first series was so successful that between April 2020 and August 2021, two more Talanoa Ako radio series were run. The second series ran at the start of the school year, and more recently, a third ran nearer to NCEA exam time.

These series provided Pacific parents and families with opportunities to learn ways to support their children's education. Collaboration and partnership were the fundamental principles contributing to programme planning and delivery success.



The first series was so successful that between April 2020 and August 2021, two more Talanoa Ako radio series were run.

### The first series – 2020 Talanoa Ako series

The first series, *2020 Talanoa Ako series*, ran from 20 April to 22 June 2020, presenting a 10-week lesson plan to help parents and families support their children's learning at home during the COVID-19 Lockdown Level 4.

#### The first series – 2020 Talanoa Ako series: Session topics

- Session 1: Talanoa Ako introduction and overview
- Session 2: NCEA
- Session 3: Family routines and goal setting
- Session 4: Family time management plan
- Session 5: Pathways
- Session 6: Careers and vocation pathways
- Session 7: Literacy
- Session 8: Numeracy
- Session 9: School reports and parent-teacher interviews
- Session 10: Talanoa Ako summary


Each week, presenters discussed a new topic covering the essential parts of working well within the New Zealand education system. Each programme ran for 30 minutes on the radio and was simultaneously live-streamed. Parents could leave questions in the

Facebook live videos comments section. Presenters answered the collated questions in the next programme. Some presenters also directly responded to parents' questions in the comments via their personal Facebook accounts.

After weeks five and 10 of the programme, the presenters completed a questionnaire to provide timely feedback to the PICI team. This was the first time many presenters had delivered a programme via Facebook Live and on the radio. A check-in between the PICI team and the presenters offered extra support where needed.

### **The second series – *2021 Summer Series***

The *2021 Summer Series* was broadcast over five weeks, from 4 January to 6 February 2021. It focused on supporting parents and families with their children's learning before the 2021 school year started.



The second series prepared families and children for the start of the year.

The second series – <i>2021 Summer Series</i> : Session topics	
Session 1: Getting back into it!	Keep on learning, reading, and counting during the break
Session 2: New Experiences	What to expect, preparation, attendance, and engagement
Session 3: Learning Support	What is it, how to access it, it is a normal service
Session 4: Transitions	How to support your children's transitions and pathways
Session 5: Talanoa Ako	What is the programme, who is it for, how do I access it

Presenters received the *2021 Summer Series* session outline late in 2020. The outline provided detailed content for each session topic, key messages and learning support information to help them prepare for the session. The presenters then completed a questionnaire at the end of the five-week programme to provide feedback. It was initially intended that community leaders would help present the *Summer Series*. However, due to a lack of availability, this did not eventuate.



### The third series – 2021 NCEA Series

In February 2021, after the success of the *Summer Series*, Te Tāhuhu o te Mātauranga personnel met with Pacific Media Network to discuss the possibility of another radio programme series for mid-2021 and another *Summer Series* for January 2022.

The third series, a four-week programme was co-developed with teachers skilled in the delivery of NCEA. This programme contained key messages about NCEA and unpacked what NCEA meant to Pacific parents and learners.

This series consisted of four 30-minute radio programmes presented by Pacific secondary schoolteachers fluent in each of the seven Pacific languages and with subject matter expertise on NCEA. The radio programme was broadcast over four weeks in July and August 2021. Presenters delivered the programmes in English and seven Pacific languages, Tongan, Cook Islands Māori, Samoan, Fijian, Tuvaluan, Niuean and Tokelauan; and with short radio adlibs in three other Pacific languages (Solomon Island, Kiribati and Rotuman). Again, as with the first series, parents could send in questions.

The third  
series  
focussed on  
NCEA.






### The third series – 2021 NCEA Series: Session topics

Session 1: NCEA overview	What NCEA is, how it differs from the old school system and the assessment process, including the difference between internal and external standards
Session 2: NCEA credits	Credits and grading, endorsements, and approved subjects
Session 3: NCEA and pathways	Subject choices, vocational pathways, where NCEA can take you
Session 4: NCEA wrap-up	Where to from here, the Talanoa Ako programme

## Supporting presenters to deliver the Talanoa series

Presenters' collaboration and comprehensive planning provided a robust platform for developing the Talanoa Ako series. The PICI team's programme outline and supporting resources underpinned the planning for the presenters. This co-construction of content and translation into Pacific languages ensured a high-quality, responsive programme.

The radio offering turned out to be a natural fit for the Talanoa Ako programme. Teachers as presenters worked well, sharing responsibilities and roles. Presenters said they allocated their functions based on each teacher's strengths and knowledge, thus ensuring they felt comfortable.



A radio offering turned out to be a natural fit for the Talanoa Ako programme.

*Choices made were solely on what we believe was our strength. We kept in contact via emails, texts and phone calls through the week to check in on what we needed help with. (Presenter comment)*

For each of the three series, the PICI team ran videoconference sessions (via Zoom) with presenters. These sessions allowed presenters to reflect and feedback about their experience running the radio programmes. At these sessions, participants shared their experiences and best practices.

Often, the presenters had not worked together before they ran the programme. Therefore, they had to build good working relationships quickly. Regular and open communication from the PICI team to presenters and between presenters responsible for delivering sessions supported strong delivery.

*From the outline and supporting docs sent for each session, we built our planning format of an outline of our delivery every week. We shared it amongst each other by the end of the week so-as to be ready for the following week. If things were to*

*be added or adjusted, we would communicate via email. We used websites also suggested in support of our content. (Presenter comment)*

The presenters found the content easy to use. However, some needed more time to prepare it, mainly translating each topic's content and preparing for the *2021 NCEA Series* sessions. Presenters debriefed following each session, using their reflections to improve their approach each week. In addition, presenters planned and stayed in touch using [Facebook] messenger and videoconferencing.

*We meet on video messenger [a video call on Facebook Messenger] to unpack the topic and discuss about what areas we would like to say on air. We used Google docs to collaborate on our ideas in Cook Islands Māori and reach out to other language experts to help us translate some complex Māori words. (Presenter comment)*

The PICI team allowed and supported the presenter's autonomy to adapt the programme and deliver as they saw best. The PICI team provided resources and opportunities for feedback. They were available to listen and provide advice.

*Outline is VERY helpful and [the] schedule breaks down the content for me. It doesn't stress me out but really helps me to plan. (Presenter comment)*

The PICI team was keen to create a learning environment for structuring and delivering the radio programmes. They valued how the presenters embraced adapting Talanoa Ako and sharing their learnings with one other and the PICI team.

### Example of feedback and shared learnings for the *2021 NCEA Series*

When providing feedback on the *2021 NCEA Series*, presenters agreed that:

- the programme guidelines with sequencing helped plan each session
- topics selected were relevant and valuable to parents
- 30 minutes is an appropriate length to deliver information, as any longer could result in information overload for parents
- technical support from the Pacific Media Network was excellent
- the ability to pre-record was awesome.

Community feedback was positive. Parents liked it that teachers from the community delivered *2021 NCEA Series* in their Pacific language. Delivery in Pacific languages made the content easier to understand and sparked discussion.

There were also some common areas of improvement mentioned by presenters specific to the *2021 NCEA Series*. Suggestions focussed mainly on the need for more guidance for first-time presenters and delivering a more interactive online programme

Across the three radio programmes, the presenters grew in confidence from working collaboratively. In addition, their ability to connect with communities improved their knowledge of school systems.

*Initially, I was a bit reluctant to do it because I had low self-confidence in my ability to share the limited knowledge I have and was feeling anxious to put myself out there as I was afraid of the judgement from the keyboard warriors. However, once I got over myself, I have really enjoyed the experience. (Presenter comment)*

### Series content and delivery responded to community needs

From the presenters' perspective, the *Talanoa on Air* content engaged the community successfully. It was relevant to the needs of the Pasifika community, including responding to Pacific parents' questions about ways to support their children's schooling. In addition, Pacific parents and families worked with the material in their languages and enjoyed hearing expression of their culture.

An important feature of the series was making the content available in Pacific parents and families' languages. Pacific parents and families enjoyed learning in their language.

*The really key thing is the absolute joy at being able to use their own languages and hear this information in their own language. They're telling us in the supermarket when we meet, "It was really lovely to hear our language."*

(Presenter comment)


The programme encouraged easy access through online portals. Most of the feedback that listeners gave to presenters on programme content was positive. There was considerable listener support of the series. Pacific parents wanted to learn how to ensure a positive learning experience for their children. Listeners engaged with the content, often posting questions during the shows.

*The content of the programme was quite relevant to the parents as they prepare the children for another school year. Content is relevant to Pacific culture and languages and connects well with the different topics presented. Parents value the content of our presentation as it provides great learning to them.* (Presenter comment)



Overall, the content was informative and clear, and excellent knowledge exchange occurred from the presenters to Pacific parents and families. In addition, the timing of the shows worked well in terms of: the time of day, time of year, timing with what was going on with the pandemic and the school year – and thousands of listeners tuned in.

The content was constructive, helping to stretch and grow thinking. However, this meant some content was, at times, contentious to Pacific parents' beliefs and their family's behaviour and practices.



The content was informative and clear, and excellent knowledge exchange occurred from the presenters to Pacific parents and families.

*The content is great. It has challenged our people in terms of their traditional thinking, especially with allowing children to have a choice, and also [in some cases] supported their thinking. Most of the comments we have received have been really supportive.* (Presenter comment)

Presenters grew in confidence, adding their flavour and experience to the later sessions. In addition, they adapted to meet community needs by answering questions from Pacific parents and families at the beginning of each show.

*The last five weeks we also had some questions from the community to answer, so we started our programme answering the questions before we delivered our topic for that week. It seemed to us that they listened and wanted more for their children's learning and how to support them from home especially literacy and numeracy.* (Presenter comment)

*We have grown in confidence each week, and the delivery has become more natural.* (Presenter comment)

### **The technical support from Pacific Media Network was essential**

Technical support provided by Pacific Media Network made all the difference to the presenters' experience. The presenters were working in a new environment, where success is dependent on working with technology and online processes. Although minor glitches and teething problems occurred, like sound and video-conference links not starting, there was plenty of technical support to run the radio programme smoothly.

Radio stations draw on the expert knowledge of sound engineers as part of their everyday practice. The technical support from the sound engineers proved crucial in helping the new and inexperienced presenters to feel confident to deliver the radio series. The technical support team worked closely with presenters across all the radio programmes, easing presenters' first-time nerves during the pre-show checks. They made sure that all systems were up and running to support smooth delivery by presenters.



Technical support provided by Pacific Media Network made all the difference to the presenters' experience working in a new environment.



*[Technical support person] and his crew at PMN were excellent. He would send the Zoom link an hour before and text to follow up. When there was a technical issue, we managed to sort it before going on air. (Presenter comment)*

According to the presenters, the technical team was professional, easy to communicate with, and quickly fixed issues.

*The process was clear to follow. We had a couple of technical issues with sound, appearance and displaying the incorrect signage. However, we really appreciate the hard work [technical support person] puts into his career and always checking on us 15 minutes before we go on live. He really took care of us calming our nerves, checking the lighting, sound etc. Fa'afetai tele lava [technical support person]! (Presenter comment)*

## Impacts of Talanoa on Air

*Talanoa on Air* comprised three series of radio programmes – *2020 Talanoa Ako series*, the *Summer Series* and *2021 NCEA Series*. These programmes ensured parents and communities were not left alone when schools were in lockdown, and continuity of their children's education seemed uncertain.

### First *2020 Talanoa Ako series* reach

The impact and reach of *2020 Talanoa Ako series* exceeded anything the PICI team had experienced before. The PICI team knew that Pacific parents, learners and families would respond to information and resources in their language. Thousands of listeners and viewers engaged with the programme, either by listening to the radio or online via Facebook.

By 2 July 2020, many thousands of Pacific parents and families had listened to each session.



*When we first approached Pacific Media Network we thought it would be much like Talanoa Ako face-to-face delivery, where for every language we might get 30 to 80 people. But what happened is that because they watched on the night, and then because it went on Facebook, within three months we could see thousands of people listening to it. (Te Tāhuhu o te Mātauranga personnel)*

**2020 Talanoa Ako series: Reach into the community, tracked on Facebook by 2 July 2020**

Language	Total listening	English	Tongan	Cook Islands	Samoan	Fijian	Tuvaluan	Niuean	Tokelauan
Face-book views	87,981	15,535	19,981	15,925	12,288	7,787	7,604	6,551	2,310
Shares	726	148	201	102	66	68	66	61	14

The 2020 Talanoa Ako series's reach into the community was 10-fold compared with the earlier face-to-face offerings. Access and engagement with the first of the Talanoa Ako on Air series achieved 87,891 views to all sessions as captured on Facebook by 2 July 2020. This reach was much greater than the 10,817 individual visits to all sessions recorded in the 2019 PowerUp report for attendance at Talanoa Ako face-to-face sessions.

**Pacific parents and adult family members total visits to PowerUP in 2019**

Audience	Total visits to PowerStations	Reached overall	Average per week	Average per session
Total	10,817	1,447	894	25

Social media, specifically Facebook, played a critical role in the uptake of Talanoa Ako on Air. Presenters re-posted videos of the sessions to their pages, getting the information out to their networks and parents who may not otherwise have heard about the programme. Facebook also measured the number of people engaging with each radio programme.

Pacific parents and families chose to tune in and listen to Talanoa Ako when the country was in lockdown. They accessed the recorded videos at times that suited them.



*Technology just takes it a step further, it's just crazy. The fact that people can go back to each of the videos as well, the users [numbers] just keep going up and up – even now. (Te Tāhuhu o te Mātauranga personnel)*

<b>2020 Talanoa Ako series: Topics attracting 5000+ views</b>	<b>Total views</b>
Talanoa Ako Introduction	24,189
NCEA	11,877
Family routines and Goal setting	9,935
Pathways	8,832
Family Time Management Plan	6,689
Literacy	6,009
Numeracy	5,762
Careers and Vocation Pathways	5,364

All sessions that attracted more than a thousand listeners are highlighted in the following table, as are the top three topics for smaller audience bases. The following table shows the extent of the reach for different topics within different communities.

<b>2020 Talanoa Ako series: Detail of viewing levels for different session topics as tracked on Facebook by 2 July 2020</b>								
Language	Tongan	Cook Islands Māori	English	Samoan	Fijian	Tuvaluan	Niuean	Tokelauan
Session topic	Views	Views	Views	Views	Views	Views	Views	Views
Talanoa Ako Introduction	4,800	5,400	4,500	3,500	3,300	1,300	1,200	189
NCEA	3,400	1,300	2,200	2,100	562	1,600	543	172
Family routines and Goal setting	1,200	3,800	1,900	1,000	281	1,100	576	78
Family Time Management Plan	2,100	699	1,100	763	606	579	769	73
Pathways	3,300	663	1,500	821	448	693	676	731
Careers and Vocation Pathways	1,300	1,000	963	728	496	345	410	122
Literacy	1,000	820	890	1,000	429	632	579	659
Numeracy	1,000	971	1,000	938	413	668	677	95
School reports and Parent teacher interviews	781	539	856	773	707	400	692	119
Talanoa Ako Summary	1,100	733	626	665	545	287	429	72
<b>TOTAL</b>	<b>19,981</b>	<b>15,925</b>	<b>15,535</b>	<b>12,288</b>	<b>7,787</b>	<b>7,604</b>	<b>6,551</b>	<b>2,310</b>

Pacific parents and families used the comments sections on Facebook posts or for the live events. They asked questions or left feedback about the programme. Presenters either responded during live events or collected all the questions to answer them at the beginning of the next programme.

Facebook comments from Pacific parents and families throughout the 10-week *2020 Talanoa Ako series* from Radio Station 531 were positive:

*Great start Talanoa Ako!! First session full of useful tips. Looking forward to hearing the rest!* (Pacific parent or family member comment)

*Thank you for helping. Having an 8-year-old, and the only sibling at home can be frustrating lol, sometimes routines is a bit hard for PI to hold to lol, I love what you are saying about to help us to cope with stress.*  
(Pacific parent or family member comment)

*My wife and I home-school our kids. We have put into place a daily timetable including breakfast, then kids sitting at their own desks, 2 hrs in their books then little lunch then an hour then lunch, 2 hours after lunch and school's over. Routine, routine.* (Pacific parent or family member comment)

*Morena everyone! I'm a Secondary school teacher in South Auckland. I know many parents /caregivers will have a real appreciation for the work that teachers do after this lockdown. Question: How can we use this to our advantage in creating Whanau engagement with our schools? Just as Karl mentioned "Parents are our first teachers". Fa'afetai mo le avanoa.*  
(Pacific parent or family member comment)

## 2021 Summer Series reach

By 25 May 2021, the five-week *2021 Summer Series* had 34,750 Facebook views, and the recorded sessions were shared 161 times with viewers' own networks.

2021 Summer Series reach in the community for summer show as tracked on Facebook by 25 May 2021								
Language	Total	English	Samoan	Tongan	Cook Islands	Fijian	Niuean	Tuvaluan
Views	34,710	6,040	9,100	6,100	6,056	3,226	2,407	1,781
Shares	161	48	11	28	16	26	9	23

Facebook comments specific to the *2021 Summer Series* from Radio 531 Pi were positive with typical feedback like:

..... *Nice one keep up the good work.* (Pacific parent or family member comment)

..... *Great session for our parents.* (Pacific parent or family member comment)

..... *100% love it good message.* (Pacific parent or family member comment)

..... *I love it talanoa ako.* (Pacific parent or family member comment)

..... *Fa'afetai tele lava. So grateful we have Pacific leaders in Education in Aotearoa, NZ like both of you. Thanks for all that you do for our students, parents, teachers and as community leaders. #TalanoaAko.*  
 ..... (Pacific parent or family member comment)

### **2021 NCEA Series reach**

The *2021 NCEA Series* Facebook data attracted a similar number of viewers or listeners to the *2021 Summer Series*. Feedback was also very positive, with 34,303 Facebook views although sessions were shared less than for the summer series.

<i>2021 NCEA Series</i> reach in the community as tracked on Facebook by 2 December 2021									
Language	Total	English	Samoan	Cook Islands	Tongan	Fijian	Tokelauan	Niuean	Tuvaluan
Views	34,303	2,136	16,300	5,267	3,248	2,709	2,177	1,337	1,129
Shares	11	2	0	0	0	0	4	0	5

Listeners who had tuned in to the *2021 NCEA Series*, made comments such as these through Facebook:

..... *It was an excellent talanoa with well-versed and knowledgeable teachers sharing good tips for parents particularly on the minimal levels one should do before considering university or polytech or work. Thanks for this.*  
 ..... (Pacific parent or family member comment)

*Thank you... I appreciate the sessions so much. Faafetai tele! la manuia...*  
(Pacific parent or family member comment)

*Well done Bro great insights for our Samoan parents... Malo lava xx*  
(Pacific parent or family member comment)

*Great discussion tonight, hope all parents are listening to how important this message is.* (Pacific parent or family member comment)

## **Benefits for Pacific parents and families**

The presenters remarked that the radio programmes provided Pacific parents and families with a rich learning environment. In addition, the on-air sessions supported culture and identity, providing a space for parents and families to immerse themselves in safe, welcoming learning forums.

*It has been nothing but praises, encouragement and appreciation of the programme and it being in the Samoan language. A somewhat relief for many of our Samoan parents, and even Samoan teachers and teachers who had Samoan students in their class. They had more confidence and understanding of the topics covered.* (Presenter comment)

Pacific parents and families appreciated topics being offered in their language. By providing sessions in their language, the Talanoa Ako programme affirmed and acknowledged Pacific parents and families and the knowledge and mana they hold as Pacific people's. The *Talanoa Ako on Air* radio sessions also provided an opportunity for listeners not fluent in their language to learn more.

*One of the Niuean ladies commented on the first night it came on, "You know I don't speak Niuean fluently but just being able to sit here and hear is great." She was a teacher and it was really cool for her to have her language available.*  
(Presenter comment)

*Positive feedback from Church members and a lot of them were listening to 531PI. They were telling me they were grateful for the information being delivered in their own language.* (Presenter comment)

What was highly satisfying to see and hear was the uptake of sessions in different languages. Over each week, large numbers of listeners tuned in to each ethnic-specific radio show. In addition, cultures and languages that don't often get represented or heard in education settings were active and participating.

*Near the end of the programme, there was something like 2,000 people on the Niuean station. I said to the teachers, "every single Niuean in New Zealand is now listening to you tonight."* (Presenter comment)

Presenters noticed cross-generational involvement with the radio programmes, with children, parents and grandparents listening in. The programme empowered parents and families to ask presenters questions and find out more about how to support their children's learning at home.

During feedback sessions run by the PICI team, presenters shared how parents and families talked with them out in the community about education. In addition, presenters



saw that the *Talanoa Ako on Air* radio sessions increased Pacific parents' and families' understanding of education.

*There is heartfelt and passionate talanoa from communities and families as they talk about education: how they saw themselves in the talanoa and understood what [the] talanoa[was] about. Grandparents at home listened and then told their kids what to do with their grandchildren. (Presenter comment)*

Families shared the new skills and strategies they learnt, including the importance of home routines, setting goals and managing time well.

*One family, they shared how they set up goals with their family and their daily routines to put on their calendar. The two students shared their goals they set and how they used the time management for their programme at home. I have showed this in our programme as evidence that the parents and their children can do that. (Presenter comment)*

The on-air sessions supported culture and identity, providing a space for parents and families to immerse themselves in safe, welcoming, learning forums.



## Talanoa Ako App

Developed alongside the radio programmes, the *Talanoa Ako App* (the App) was also an integral part of the Pacific education response during the pandemic. The App supported and supplemented the Talanoa Ako programme and partners, by providing ongoing access for Pacific parents to information about education and learning. The App reached Pacific families who may not have had access to an Ako Centre programme in their community.

The *Talanoa Ako App* takes families through the core topics of the programme: NCEA information, literacy and numeracy, learning pathways, careers and vocational pathways, school reporting and parent interviews, goal setting and time management. The App content was co-designed with expert teachers from primary and secondary schools to reflect the needs of Pacific parents and families.

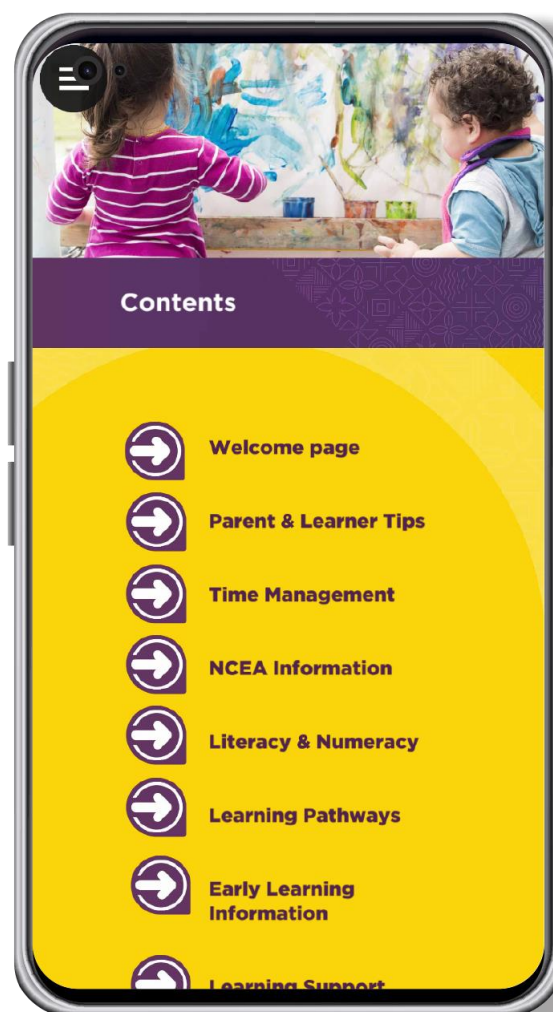
The App is interactive, and Pacific parents and families can change the language setting. The written content is in English and 10 Pacific languages: 'Gana Tuvalu, Gagana Samoa, Gagana Tokelau, Gasav Ne Faeag Rotuam, Lea Faka Tonga, Na Vosa Vakaviti, Solomon Islands, Taetae ni Kiribati, Te Reo Māori Kuki Airani and Vagahau Niue. In addition, each language is available as audio.

The App is also designed with the visually impaired in mind, and once it has been downloaded it can be used without an internet connection. As well, to provide additional information to families, the app includes web-links, which require connectivity.

The App material features a fictitious family – the Tagaloo family (Matagi, Mafa and their children Peki and Va'a) – who work through the Talanoa Ako topics. The family commentary links the topic session content and highlights key ideas. The family voices are used in the speech bubbles and comments draw from PowerUP session evaluations. Users can also link to videos and handy tips, and it is possible to record and play back key information on the App.

### The use of the App is emerging

The App was built and tested with Pacific teachers and translation experts. In addition, a test focus group included people from various backgrounds, including



The App supports and supplements the Talanoa Ako programme and partners, by providing ongoing access for Pacific parents to information about education and learning.

educators, community leaders and Talanoa Ako partners.

There has been positive feedback about the App content and the easy access of information. It is still early days for the App, and its usage still emerging. The PICI team encourages the partners to use the App during their sessions. Partners can also introduce it to families they work with and show them how to use it. One partner found the App helped support parents to follow up on information shared in the sessions. For example, parents used it to answer homework questions when attending Talanoa Ako sessions, or to recap key ideas from a session. Also, the App was shared with the education sector in various forums such as the online 2020 U-Learn and the New Zealand Educational Institute Te Riu Roa 2021 conference.

## What have we learned?

Good working partnerships were built on trust and a common goal. The PICI team recognised it was important to cooperate with the partners and leverage relationships with the Pacific communities to meet the community's needs. The PICI team and partners know each other and the Pacific communities well. They have lived experience and a deep understanding of diverse Pacific worldviews. Cultural capital is critical to advancing more equitable responses for communities, particularly in accessing and engaging in needed services.

Leadership and guidance from the PICI team supported the presenters to develop their approach. The PICI team and the presenters developed the radio series together, learning through action, observation and adaptation. Comprehensive planning, collaboration and debriefing were vital components of successful delivery.

By establishing a "learn as we develop and deliver" approach, the PICI team adapted and responded to presenter feedback and the needs of Pacific parents and families. Presenters' experiences and networks were essential to the programme's ongoing success, as the radio shows expanded to include summer and NCEA-specific series. The support from the PICI team was valuable and encouraging without being overly prescriptive. Presenters added their experience, culture, language and personal flair.



Much wider reach into the community from the radio series delivering information directly into Pacific homes, across the family generations.

*I really want to thank your team who actually put the material together, because it was easy to follow, then translate and develop to ensure that our community understood the key messages. (Presenter comment)*

When schools were closed, and access to education was challenging, the radio series delivered information directly into Pacific families' homes.

*The radio sessions are more reach-out to people while they can listen from home or anywhere they are. They can watch more than one if they want. The messages are spread out. (Presenter comment)*

*I think it was great to roll this out across all the different Pacific language radio programmes, as it got good response from the different communities. It meant a*

..... *lot to our different ethnic communities to have a programme in their own languages that was informative and helpful.* (Presenter comment)

Access to Talanoa Ako became more available across all ages through the radio shows. In addition, the radio shows increased intergenerational engagement from grandparents, aunties and uncles. Children also listened.

..... *I think this is one of the most successful ways to deliver the Talanoa Ako to our Tongan community through radio sessions. This is the opportunity not only for the parents but also the grandparents, uncles, aunties and everyone who can support the children's learning from home... This is a great experience for me and I have learnt a lot from the journey that I have done.* (Presenter comment)



## Key success factors

Three critical success factors underpinned introducing innovative approaches into the Talanoa Ako radio series and the app. These were:

### Pacific families' needs were at the heart of decision-making

The purpose of delivering the programme via radio, social media and an app was to ensure that Pacific parents and families had the regular, timely advice and guidance they needed at home to support their children's education. The PICI team and the partners continued to meet Pacific parents' overarching education information needs during the pandemic.

*Our families and communities have told us how they value this programme and [they] became more confident in being part of their children's learning, armed with information and understanding. (Te Tāhuhu o te Mātauranga personnel)*

### Emphasised collaborative ways of working

The PICI team supported an innovative adaptation of Talanoa Ako from face-to-face delivery to *Talanoa Ako on Air*, a series of radio programmes that streamed on Facebook and could be accessed via the *Talanoa Ako App*. First, collaborative ways of working were emphasised. The PICI team and partners codesigned and delivered the radio programmes with a common purpose.

Next, with deep cultural knowledge of the Pacific community and education, the presenters relayed information effectively on the airwaves. A substantial audience on Facebook (based on views) proves their ability to connect through culture and language.

### Be prepared to innovate

The PICI team and the partners were prepared to be innovative to support Pacific parents and families. The PICI team and partners codesigned and delivered the radio programmes and app with a common purpose of enhancing the opportunity for Pacific parents and families to access support and information in their language. The PICI team provided greater reach to Pacific parents and families in taking this approach. They encouraged them to learn at their pace and in their own time.

## Conclusion

A year on, the Talanoa Ako programme has extended its reach in the Pacific community. A more comprehensive suite of support is now available to Pacific families because of offerings added in a time of need. In addition, the broader range of offerings from Talanoa Ako is likely to sustain Pacific families further to engage with their children's learning over time.



# Appendices

## Appendix 1: Data used in the cases

The following tables summarise the data used in developing the case studies.

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### Information collected for these cases

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#### Early repurposing funding in response to COVID-19

- Administrative Information on 21 partners over 38 centres who repurposed their funding to support needy families.
  - Their Ako centre of focus, their locations and the type of reporting needed from partners.
  - Partners reflections on what they repurposed the money on.
- 

#### *Talanoa Ako on Air*

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##### *2020 Talanoa Ako series: 10 sessions from 20 April – 22 June 2020:*

- Briefing paper.
  - Notes from the 'Zoom' session on learnings about implementation. Data also includes feedback from presenters at weeks 5 (14 responses) and 10 (7 responses) for the following questions:
    - How did your planning sessions develop?
    - Comment on the programme content and your delivery to date.
    - Comments on the process and technical support to date.
    - What feedback have you received from your community?
    - Any additional feedback about the Radio sessions you would like to share with our Talanoa Ako team?
  - Online metrics: Number of views and shares online for each session by each language. Facebook views and video shares.
- 

##### *2021 Summer Series: five sessions from 4 January – 6 February 2021:*

- Who presented it and what the session topics were.
  - Feedback from presenters at week 5 (13 responses) for the following questions:
    - How did your planning sessions develop?
    - Comment on the programme content and your delivery to date.
    - Comments on the process and technical support to date.
-

- 
- What feedback have you received from your community?
  - Any additional feedback about the Radio sessions you would like to share with our Talanoa Ako team?
  - Online metrics: Number of views and shares online for each session by each language. Facebook views and video shares.
- 

**2021 NCEA Series: four sessions from 12 July – 2 August 2021:**

- Briefing paper.
  - Notes from the ‘Zoom’ session on learnings about implementation captured in note form from discussion with nine presenters.
  - Facebook reach metrics.
- 

***Talanoa Ako App.***

- Briefing paper.
  - The key messages of the *Talanoa Ako App*.
  - Some information on the development of the *Talanoa Ako App*
  - Reviewed the App.
  - Media data: number of Android and iOS downloads at 4 June 2021. Nari we were going to update this as the numbers were low.
- 

**Other information sources**

Along with the administrative data from the PICI team and the feedback from the partners, the case studies drew on the following information:

- sensemaking session with two members of the PICI team
- contract and administrative documents.

**Previous research relating to the cases**

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