



Australian Pasifika Educators Network

Governance and Constitution
2023 -2025

ABN: [73 164 534 141](#)

NSW Fair Trading Registration Number: INC2300757

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Executive summary

The Australian Pasifika Educators Network (APEN) was established to create an action plan to deliver four key priorities:

- **support** Pasifika learner wellbeing, through learner-centred, strength-based approaches to learning, that strengthens Pasifika learners' language and identity;
- **create** and **sustain** spaces for Pasifika community engagement and connections, that enable innovation, ideas, and action;
- **Influence** and **drive** curriculum and educational policy reform that includes equity, culturally responsive and culturally sustaining pedagogy; and
- **remove** structural and systemic **barriers** to educational access, participation, and success for Pasifika learners.

Background

In 2021, the Western Sydney University PATHE program and The UTS Centre for Social Justice and Inclusion hosted an online conference to engage Pasifika educators in Australia. The overarching goals of the conference was to connect Pasifika educators to share innovative, effective, and culturally responsive and relevant best practice in education for Pasifika learners; to create and sustain professional connections, networks and development opportunities and establish an Australian collective to dialogue, advocate and design a blueprint for action to address educational opportunity, achievement and outcomes for Pasifika communities in Australia.

Over 180 educators registered to attend the conference from across Australia, New Zealand and Pasifika Island countries. Participant represented formal and informal education, early childhood education to tertiary institutions, and a range of educators from community organisations and government departments.

The feedback received about the conference was overwhelmingly positive. Participants most valued the opportunity to connect, network, share and listen to Pasifika educators and talanoa about the educational aspirations and concerns contextualised within the Australia education landscape.

We asked conference participants to share stories of excitement, fulfillment, or pride in their educational journeys - what they did and what it resulted in. They shared their educational and professional achievements and the environment, enabler and key stakeholders that encouraged and empowered those moments.

We then asked conference participants to imagine a future where their stories, moments and experiences of excitement and fulfilment in their journeys are the norm, and what things need to change, for us to get there from where we are today.

About Us

Acknowledgement

APEN acknowledges the Aboriginal and Torres Strait Islander people as the Traditional owners and custodians of lands throughout Australia, and recognise their continuing connection to lands, waters, cosmos and communities. We pay our respects to Elders past, present and emerging, acknowledge them as the owners and custodians of this land, knowledge holders and peoples of great ingenuity and innovation.

APEN is committed to navigate space and our proximity to Australian Indigenous peoples as Pasifika Indigenous peoples in ways that centres respect, *teu and tausi le vā*, to nurture our relational space.

Our Vision

Our vision is to enable Pasifika educators, learners and communities to thrive in Australia.

The purpose of APEN is to advance the educational experiences, opportunity and positive outcomes for Pasifika educators, learners and communities in Australia. The network will amplify Pasifika perspectives, celebrate Pasifika excellence, and influence systemic change, enhancing equity and inclusion for Australian Pasifika people.

APEN will enable individuals, community, educational institutions, and government policy makers, to access Pasifika perspectives and advice to ensure educational policies, strategies, and programs are responsive to the needs of Pasifika learners.

Our approach

1. Develop collaborative research, engagement, and consultative approach to better understand the experiences of Australian Pasifika learners and educators to inform culturally responsive policy and develop best-practise that supports Pasifika educators, learners, and communities.
2. Enable opportunities to connect, support and celebrate for Pasifika educators, learners and communities.

Our values

Pasifika values are fundamental to educational policy and practise. The values, vision and approach that APEN will uphold are underpinned by the following shared Pasifika values, which help to nurture and sustain family and community health and wellbeing.

The following Pasifika values are protective factors for Pasifika peoples:

Love for Pasifika is a universal value and encapsulates care and concern for others, compassion and kindness. Love also includes love of self (self within the context of family and community) and love of others.

Family is central to our Pasifika communities and our way of life. Every person belongs to a family, aiga and kainga (often more than one), and every family belongs to a person. Family creates and strengthens our identity and sense of belonging. Ancestry and a sense of place involve a kinship with what and who have gone before.

Collective reflects Pasifika world views and the way we do things that are commonly perceived as acceptable to the community. This includes teamwork, consultation and cooperation – with each member of the collective contributing according to their capability to achieve common goals through an agreed approach.

Respect shapes how we treat others and the way we view situations. It includes respect of self, others, space and environment. Respect occurs when other concepts such as *vā* and reciprocity are present. Respect ensures that every Pasifika person, irrespective of age, gender, sexuality, spiritual beliefs or cultural status, feels safe and protected. The practice of respect supports the maintenance of health and wellbeing.

Spirituality goes to the very essence of our existence, how we express ourselves and our place in the universe. It shapes people's beliefs and values, and Pasifika peoples' worldview. Since missionisation, religion (the church) have provided spiritual guidance and protocols. Religion remains current and relevant for many Pasifika peoples.

Reciprocity acknowledges the importance of relationships and maintaining a balance between individuals, families and communities. Every expression of kindness, support and respect will be reciprocated at a time and in a way that honour the people involved and who and what they represent.

Our principles

The following principles support and guide our work:

APEN commits to navigate space and our proximity to Australian Indigenous peoples as Pasifika Indigenous peoples in ways that centres respect, *teu* and *tausi le vā*, to nurture our relational space.

Community-led – supporting communities to identify their own needs, and design and lead their own solutions. Community leadership happens at all levels – including in homes, churches and sport and cultural settings. We want to nurture community leaders, influencers and role models who can inspire and support positive change.

Strengths based – drawing on Pasifika cultural values to strengthen communities, build resilience and keep Pasifika peoples safe. Focusing on assets and dispelling deficit narratives of Pasifika people's educational aspirations and achievement.

Culturally responsive and fit-for-purpose – working intentionally in a culturally responsive, relevant and ethnic-specific way to support the development of community-owned, culturally appropriate solutions. Experience and evidence to date suggest that a 'one size fits all' approach is not as effective as one that derives from unique cultural frameworks and strengths.

Diversity, Inclusion and Equity – recognising that Pasifika people in Australia are incredibly diverse in terms of culture, ethnicity, migration experience, age, gender, location and many other factors. Acknowledging and understanding our diversity helps us to be more inclusive.

Evidence based – building expertise and an evidence base on what supports positive educational outcomes for Pasifika learners, families and communities.

Strategic Plan 2023 – 2025

Guided by our values, principles and vision, APEN's strategic goals in the 2023-2025 include:

Goal 1

Develop collaborative research, engagement, and consultation approach to better understand the experiences of Pasifika learners and educators to inform culturally responsive policy and develop best-practise that supports Pasifika educators, learners, and communities in Australia.

To achieve this goal, APEN will:

- 1.1 Conduct exploratory research project on Pasifika Communities to understand experiences of educational aspiration, access, participation and success.
- 1.2 Make regular submissions and recommendations on education and training policy and best practice, drawing on key research, practitioner experience and institutional data sets.
- 1.3 Develop mutual relationships at an institutional level with University Executive staff via channels such as Universities Australia, to influence institutional practice and increase the visibility of Pasifika communities within institutions.
- 1.4 Build partnerships with relevant organisations to influence public policy and reforms. These will include but are not limited to State and Federal Departments of Education, Universities, TAFE and VET institutions, National Aboriginal & Torres Strait Islander Higher Education Consortium, Aboriginal Education Consultative Groups.

Goal 2

Create and sustain opportunities for connection, support and celebration for Pasifika educators, learners and communities.

To achieve this goal, APEN will:

- 1.1 Establish State-based chapters to support and deliver on APEN's vision.
- 1.2 Convene an annual national APEN conference for Pasifika educators.
- 1.3 Pilot a NSW Education Expo for Pasifika students, families and communities.

Policy context

APEN's strategic goals align and are coherent with the Australian Government's [Multicultural Access and Equity Policy](#), which aims to ensure national programs and services meet the needs of all Australians, regardless of their cultural and linguistic backgrounds.

Commonwealth Government

Federal Government – Higher Education

The Higher Education Participation and Partnerships Program (HEPPP) provides funding to universities listed under section 16-15 Table A providers, of the *Higher Education Support Act 2003*, to implement strategies that improve access to undergraduate courses for people from regional and remote Australia, low socio-economic status backgrounds, and Indigenous persons. HEPPP also helps to improve the retention and completion rates of those students. <https://www.dese.gov.au/heppp>

State/Territory Governments – Department of Education

New South Wales

This policy responds to the cultural, linguistic and religious diversity of NSW. It commits schools to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

[Policy](#)

[Plan 2019 – 2022](#)

Victoria

Multicultural education gives students opportunities to build understanding and communication skills across cultures. More information can be found [on the website](#).

Queensland

The Queensland Department of Education (DoE) is committed to providing an inclusive and equitable education for every student and to fulfilling its obligations under the Queensland [Multicultural Recognition Act 2016](#) and section 36, Right to education, under the Queensland [Human Rights Act 2019](#).

In early-2023, DoE launched Queensland's new education strategy, [Equity and Excellence](#) – a progressive, high performing education system realising the potential of every student.

South Australia

The Ministerial Advisory Committee: Multicultural Education and Languages (MELC) provides advice to the South Australian Minister for Education on 3 interrelated areas of education: languages education, multicultural education and the internationalisation of education. The [MELC Statement: reimagining learning as intercultural engagement \(PDF 2.26MB\)](#) was developed in 2017 and has been endorsed by the education sector heads. It builds on the [scoping paper – towards a position statement and strategy \(2016, PDF 332KB\)](#), and describes an orientation and goals for education in linguistic and cultural diversity. [About the MELC](#)

Western Australia

The [WA DoE Multicultural Plan 2021-2025](#) plan outlines key areas of action to support intercultural understanding and cultural responsiveness, in response to the state government's Multicultural Policy Framework priorities [WA Multicultural Policy Framework \(omi.wa.gov.au\)](#)

Northern Territory

The Multicultural Policy for the Northern Territory 2020-25 [Multicultural-Policy.pdf \(nt.gov.au\)](#) outlines education in Objective 1 - Building Our Diversity, Objective 2 - Strengthening Our Partnerships and Objective 3 - Supporting Participation, Social Inclusion and Cohesion in Our Community.

Australian Capital Territory

The Future of Education: An ACT education strategy for the next ten years can be found at [Future-Of-Education-Final-Strategy_Web.pdf \(act.gov.au\)](#). Additional information can be found via the [ACT Multicultural Framework - Community Services](#)

Australian Pasifika Educators Network Constitution (Association Incorporated)

Part 1. Preliminary

1. Definitions

1.1 In this constitution:

- Pasifika refers to Pasifika peoples and communities, who are genealogically, spiritually, and culturally connected to the lands, the skies and seas of the Pasifika region (including Aotearoa, New Zealand (NZ)), and who have chosen to settle and call Australia home.
- Learners refers to Pasifika people engaged in places of learning in Australia from early child to tertiary education.
- Educators refers to Pasifika and non-Pasifika people in places of learning in Australia, committed to Pasifika learner success.
- Communities refers to Pasifika people who are genealogically, spiritually, and culturally connected to the Pasifika region, including Aotearoa NZ who have chosen to settle and call Australia home.
- Director-General means the Director-General of the Department of Finance and Services in NSW.
- ordinary committee member means a member of the committee who is not an office-bearer of the Association.
- secretary means:
 - (a) the person holding office under this constitution as secretary of the Association, or
 - (b) if no such person holds that office - the public officer of the Association.
- special general meeting means a general meeting of the Association other than an annual general meeting.
- the Act means the Associations Incorporation Act 2009.
- the Regulation means the Associations Incorporation Regulation 2010.

1.2 In this constitution:

- a) a reference to a function includes a reference to a power, authority and duty, and
- b) a reference to the exercise of a function includes, if the function is a duty, a reference to the performance of the duty.

1.3 The provisions of the Interpretation Act 1987 apply to and in respect of this constitution in the same manner as those provisions would so apply if this constitution were an instrument made under the Act.

2. Object

APEN has been established to advance the educational experiences, opportunity and positive outcomes for Pasifika educators, learners and communities in Australia. The Associations object to pursue the following purposes(s):

- 2.1 To facilitate communication and the sharing of knowledge amongst Australian Pasifika Educators and their representative bodies.
- 2.2 To represent the views of APEN and to make recommendations and submissions to governments (state, territory and federal), relevant statutory bodies, and relevant non-government organisations and institutions, in relation to Pasifika communities.

- 2.3 To promote and influence improvements of government policy relating to culturally and linguistically diverse Australians, broader education industry, and society in general.
- 2.4 To liaise, partner and collaborate with organisations with similar professional aims.
- 2.5 To foster and sustain consultation and communication within the Pasifika educators community and networks to facilitate the organisation of a national conference, and national dialogue for Pasifika educators to be held as often as the committee see appropriate.
- 2.6 To undertake research into educational issues for Pasifika communities to inform practice.
- 2.7 To apply for grants and sponsorship on behalf of APEN for the promotion of activities which aim to redress disadvantage in education in such matter as may be determined by the APEN Executive Committee.

Part 2. Membership

3. APEN membership consists of a:

- Executive Committee – a key group of eight to ten people who will drive the direction and strategic priorities of the network.
- Reference Group – a group that contributes to and provides feedback on the work of the Executive Committee; and
- Members – APEN target group who are educators currently residing in Australia who identify as having Pasifika Island heritage. Membership is open to non-Pasifika educators who are committed to supporting and learning from and with Pasifika educators, learners and communities.

4. Application for membership

4.1 An application of a person for membership of the Association:

- (a) must be made in writing in the form set out in Appendix 1 to this constitution, and
- (b) must be lodged with the secretary of the Association.

An application may be lodged electronically.

4.2 As soon as practicable after receiving an application for membership, the secretary must refer the application to the committee which is to determine whether to approve or to reject the application.

4.3 As soon as practicable after the committee makes that determination, the secretary must:

- (a) notify the applicant, in writing, that the committee approved or rejected the application (whichever is applicable), and
- (b) if the committee approved the application, request the applicant to pay (within the period of 28 days after receipt by the applicant of the notification) the sum, if any, payable under this constitution by a member as entrance fee and annual subscription.

4.4 The secretary must, on payment by the applicant of the amounts referred to in clause 4.3 (b) within the period referred to in that provision, enter or cause to be entered the applicant's name in the register of members and, on the name being so entered, the applicant becomes a member of the Association.

5. Register of members

5.1 The public officer of the Association must establish and maintain a register of members of the Association specifying the name and postal, electronic or residential address of each

person who is a member of the Association together with the date on which the person became a member.

- 5.2 The register of members must be kept in New South Wales:
- (a) at the main premises of the Association, or
 - (b) if the Association has no premises, at the Association's official address.
- 5.3 The register of members must be open for inspection, free of charge, by any member of the Association at any reasonable hour.
- 5.4 A member of the Association may obtain a copy of any part of the register on payment of a fee of not more than \$1 for each page copied.
- 5.5 If a member requests that any information contained on the register about the member (other than the member's name) not be available for inspection, that information must not be made available for inspection.
- 5.6 A member must not use information about a person obtained from the register to contact or send material to the person, other than for:
- (a) the purposes of sending the person a newsletter, a notice in respect of a meeting or other event relating to the Association or other material relating to the Association, or
 - (b) any other purpose necessary to comply with a requirement of the Act or the Regulation.

6. Fees and subscriptions

- 6.1 If the committee decides to set a joining fee, a member of the Association must, on admission to membership, pay to the Association a fee of \$1 or, if some other amount is determined by the committee, that other amount.
- 6.2 In addition to any amount payable by the member, if the committee decides to set an annual membership fee, a member of the Association must pay to the Association an annual membership fee of \$2 or, if some other amount is determined by the committee, that other amount:
- (a) except as provided by paragraph (b), before 1 July in each calendar year, or
 - (b) if the member becomes a member on or after 1 July in any calendar year - on becoming a member and before 1 July in each succeeding calendar year.

7. When a person stop being a member

- 7.1 A person immediately stops being a member if they:
- a) die
 - b) resigns membership, by writing to the secretary.
 - c) are expelled from the Association.
 - d) have not responded within three months to a written request from the secretary that they confirm in writing that they want to remain a member.

Part 3. The Committee

8. Powers of the committee

- 8.1 Membership in the Executive Committee is obtained through self-nomination. Individuals interested in joining the committee have the opportunity to put themselves forward for consideration. This approach ensures a diverse and engaged group of participants contributing to the committee's endeavours.

9. Membership of the committee

- a) Chair: The Chair assumes the crucial role of overseeing the leadership, governance, and overall operations of the network. They provide guidance, facilitate decision-making, and ensure the effective functioning of the committee.
- b) Deputy Chair: The Deputy Chair supports the Chair in their leadership and governance responsibilities, stepping in when necessary. They collaborate closely with the Chair to ensure continuity and effective management of the network.
- c) Secretary: The Secretary is responsible for documenting the proceedings of all network meetings, keeping accurate minutes, and maintaining the network's records and important documents. They play a vital role in ensuring transparent communication and record-keeping within the committee.
- d) Treasurer: The Treasurer manages the financial aspects of the network. They handle budgeting, financial reporting, and ensure proper financial management and accountability within the committee.
- e) Public Officer: The Public Officer serves as the official point of contact for the incorporated association. They act as one of the authorised signatories and liaise with relevant authorities and stakeholders on behalf of the network.
- f) Membership Officer: The Membership Officer maintains a comprehensive database of current network members and the Reference Group. They serve as the primary point of contact between the Executive Committee and members, providing important updates and information.
- g) Partnerships Officer: The Partnerships Officer establishes and maintains partnerships with organisations that align with the vision and goals of the network. They cultivate relationships, explore collaborative opportunities, and foster strategic alliances to enhance the network's impact.
- h) Events Officer: The Events Officer is responsible for planning and executing the network's events and activities in consultation with the Executive Committee. They ensure smooth coordination and delivery of engaging and meaningful events.
- i) Marketing and Communications Officer: The Marketing and Communications Officer coordinates the communication channels of the network. They manage communication between the Executive Committee, members, and the wider community. Their role includes disseminating information, maintaining effective communication strategies, and promoting the network's initiatives.
- j) Executive Members: Executive Members are voting members of the committee who provide valuable support and advice to the Executive Committee across all roles, responsibilities, and duties. They actively contribute to decision-making processes and offer their expertise to advance the network's objectives.

By defining these roles and responsibilities, the Executive Committee ensures effective governance, efficient operations, and collective engagement in fulfilling the network's mission.

10. Reference group

The role of the Reference Group is an advisory group or 'sounding board' to the Executive Committee. Reference group members could be, but not limited to, Department of Education executives, University Senior Executive/Academic staff, Pasifika Professional or Pasifika Community Leaders and should be willing to be Pasifika education champions. They will be strategic allies who are prepared to champion the network's goals.

- a) The reference group will be convened on an as needs basis.
- b) Reference Group members will not be current Executive Committee members. Members of the Reference Group will not be eligible as Executive Committee members and vice versa. Reference Group members can opt to retain one role at the expense of the other

- or be co-opted to the Executive Committee if a vacancy occurs during the term of the Executive Committee.
- c) The Reference Group will communicate via email correspondence, in conjunction with virtual meetings/activities with the Executive Committee when required.
 - d) Notes and decisions from Executive Committee meetings and any other relevant items and requests for feedback will be forwarded to Reference Group members via email.
 - e) The Executive Committee will decide which items are for information and which items are for feedback.
 - f) Reference Group members can be appointed at any time – on the endorsement of an existing member of the Reference Group or Executive Committee.

11. Election of committee members

- 11.1 Applications of candidates for election as office-bearers of the Association or as ordinary committee members:
- a) must be made in writing, signed by two members of the Association and accompanied by the written consent of the candidate (which may be endorsed on the form of the application), and
 - b) must be delivered to the secretary of the Association at least seven days before the date fixed for the holding of the annual general meeting at which the election is to take place.
- 11.2 If insufficient applications are received to fill all vacancies on the committee, the candidates nominated are taken to be elected and further applications are to be received at the annual general meeting.
- 11.3 If insufficient further applications are received, any vacant positions remaining on the committee are taken to be casual vacancies.
- 11.4 If the number of applications received is equal to the number of vacancies to be filled, the persons nominated are taken to be elected.
- 11.5 If the number of applications received exceeds the number of vacancies to be filled, a ballot is to be held.
- 11.6 The ballot for the election of office-bearers and ordinary committee members of the committee is to be conducted at the annual general meeting in such usual and proper manner as the committee may direct.
- 11.7 A person nominated as a candidate for election as an office-bearer or as an ordinary committee member of the Association must be a member of the Association.

Part 4. General Meetings

12. Quorum

Each meeting will have a quorum of 50% including the Chair or the Chair's representative. The 50% quorum can comprise of any Executive Committee members.

- a) The Executive Committee will meet quarterly.
- b) Voting of the Executive Committee will be decided by consensus with the APEN Chair holding the deciding vote, if required.
- c) Conflicts should be disclosed at each meeting.
- d) Meeting notes will be taken and circulated within a week of each meeting.

- e) Agendas will be available to view between meetings and members are invited to submit points for discussion.

13. Meeting attendance

Promoting a culture of active participation and commitment within the committee is of utmost importance. To ensure the effectiveness and progress of the committee's work, it is necessary to establish attendance guidelines. These guidelines emphasise the significance of regular attendance, as it enables members to actively contribute, collaborate, and make informed decisions collectively, fostering a productive and collaborative environment.

In line with the objectives of this Association, it has been determined that if a member misses 4 meetings without explanation, it may be necessary to review their role within the committee. This approach aims to maintain the high standards of engagement and ensure the collective success of the committee's endeavours.

By establishing these guidelines, the committee seeks to foster a sense of shared responsibility and dedication among its members, enabling a vibrant and impactful network that thrives on active participation and reliable attendance.

Part 5. Miscellaneous

14. Privacy and confidentiality

Executive Committee and Reference Group members are required to maintain privacy and confidentiality in relation to sensitive information including member details and other information attained for purposes relating to network business and act in compliance with the requirements of the Commonwealth [Privacy Act 1988](#) (Privacy Act).

15. Insurance

The Association may effect and maintain insurance.

16. Funds – source

The funds of the Association are to be derived from entrance fees and annual subscriptions of members, conference profits, donations and, subject to any resolution passed by the Association in general meeting, such other sources as the committee determines.

- 16.1 All money received by the Association must be deposited as soon as practicable and without deduction to the credit of the Association's bank or other authorised deposit-taking institution account.
- 16.2 The Association must, as soon as practicable after receiving any money, issue an appropriate receipt.

17. Funds – management

- 17.1 Subject to any resolution passed by the Association in general meeting, the funds of the Association are to be used in pursuance of the objects of the Association in such manner as the committee determines.
- 17.2 All cheques, drafts, bills of exchange, promissory notes and other negotiable instruments must be signed by any two members of the committee or employees of the Association, being members or employees authorised to do so by the committee.

18. Change of name, objects and constitution

An application to the Director-General for registration of a change in the Association's name, objects or constitution in accordance with section 10 of the Act is to be made by the public officer or a committee member.

19. Custody of books etc

Except as otherwise provided by this constitution, the public officer must keep in his or her custody or under his or her control all records, books and other documents relating to the Association.

20. Inspection of books etc

- 20.1 The following documents must be open to inspection, free of charge, by a member of the Association at any reasonable hour:
- a) records, books and other financial documents of the Association,
 - b) this constitution, and
 - c) minutes of all committee meetings and general meetings of the Association.
- 20.2 A member of the Association may obtain a copy of any of the documents referred to in clause on payment of a fee of not more than \$1 for each page copied.

21. Service of notices

- 21.1 For the purpose of this constitution, a notice may be served on or given to a person:
- a) by delivering it to the person personally,
 - b) by sending it by pre-paid post to the address of the person, or
 - c) by sending it by facsimile transmission or some other form of electronic transmission to an address specified by the person for giving or serving the notice.
- 21.2 For the purpose of this constitution, a notice is taken, unless the contrary is proved, to have been given or served:
- a) in the case of a notice given or served personally, on the date on which it is received by the addressee,
 - b) in the case of a notice sent by pre-paid post, on the date when it would have been delivered in the ordinary course of post, and
 - c) in the case of a notice sent by facsimile transmission or some other form of electronic transmission, on the date it was sent or, if the machine from which the transmission was sent produces a report indicating that the notice was sent on a later date, on that date.

22. Financial year

The financial year of the Association is:

- a) the period of time commencing on the date of incorporation of the Association and ending on the following 30 June, and
- b) each period of 12 months after the expiration of the previous financial year of the Association, commencing on 1 July and ending on the following 30 June.

23. Non-profit status

The assets and income of the Association must be applied exclusively to the promotion of its objects and no portion can be paid directly or indirectly to the members except as bona fide remuneration for services rendered or expenses incurred on behalf of the Association.

24. Winding up

If the Association is dissolved, the amount which remains after the satisfaction of all debts and liabilities must be paid to any organisation which has similar objects and which has rules prohibiting the distribution of its assets and income to its members.

Executive Committee

Position	Name	Institution
Chair	Amanda Moors-Mailei	University of Technology Sydney
	Bronwyn Williams	Western Sydney University
Deputy Chair	Paniani Patu	University of Sydney
	Deidre Williams	NSW Department of Education
Secretary	Christine Afoa	University of Technology Sydney
Treasurer	Esita Sogotubu	University of Technology Sydney
Public Officer	James Perez	University of New South Wales
Membership Officer	Nashwa Karafotias	Sydney Catholic Schools
Partnership Officer	Sepi Seuala	University of New South Wales
Event Officer	Talalelei Tutaia	Western Sydney University
Marketing & Communications Officer	Ropeti Huntley	NSW Department of Education
Executive members	Charlie Palupe	QLD Department of Education
	Dr Iva Natapu-Ponton	Griffith University
Reference Group	Prof. Jioji Ravulo	University of Sydney
	Dr David Lakisa	Talanoa Consultancy
	Dr Maryanne Pale	Swinburne University of Technology
	Prof. Katerina Teaiwa	Australian National University

Glossary

1. **Pasifika** refers to Pasifika peoples and communities, who are genealogically, spiritually and culturally connected to the lands, the skies and seas of the Pacific region (including Aotearoa, New Zealand), and who have chosen to settle in and call Australia home.
2. **Learners** refers to Pasifika people engaged in places of learning in Australia from early child to tertiary education.
3. **Educators** refers to Pasifika and non-Pasifika people in places of learning in Australia, committed to Pasifika learner success.
4. **Communities** refers to Pasifika people who are genealogically, spiritually and culturally connected to the Pasifika region, including Aotearoa NZ who have chosen to settle and call Australia home.
5. **Teu ma tausī le vā** is a Pan-Pacific concept/tenet/practice that refers to the ways in which Pacific people nurture, cherish and care for our physical, spiritual, cultural, social, and psychosocial spaces within our human relationships.¹

¹ Anae, M. (2016). Teu le va: A Samoan relational ethic. *Knowledge Cultures*, 4(3), 117–130. Tamasese, K., Peteru, C., & Waldegrave, C. (1997). Ole taeao afua: The new morning: A qualitative investigation into Samoan perspectives on mental health and culturally appropriate services: A research project carried out by The Family Centre. The Family Centre, and Seiuli, B. (2016). We are not brown-palagi: Navigating cultural boundaries in Samoan research. *Journal of Indigenous Wellbeing*, 1(1), 53–67.

Version Control

Who	When	Changes
Amanda Moors-Mailei	March 2022	Created draft
Amanda Moors-Mallei	September 02 2022	Updating glossary,
Amanda Moors-Mailei	October 07 2022	Update and finalise notes from Chair workshop September Add Acknowledgement of Country
Bronwyn Williams	October 16 2022	Additional edits to Policy context, reporting, records mgmt
Christine Afoa	December 15 2022	Updating goals, vision, roles
Amanda Moors-Mailei	March 20 2023	Updating to refine constitution, add Values and Principles
Charlie Palupe	March 20 2023	Edits to document
James Perez	April 29 2023	Edits to document
James Perez	May 28 2023	Final edits for approval
Amanda Moors-Mailei	June 22 2023	Updates to constitution section

