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Exploring Pacific Picturebooks to support the language, culture and identity of Pasifika children. A Summer Scholar's perspective

By **Janette Kelly-Ware, Cushla Foe and Nicola Daly**

Abstract

Populations of Pacific People in Aotearoa New Zealand are growing, and many education documents recognise the need to support the language, culture and identity of children from these communities in educational settings.

In this article we explore the potential of

picturebooks to support principles from *Te Whāriki* and *Tapasā*. Specifically we report on the findings of a Summer Scholarship research project at The University of Waikato where a Summer Scholar (Cushla Foe) identified 90 picturebooks featuring Pacific Peoples published since 2013. We present content analysis of one picturebook in terms of how Samoan language and identity are reflected in the text and illustration, and how this links to

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principles and Turu competencies in *Te Whāriki* (MoE, 2017) and *Tapasā* (MoE, 2018).

Introduction

Populations of Pacific peoples in Aotearoa New Zealand increased by approximately 45% between 2006 and 2018 (Stats NZ, 2018), and they are expected to continue growing.

“Pacific peoples are one of the larger ethnic groups in New Zealand, with the highest proportion of children aged 0-14 years. It is estimated that the number of Pacific learners will increase from 10 to 20 percent of the total school population by 2050” (*Pasifika Education Monitoring Report*, Ministry of Education [MoE], 2017).

Teachers, therefore, need to be equipped with necessary knowledge and skills to respond to Pacific children and communities in Aotearoa New Zealand education settings. New requirements for teacher graduates were introduced in the *Initial Teacher Education Programme Monitoring and Review Requirements* by the Teaching Council of Aotearoa (2019).

Expectations of high-quality teaching practices were adapted to ensure that learning is designed according to the strengths, interests, needs, identities, languages, and cultures of learners. Additionally, *Tapasā: Cultural competencies framework for teachers of Pacific learners* (Ministry of Education, 2018) was “developed in collaboration with key Pacific community stakeholders who have participated in a series of talanoa workshops with education practitioners and the Ministry

of Education” (p. 1). These important resources set out expectations, and support teachers of Pacific learners in early childhood education (ECE) as well as in other sectors of education - primary, secondary and tertiary.

One of the ways in which children can see their language, culture and identity reflected in education settings is in picturebooks. This format has the advantage of presenting both text and image in ways that are suitable for a wide age range.

The purpose of the research project presented in this article was twofold: (1) to identify picturebooks reflecting Pacific culture, values and languages published since 2013, and (2) to analyse the Pacific values reflected in the text and images of these picturebooks. It is argued that the benefits in identifying and analysing these picturebooks better informs teachers so that they can become more inclusive and culturally competent in relation to Pacific learners, (Ministry of Education, 2018) and extend the range of potential connections to language, culture and identity

Table 1. The 10 picturebooks selected for analysis

<i>Book Title</i>	<i>Author</i>	<i>Year</i>	<i>Publisher</i>
<i>Mose and the Manumea</i>	<i>Jane Va’afuasaga and Rebecca Stirnemann</i>	<i>2018</i>	<i>Little Island Press</i>
<i>Ko Kumā mo Feke</i>	<i>Lisala Halapua</i>	<i>2020</i>	<i>Talanoa Books</i>
<i>Matua Fakamoe of Nanumaga</i>	<i>Alamai Manuelle Sioni</i>	<i>2020</i>	<i>Tuvalu Auckland Community Trust</i>
<i>Pots for Sale</i>	<i>Jill McGregor</i>	<i>2017</i>	<i>Puriri Paddocks</i>
<i>Maan ni Koroboki ni Kiribati: Kiribati alphabet</i>	<i>The Rodney Kiribati Community</i>	<i>2018</i>	<i>Rodney Kiribati Community</i>
<i>Ko nā Inati</i>	<i>Oli Heve</i>	<i>2019</i>	<i>Ministry of Education</i>
<i>O le a le lanu lenei? What colour is this?</i>	<i>Annabel Piliu</i>	<i>2020</i>	<i>Mistry Press</i>
<i>Uncle Tino</i>	<i>Jane Va’afusuaga</i>	<i>2019</i>	<i>Little Island Press</i>
<i>Fili ‘a e me’akai mo’uilelei</i>	<i>Institute of Education</i>	<i>2018</i>	<i>Institute of Education</i>
<i>My Ocean Home</i>	<i>Penelope Casey</i>	<i>2018</i>	<i>Tadramai Limited</i>

for Pacific children and families in education contexts (*Te Whāriki*, Ministry of Education, 2017).

Method

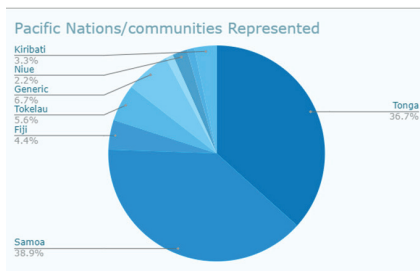
Cushla, a third year ECE student teacher with Samoan and Māori heritage, spent the summer of 2020/21 working with Janette and Nicola to locate New Zealand picturebooks published since 2013 when the New Zealand Pacific Picturebook Collection was established (Daly & McKoy, 2013). Cushla then used content analysis (Elo & Kyngas, 2008) to analyse the content of a purposeful sample of 10 of the 90 picturebooks located (see Table 1), ensuring that a range of Pacific nations were represented: Samoa, Tonga, Tokelau, Tuvalu, Fiji and Kiribati. The content analysis involved a close reading and analysis of both text and illustration, noting language use, and aspects of illustration including setting, clothing, colours, and symbols with links to Pacific nations. Cushla also ensured that a wide range of genres were incorporated within the sample of 10 picturebooks, including a mixture of non-fiction, fiction, alphabet/concept, and traditional stories.

Findings

Located picturebooks

A total of 90 picturebooks were located representing numerous Pacific nations and communities including Samoa, Tonga, Tuvalu, Tokelau, Kiribati, Niue, Fiji, Cook Islands, and Vanuatu (see appendix for a full list). Figures 1 and 2 show the range of Pacific nations represented in the 90 picturebooks located and analysed, and Figure 2

Figure 1. Pacific Nations/communities represented in the 90 Pacific picturebooks



shows the range of genres present in the 90 picturebooks.

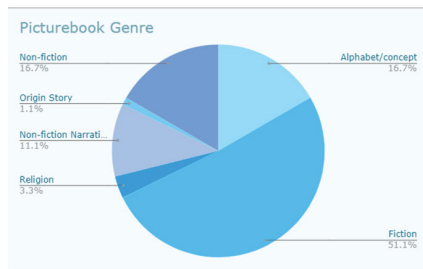
Of the 90 picturebooks located, six genres were identified which included fiction, non-fiction, alphabet/concept, non-fiction narrative, religion, and origin story.

Sample content analysis

Of the 10 picturebooks chosen for detailed content analysis, in this article we describe one book, making links to the Turu (competencies) in *Tapasā: Cultural competencies framework for teachers of Pacific learners* (Ministry of Education, 2018). Similar analyses of the remaining nine picturebooks are in process.

Mose and the Manumea (Va'afusuaga & Stirnemann, 2018) was sourced from a local public library in Tauranga Moana. Its Samoan language version *O Mose ma le Manumea* (Va'afusuaga & Stirnemann, 2018) was located at the National Library of New Zealand in Auckland. These publications from Little Island Press were created by Jane Va'afusuaga and Rebecca Stirnemann (see Figure 3). Though neither of the

Figure 2: Genres represented in the 90 Pacific picturebooks



authors is of Pacific descent, both have first-hand knowledge and experience of Fa'a Samoa – Samoan ways of living, being and doing. Va'afusuaga draws on four years of teaching experience in Apia, Samoa and her life in the village of Falease'ela where she lives with her Samoan husband and children. Full immersion in village life has given Va'afusuaga insights into the language, culture, church, and customs of Samoan people. Stirnemann has also experienced living in Samoa – she spent seven years as an ecologist dedicating her time and efforts to protecting native birds of Samoa including the endangered Manumea (tooth-billed pigeon).

The native tooth-billed pigeon of Samoa is scientifically known as the *Didunculus Strigirostris* and is one of the closest living relatives of the extinct dodo. Found exclusively in the islands of Samoa, this native bird is in dire need of protection for if the Manumea becomes extinct, the species will be lost forever. The Manumea is not only a fundamental part of Samoan culture, history and heritage, it plays a crucial ecological role ensuring that fruits are distributed to promote the growth of native trees. In

1997, it was estimated that around 4000 of these birds existed, unfortunately the number of birds has dwindled. Recent predictions indicate that there may only be between 150 to 200 Manumea remaining (Va'afusuaga & Stirnemann, 2018).

Throughout this picturebook, the scarcity of the Manumea and its endangered status is regularly mentioned with the main character, a young boy called Mose, acknowledging how great it would be if he could help to save the birds. Toward the end of the book, an informative section offers further information about the bird and ways in which people can contribute to the protection of these beautiful animals that feature on local currency - the 20 tālā note and the 50 sene coin.

Several aspects of Pacific culture, specifically Samoan identity and language, are present in the English and Samoan versions of this picturebook, particularly in the illustrations. In terms of setting, we see a fale (house) where the walls are decorated with family photos and 'ula (garlands). Grandma sweeps the floor with a salu broom (made from the midribs of coconut leaves) while Mose and his Grandpa sit on a woven pandanus (tropical palm) mat discussing the endangered Manumea. The flora and fauna of Samoa is also shown in the illustrations as we follow Mose and his aiga (family) on their hunt for the Manumea. As they navigate the tropical Samoan landscape the illustrations depict an abundance of teuila (the state flower of Samoa), taro plants, coconut and banana trees, native wildlife, white sand beaches, and tropical forests. Indigenous designs are also present in the illustrations with

tapa patterns used on several pages. Local practices of wearing lavalava, having bare feet in the fale, and wearing jandals outside are also realistically portrayed in the illustrations.

We also see Samoan identity reflected in the use of Samoan names for characters and their clothing and appearance. While *O Mose ma le Manumea* is told completely in the Samoan language, in the English language version several Samoan words are borrowed into the text, including manutagi (Crimson-Crowned Fruit Dove), manumea (Tooth-Billed Pigeon), lavalava (clothing), tālā (dollars), manusina (bird), maota (large house), lupe (Pacific Pigeon), fale (house). This use of Samoan language words within the English language text is a way of reflecting Samoan identity (Daly, 2008).

This picturebook touches on topics including conservation and Fa'a Samoa - culture, living and language exploring Pasifika values from a broader perspective.

Discussion

Pacific picturebooks can provide a valuable tool to assist teachers implementing *Tapasā: Cultural competencies framework for teachers of Pacific learners* (MoE, 2018) to support Pacific learners in all education settings.

1: In terms of Turu (competency), by introducing picturebooks featuring stories from Pacific communities in an education setting, an increase in awareness of the diverse and ethnic-specific identities, languages, and cultures of Pacific learners develops – for both teachers and the children they

Figure 3: The covers of *Mose and the Manumea* and *O Mose ma le Manumea* (Va'afusuaga & Stirnemann, 2018)



teach. In *Mose and the Manumea* and *O Mose ma le Manumea* (Va'afusuaga & Stirnemann, 2018), the strong presence of Samoan language brings awareness of this language into education settings. These picturebooks may provide opportunities for Samoan speaking family/community members to come and read *O Mose ma le Manumea* while the teacher reads the English language version of the picturebook. They may also provide a chance for a teacher to ask children for help in pronouncing the Samoan words in the English text of *Mose and the Manumea*. Much research supports the importance of children having their first language supported in educational settings (Christensen, 2011; Cummins, 2009; Cummins & Hornberger, 2008). Support of the home language in an educational setting supports not only language development, but general cognitive development and academic achievement (Cummins & Hornberger, 2008). Opportunities for discussion about protecting birds and other species, intergenerational learning,

materials for making houses, and flora and fauna in different contexts, are also presented by the illustrations in the picturebooks.

2: These practices will contribute to the development of Turu (competency), collaborative and respectful relationships and professional behaviours. As the teacher shows respect for Fa'a Samoa – language, culture, and identity, perhaps inviting community members to share readings of the picturebook(s), there is the potential for respectful relationships and cultural understandings to develop.

Dual language picturebooks can play a strong supporting role in education to ensure that the strengths, interests, needs, identities, languages, and cultures of Pacific children are reflected within their environment. Using picturebooks as pedagogical tools can support teachers in developing cultural competence and inclusion in relation to Pacific learners, expanding the range of connections to language, culture, and identity for Pacific children and their families in education contexts as expected in *Te Whāriki*, the Aotearoa New Zealand early childhood curriculum framework (MoE, 2017).

The content of *Mose and the Manumea* (Va'afusuaga & Stirnemann, 2018) connects with the *Te Whāriki* principles of *Whānau Tangata Family and Community* and *Ngā Hononga Relationships* (MoE, 2017). Grandpa tells Mose about the endangered Manumea bird, then Mose and his cousin Niko set out to find it in the deep forest on their island. The story involves the characters “making connections between people, places and things in their world” (op.

cit. p. 24) - a radio programme, the local newspaper, a map and money, conservationists and pig hunters, and wildlife like snakes and birds. The strands of Mana Reo Communication and Mana Whenua Belonging from *Te Whāriki* (MoE, 2017) are both present. Mana Reo Communication is represented as children are read this picturebook and “experience the stories and symbols of their own and other cultures” (op.cit. p. 25), and Mana Whenua Belonging is evident as we see children taking part in caring for their place – doing chores – and showing respect for kaupapa, rules and the rights of others (op.cit. p. 24) including non-human others.

Conclusion

This article has outlined a Summer Scholar project conducted at The University of Waikato by a third year ECE student, Cushla Foe. We have identified 90 picturebooks reflecting Pacific nations and communities published since 2013, and explored in detail one of these picturebooks and how it can be used to enact key principles, strands and turu of *Te Whāriki* (MoE, 2017) and *Tapasā* (MoE, 2018) in education contexts in Aotearoa New Zealand. The power of picturebooks for both reflecting the identity of readers and facilitating opportunities for them to see into the worlds of others (Bishop, 1990) cannot be underestimated.

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- Va'afusuaga, J., & Stirnemann, R. (2018). *O Mose ma le manumea*. Little Island Press.

Appendix: Full list of picture books located

Author	Title	Publisher	Year	Genre	Pacific Nation
Aflague, Gerard	<i>Head, Shoulders, Knees and Toes In Tongan</i>	Gerard Aflague Collection	2017	Alphabet/ concept	Tonga
Aflague, Gerard	<i>My First Samoan 200 Picture Word Book</i>	Gerard Aflague Collection	2016	Alphabet/ concept	Samoa
Aflague, Gerard	<i>Opposites in Tongan</i>	Gerard Aflague Collection	2018	Alphabet/ concept	Tonga
Aflague, Gerard	<i>Seasons and weather in Samoa</i>	Gerard Aflague Collection	2017	Alphabet/ concept	Samoa
Aflague, Gerard	<i>Teach Me To Count In Samoan</i>	Gerard Aflague Collection	2017	Alphabet/ concept	Samoa
Aflague, Gerard & Mary	<i>Let's Learn The Samoan Alphabet</i>	Gerard Aflague Collection	2016	Alphabet/ concept	Samoa
Aflague, Mary	<i>Colours in Samoan</i>	Gerard Aflague Collection	2016	Alphabet/ concept	Samoa
Aflague, Mary	<i>Good Night Tonga</i>	Gerard Aflague Collection	2018	Fiction	Tonga
Aflague, Mary	<i>My First Samoan Children's Bible Stories</i>	Gerard Aflague Collection	2017	Religion	Samoa

Author	Title	Publisher	Year	Genre	Pacific Nation
Aflague, Mary	<i>My First Tongan 200 Word Picture Word Book</i>	Gerard Aflague Collection	2016	Alphabet/ concept	Tonga
Aflague, Mary	<i>My First Tongan Children's Bible Stories</i>	Gerard Aflague Collection	2017	Religion	Tonga
Aflague, Mary	<i>Sleepy Time Samoa</i>	Gerard Aflague Collection	2018	Fiction	Samoa
Aflague, Mary	<i>Teach Me My Feelings In Samoan</i>	Gerard Aflague Collection	2018	Alphabet/ concept	Samoa
Aflague, Mary	<i>Teach Me To Pray In Samoan</i>	Gerard Aflague Collection	2016	Religion	Samoa
Allen, June	<i>Tiseniko in Samoa: Turtles, food and fun.</i>	Kwizzel Publishing	2020	Fiction	Samoa
Allen, June	<i>Tiseniko in Tonga: Tiseniko Catches an Octopus</i>	Kwizzel Publishing	2019	Fiction	Tonga
Casey, Penelope	<i>My Ocean Home Fiji</i>	Tadramai Limited	2018	Fiction	Fiji
Coopriider, Mark	<i>Buster the Tongan Dog Goes Exploring</i>	Mark Coopriider	2020	Fiction	Tonga
Fa'oliu, Mele Young	<i>Ko e 'aho fakatiefia kia Paula</i>	Institute of Education	2018	Non-fiction Narrative	Tonga
Gualofa, Mehepa Atoni	<i>Takalo Lakapī Faka-niu Hila</i>	Ministry of Education	2019	Fiction	Tokelau
Gualofa, Mehepa Atoni	<i>Tauvāga Hiva Tokelau</i>	Ministry of Education	2019	Fiction	Tokelau
Halapua, Lisala	<i>Ko Kumā mo Feke</i>	Talanoa Books	2020	Origin Story	Tonga
Heve, Oli	<i>Ko Nā Inati</i>	Ministry of Education	2019	Fiction	Tokelau
Heve, Oli	<i>Te Ika Fuefa</i>	Ministry of Education	2019	Fiction	Tokelau
Holt, Sharon	<i>Tatou O! (translated by Mulipola, Ioana)</i>	EduMaxi Ltd	2019	Fiction	Samoa
Hu'akau, Kaliopeta	<i>Where Do Baby Turtles Go? = 'Oku Ō ki Fē 'a e Fanga Ki'i Fonu Pēpee'?</i>	Ministry of Education	2015	Fiction	Tonga
Institute of Education, USP	<i>Fili 'a me'akai mo'uilelei</i>	Institute of Education	2018	Non-fiction Narrative	Tonga
Institute of Education, USP	<i>Fua'i'akaū mo e Vesitapoló, ifo ma mo'uilelei</i>	Institute of Education	2018	Non-fiction Narrative	Tonga
Institute of Education, USP	<i>Ko e 'ea ma'á 'a e lelei taha</i>	Institute of Education	2018	Non-fiction Narrative	Tonga
Institute of Education, USP	<i>Ko hoku fāmilí 'oku fe'ofa'ofani</i>	Institute of Education	2018	Non-fiction Narrative	Tonga
Institute of Education, USP	<i>Mata'itohi Faka-Tonga = Ngaa-hi me'a mo'ui 'o e tahi</i>	Institute of Education	2016	Alphabet/ concept	Tonga
Institute of Education, USP	<i>'Oku ou longomo'ui</i>	Institute of Education	2018	Non-fiction Narrative	Tonga
Jaques, Jill	<i>Counting in the South Pacific</i>	PictureBook Publishing	2015	Alphabet/ concept	Generic
Jaques, Jill	<i>Reading in the South Pacific</i>	PictureBook Publishing	2017	Alphabet/ concept	Generic
Kaitapu, Soana	<i>Ko e liliu kia Vilami</i>	Institute of Education	2018	Fiction	Tonga
Kelemete, Aloihoi Kave	<i>Ko He Pehe Mālie!</i>	Ministry of Education	2019	Fiction	Tokelau

Author	Title	Publisher	Year	Genre	Pacific Nation
Kool, Katie	<i>O Lo'u 'Āiga</i>	Samoan Reader	2016	Fiction	Samoa
MacIntyre, Lesieli Kupu	<i>A Surprise for Losa Kakala = Ko e Ofo 'a Lose Kakalā</i>	Ministry of Education	2017	Non-fiction	Tonga
MacGregor, Jill	<i>Fa'afisi's Turn</i>	Puriri Paddocks	2020	Non-fiction	Samoa
MacGregor, Jill	<i>Coconut Oil</i>	Puriri Paddocks	2017	Non-fiction	Samoa
MacGregor, Jill	<i>Why Do Bats Hang Upside Down?</i>	Puriri Paddocks	2017	Non-fiction	Tonga
MacGregor, Jill	<i>Pots For Sale</i>	Puriri Paddocks	2017	Non-fiction	Fiji
MacGregor, Jill	<i>School Days</i>	Puriri Paddocks	2017	Non-fiction	Tuvalu
MacGregor, Jill	<i>Show Day</i>	Puriri Paddocks	2015	Non-fiction	Niue
MacGregor, Jill	<i>The Walking Tree</i>	Puriri Paddocks	2015	Non-fiction	Vanuatu
MacGregor, Jill	<i>Toakase's Tapa</i>	Puriri Paddocks	2015	Non-fiction	Tonga
MacGregor, Jill	<i>Siva Afi</i>	Puriri Paddocks	2015	Non-fiction	Samoa
MacGregor, Jill	<i>Billy's Weekend</i>	Puriri Paddocks	2013	Non-fiction	Fiji
MacGregor, Jill	<i>Fau Fibres</i>	Puriri Paddocks	2013	Non-fiction	Samoa
MacGregor, Jill	<i>Market Day</i>	Puriri Paddocks	2013	Non-fiction	Samoa
MacGregor, Jill	<i>The Rat and the Octopus</i>	Puriri Paddocks	2013	Non-fiction	Niue
MacGregor, Jill	<i>Wrapping It Up</i>	Puriri Paddocks	2013	Non-fiction	Samoa
Mewburn, Kyle	<i>Moon Cow</i>	OneTree House Ltd	2018	Fiction	Samoa
Malaeulu, Dahlia	<i>Malia Shares</i>	Little Island Press	2019	Fiction	Samoa
Nelisi, Lino	<i>Lavalava</i>	Ministry of Education	2020	Fiction	Samoa
Nu'u, Sandra Fatu	<i>O fea e nofo ai Samasoni?</i>	Pasefika Kids in Books	2020	Non-fiction Narrative	Samoa
Nu'u, Sandra Fatu	<i>Sauni mo le aoga!</i>	Pasefika Kids in Books	2020	Non-fiction Narrative	Samoa
Nu'u, Sandra Fatu	<i>O Fili le tama malosi!</i>	Pasefika Kids in Books	2020	Non-fiction Narrative	Samoa
Nu'u, Sandra Fatu	<i>E fiafia tele Losa e siva!</i>	Pasefika Kids in Books	2019	Non-fiction Narrative	Samoa
Ongosia, Maile	<i>'Ota'i mango</i>	Institute of Education	2018	Fiction	Tonga
Percy, Darcy	<i>Kaiana and Teiti</i>	Duck Creek Press	2020	Fiction	Generic
Piliu, Annabel	<i>O le a le lanu lenei? What colour is this?</i>	Mistry Press	2020	Fiction	Samoa
Piliu, Annabel	<i>Ko e lanu hā 'eni? What colour is this?</i>	Mistry Press	2019	Fiction	Tonga
Piliu, Annabel	<i>O fea lou isu? Where is your nose?</i>	Mistry Press	2020	Fiction	Samoa
Pulotu, Leilua	<i>Sina</i>	Leilua Pulotu	2019	Fiction	Samoa

Author	Title	Publisher	Year	Genre	Pacific Nation
Scanlan-Toti, Carmen	<i>Pepe Lanu-pulupule = Spotted Butterflies</i>	Ministry of Education	2017	Fiction	Tonga
Sendak, Maurice	<i>'O le nofoaga 'olo'o iai meaola uiga'se</i>	Huia Publishers	2014	Fiction	Samoa
Sioni, Alamai Manuella	<i>Matua Fakamoe of Nanumaga = Matua Fakamoe o Nanumaga</i>	Tuvalu Auckland Community Trust	2020	Fiction	Tonga
Sioni, Alamai Manuella	<i>Nui's unique heritage = Nui iloga e kakateke</i>	Tuvalu Auckland Community Trust	2020	Fiction	Tonga
Sioni, Alamai Manuella	<i>The taa of Nukulaelae = Te taa o Nukulaelae</i>	Tuvalu Auckland Community Trust	2020	Fiction	Tonga
Sioni, Alamai Manuella	<i>The magical gardens of Nukufetau = Fou mai tuua o Nukufetau</i>	Tuvalu Auckland Community Trust	2020	Fiction	Tonga
Sioni, Alamai Manuella	<i>The tautiti and taumalo = Te tautiti mote taumalo</i>	Tuvalu Auckland Community Trust	2020	Fiction	Tonga
Sioni, Alamai Manuella	<i>The rainmaker of Niutao = Te fakatooga vaiua o Niutao</i>	Tuvalu Auckland Community Trust	2020	Fiction	Tonga
Kaveinga, Meliele	<i>The Ili of Funafuti = Te ili o Funafuti</i>	Tuvalu Auckland Community Trust	2020	Fiction	Tonga
Kaveinga, Meli	<i>The legend of Tautunu from Vaitupu = Te tala o Tautunu mai Vaitupu</i>	Tuvalu Auckland Community Trust	2020	Fiction	Tonga
Smith, Walt	<i>Bula Buddies: The Mysterious Shadow</i>	Walt Smith	2013	Fiction	Fiji
Va'afusuaga, Jane	<i>Visiting Grandma</i>	Little Island Press	2020	Fiction	Samoa
Va'afusuaga, Jane	<i>Uncle Tino</i>	Little Island Press	2019	Fiction	Samoa
Va'afusuaga, Jane & Stirnemann, Rebecca	<i>Mose and the Manumea</i>	Little Island Press	2018	Fiction	Samoa
Va'afusuaga, Jane & Stirnemann, Rebecca	<i>O Mose ma le Manumea</i>	Little Island Press	2018	Fiction	Samoa
Va'afusuaga, Jane	<i>A gift for Ana</i>	Little Island Press	2016	Fiction	Samoa
Va'afusuaga, Jane	<i>O le meālofa mo Ana</i>	Little Island Press	2016	Fiction	Samoa
Vaai, Reina	<i>The Detective</i>	Truths She Wrote	2020	Fiction	Generic
Vaai, Reina	<i>The Baker</i>	Truths She Wrote	2020	Fiction	Generic
Vaai, Reina	<i>The Inventor</i>	Truths She Wrote	2018	Fiction	Generic
Veā, Peseti	<i>Ko e kiliniki suka 'a Nena</i>	Institute of Education	2018	Fiction	Tonga
Veikuna, Heti	<i>'Aho Tokonaki 'i 'uta</i>	Institute of Education	2018	Fiction	Tonga
Rodney Kiribati Community	<i>Maan ni Koroboki ni Kiribati = Kiribati alphabet</i>	Rodney Kiribati Community	2018	Alphabet/ concept	Kiribati
Rodney Kiribati Community	<i>Maata n te taetae ni Kiribati = Kiribati colours</i>	Rodney Kiribati Community	2018	Alphabet/ concept	Kiribati
Rodney Kiribati Community	<i>Waare ni Kiribati = Kiribati numbers</i>	Rodney Kiribati Community	2018	Alphabet/ concept	Kiribati