About Fiji

- 300+ islands
- Fijian population: 56% iTaukei, 37% Indo-Fijian
- 1874 Ceded to GB
- 1970 Independence
- Political crisis 1987, 2000, 2006 to-date

Education in Fiji

- Education in the Colonies 1874 - 1970
- 2005 Education Summit
- History of ‘content-full’, ‘examination-driven’ education system
- Five national examinations now abolished with one primary exit exam (yr 8) and two secondary exit exams (yr 12 and yr 13)
- Fiji Education Sector Programme in partnership with AusAid 2003 - 2008
- Adoption of Outcomes-based Education (OBE)
- New Internal Assessment (IA)
- Introduction of Assessment of and for learning (AfL/AoL)
Policy Context

- International Educational Instruments
- MDGs, CRC, EFA, DESD, UNLD, Delors' Report
- FBEAP 2001
- PEDF, 2009 – 2015
- Pacific Plan, 2003
- PEDF, 2006
- Culture & Education Strategy, 2010
- Regional Cultural Strategy, 2012

Policy treatment of pedagogy

- **FBEAP 2001**: ‘teaching methods & learning styles’ (areas of concern p.5).
- **PEDF 2009 – 2015**: encourages ‘Pacific pedagogies’
- **Fiji Policy on Professional Development 2011**:
  1. Requirement of 20 PD hours/yr. to qualify for renewal of licenses issues by Fiji Teachers’ Registration Board (FTRB)
  2. PD needs to be mapped out at the school level and strategies to meeting these needs identified
- **Fiji Guide to School Planning 2013**:
  1. 2 – 3 year school plans mapping school needs
  2. Classroom planning, student centered learning, individual lg. needs, evidence-based ‘best’ tg – lg practice.
Promising Developments

The NCF is designed as a contextual response to address this need. The NCF is designed to meet the learning needs of all children and students from pre-school to year 13. It provides direction to our curriculum for the future. A social constructivist approach which emphasizes the importance of culture and social context for cognitive development is advocated in our national curriculum (p14).

NCF Curriculum Principles

- Social Constructivism
  - Active learning
  - Learning as a social process
  - Students as agents of their own learning

- Delors' Pillars of Education
  - Learning to know
  - Learning to do
  - Learning to live together
  - Learning to be

- Cultural Influences
  - Culturally democratic curriculum
  - Culturally inclusive pedagogies
  - Learning about inclusiveness & diversity
Research Aim & Objectives

• Research Aim:
  To undertake an assessment of the predominant pedagogical approaches adhered to in Fiji.

• Research Objectives:
  • Identify and critically analyze diverse features of pedagogical approaches in Fiji and harness lessons learnt;
  • Identify, based on evidence, examples of innovations within existing pedagogical approaches which can inform future educational practices in view of changing learning requirements;
  • Formulate policy recommendations for the development of pedagogical approaches that respond to the changing learning requirements in Fiji.

Research Questions

1. What are the pedagogical approaches used in Fiji schools?
2. Do existing pedagogical approaches feature any innovative practices that are proven to be affective for learning? What are the practices and in what ways they are considered (in)effective?
3. What is the current understanding of the changing learning environment in Fiji? And, what are the features of future pedagogical approaches that respond to this changing learning environment?
4. What is the current policy treatment of quality education and the role of pedagogy within this understanding?
5. How can education policies, related to the improvement of quality education, be implemented both at the national and institutional levels?

Research Methodology

• Mixed-methods approach
• Theoretical Paradigm: Interpretivism
• Underlying assumption: teachers’ prior knowledge (epistemology) and personal philosophies of teaching (philosophy) inform pedagogical practice (pedagogy)
• Contextual understanding of t.g. – t.g. in the ‘world’ of the Fijian school/d.r.m.
**Sample**

- 10 Ministry of Education Officials
- 10 Teacher Educators
- 30 Primary School Teachers
- 50 Secondary School Teachers

**Methods**

- Use of a research team (non-obtrusive sch.obs)
- Document/Policy Analysis
- Questionnaires (a) Teachers; (b) MoE; (c) TE’s
- Classroom Observations
- Talanoa

**Analysis**

- Mixed-methods
- Numeric data analyzed, coded, tabulated, graphically represented

**Ethics**

- Application for Research Permit
- USP Human Research Ethics Guidelines
- Research Team Prep.
- Informed Consent

**Demographics**

**Education Officers/Policy Makers**

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>Designation</th>
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<tbody>
<tr>
<td>40-49</td>
<td>Male</td>
<td>Primary Education</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>Curriculum Policy &amp; Planning</td>
</tr>
<tr>
<td>50+</td>
<td>Male</td>
<td>Health Promoting Schools</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>Teacher Registration</td>
</tr>
</tbody>
</table>

**Teacher Educators**

<table>
<thead>
<tr>
<th>Age</th>
<th>Highest level of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-39</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td></td>
<td>Master of Education</td>
</tr>
<tr>
<td>40-49</td>
<td>Master of Arts in Education</td>
</tr>
<tr>
<td></td>
<td>Master of Science</td>
</tr>
<tr>
<td>50+</td>
<td>PhD</td>
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Findings

Prevailing Pedagogical Approaches

- General belief that the NCF considers changing educapes
- Education for what?

<table>
<thead>
<tr>
<th>MoE</th>
<th>TE</th>
<th>PF</th>
<th>ST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic excellence</td>
<td>Citizenship</td>
<td>Social cohesion</td>
<td>Academic excellence</td>
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<tr>
<td>Integrity</td>
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</tr>
<tr>
<td>International competitiveness</td>
<td></td>
<td></td>
<td>Social cohesion</td>
</tr>
</tbody>
</table>

Development of students according to their potential

- Inclination or actualisation of students
- Grapple to

Suggestions and Recommendations

- Intensify students’ knowledge
- Intercultural exchange

Result of evaluation

- Teacher’s role
- Student’s role

Conclusions

- Implementation of NCF in the Pacific countries
- Education for what?
Cont...

1. Mixed levels of awareness & understanding of policy
2. Teachers more aware of NCF & TE’s least knowledgeable
3. View that policy awareness, monitoring & implementation of policy is weak
4. Teachers’ express desire to be innovative
5. Major constraint 1: content-full syllabus (time limitation & rigid schedules)
6. Major constraint 2: new IA model (no. & freq.)
7. Pedagogical practice varies – dep. on sch. & context
8. Obs. shows that maj. of trs. apply balances tr-centered/st-centered approaches
9. Prioritization of group work, creative projects, alternative assessment
10. Value of vve tr. – st. relations
11. Emphasis on constructivism
12. Belief that technology is useful & necessary but resource-empty schools
13. Pred. pedagogical app’s incl. values ed/rel. ed/ virtues ed, community service, arts, interest groups, sports, clubs and cultural activities
14. Lack of discussion about pedagogy in the teaching profession

Cont...

Treatment of non-cognitive skills:
1. All participants emphasised a value for NCS - maj. ranking frm. imp to critical
2. 1/5 of trs believe NCS is inadequately treated in policy
3. 1/3 of all ppts. believe NCS are inadequately covered at schools
4. Integrated 'across-the-curriculum' approach is the pred. approach used
5. Subject inclusion:rel. ed, values ed, PE, Music, Arts and extra-curricular activities

Teacher preparedness:
1. 1/3 of ST believe TT did not adequately prepare them for the pedagogical realities of the Fiji cm.
2. All PT felt this way
3. Gender inclusive, culture inclusive and special & inclusive pedagogies are considered important
4. Desire for more training to teach NCS

Innovative Practices

Innovative pedagogy defined:
• Contextualized lg. – lg.
• Self-directed lg.
• Critical/creative thinking
• Continuous st. feedback
• Evaluation & research
• ICT & new media
• Tr-centered + st. centered app’s

Classroom Practice:
• vve relationships
• confidence
• Preparedness
• vve cm. environments
• variety of activities
• Abilities directed lg. experiences
• Dev. Of resources
• ‘over’ friendly/taxity
• Distraction by non-lg. Resp.
• Large classes
• Sm. Cl. rms
• Lack of resources
• Language
• Poor time management
• Note taking
• Lectures
• Role-learning
Teachers’ Workloads

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Examples of innovative practice through the Arts:
1. Tadra Kahani – annual national perf. Festival
2. Kula Film Festival
3. Voices of Change – music festival
4. Suva Primary School Teachers’ Arts Association

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Teacher pressures cited as limitations to innovative/creative pedagogical practice:
1. Syllabus
2. Assessment
3. Sch. expectations
4. Parent expectations
5. St. expectations
6. No-child left behind ideology
7. Lack of resources, technology, finance, textbooks and space
8. No incentive for trs.
9. Trs. Resistance to change
10. Parental support
Features of a 21st Century responsive pedagogical approach

*Education for what post-2015? Higher education + employment*
1. Need for holistic development of child/st.
2. Value for both CS and NCS – current gaps btw.
3. Inline w/ 2006 study
4. Decentralize curriculum decision-making
5. Reduce content – emphasize process
6. Futures-thinking education is critical
7. Content & process complementary

What should futures-education in Fiji look like?

*Personal Attributes as lg. outcomes*

Cont...

*Values, Skills and Competencies*
Recommendations

1. Increased involvement of tri in policy review & planning
2. Policy awareness & training on implementation
3. Need for further research
4. Education Summit – cross/multi-sectoral consultation
5. Improved TE&I TT
6. Ongoing PD opportunities
7. Resources, space & technology
8. Tri. Workloads & incentives
9. Review of FA
10. Reduction of content

Towards Sustainable Futures-Thinking Education