

IMPROVING TONGAN SCHOOL LEADERSHIP

A Guide



Ministry of Education and Training
Institute of Education – University of the South Pacific
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Foreword

Effective leadership is a critical issue in the education sector, at all levels, and, indeed, in every level of society. Over the years, the issue has been addressed in many different ways and a plethora of programmes has been offered by varieties of organisations for different target groups, ranging from training programmes for school prefects to programmes targeting ministers and parliamentarians. From the recurring concerns over leadership issues that continue to be raised in various forums by different organisations, it would appear that the programmes and their implementations have not been effective, which raises issues about their quality, relevancy, and sustainability.

I am very happy, therefore, with the Tonga School Leadership Programme, which is being developed and implemented jointly by the Ministry and the Institute of Education, University of the South Pacific, because the programme is clearly contextualised to address the specific needs of the Ministry and education in Tonga and it is, therefore, grounded in the values that govern relationships in Tongan society, the values whose practices ensure societal stability, peace, and cohesion in personal and professional interactions. In the Tongan context, all leaders, in whatever sphere they operate, must acquire and practice the core Tongan values of *‘ofa, faka‘apa‘apa, lototō, mamahi i me‘a, and feveitokai‘aki*, if they, and the systems and programmes they espouse, are to be effective, relevant, and sustainable.

I wish the Tonga School Leadership Programme every success in our schools, for it is, in fact, in such contexts, that we begin the identification, development, mentoring, and nurturing of our future leaders, and where our neophyte leaders begin to practise and demonstrate their leadership skills and qualities. More than half the battle for good and effective leadership is won, if we get it right at this level.

‘Ana Maui Taufe‘ulungaki
Minister of Education and Training

Introduction

In the last seven years we have witnessed tremendous events in our Tongan society: we have seen the civil strike of 2005, the riot of 2006, the redundancy of civil servants in 2007 and 2008 and the election of the first democratic government in 2010. These events have been compounded by the impact of the global economic crisis and the changes in our climate. During these same years, the sun had set twice on our small island kingdom: firstly with the passing of the great architect of modern Tonga – His Majesty Taufa’ahau Tupou IV in 2006- and then with the passing of Tonga’s prince of change, His Majesty George Tupou V. But we praise God that with each sunset He brings a sunrise, as we look towards a new era in the leadership of His Majesty Tupou VI.

These events have carved significant changes in our society, our education system and, most importantly, in our perceptions and beliefs about leadership. They have also left us in a greater state of vulnerability. Our once-proud educational history is quite frankly of the past. Unfortunately our current assumptions, and at times practices, are still rooted in a context belonging to the past. Our old ways of waiting for others to assume leadership has created a culture of inertia and, indeed, painful frustration.

But hope lies in the clear vision of the current Minister of Education, Dr ‘Ana Taufe’ulungaki.

I believe that the stars are finally aligned, and now is the time for us as educational leaders and as visionaries to step up, to have courage and to face reality. We must be open to change and keen to search for innovative solutions that will improve our schools and villages, and raise the aspirations of our country once again.

Help has arrived in the form of various educational development support programs. We must seize these opportunities, for now is the time to bring about change. I ask you, therefore, to come aboard this *Vaka*. Let us take with us our trusted *Faka’apa’apa*, *Mamahii me’a*, *Lototo*, and *Feveitokai’aki*. Let us take with us the wisdom and ocean-moving faith of our ancestors who declared, “*Ko e ‘Otua mo Tonga ko hoku tofi’a*”. We must bind these trusted, time-tested philosophies around our waist and set out on this journey together. The guide for improving Tongan schools is based on the collective wisdom, experience and aspirations of 125 teachers, head teachers, teacher educators and school principals across Tonga – and for them we have nothing but gratitude. The cost would be too great were we to stay behind and wait for others to take action. Our children deserve schools that are vibrant and healthy, schools of quality, with well-trained teachers and visionary principals. The guide provided here is an opportunity for us to improve our schools and to give our children what they deserve – a quality education.

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Acronyms

IOE – Institute of Education

KD – Key Dimensions

MET – Ministry of Education and Training

MSS – Minimal Service Standards

PTA – Parent Teacher Association

SD – Sub-dimensions

TIOE – Tonga Institute of Education

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Leadership and School

The key dimensions of school leadership provide a guide for improving school leadership practices.

Leadership in any organization is a multidimensional process involving a wide range of activities and people, and requiring effective and efficient coordination and direction. Findings from this study show that school principals and school leadership teams operate within and around five key dimensions.

A guide for improving school leadership practices

What is a guide?

This document is provided to assist principals, school administrators and teachers who are interested in developing their leadership skills in Tongan schools. Most important from this document are the list of practices that Tongan teachers and school principals believe to be effective for leading a school.

What are the purposes of this guide?

The document encourages school leaders to clarify their current practice and how to progress their practice toward what is considered ideal practice. The guide can be used by a school principal as a tool for professional development either for his/her own practice or for the school leadership team.

How was the guide developed?

A series of *Talanoa*/workshops were conducted throughout Tonga involving 125 teachers, principals and teacher educators. The guide was also later validated by community groups, deputy directors and senior administrators. The analysis of the data and mapping of the dimensions and sub-dimensions was conducted by the Fellow for Research and Leadership at the Institute of Education, Seu`ula Johansson Fua.

For whom was this guide developed?

This guide was developed specifically for Tongan school leaders and teacher educators teaching school leadership courses at the Tonga Institute of Education. This guide however, can be useful to other Pacific nations that share a similar social-cultural context with Tonga.

How is this guide to be used?

The guide can be used to guide mentors under the Tonga Secondary School Leadership Program in their work with school leaders. The guide can also be used by teacher educators at the Tonga Institute of Education in delivering the *Sio Atu* School Leadership Program and the courses within this program. The guide can also be used by any school interested in developing their school leadership team.

Key dimensions of school leadership

What are the key dimensions of leadership?

The key dimensions (KD) of leadership refer to the main focus areas of leadership, or what are believed to be the main tasks/parts of leadership.

Identification of the KD of school leadership is essential for several reasons: to clarify what is the nature/purpose/role of leadership in a school; to set the direction for future professional development for school leadership and guide the practices of school leaders; and to gain clearer understanding of Tongan school leadership.

The KD of school leadership for Tonga were identified through a series of workshops with school principals, deputy principals, senior teachers and teacher educators throughout all island provinces of Tonga. Please refer to the appendix for a complete list of participants in the workshops.

The five KD presented here are in no particular order and, while each dimension can stand alone, it is also an essential component of the whole conceptualization of school leadership for Tonga.

It is important to note here that these KD for school leadership illustrate the current climate of Tongan schools and society. These dimensions may be revised in the future for leadership to remain relevant and meaningful to its context.

What are the sub-dimensions of leadership?

Sub-dimensions (SD) of leadership refer to the activities and concepts that make up the key dimensions. Sub-dimensions were also identified by participants from the various workshops. Through a facilitation process, the SD were agreed upon by the participants as part of the identified key dimensions. As with the KD, these SD can also change depending on future developments in our practice and understanding of school leadership in Tonga.

What are growth strands within sub-dimensions of a profile?

Growth strands are statements that describe practices of leadership specifically related to each SD and KD. These described practices of leadership are also incremental or progressive in nature, ranging from what is generally good or acceptable practice towards ideal best practice.

For example, in the KD of Instructional leadership with SD professional development for teachers, the growth strands can have statements that range from a limited repertoire to a broad repertoire of teaching strategies. Another example would be in the KD of Ethical Leadership with the SD of decision making; the growth strands can have statements ranging from reliance on personal preferences in decision making to consensus focus, to consequence focus, to having a decision making process that is comprehensive and accommodating of multiple environmental influences.

Like the KD and SD, the growth strands are most effective when they reflect the context of the school. Therefore it is best that the school leadership or principals themselves identify and agree on the growth strands. In the past there has been a tendency to give prescriptions for

leadership models and practices. This has often resulted in poor use of the models and at worst complete disregard of the prescribed model. The use of the profile approach encourages a more flexible and context-specific interaction with developing leadership. As such the growth strands are best identified and agreed upon by the school leadership team, principal or practitioners.

Table 1: In summary these are the key dimensions and sub-dimensions of school leadership for Tonga:

Key Dimensions of School Leadership	Sub-dimensions of School Leadership
Ethical Leadership / <i>Fakafeangai tonunga `a e taki</i>	<ol style="list-style-type: none"> 1. Professional ethics 2. Decision making processes 3. Problem solving 4. Relationship building
Visionary Leadership / <i>Sio Atu</i>	<ol style="list-style-type: none"> 1. Managing change 2. Setting directions 3. Vision development
Organisational Leadership / <i>Taki `i ha Potungaue</i>	<ol style="list-style-type: none"> 1. Policy, regulations, laws 2. Financing education 3. Organisational planning 4. Organisational communication & information
Instructional Leadership/ <i>Papa Fakahinohino</i>	<ol style="list-style-type: none"> 1. Student learning & development 2. School plan 3. School finance 4. Professional development for teachers 5. School culture
Community Connectedness/ <i>Fengauē`aki</i>	<ol style="list-style-type: none"> 1. Parents (PTA) 2. Churches, education committees, advisory boards, ex-students & other stakeholders 3. Cultural competency

For what purpose are these dimensions?

It was widely recognized during the project that school principals and school leadership teams need training, mentoring and professional support. In the past and at present, school principals and school leadership teams assume leadership responsibilities with limited training, rarely receiving any opportunities for mentorship and hardly any professional support.

The purpose then of these identified dimensions is to provide a guideline for training, mentoring and professional development of school principals and school leadership teams.

As an initial step in providing a guideline we use the dimensions as a tool for school leaders to review, set directions and monitor progress for improving their practice. This process is called Profiling.

Profile for School Leadership.

What is a Profile?

A profile is a two dimensional table/matrix which outlines the key dimensions and sub-dimensions, with associated descriptors of behaviours illustrating stages of developmental growth within each dimension.

Table 2: To illustrate a profile an example (Begley 2008) is provided here of a working grid:

Dimensions	Towards ideal practice			Commentary
Key Dimension 1 Ethical Leadership	The school leader acknowledges the complexities of school leadership in an accountability context, and anticipates, mediates, interprets and responds ethically to issues relevant to the school and extended community.			
Sub dimension 1.1 Professional ethics	The school leader adheres strictly to policies & procedures.	The school leader demonstrates honesty & consistency.	The school leader models authenticity, honesty & respectful behaviour.	The school leader ensures personal, professional & organisational structures & actions are socially just.

The identification of the dimensions, sub-dimensions and the stages of professional growth have been gathered during a series of workshops, conversations and sharing of both international literature and local experience in school leadership.

A profile can be used for several purposes:

1. A school leadership team can use the grid as a tool to identify and agree on ideal practices that can assist them in improving a particular aspect of their leadership. For example, a school may be struggling with consistent student under-achievement and wishes to improve its Instructional Leadership as a way to improve student learning. Table 1 shows that instructional leadership is a dimension that has five sub-dimensions; one of these sub-dimensions is teacher professional development. The school leadership team may then decide to focus on improving access to, and planning of, a teacher professional development program. And as a group they can decide on the range of practices that will demonstrate best practice in this area. By working together on a profile, the school leadership team can build consensus on what they agree is suitable, relevant and worthwhile for their school context. What is also important here is that the profile is owned by the school and that the practices that they commit to writing down are based on their values, experiences and reality.
2. As an individual school principal, one can also use the profile to self-assess, set goals and monitor his/her own professional leadership development. It is often a good idea also to have a mentor to support the individual school principal in working through such a profile.
3. A profile can also be used as a way to create and produce professional development materials for school leadership. The process can be seen as action-research using a

range of methods including workshops and *Talanoa* with the intention of gathering ideas about best practice from practitioners. Each dimension and associated sub-dimensions can be developed as learning and teaching module on its own.

The original 'principal profile' produced by Leithwood and Montgomery (1986) was based on extensive literature research and field validation. Since then other profiles have been produced using other approaches; Begley and associates (2008) took a more grounded research methodological approach giving more weight to local practitioners' knowledge and experience. Principals' profiles have been developed in other countries including: Western Australia (1989); the Canadian Province of Ontario in 1993 (with updated editions in 2000, 2002 and 2006); the Canadian Northwest Territories in 1993; Pennsylvania in the USA in 2005; Sweden in 2005; Karelia in 2000; Belarus in 2003; and Hong Kong in 2000.

In all these profiles, there is obvious commonality in the dimensions of leadership that practitioners believe to be essential to improving school leadership, particularly the dimensions of instructional leadership. The use of profiles agrees with research (Prestine & LeGrand 1991) on the use of cognitive apprenticeship processes as a useful tool for leadership development. Through this process of using the profile, school leaders have an opportunity to reflect on their practices and critically engage with the functions and roles of leadership practices. The profile is also an opportunity for school leaders to focus on more positive and aspiring practice and to define what is the ideal, rather than the usual, focus on the problem.

The subsequent section of this chapter outlines each KD and SD and gives a general description of possible growth strands for each KD. School leadership teams and principals are encouraged to create their own profiles using the KD and SD presented here and develop their own growth strands that will best reflect their context.



Ethical Leadership/ *Fakafeangai tonunga `a e taki*

Ethical leadership refers to the values, principles and moral behaviour that guide leadership practices. Ethical leadership is a critical dimension of school leadership for Tonga. Tongans judge leaders on their behaviour, and a Tongan leader's behaviour is judged approvingly when it centres on the four core values: *faka`apa`apa* (respect), *mamahi`i me`a* (loyalty), *feveitokai`aki* (mutual reciprocity) and *lototō* (humility). All other Tongan principles are founded upon these four core values. Leaders demonstrate their values and principles through the following sub-dimensions (*kafa*):

1. Professional ethics
2. Problem solving processes
3. Decision making processes
4. Relationships

A leader is ethical when he/she demonstrates aspired principles through their processes for solving problems, decision making and through their relationships.

Ethical leadership: the school leader comprehends and skilfully demonstrates Tongan core values and professional principles for school leadership when anticipating, interpreting and responding to ethical issues related to the school and its surrounding context

Sub-dimensions	Potopoto `a Niumui	 Poto`i Faiako pule 	Faiako pule ma`a Tonga	Comment	
Professional ethics	<ul style="list-style-type: none"> •Honesty – <i>Faitotonu</i> •Fairness – <i>tatau ki he tokotaha kotoa</i> •Love - `Ofa •Humility – <i>angafakatōkilalo</i> •Knows individual capacity, values, responsibilities and context •<i>Talanoa & Fanongo</i> 	<ul style="list-style-type: none"> •Recognises others' perspectives & values •Patience – <i>fa`a kataki</i> •Speaks well – <i>lea lelei, loto lelei</i> •Motivates others •Trustworthiness 	<ul style="list-style-type: none"> •What is best for everyone – seeing the bigger picture •Takes risk and is able to learn from mistakes • team player, working together •<i>Talitali kakai lelei</i> 	<ul style="list-style-type: none"> •Role models for others – <i>lea moe ngaue; ta sipinga lelei</i> •Work ethics support vision and are demonstrated clearly and consistently i.e. lives the vision of the organisation •Loyalty – <i>ngaue mateaki, mamahi`i me`a, Ongō`i e fatongia, anga faka`apa`apa</i> •Maturity and wisdom – <i>angai poto, poto fakapotopoto</i> •Holistic lifestyle – healthy body, mind and spirit •Demonstrates Christian/spiritual maturity 	<ul style="list-style-type: none"> • Progress from practices that display personal and Tongan core values towards meta-values of the organisation. • Progress from occasionally demonstrating values to being a living role model demonstrating both Tongan core values & organisational meta-values • Progress from the individual good towards the collective good
Problem solving processes	<ul style="list-style-type: none"> •Problems are solved on a case by case basis •Problems are referred to higher authority 	<ul style="list-style-type: none"> •Has a process for solving problems – assesses the problem and prioritises cases •Gathers information that is valid, timely, relevant & can apply it to problem solving •Solves problems in a timely manner •Considers each case according to each situation 	<ul style="list-style-type: none"> •Problem solving process includes consultation with the school leadership team and with people involved in the problem •Problem solving process considers consequences of action to various people 	<ul style="list-style-type: none"> •Strategic – <i>mohu founa</i> •Problem solving process is adaptive to the context/ island community 	<ul style="list-style-type: none"> • Progresses from solving problems by an individual to a shared process • Progresses from a linear, single-dimensional process to more dynamic, contextual & multi-dimensional process
Decision making processes	<ul style="list-style-type: none"> • Knows & understands regulations, law & policy • Follows regulations, laws & policies • Makes decisions based on available resources 	<ul style="list-style-type: none"> • Decisions and regulations follow a purpose/vision • Has a process for making decisions • Decisions are timely & responsive • Gathers information that is valid, timely, relevant and applicable 	<ul style="list-style-type: none"> • The decision- making process is shared • Decisions are based on consensus agreement 	<ul style="list-style-type: none"> • The decision-making process is interpretive & contextual • Decisions are decisive –once made they are firm decisions • A transparent decision- making process • Decisions are based on consequences & clear principles 	<ul style="list-style-type: none"> • Progresses from strict adherence to policy regulations to interpretation of policy • Progresses from an individual making the decision to a shared decision-making process • Progresses from decisions based on individual personal values to consensus values to consequences to philosophical ideals
Relationship building	<ul style="list-style-type: none"> • Establishes relationships with students, teachers, parents 	<ul style="list-style-type: none"> • Relationships are maintained, re-enforced and engaged with students, teachers & parents 	<ul style="list-style-type: none"> • Relationships with students, teachers & parents are guided by core Tongan values (<i>mamahi`i me`a, lototō, faka`apa`apa, feveitokai`aki</i>) & professional ethics. • Establishes relationships with other key stakeholders in the school 	<ul style="list-style-type: none"> • Relationships are authentic, engaged, meaningful and reciprocal with immediate and other stakeholders that work together for the school and the surrounding community 	<ul style="list-style-type: none"> • Progresses from superficial relationships to authentic relationships- that is, guided by values • Progresses from relationships that are centred around the school to those with the wider community



Visionary Leadership/ *Sio atu*

Visionary leadership refers to leaders who are able to envision future directions for the organisation. The vision is owned by the organisation and the staff, it is clear with strategic focus that is responsive, aspirational and forward looking. Setting direction and vision for an organisation and a group of people is a fundamental task of being a leader. Visionary leadership is demonstrated through the following sub-dimensions (*kafa*):

1. Managing change
2. Setting directions
3. Vision development

Visionary leadership is attained when there is a clear, participatory approach to vision development that recognises change. It is both an agent of change and is responsive to change, setting clear, strategic and attainable directions.

Visionary Leadership: the school leader has a comprehensive understanding of the dynamics of a changing context and through a participatory approach to vision development sets clear, worthwhile, strategic, and achievable directions

Sub-dimensions	<i>Potopoto `a Niumui</i>	 <i>Poto`i Faiako pule</i>	 <i>Faiako pule ma`a Tonga</i>		<i>Comment</i>
Managing change	<ul style="list-style-type: none"> The principal & school leadership team recognise changes that are occurring in the school and wider community 	<ul style="list-style-type: none"> The principal & school leadership team attempt to gain insight and understanding of the changing context The principal & school leadership team have plans to address some of the changes experienced by the school – including new staff and change of leadership (induction & handover processes) 	<ul style="list-style-type: none"> The principal & school leadership team have a comprehensive understanding of the changing context The principal & school leadership team's plans to address change reflect careful consultation, strategising and long-term solutions 	<ul style="list-style-type: none"> The principal & school leadership team have the ability to recognise the need for change, can initiate, influence and direct change for the benefit of the school and wider community The principal & school leadership team can evaluate a change-strategy and plan new projects The principal & school leadership team's plans include careful and strategic mechanisms to influence and direct change; and set mechanisms to ensure new projects become part of the established process 	<ul style="list-style-type: none"> Progress from responding to change to being agents of change
Setting Directions	<ul style="list-style-type: none"> The principal & school leadership team know the organisation's plans and set directions accordingly; directions are usually associated with student achievement and the school's mission statement Setting directions on an annual basis with short-term goals in their action plans and with associated budgets 	<ul style="list-style-type: none"> Setting directions & redesigning an organisation depends on developing people in a Tongan context – relationships are essential to setting directions 	<ul style="list-style-type: none"> Ownership of the direction by the staff is clearly evident in the school culture Setting directions exceeds the duration of the principal's tenure at a school, and does not depend on the presence of the principal at the school 	<ul style="list-style-type: none"> Shared process of establishing directions for the school, based on the school's performance, on evaluation, and the constant cycle of feedback and planning Directions set reflect the vision and meta-values of the organisation and plans 	<ul style="list-style-type: none"> Progress from a top – down setting of directions to a more bottom up process of setting directions Progress from directions set by an individual to a more collective, shared process Progress from an annual short-term action plan to 3 year rolling plan Progress from directions that are fixed to a vision, to a more flexible, evolving and real direction that guides the vision
Vision development	<ul style="list-style-type: none"> The principal & school leadership team follow an organisational vision 	<ul style="list-style-type: none"> Vision is developed through a process of participation that is forward-thinking and seeks consensus Vision is value based 	<ul style="list-style-type: none"> Vision focuses on student achievement and overall well-being Vision is achievable and realistic 	<ul style="list-style-type: none"> Shared vision development & feedback cycle so that everyone participates and owns the vision Vision is based on the reality of the context and is aspirational Vision reflects the long term goals of the organisation 	<ul style="list-style-type: none"> Progress from an individual and top down approach to a more participatory vision- creation process Progress from creating an abstract vision to real challenges and aspirations Progress from statements of visions to a living and evolving vision that embodies the culture of the organisation

Organisational Leadership/ *Taki 'i ha Potungaue*



Organisational leadership refers to leading, managing and administering a school and as a leader within the education system. Organisational leadership refers to skills and knowledge in the operation of the organisation and includes the following sub-dimensions (*Kafa*):

1. Policy, regulations, laws
2. Financing education
3. Organisational planning
4. Organisational communication & information

School principals demonstrate ideal leadership practices when they are connected within their education system and the national education sector. Leadership practices that demonstrate organisational connectedness and cohesiveness are evident when schools meet the education system's strategic plans; when principals participate in policy development and confidently apply policy and regulations; and when principals demonstrate that they are part of a living and healthy organisation that directs and is responsive to the needs of its stakeholders.

Organisational Leadership: the school leader is able to interpret, influence and implement organisational policy, regulations & laws confidently; is able to influence organisational plans and financing arrangements; and is able to direct and strategically use information to support school goals

Sub-dimensions	Potopoto `a Niumui	➔	Poto`i Faiako pule	➔	Faiako pule ma`a Tonga	Comment	
Policy, regulations & laws	<ul style="list-style-type: none"> The principal & school leadership team have copies of key education documents, policies, regulations and laws The Principal & school leadership team have some understanding & are able to implement parts of the organisation`s policy, regulations & laws 	➔	<ul style="list-style-type: none"> The principal & school leadership team have spent sufficient time to fully comprehend the organisation`s policy, regulations & laws The Principal & school leadership team have a process for dialogue that seeks consensus agreement when applying policy, regulation and/or laws 	➔	<ul style="list-style-type: none"> The principal & school leadership team are fully versed in the policies, regulations & laws of the organisation and can project possible outcomes when applied The Principal & school leadership team have a dialogue process that seeks consensus & considers consequences when applying policy, regulation and/or laws 	<ul style="list-style-type: none"> The principal & school leadership team confidently interpret and implement the policies, regulations & laws with wisdom The Principal & school leadership team confidently participate in /provide feedback on policy dialogue, development of regulations and the review of laws 	<ul style="list-style-type: none"> Progress from understanding of the policy, regulations & laws to being able to interpret the documents wisely and with confidence Progress from implementing policy, regulations & laws to being participating confidently in policy & regulation development and the review of laws
Financing education	<ul style="list-style-type: none"> The principal & school leadership team have a copy of the organisation`s overall budget 	➔	<ul style="list-style-type: none"> The principal & school leadership team have some understanding of the financing system for the organisation The Principal & school leadership team ensure that the financing system is efficient and is implemented in a timely manner 	➔	<ul style="list-style-type: none"> The principal & school leadership team have spent time with finance personnel from the Ministry of Education/Main Education Office to gain a comprehensive understanding of the financing system The Principal & school leadership team are able to work within the financial arrangements of the organisation 	<ul style="list-style-type: none"> The principal & school leadership team are able to seek complementary funds to support the budget given by the organisation The Principal & school leadership team are able to provide feedback and hold dialogue with the finance system about ways to improve the financing of the organisation 	<ul style="list-style-type: none"> Progress from having some understanding of the financing system to influencing the financing system Progress from receiving sole funding from the organisation to receiving complementary funding support from other sources
Organisational planning	<ul style="list-style-type: none"> The principal & school leadership team have copies of the organisation`s plans The principal & school leadership team understand the organisation`s plan 	➔	<ul style="list-style-type: none"> The principal & school leadership team have spent time with personnel from the Ministry of Education/ Main Education Office to gain a comprehensive understanding of the organisation`s plans The principal & school leadership team are able to link their school plan to the organisation`s plan The organisation supports the school plan for the duration of the principal's term 	➔	<ul style="list-style-type: none"> The principal & school leadership team are able to effectively monitor and evaluate the school's progress towards achieving the organisation's plans in a timely manner The principal & school leadership team are able to link their organisation to the wider education sector 	<ul style="list-style-type: none"> The principal & school leadership team are able to influence the organisation's plan with evidence/data to support their suggestions The principal & school leadership team have a comprehensive understanding of the education sector and the role that they play in the sector 	<ul style="list-style-type: none"> Progress from understanding of the organisational plan to influencing the organisation's plans Progress from understanding and influencing organisational plan to understanding and playing an influential role in the wider education sector

Sub-dimensions	<i>Potopoto `a Niumui</i>	 <i>Poto`i Faiako pule</i> 		<i>Faiako pule ma`a Tonga</i>	<i>Comment</i>
Communication & information	<ul style="list-style-type: none"> • Communication occurs only occasionally; the school reports to the Ministry of Education/ Main Education Office and the Ministry of Education/Main Education Office gives directions to the school • Staff and students are regularly kept informed • Parents and the wider community are informed of school events • The principal & school leadership team competently use a range of communication tools (email, phone, reports, meetings etc) 	<ul style="list-style-type: none"> • The principal & school leadership team have a communication strategy established and they implement it • The Principal & school leadership team are able to gain necessary information from the Ministry of Education/Main Education Office at regular intervals • The principal & school leadership team are able to gain necessary information from students and staff at regular intervals • Parents are able to provide information and feedback to the Principal & school leadership team 	<ul style="list-style-type: none"> • The principal & school leadership team are able to generate a regular flow of trustworthy information within the school . • Students & staff are able to provide information and communicate easily and regularly with the Principal & school leadership team • Parents can confidently provide regular feedback and information to the principal & school leadership team 	<ul style="list-style-type: none"> • The communication strategy is regularly reviewed and improved to encourage ease of communication and flow of information • The principal & school leadership team are able to use information strategically to support school goals • The principal & school leadership team are excellent communicators; they are able to speak, present, negotiate and express themselves clearly and convincingly 	<ul style="list-style-type: none"> • Progress from having a single one directional flow of information & communication to multiple directions of flow of information & communication • Progress from receiving information to distributing information to using information strategically to support school goals



Instructional Leadership/ *Papa fakahinohino*



Instructional leadership refers to the school principal and/or the school leadership team playing more than an administrative role as leaders of an organisation. They are also master teachers – instructional leaders. Instructional leaders provide the technical expertise in best practice for teaching and ensuring effective learning. Instructional leadership contains the following SD (*Kafa*) for Tongan schools:

1. Student learning & development
2. School plan
3. School finance
4. Professional development for teachers
5. School culture

Instructional leadership requires expertise in teaching and learning, developing meaningful and responsive school plans to meet the learning needs of students, and develop the necessary teaching methodology to meet student needs. Instructional leadership also requires the ability to finance and direct resources where they are most needed, and to seek out additional financial assistance for staff development and to meet the learning needs of students. Perhaps most importantly, instructional leadership requires the expertise to identify and offer relevant and meaningful professional development programs for teachers. It is also important that instructional leaders have the ability to create and sustain a school culture that will promote a learning environment for teachers, students and the surrounding community.

Instructional Leadership: the school leader ensures that the school plan delivers a student learning program that follows the prescribed curriculum with complementary programs that suit the learning needs of students and meets the expectations of parents; the school leader secures several sources of funding to support student learning and the professional development of teachers; the school leader ensures that a learning environment is created to develop and sustain a learning, developmental and leadership culture in the school for everyone.

Sub-dimensions	<i>Potopoto `a Niumui</i>	 <i>Poto`i faiako pule</i> 	<i>Faiako pule ma`a Tonga</i>	Comment
Student learning & development	<ul style="list-style-type: none"> The principal & school leadership team have copies of the prescribed curriculum and assessment guidelines The principal & school leadership team ensure/give necessary support so that staff follow the prescribed curriculum with an appropriate assessment methodology 	<ul style="list-style-type: none"> The principal & school leadership team have set up structures and resources to support programs that are additional to the prescribed curriculum The principal & school leadership team have designed additional programs to complement the curriculum and attempt to meet the learning needs of students 	<ul style="list-style-type: none"> The principal & school leadership team work well with staff and parents to support delivery of the prescribed curriculum and any additional programs in order to meet the learning needs of students The student learning program is comprehensive, relevant and of quality, reflecting a range of programs (cultural, religious, academic, sporting, the arts, technical, music etc) The student learning program is regularly reviewed and adjusted to suit the changing needs of students, expectations of the community & plans of the education system 	<ul style="list-style-type: none"> Progress from a student learning program that follows a prescribed curriculum to a program that is complementary to the curriculum and to a program that reflects the specific context of the students' learning needs and the expectations of the community
School plan	<ul style="list-style-type: none"> The school plan reflects the school vision, goals and activities The school plan is associated with student achievement, is often based on the school routine, the school needs, its budget & student population to maintain student ratio 	<ul style="list-style-type: none"> The school plan is developed through a systematic process of consultation with key stakeholders (PTA, teachers, students, advisory boards etc) The principal and school leadership team acquire the necessary resources to implement the plan The school plan includes safety and health regulations in case of an emergency The school plan includes the school's cultural responsibilities to the community and to the church The school plan reflects a sensible timeline with both short and long term goals 	<ul style="list-style-type: none"> The school plan has a built-in monitoring and evaluation process and mechanisms. This includes both an internal and external review component The school plan is flexible, context-specific and evolutionary The school plan is implemented by the principal, school leadership team, staff, students and PTA with support from the Ministry of Education/Main Education Office and key stakeholders 	<ul style="list-style-type: none"> Progress from a school-focused plan to the alignment of the school plan with the organisational plan Progress from receiving the organisational plan to being able to influence the organisational plan Progress from understanding the school context and plan accordingly to understanding organisation and plan accordingly; to understanding the education sector and responding appropriately with relevant meaningful plans
School finance	<ul style="list-style-type: none"> The principal & school leadership team have a detailed budget for the school with clearly marked sources of funding and anticipated expenditure as allocated by the Ministry of Education/Main Education Office There is a secure financial system with a banking system/financial reporting process in place 	<ul style="list-style-type: none"> The principal & school leadership team are able to use networks and associations to gather additional funding support for other school programs 	<ul style="list-style-type: none"> The principal & school leadership team are able to influence the Ministry of Education/Main Education Office when the school budget is being allocated The principal & school leadership team use all received funding in an accountable and transparent manner The principal & school leadership team are able to secure extra funding support for a longer time frame and to sustain extra programs 	<ul style="list-style-type: none"> Progress from having an allocated school budget to securing additional funding for school activities Progress from receiving an allocated school budget to being able to influence the Ministry of Education/Main Education Office budget allocations Progress from just implementing the budget to using the funding in an accountable and transparent manner

Sub-dimensions	Potopoto `a Niumui	 Poto`i faiako pule 		Faiako pule ma`a Tonga	Comment
Teachers professional development	<ul style="list-style-type: none"> Teachers are aware of their responsibilities, job descriptions and professional expectations Teachers are aware of the Code of Ethics required of a professional teacher Teachers have a copy of their job description Teachers and principals are aware of the requirements of the minimum service standards (MSS) 	<ul style="list-style-type: none"> The principal & school leadership team are able to motivate, encourage and empower teachers to develop their professional technical skills The principal & school leadership team have a working relationship with staff that is supportive and encouraging The school plan includes provision for teachers' professional development Teachers and Principals follow the requirements of the MSS 	<ul style="list-style-type: none"> The school plan for teacher professional development has been based on a consultative process, is achievable and specifically targets the training needs of teachers The principal & school leadership team take responsibility for seeking opportunities for teachers to take professional development courses/programs The principal & school leadership team secure funding to encourage the implementation of professional development plans 	<ul style="list-style-type: none"> The principal & school leadership team are able to link teachers' professional development to teachers' promotion and career pathways The principal & school leadership team are able to set in place mechanisms to monitor, review and upgrade teachers' professional plans The principal & school leadership team seek opportunities for their own professional development and are able to give technical advice to their teachers 	<ul style="list-style-type: none"> Progress from offering occasional teacher PD programs to actively seeking opportunities and implementing regular specifically targeted teacher PD programs The principal & school leadership team progress from being administrators to being expert teachers/master teachers to being sources of technical advice for teachers
School culture	<ul style="list-style-type: none"> The principal & school leadership team are aware of the need to create a school culture that promotes learning and is supportive of their school plan 	<ul style="list-style-type: none"> The principal & school leadership team take responsibility for creating a desirable school culture that promotes learning and actively seek advice and support on how to nurture such a learning culture Relationships are warm, cordial, respectful, fair, positive and promote collegiality amongst staff 	<ul style="list-style-type: none"> The principal & school leadership team are highly visible in the school The principal & school leadership team take the lead in demonstrating what is expected of teachers & students. 	<ul style="list-style-type: none"> The principal and school leadership team develop & sustain a school culture that promotes learning, development and leadership amongst students, staff and those associated with the school 	<ul style="list-style-type: none"> Progress from being aware of the need for a school culture that nurtures a learning environment to actively creating and sustaining a school culture that promotes learning, development and leadership for everyone in the school and associated with the school



Community Connectedness/ *Fengaue`aki*

Schools serve a purpose that is connected to the expectations and needs of the wider society and surrounding community. Therefore school leadership must be connected to the community in order to remain relevant, meaningful and worthwhile. Community connectedness includes the following sub-dimensions (*Kafa*):

1. Parents (PTA) & ex-students
2. Churches, education committees, advisory boards & other stakeholders
3. Cultural competency

School leadership needs to demonstrate a strong connection with the various stakeholders that create the community that surrounds the school. This is best demonstrated through the cultural competency of the school leader in being skilled, adaptive and responsive to the expectations from that community. The school leader should model the ideal Tongan behaviour expected of a community leader; being able to speak with confidence in cultural gatherings and being well-versed in Tongan culture and the Christian faith.

Community Connectedness: the school leader takes responsibility for creating a strong partnership with the Parent Teacher Association (PTA) that mutually supports student learning at school and at home; the school leader develops structures and policies to support strong partnership with key stakeholders; the school leader is a recognisable community leader with the school as a learning hub for the community.

Sub-dimensions	<i>Potopoto `a Niumui</i>	 <i>Poto `i faiako pule</i> 	<i>Faiako pule ma `a Tonga</i>	Comment
Parents (PTA) & ex-students	<ul style="list-style-type: none"> The organisational structure of the PTA includes the Principal, school leadership team, parents, teachers & ex-Students' representative A clearly established policy & guidelines for the administration of the PTA has been agreed upon with the support of all members of the PTA & ex-Students Association The reporting system to the PTA & ex-Students Association includes details of finance and school progress A communication and information strategy is in place 	<ul style="list-style-type: none"> The principal & school leadership team take responsibility for creating a supportive and harmonious relationship with the PTA & ex-Students' Association A reporting system is fully developed A communication & information system is developed which reflects a two way relationship between the school on one hand and the PTA & ex-Students' Association on the other 	<ul style="list-style-type: none"> The PTA & ex-Students Association are consulted when the school plan, student learning programs and other key programs of the school are being developed The reporting system is consistently applied The communication and information system is widely used 	<ul style="list-style-type: none"> The PTA & ex-Students' Association co-develop school plans that include school, home and community programs The reporting system is open for review on a regular basis and reflects best practice including accountability and transparency The communication and information system is regularly reviewed, updated and reflects of the principle of transparency <ul style="list-style-type: none"> Progress from the Principal & school leadership team being present only at PTA & ex-Students' Association meetings to having regular opportunities to meet with the PTA & ex-Students' Associations. These should also include the teaching staff Progress from the PTA & ex-Students Association as simply donors/funders for the school to the PTA and ex-Students' Association being seen as 'co-teachers' with the home as the first place of education
Churches, education committees, advisory boards, & other stakeholders	<ul style="list-style-type: none"> The principal & school leadership team co-develop structures with key stakeholders that can support the development of a strong partnership The principal & school leadership team through consultation with key-stakeholders co-develop policy & guidelines to support the development of a strong partnership 	<ul style="list-style-type: none"> The principal & school leadership team take responsibility for creating a harmonious working relationship that supports a strong partnership with key stakeholders There are clear boundaries which define the responsibilities of stakeholders on the one hand and the Principal & school leadership team on the other 	<ul style="list-style-type: none"> The principal & school leadership team consult the key stakeholders at strategic times when formulating school plans, budgets and programs 	<ul style="list-style-type: none"> The principal & school leadership team are able to influence education committees, advisory boards and church conferences <ul style="list-style-type: none"> Progress from developing structures and policy to support strong partnership with key stakeholders to being able to influence key stakeholders in the processes that support the school
Cultural competency	<ul style="list-style-type: none"> The principal & school leadership team understand community expectations and criteria for measuring effective leadership 	<ul style="list-style-type: none"> The principal & school leadership team know how to build & sustain culturally appropriate relationships with the community (language, presentation, cultural responsibilities etc) 	<ul style="list-style-type: none"> The principal & school leadership team are adaptive to the cultural context of the community The principal & school leadership team take responsibility for creating a strong, culturally competent leadership team 	<ul style="list-style-type: none"> The principal & school leadership team are recognised as community leaders The school is recognised as a learning space for the community <ul style="list-style-type: none"> Progress from being part of a community to being a visible community leader (intellectual, spiritual, political etc) Progress from setting the school apart from the community to being an essential part/hub of the community – to being involved in the life of the community

Resources for the professional development of school leadership

The use of profiles can be beneficial as a starting point for the professional development of school leadership.

Leadership development is an on-going journey that requires self-reflection, the acquisition of new understandings and mentoring. This section provides a working grid for a school leadership profile that Principals and the school leadership team may use to begin this journey.

School Leadership Profile – working grid

A working grid is provided in this section so that each school can complete it in accordance with their agreed dimensions, sub-dimensions and growth strands.

The working grids can be used in a workshop format with the principal and/or leadership team facilitating the process. Through dialogue the group is encouraged to explore various statements that might describe the ideal practice for their particular school. All staff should agree with the wording of the statements which should be as practical as possible.

While the dimensions and sub-dimensions are provided in the working grid, schools can discuss whether they agree with these dimensions or provide alternative dimensions that are more relevant to their school.

School Leadership Profile

Name of school:

Ethical leadership: the school leader comprehends and skilfully demonstrates Tongan core values and professional principles for school leadership when anticipating, interpreting and responding to ethical issues related to the school and its surrounding context

Sub-dimensions	<i>Potopoto `a Niumui Faiako pule ma`a Tonga</i> <i>Poto`i faiako pule</i>				Comment
Professional ethics					
Problem solving processes					
Decision making processes					
Relationship building					

Visionary Leadership: the school leader has a comprehensive understanding of the dynamics of a changing context and through a participatory approach to vision development sets clear, worthwhile, strategic and achievable directions

Sub-dimensions	<i>Potopoto `a Niumui Faiako pule ma`a Tonga</i> <i>Poto`i faiako pule</i>				Comment
Managing change					
Setting directions					
Vision development					

Organisational Leadership: the school leader is able to interpret, influence and implement organisational policy, regulations & laws confidently; is able to influence organisational plans and financing arrangements; and is able to direct and strategically use information to support school goals

Sub-dimensions	<i>Potopoto `a Niumui Faiako pule ma`a Tonga</i> <i>Poto`i faiako pule</i>				Comment
Policy, regulations & laws					
Financing education					
Organisational planning					
Communication & information					

Instructional Leadership: the school leader ensures that the school plan delivers a student learning program that follows the prescribed curriculum with complementary programs that suit the learning needs of students and meets the expectations of parents; the school leader secures several sources of funding to support student learning and the professional development of teachers; the school leader ensures that a learning environment is created to develop and sustain a learning, developmental and leadership culture in the school for everyone.

Sub-dimensions	<i>Potopoto `a Niumui Faiako ma`a Tonga</i> <i>Poto`i faiako pule</i>				Comment
Student learning & development					
School plan					
School finance					
Teachers professional development					
School culture					

Community Connectedness: the school leader takes responsibility for creating a strong partnership with the PTA that mutually supports student learning at school and at home; the school leader develops structures and policies to support strong partnership with key stakeholders; the school leader is a recognisable community leader with the school as a learning hub for the community.

Sub-dimensions	<i>Potopoto `a Niumui Faiako ma`a Tonga</i> <i>Poto`i faiako pule</i>				Comment
Parents (PTA)					
Churches, education committees, advisory boards, alumni & other stakeholders					
Cultural competency					

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Documents:

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Appendix: List of Participants

I wish to thank the principals, teachers and teacher educators who participated in the MEWAC Leadership and Research Development Project of 2010 – 2012. This was implemented by the Institute of Education of the University of the South Pacific and delivered by Dr `Ana Koloto and Dr Seu`ula Johansson Fua. The data gathered during the various workshops are presented in this manual to assist in developing current and future school leadership. This school leadership manual is but the foundation upon which others may stand to research and further develop school leadership in Tonga.

List of participants:

Name of participant	Sex (M/F)	Agency/Organisation/Position
1. `Isikeli Oko	M	Tonga College `Atele
2. `Amelia Folaumahina	F	Tonga High School
3. `Ativeniana Pomana	F	Tonga Side School
4. Sione Fehoko	M	GPS Nuku`alofa
5. Tu`amelie Faaitu`a	M	MEWAC
6. Amelia Akapei To`a	F	Head Teacher GPS Hihifo
7. Suliana L Vea	F	Head Teacher GPS Pangai
8. Loko Ma`ake	F	'Ofamo`oni Primary (Tokaikolo)
9. Mafile`o Leone	M	Teacher GPS
10. Sosefa Imanuela Loni	M	Principal Tailulu College Ha`apai
11. Sione Finau Ulufonua	M	Principal Taufua`ahau Pilolevu College
12. Seluini Hakaumotu	M	Principal FWC Primary School Ha`apai
13. Vitalimi Tafa	M	Principal Fotua GPS
14. Kelekolio Fe`ao	M	Deputy Principal St Joseph College
15. Taniela Manuofetoa	M	Deputy Principal Taufua`ahau Pilolevu College
16. Tokaukamea Puleikisi	M	Principal Ha`apai High School
17. Viliami Vea	M	Deputy Principal Ha`apai High School
18. Sr Malia Kiutau	F	Principal St Joseph College
19. Atapasila Toluta`u	F	Head Tutor Taufua`ahau Pilolevu College
20. Olivia Mafile`o	F	MEWAC Ha`apai
21. Nukonuka Finau	F	Tongaleleka GPS
22. Paea Vailea Kinikini	F	Teacher in Charge Faleola GPS
23. Silipa Vaki	F	Teacher in Charge 'Ofamo`oni (Tokaikolo)
24. Vaima`ali Tau`ataina	M	MEWAC Ha`apai
25. Pungatoa Ma	M	MEWAC Vava`u
26. Lute Aipolo	F	MEWAC Vava`u
27. Sione Tokoma`ata	M	MEWAC Vava`u
28. Lupe Mahe	F	MEWAC Vava`u
29. Silika Mo`unga	F	Principal Tailulu College Vava`u
30. Kalafitoni Latu	M	Principal Vava`u High School
31. Tu`ipulotu Finau	M	Principal Mailefihi College
32. Linita Havea	F	Principal Saineha High School
33. Samisoni Masila	M	Principal Misipa
34. Asena Ma	F	Principal Vava`u Side School
35. Simaima Latavao	F	Head Teacher Pangaimotu GPS
36. Atu Ulungamanu	F	Head Teacher Tu`anekivale GPS
37. Ana Siueti Selu	F	Head Teacher Makave GPS
38. Vakalaiti Kaita`eifo	F	Principal Fangatongo GPS
39. Linita Fatai	F	Head Teacher Feletoa GPS
40. Linita Fakatulolo	F	Head Teacher Liviela GPS
41. Nanise Finau	F	Head Teacher Ha`alaufuli GPS
42. Fipe Latu	F	Head Teacher Leimatu`a GPS
43. Tupou Nonu	F	Tutor USP Centre
44. Sinali Hefa	M	Principal, GPS Houma

Name of participant	Sex (M/F)	Agency/Organisation/Position
45. Folau Fifita	M	Principal, Hofangahau
46. Setikia Ve'a	M	Education Officer
47. Mavaetangi `Ofa	M	Principal, GPS Ha`atu`a
48. Mikaele Fakasi`i`eiki	M	Principal, GPS Angaha
49. Sekona Tu`ipulotu	M	Deputy Principal, `Eua High School
50. Kisione Manu	M	Head of Science Dept. `Eua High School
51. Popaofehi Vaokakala	F	Teacher, `Eua High School
52. `Emalata Manukeu	F	Principal, GPS `Ohonua
53. Vaifa Tupola	F	Education Officer/Teacher GPS Ta`anga
54. Tevita Taukei Vea`ila	M	Niuafu`ou High School
55. Ferdinand Valentinotti	M	Niuafu`ou High School
56. Solomone Tavalea	M	Niuafu`ou High School
57. Taani Lakai	M	Niuafu`ou High School
58. Solo Koaneti Siale	M	Niuafu`ou High School
59. Nanise Kioa	F	Niuafu`ou High School
60. Salote Leua	F	Niuafu`ou High School
61. Fane Kata	F	Niuafu`ou High School
62. Napualani `Ahofono	F	Niuafu`ou High School
63. Aleva Fatai Fusikata	F	Niuafu`ou High School
64. Oloka Talifolau	F	Niuafu`ou High School
65. Orthomaster Kaufusi	M	Niuafu`ou High School
66. Salesi Fusikata	M	GPS `Alele`uta
67. `Eve`eva Folau	F	GPS `Alele`uta
68. Palu Nusipepa	F	GPS `Alele`uta
69. Sioeli Tonga	M	GPS `Alele`uta
70. Malieta Lui	F	GPS Tongamama`o
71. Falakiko Lui	M	GPS Tongamama`o
72. Soane Selui	M	Niuaotoputapu High School
73. Salote Selui	F	Niuaotoputapu High School
74. Paea Kuma	M	Niuaotoputapu High School
75. `Anaise Faka`imanu	F	Niuaotoputapu High School
76. `Ifalemi Holi Lolohea	M	Niuaotoputapu High School
77. Saloni Maea	M	Niuaotoputapu High School
78. Olovaha Faka`osi Lotaki	M	Niuaotoputapu High School
79. Sione Harold Kolofo`ou	M	Niuaotoputapu High School
80. Malia Loiola Selui	F	Niuaotoputapu High School
81. Mafoa`aelangi Hefa	M	Niuaotoputapu High School
82. Sela Manu	F	Niuaotoputapu High School
83. Setaita `Ulaki siu `i Folau `Uvea	F	GPS Hihifo
84. Sione Pauteni Kolofo`ou	F	GPS Hihifo
85. Metui Rock Wood-to-Takutaku Afa	M	GPS Hihifo
86. Losili Minoneti Masalu	F	GPS Falehau
87. Manamo`ui Faka`osi	F	GPS Falehau
88. Leilua Lefai	F	GPS Tafahi
89. Setaita Fonua	F	Deputy Principal Tailulu College
90. Sauliloa Taufalele	F	Principal Lavengamalie
91. Talita Taufa	F	Deputy Principal Lavengamalie
92. Saimone Similai	M	Principal GPS & GMS Vaini
93. Tulikava Sete	M	Principal GPS Nuku'alofa
94. Sekona Na'a	M	Principal GPS Kolovai
95. Faingata'a Tau'ataina	M	Principal GPS Haveluloto
96. `Ana Hungalu	F	Principal GPS Ngele'ia
97. Manu `Akauola	M	Principal Tonga High School
98. Kalolaine Katoa Mafi	F	Tonga College `Atele
99. `Ileini Takeifanga	F	Tonga College `Atele
100. Sione Langi	M	Deputy Principal Liahona High School
101. Luisa Pangata'a	F	Tupou High School

Name of participant	Sex (M/F)	Agency/Organisation/Position
102.Longinusi Tu'ipulotu	M	Tupou College Toloa
103.Sitani Paulo	M	'Apifo'ou College
104.Lesieli Vaea	F	Queen Salote College
105.'Ana Lupe Voi	F	Principal Tonga Institute of Education
106.Malakai 'Otumuli	M	Tonga Institute of Education
107.Iki Mafi Uele	M	Tonga Institute of Education
108.Mele Kaufusi Tahaafe	F	Tonga Institute of Education
109.Senolita Matafahi	F	Tonga Institute of Education
110.'Ana Haupeakui	F	Tonga Institute of Education
111.'Anipule Tei	F	Tonga Institute of Education
112.Mele Tonga 'Alatini Finau	F	Tonga Institute of Education
113.Viliami Fotofili	M	Tonga Institute of Education
114.Losana Latu	F	Tonga Institute of Education
115.Lola Baker Tokotaha	F	Tonga Institute of Education
116.Lusia Fatu	F	Tonga Institute of Education
117.'Ana Veikoso	F	Tonga Institute of Education
118.Siofilisi Hingano	M	Tonga Institute of Education
119.Tiulipe Peleketi	F	Tonga Institute of Education
120.'Alifaleti Fonua	M	Tonga Institute of Education
121.Eileen Fonua	F	Tonga Institute of Education
122.Makalita 'Otumuli	F	Tonga Institute of Education
123.Hon Tu'ilokamana Tuita	F	Tonga Institute of Education
124.Soana Kitiona	F	Tonga Institute of Education
125.'Oto'ota Tatafu	M	Tonga Institute of Education
126.Paulo Manu	M	Tonga Institute of Education

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