EDUCATION FOR THE FUTURE
PEDAGOGICAL APPROACHES IN THE ASIA-PACIFIC REGION
FIJI CASE STUDY

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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

Regional Policy

MDGs, CRC, EFA, DESD, UNLD, Delors’ Report

FBEAP, 2001
PEDF, 2009 – 2015

Pacific Plan, 2005
PESDF, 2006
Culture & Education Strategy, 2010
Regional Cultural Strategy, 2012

National Policy
# National Policy

## Acts

1. Education Act, 1978  
2. Examination Act, 1978  
3. Fiji Teachers Registration Promulgation Act, 2008  
4. Volatile Substance & Abuse Act (draft)

## Policies

1. Policy on policies of the Ministry of Education  
2. Professional Development  
3. Study/Training Leave  
4. National Management of HIV and AIDS at the Ministry of Education Fiji Schools  
5. Customer Service  
6. Drugs and Substance Abuse  
7. Enterprise Education  
8. External Exams and Assessment  
9. FPSSIS Policy  
10. Grants Distribution  
11. National Sports Policy  
12. OHS Policy  
13. Behaviour Management in Schools  
14. Policy on Child Protection  
15. Community use of government school grounds  
16. Early Childhood Education  
17. Effective Implementation of Inclusive Education in Fiji  
18. Establishment and Recognition of Registration of Schools  
19. National Curriculum Assessment and Reporting  
20. School Information Management System  
21. School Excursions  
22. School Zoning  
23. Research Policy

## Resource Guides

1. A Guide to school planning  
2. A guide to school review  
3. A guide to self-assessment in standards monitoring in schools
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.
# Education Statistics

**Students Enrolled and Number of Teachers as at 31 May**

<table>
<thead>
<tr>
<th>Type of Information</th>
<th>2006</th>
<th>2007</th>
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<td></td>
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<td>------------------------------</td>
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<tr>
<td><strong>Primary Education</strong></td>
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<tr>
<td>Number of Primary Schools</td>
<td>72,505</td>
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<tr>
<td>Number in primary education</td>
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<td>Number of Teachers</td>
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<td>Student Teacher Ratio</td>
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<tr>
<td>Number of Secondary Schools</td>
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<td>162</td>
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<tr>
<td>Number in secondary education</td>
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<td>32,390</td>
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<td>Number of Teachers</td>
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<td>2,014</td>
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<td>Student Teacher Ratio</td>
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<td><strong>Teacher Training</strong></td>
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<tr>
<td>Number of Schools</td>
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<tr>
<td>Number in Teacher Training</td>
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<td><strong>Technical Vocational Schools</strong></td>
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<td>Number in technical &amp; vocational schools</td>
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<td>1,477</td>
<td>638</td>
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Source: Ministry of Education

[http://www.spc.int/prism/fjtest/Social/education.htm](http://www.spc.int/prism/fjtest/Social/education.htm)
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 tg. – lg. in the ‘world’ of the Fijian school/cl.rm.
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

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<thead>
<tr>
<th>Age</th>
<th>Count</th>
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<tr>
<td>40 – 49</td>
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<tr>
<td>50+</td>
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<table>
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<tbody>
<tr>
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<tr>
<td>Female</td>
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<table>
<thead>
<tr>
<th>Designation</th>
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<tr>
<td>Maths Education</td>
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<tr>
<td>Curriculum Policy &amp; Planning</td>
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<tr>
<td>Health Promoting Schools</td>
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<tr>
<td>Teacher Registration</td>
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<table>
<thead>
<tr>
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<tr>
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<tr>
<td>Masters in Education</td>
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<td>Master of Science</td>
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<tr>
<td>Master of Arts in Education</td>
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<tr>
<td>Masters in Governance</td>
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## Teacher Educators

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<td>30 – 39</td>
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<table>
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<tr>
<td>Female</td>
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<table>
<thead>
<tr>
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<td>9 – 12 years</td>
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<td>13+ years</td>
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<table>
<thead>
<tr>
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### Primary Teachers

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<tr>
<td>30 - 39</td>
<td>12</td>
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<tr>
<td>40 – 49</td>
<td>6</td>
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<tr>
<td>50+</td>
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<table>
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<th>Count</th>
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<tbody>
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<tr>
<td>Female</td>
<td>12</td>
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<table>
<thead>
<tr>
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<td>VP/AP</td>
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<table>
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<th>Count</th>
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<td>5 – 8 years</td>
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<td>9 - 12 years</td>
<td>3</td>
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<tr>
<td>13+ years</td>
<td>10</td>
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<table>
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<tr>
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<td>Bachelors Degree</td>
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<tr>
<td>Postgraduate Diploma</td>
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<tr>
<td>Masters Degree</td>
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### Secondary Teachers

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<th>Count</th>
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<td>30 - 39</td>
<td>32</td>
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<tr>
<td>40 – 49</td>
<td>8</td>
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<tr>
<td>50+</td>
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<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
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<tbody>
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<td>Male</td>
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<tr>
<td>Female</td>
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<td>Head of Department</td>
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<td>9 - 12 years</td>
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<td>13+ years</td>
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<tr>
<td>Masters Degree</td>
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Findings
## Prevailing Pedagogical Approaches

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

<table>
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<tr>
<th>MoE</th>
<th>TE</th>
<th>PT</th>
<th>ST</th>
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<tbody>
<tr>
<td>- Academic excellence</td>
<td>- Citizenship</td>
<td>- Social cohesiveness</td>
<td>- Academic excellence</td>
</tr>
<tr>
<td>- Improve pass-rates</td>
<td>- Social cohesiveness</td>
<td>- Citizenship</td>
<td>- Citizenship</td>
</tr>
<tr>
<td>- Citizenship</td>
<td>- Academic Excellence</td>
<td>- Academic excellence</td>
<td>- Improved pass-rates</td>
</tr>
<tr>
<td>- Social cohesiveness</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- International competitiveness</td>
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</tr>
</tbody>
</table>
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 +ve 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
Treatment of non-cognitive skills:
1. All participants emphasized 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 realties of the Fiji cl.rm
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 tg. – lg.
• Self-directed lg.
• Critical/creative thinking
• Continuous st. feedback
• Evaluation & research
• ICT & new media
• Tr-centered + st. centered app’s

Classroom Practice:
• +ve relationships
• confidence
• Preparedness
• +ve cl.rm. environments
• Variety of activities
• Abilities directed lg. experiences
• Dev. Of resources
• +ver reinforcement
• ‘over’ friendly/laxity
• Distracted by non-tg. Resp.
• Large classes
• Sm. Cl.rms
• Lack of resources
• Language
• Poor time management
• Note taking
• Lectures
• Rote-learning
Teachers’ Workloads

Number of Teaching Periods (classes) per week

Average Class Size

Extra-Curricular Activities

Non-teaching responsibilities

Fiji Case Study 2013
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
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 21\textsuperscript{st} Century responsive pedagogical approach

\textbf{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 wt. 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

Personal Attributes

Fiji Case Study 2013
Figure 7c. Dimensions of futures-education in Fiji

- Personal
  - Leadership
  - Perseverance
  - Integrity
  - Love
  - Resourcefulness
  - Humility
  - Critical thinking
  - Creativity
  - Application skills
  - Reflective thinking
  - Communication skills

- Socio-cultural
  - Ethics
  - Spirituality
  - Appropriate behaviour
  - Life-long learning
  - Responsibility
  - Value for life
  - Self-motivation
  - Wisdom
  - Self-discipline/restraint
  - Enthusiasm
  - Commitment

- Environmental
  - Respect for the environment

- Economic
  - Financial literacy
  - Entrepreneurship

- Political
  - Organization skills
  - Decision-making
  - Self-management
  - Innovation
  - Engaged thinker
  - Proactive
  - Problem-solving
  - Respect and value for the law
  - Political participation
  - Ethical Citizenship
  - Civic responsibility

- Technological
  - Media literacy
  - ICT literacy

- Dimensions of Futures-education in Fiji

- Respect and value for IKS
- Community service
- Tolerance
- Compassion
- Inclusivity
- Collaboration
- Respect
- Empathy
- Teamwork
- Awareness and respect for diversity
- Cross/Multi-cultural understanding
- Ability to resolve conflicts

- Respect and value for the law
- Respect for the environment
- Financial literacy
- Entrepreneurship

- Media literacy
- ICT literacy
- Collaboration
- Respect
- Empathy
- Teamwork
Recommendations

1. Increased involvement of trs in policy review & planning
2. Policy awareness & training on implementation
3. Need for further research
4. Education Summit – cross/multi-sectoral consultation
5. Improved T.Ed and TT
6. Ongoing PD opportunities
7. Resources, space & technology
8. Tr. Workloads & incentives
9. Review of IA
10. Reduction of content
Towards Sustainable futures-thinking education ...