



Oceania Comparative & International Education Society

50th Annual Conference

21-23 November 2022

Fiji National University, Lautoka, Fiji

Revisoning education in Oceania: Walking backward into the future, together

Co-convened by:



Principal Co-conveners: Kabini Sanga (Victoria University of Wellington) & Unaisi Nabobo-Baba (Fiji National University)

Assistant Co-conveners: Martyn Reynolds & Adreanne Ormond, VUW; Sofia Ali & Joseph Veramu, FNU;

Conference Manager: Pine Southon (Pine.Southon@vuw.ac.nz)

WELCOME

By **Professor Unaisi Nabobo Baba**, Dean of the College of Humanities & Education (CHE), FNU.

Ni sa bula vinaka! Warm Oceanian Greetings! A very warm welcome to all participants taking part in the 2022 OCIES 50th Annual Conference. We at FNU are very pleased to be co-hosting with VUW this 50th Anniversary event! We are very pleased to be able to welcome those of you that have been with us for a long time now as well as those who are new to the OCIES family!

The Pacific is going through a rapid period of change as we become tightly integrated into the global market economy. We also face challenges brought about by climate change, geo-political tensions, the COVID-19 pandemic and a raft of other issues. The 2022 OCIES Conference is a wonderful opportunity for educators to present innovative learning ideas via papers and talanoa sessions on matters that are pertinent to us in these times, in an inter-disciplinary manner. We look forward to the constructive interactions and presentations. Once again, a warm welcome to all of you participating in the 2022 OCIES 50th Annual Conference!

By **Professor Stephen Dobson**, Dean of Education, Te Herenga Waka-Victoria University of Wellington, New Zealand.

It is a great honour for the Faculty of Education, Te Herenga Waka-Victoria University of Wellington to be part of this partnership with Fiji National University. In a world scarred by COVID, now more than ever, young people in schools, universities and kindergartens, as well as teachers and parents, look to experts across countries to rebuild education.

There is a saying in Norwegian, "If everything was to return to as it was before, then all would have to be changed."
With our partnership, we will bridge our cultures so we can meet new challenges as one.

Kind regards (nāku noa na)
As-salam alaykom (peace be upon you)

Professor Stephen Dobson

CONFERENCE COMMITTEE & MODERATORS

Principal Co-Conveners: Kabini Sanga, VUW, & Unaisi Nabobo-Baba, FNU.
Co-conveners: Dr Sofia Ali, FNU; Dr Joseph Veramu, FNU; Dr Adreanne Ormond, VUW; Dr Martyn Reynold, VUW.
Conference Administrator: Pine Southon, VUW.
Conference Finance Manager: Khuswand Naidu, FNU.

FNU Conference committee members: Dr. Sakul Kundra, Dr. Mumtaz Alam, Mr. Jerry Wong, Mr. Joeli Dakuidreketi, Mr. Feroz Ali, Mr. Perry Gabriel, Ms. Sangeeta Jattan, Ms. Fereal Ibrahim, Ms. Sereima Takiveikata, Mr. Khuswand Naidu, Ms. Ashwini Kishore

SPECIAL EVENTS

OCIES Dinner with keynote speakers and conference committee, Sunday 20 November, 6.30pm-9.00pm
New & Emerging Researchers of Oceania (NERO) Workshop, Monday 21 November, 8.30am-11.00am
Fijian Cultural Welcome, Monday 21 November, 11.30am-12.30pm
Book launch/relaunch (during lunch), Tuesday 22 November, 12pm-1.00pm

OCIES AGM, Tuesday 22 November, 3.00pm-4.00pm
OCIES 50th Anniversary Dinner (ticketed event), Tuesday 22 November, 6.30pm-9.00pm
Closing ceremony, Wednesday 23 November 3.00pm-4.00pm
Island Night, Wednesday 23 November, 7.00pm-10.00pm
Field Trip to Climate Change Village project, 24 November, 8.30am -4.30pm

Registrations will begin at 8am on Monday 21 November in the 'Na Were levu' Lecture Theatre
NERO Workshop will be held in AVA Room from 8.30am-11am

Conference Academics Programme

Times used: Fiji Time

Venue: FNU Natabua Campus, Lautoka

MONDAY 21 NOVEMBER

DAY ONE

8.30am-11am	<p>NERO SEMINER for members (register via NERO)</p> <p>REGISTRATION</p>
11.30am-12.30pm	<p>FIJIAN WELCOME, Room: Na Were levu, MC: Joeli Dakuidreiketi</p>
12.30pm-1.15pm	<p>REFRESHMENTS/LUNCH</p>
1.30pm-2.30pm	<p>CONFERENCE FORMAL OPENING, Room: Na Were levu MC: Sera Lidise Welcome: Mr Perry Gabriel Speakers: Dr Martyn Reynolds, OCIES Secretary; Dr Adreanne Ormond, VUW; Guest of Honour: Professor Lyn Karstadt, Vice Chancellor of FNU Vote of Thanks: Dr Joseph Veramu, FNU</p>
2.30pm-3.00pm	<p>AFTERNOON TEA</p>

3.00pm-4.30pm	CONCURRENT SESSIONS				
	Room: Na Were levu Moderator: Taraivini Raiula	Room: OLD LTH Moderator: Awadhesh Shirotriya	Room: AVA Moderator: Sunil Kumar	Room: E9 Moderator: Victor Alasa	Room: E7 Moderator: Satish Chand
3.00pm 4.30pm	<p>Onelau Faamoemoe Sotiata, NUS, <i>Professional development in Food and Textiles Technology in Samoa: How can we improve learning in the classroom?</i></p> <p>Alvin Chand, U Waikato, <i>Weaving CLES-FS and talanoa: Fijian secondary students' perceptions of science learning</i></p> <p>Sereima Baleisomi, Mosese Natuilagilagi, Margaret Gabriel, Laisa Vuetaki, Katarina Toga, & Unaisi Nabobo-Baba, FNU, <i>University and Government</i></p>	<p>Makereta Mua, FNU, <i>'Taibobo'</i></p> <p>Oka Sanerivi, UOtago, <i>A culturally safe and competent health workforce</i></p> <p>Akisi Ravono, MU, <i>The Vanua model: Indigenous health and wellbeing</i></p> <p>Eshika Devi & Sofia Ali, FNU <i>In-service teachers' perceptions of expediency of online formative assessments at Fiji National University</i></p>	<p>Krishneel Reddy, EQAP <i>Comparative Insights into challenges and barriers faced by education ministries in the Pacific region in conducting research</i></p> <p>Awadhesh Kumar Shirotriya & Nicole J Smith, FNU <i>Pre-service teachers' perceptions of factors hindering the online teaching in physical education in Fiji's school system: A study to develop the professional development program</i></p> <p>Siliva Gaugatao & Tanya Samu, UAuckland <i>O Tama Samoa ma fonotaga a matua,</i></p>	<p>Sereima Baleisomi & Katarina Ruru, FNU, <i>'Ibe ni Kana' – A vehicle for Indigenous Fijian Values Transmission: A Critical Reflection</i></p> <p>Jeremy Dorovolomo, USP, Dominique Mahuri, Vanuatu & Amton Mwarakurmes, USP, <i>Teachers' perceptions of sociocultural practices on students' academic achievement in North Pentecost, Vanuatu</i></p> <p>Eta Varani-Norton, Researcher <i>Culture as the Uto (centre) of Fiji's Family Life Education Curriculum</i></p>	<p>Sakul Kundra, Woxsen, Romina Singh & Regina Naidu, FNU <i>Imagining India as 'Outsider' through the lens of Bollywood: A Study of indigenous-Fijian Students of the Fijian National University</i></p> <p>Synthia S. Ruban, FNU <i>The impact of education leadership and school culture on the students' academic performance</i></p> <p>Satish Chand, FNU <i>Teacher perception, practices and attitudes towards students approaches to learning in primary school classrooms in Fiji</i></p>

	<p><i>Partnerships: Addressing SDG Goals and promoting partnerships of Impact - A case-study of the Commissioner Central's work in Fiji</i></p>		<p><i>tamaiti ma faiaoga i aoga maualuluga i Niu Sila: The engagement of Samoan fathers and male caregivers in New Zealand secondary school parent–student– teacher conferences</i></p> <p>Sarita Chand, Sofia Ali, Fereal Ibrahim, Emoni Lebaivalu & Naresh Chand, FNU <i>Parental contribution in vernacular language education: reflection of parents' perception of Fiji primary schools</i></p>	<p>Olugbenga Ige, Eugene Ezebilo & William Kipongi, PNG NRI <i>The Concept of 'Communities' in Fourth Industrial Revolution (4IR)</i></p> <p>Taraivini Raiula & Barbara Fatiaki, FNU <i>Teachers' Reflection- On and In- Action on Teaching Phonics to Lower Primary Students: A Case Study of Labasa Primary Teachers, Fiji</i></p>	
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Evening free

TUESDAY 22 NOVEMBER

DAY TWO

8.00am	REGISTRATION				
8.15am-9.30am	<p>PLENARY SESSION 1: Keynote Talanoa, Room: Na Warelevu,</p> <p>MC: Sereima Takiveikata</p> <p>Speakers: Prof Eve Coxon, UofAuck; Dr Christine Fox, Prof Anthony Welch, Syd Uni; & Dr David Small, U Canterbury.</p> <p>Vote of Thanks: Dr Sofia Ali, FNU</p>				
9.30am-10.00am	MORNING TEA				
10.00am-12.00pm	CONCURRENT SESSIONS				
	Room: Na Were levu Moderator: Adreanne Ormond	Room: OLD LTH Moderator: Dr. Mark T. Hewson	Room: AVA Moderator: Zakia Chand	Room: E9 Moderator: Fereal Ibrahim	Room: E6 Moderator: Fereal Ibrahim
10.00am-11.00am	<p>Joseph Veramu, FNU <i>Intersectionality of religion, culture and moral education</i></p> <p>Kabini Sanga, VUW Respondent</p>	<p>Rebekah Ilave & Ligia Guterres, Catalpa International, <i>Design Thinking: A mock workshop on how to improve school management</i></p>	<p>Pardeep Lal; Sofia Ali, FNU <i>Covid 19 and Tertiary Education- A study on Impact of Covid 19 on tertiary students in Labasa</i></p> <p>Zakia Ali-Chand, FNU</p>	<p>Elisabeth Moore, VUW <i>Pā'ina: Using the metaphor of a potluck to reimagine the third space for ethical research in Indigenous contexts</i></p> <p>Suliasi Vunibola, UCanterbury</p>	<p>Selena Meiklejohn-Whiu, UAuck <i>Exploring the potentialities of digital counter-storytelling for Pacific students and their developing Moana educational identities</i></p>

			<p><i>Role of graphics, language and literacy in science education</i></p> <p>Sereima Baleisomi; Taraivini Raiula, FNU <i>Practicing Professional Noticing in the Primary Mathematics Classroom in Fiji: Highlights from the field</i></p>	<p><i>“We are not sinking”: Indigenous innovation, climate resilience, the pluriverse and the role of education in the Pacific</i></p> <p>Tanya Samu, Siliva Gaugatao & Dagma Dyc, UAuck <i>Tui Tuia ki Tapasa: Supporting teachers of Pacific learners in Aotearoa New Zealand in ways that are ‘one fits one’, ‘bespoke’ and tailored</i></p>	<p>Eun-Ji Amy Kim & Dr Troy Meston, UGriffith <i>Virtual-physical hybrid pedagogy: Teachers as Cross-cultural brokers</i></p>
11.00am-12.00pm	<p>Laisa Vuetaki, Mosese Natuilagilagi, FNU <i>Future-proofing TVET programmes: Looking backwards for a better future?</i></p>	<p>Tim Baice, UAuck <i>Su’esu’e manogi: in search of fragrant harmony in equity policy discourses</i></p> <p>Daniel Couch, USyd <i>Pedagogising the mind through PISA? Althusser, Bernstein, and the OECD’s Global Competence</i></p> <p>Jasmine Mohammed, FNU</p>	<p>Emma Sadera, UAuck <i>Using creative teaching methods to mitigate the inequities of student evaluation</i></p> <p>Anthony Welch, USyd <i>Asian academics in Australian universities: achievements, challenges and prospects</i></p> <p>Taraivini Raiula & Niranjan Lal, FNU</p>	<p>Miriam Ham, CQU, <i>Intercultural understanding in the classroom</i></p>	<p>Jack Maebuta, SINU <i>Peace education and Peace-building in Solomon Islands: Revisioning through the twists and turns of the past and present</i></p> <p>Amton Mwarakurmes, USP <i>The use of hand gestures in the classrooms might contribute to the learning of</i></p>

		<i>Education Policy and Pathways to Freedom: The Case of the Indo-Fijian Muslim Women</i>	<i>Perceptions of In-service Teachers on fully online Learning in Higher Education: A study Primary Teachers in Northern Fiji</i>		<i>mathematics in Vanuatu secondary school</i>
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12.00pm-1.00pm	<p style="text-align: center;">LUNCH & BOOK LAUNCH</p> <p style="text-align: center;">Johansson-Fua, Jesson, Spratt & Coxon (Eds.), 2019. <i>Relationality and Learning in Oceania</i>. Brill Sense.</p> <p style="text-align: center;">Eun-Ji Amy Kim, 2021. <i>Integrating Indigenous and Western Education in Science Curricula: Relationships at Play</i>, Palgrave McMillian.</p>				
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1.00pm-2.30pm	CONCURRENT SESSIONS				
	Room: Na Were levu Moderator: Joeli Dakuidreketi	Room: OLD LTH Moderator: Joseph Veramu	Room: AVA Moderator: Zakia Chand	Room: E9 Moderator: Mosese Natuilagilagi	Room: E7 Moderator: Katarina Toga
1.00pm 2.30pm	<p>Vilive Cagivinaka, FNU <i>The Politics of Educational Policy Development: A decade in Fiji</i></p> <p>Sereima Baleisomi; Amla Nand, FNU <i>Developing Numeracy Skills in Kindergarten – How do the teachers do it: A comparison of a Stand-Alone Kindergarten (SA) and a Primary School Attached (PSA) Kindergarten</i></p> <p>Margaret Gabriel, Sera Lidise, Laisani Lesumaisireli & Siteri Lovolovo, FNU <i>Revisioning Teacher Education: Strengthening the</i></p>	<p>Sarah Treadgold & Artila Devi, Catalpa International, PNG <i>Best of both worlds? Exploring blended learning for improving future skills training models in the Pacific</i></p> <p>OCIES Alex McCormick, Rebecca Spratt, Miriam Ham, Sonia Fonua, and Rhonda Di Biase <i>Looking to the future by reflecting on OCIES as a Society</i></p>	<p>Pardeep Lal & Sofia Ali, FNU <i>Community Response to Disasters in Small Islands: A phenomenological study of one rural community's participation in disaster risk reduction in Fiji</i></p> <p>Mohammed Ali, Reema Alpana, Nazim Ali & Priyanka Devi, FNU <i>Preservice and in-service Teachers' Perceptions of School Counsellor Responsibilities in Fiji</i></p> <p>Suraj Singh & Reema Alpana, FNU <i>In-service teachers take on addressing</i></p>	<p>Meleana Koloto, Researcher <i>Exploring inclusive education in Tonga, and Tongan family practice in how they support and care for their member with siva-tu'amelie (special needs') education</i></p> <p>Assel Bazilgalamova, USyd <i>Inclusive education in Kazakhstan</i></p> <p>Atendra Kumar & Mumtaz Alam, Sofia Ali, FNU <i>The Impact Analysis of making Education Inclusive on the Students and the stakeholders of Primary Schools in Western Fiji</i></p>	<p>Katarina Ruru, FNU <i>Re-examining Young Indigenous Fijians leisure pursuits – A personal reflection of past and present</i></p> <p>Sera Vatuloka, VUW <i>Honour the past while living in the future: Toward an iTaukei framework for student success</i></p> <p>Laisa Tifere, Katarina Toga Ruru, Laisa Vuetaki, Mosese Natuilagilagi, Sereima Baleisomi, Joseph Veramu & Unaisi Nabobo-Baba, FNU <i>Pacific Islands Academic Responses to COVID-19 Challenges: The Case of the Fiji-Pacific Educators'</i></p>

	<i>Humanities for a Resilient, Rooted and future-ready Society</i>		<p><i>challenging behaviour in the Fijian Secondary Schools</i></p> <p>Akanisi Vula, Sofia Ali & Rohini Devi Chand, FNU <i>Parental Perceptions and Challenges of Fiji National University Agricultural Science Student In the Highlands Of Fiji. A way forward for TEVET Sector</i></p>	<p>Sunil Kumar, FNU <i>A comparative case study of inclusion policy in Brno (Czech Republic school and Fiji inclusive schools.</i></p>	<i>'Basket Support' for Frontliners</i>
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2.30pm-3.00pm

AFTERNOON TEA

3.00pm-4.00pm

OCIES AGM & CONCURRENT PAPERS

3.00pm-4.00pm	CONCURRENT SESSIONS		
Time	Room: AVA Zoom link: https://vuw.zoom.us/j/93369441108	Room: OLD LTH Moderator: Laisa Tefere	Room: E9 Moderator: Feroz Ali
3.00pm-4.00pm	OCIES AGM	<p>Sangeeta Jattan, Dropati Lal & Amla Nand, FNU <i>Reflect on Past to Shape the Future: Revisioning Na Noda Mataniciva</i></p>	<p>Shyntia Shirley Chand, FNU <i>Parental Engagement and Students Learning of Literacy in Lower Primary Classrooms in Fiji</i></p> <p>Kasanita Nayasi, FNU</p>

			<p><i>Sustaining iTaukei values through pottery teaching; perspectives of preservice student teachers at FNU</i></p> <p>Saula Sucu Naivalu; Dr Sofia Ali FNU <i>Investigating Challenges that restrict the teaching of Music in Fiji Primary Schools, A study of western schools in Fiji</i></p> <p>Fazim Sheik Tahsheen & Sofia Ali, FNU <i>Investigation on the constrains and its effects of literacy levels in Fiji and Pacific primary schools</i></p>
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6.30pm-9.30pm

OCIES 50th Anniversary Dinner (ticketed event; Guest speaker: Prof Tupeni Baba, Uni Fiji)

WEDNESDAY 23 NOVEMBER

DAY THREE

8.00am	REGISTRATION
8.15am-9.30am	<p>PLENARY SESSION 2 & Launch of IEJ:CP Special Issues Launch, Room: Na Warelevu; IEJ:CP Special Issues Launch by Alexandra McCormick & Miriam Ham</p> <p>Keynote talanoa: Prof Unaisi Baba, FNU; MC: Matereti Sarasau Sukanivalu Vote of Thanks: Pine Southon, VUW.</p>
9.30am-10.00am	MORNING TEA

10AM – 12PM		CONCURRENT SESSIONS			
Time	Room: Na Were levu Moderator: Sera Vatuloka	Room: OLD LTH Moderator: Selena Meiklejohn-Whiu	Room: AVA Moderator: Matereti Sarasau Sukanivalu	Room: E9 Moderator: Jeremy Dorovolomo	Room: E7 Moderator: Mele’ana Koloto
10.00am-11.00am	<p>Jerry Wong, Unaisi Nabobo-Baba, Katarina Toga Ruru, Laisa Vuetaki, Mosese Natuilagilagi, Sereima Baleisomi & Adi Vasiti Baledrokdroka, FNU <i>Marama: Half the World is Women; A Case Study of the Naitasiri Women’s Empowerment Programme, Fiji</i></p>	<p>Sonia Fonua, Dagmar Dycke & Dassia Matavalea <i>Embedding art in ako: Insights from practitioners</i></p>	<p>Venina Qereqeretabua, FNU <i>Peer-assisted learning and academic performance in mathematics of secondary school students in the Highlands of Fiji</i></p> <p>Rohini Chand, FNU <i>Curbing the scourge of disciplinary issues in Fiji</i></p>	<p>Martyn Reynolds, Dominic Mahuri, Sereima Takiveikata, Vilive Cagivinaka & Jeremy Dorovolomo <i>Quality education in multi-ethnic settings: A tok stori</i></p>	<p>Sofia Ali, Fereal Ibrahim, Khalid Hassan, Fabiano Tikoinavuso & Sangeeta Nath, FNU, Mariam Ham <i>Revisioning Teacher Education Practicum through collaboration with Teacher Training Institutes: A Tok Stori to reflect the future</i></p>

			<i>primary school: The place of School-Based Counselling</i>		<i>direction of practicum in teacher education</i>
11.00am-12.00pm	<p>Katarina Toga Ruru, Laisa Vuetaki, Mosese Natuilagilagi, Sereima Baleisomi, Siteri Gabriel Joseph Veramu, Unaisi Nabobo-Baba, FNU <i>Climate U Action Research Project</i></p>	<p>Adreanne Ormond, VUW <i>Project: Telling it like it is</i></p> <p>Zachary Pietrantonio; Jonathan Chitiyo, Victor Alasa; FNU <i>Educators' attitudes, knowledge, and training experiences of youth maltreatment in Fiji</i></p> <p>Purnima Din, FNU Nikhat Shameem USP <i>Dynamics of Discourse in Teacher Feedback in Academic Essay of English as Second Learners</i></p>	<p>Betty Lealaiauloto, UAuck <i>Beginning Teachers Understandings and Experiences of using Culturally Responsive Pedagogy for their Pacific Learners</i></p> <p>Laisa Vuetaki, FNU <i>Future-proofing TVET programmes: Looking backwards for a better future?</i></p>	<p>Olugbenga Ige, NRI PNG <i>A Guide to Publishing in Scopus and Web of Science Journals</i></p> <p>Zachary Pietrantonio, Jonathan Chitiyo and Victor Alasa</p>	<p>Rhonda Di Biase, UMelb <i>Fehi Madharusa: Exploring the challenges and opportunities of a green schools pilot program in the Maldives</i></p> <p>Alexandra McCormick, Senior Editor, Publishing with the OCIES International Education Journal: Comparative Perspectives</p>
12.00pm-1.00pm	LUNCH & BOOK LAUNCH				

1PM – 2.30PM	CONCURRENT SESSIONS				
	Room: Na Were levu Moderator: Joseph Veramu	Room: OLD LTH Moderator: Sangeeta Jattan	Room: AVA Moderator: Sereima Takiveikata	Room: E9 Moderator: Joeli Dakuidreketi	Room: E7 Moderator: Sofia Ali
1.00pm 2.30pm	<p>Dassia Matavalea, UWaikato <i>An intercultural endeavour with Tui Kakala</i></p> <p>Sereima Baleisomi, Katarina Toga Ruru, Laisa Vuetaki, Mosese Natuilagilagi, Joseph Veramu, Unaisi Nabobo-Baba, FNU <i>Resilience in Pacific Small Islands States' Food Systems: An Interdisciplinary Conversation on Two Case Studies from Fiji</i></p>	<p>Angeline Ram, FNU <i>The impacts of workplace bullying by heads of schools on teachers and their teaching and learning processes in primary schools in Western Division, Fiji</i></p> <p>Kireetika Roy <i>The effect of student absenteeism on their academic achievement in primary schools in Fiji</i></p> <p>Swastika Ram, FNU <i>Impact of a lack of parental involvement on children's academic achievement and performance: the risks,</i></p>	<p>David Small, UCant <i>The role of education in the colonisation and decolonisation of both New Caledonia and New Zealand</i></p> <p>Sonia Fonua, UAuck <i>The Manulua Framework: how combining multiple research methodologies and theoretical or conceptual frameworks strengthens research with Tongan participants</i></p> <p>Alexandra McCormick & Liberty de Rivera, USyd</p>	<p>Taraivini Raiula, FNU <i>Teachers' perceptions on missing gaps in Mathematics instruction affecting incuriosity in students at lower primary Level: A study of primary teachers in Western Viti Levu, Fiji</i></p> <p>Mohammed Ali, FNU <i>Preservice and in-service Teachers' Perceptions of School Counsellor Responsibilities in Fiji</i></p> <p>Mosese Natuilagilagi, Matereti Sarasau & Laisa Vuetaki, FNU</p>	<p>Naqsheema S. Ali; Farzana Farnaz Hussein; Dr Sofia Ali, FNU <i>Utilization Of social media For Students' Learning & Teaching In Primary Schools. Perception Of Parents and Teachers</i></p> <p>Abdul F. Khan, Sofia Ali, Fereal Ibrahim & Yashmeen Nisha, FNU <i>Using Technology to Enhance Teachers' Practice in Schools for the 21st Century inclusive classrooms.: A way forward to the future</i></p>

		<i>barriers, and challenges</i> Satish Prakash Chand; Khemendra Kamal Kumar; and Runaaz Ali, FNU <i>Professional Development of Teachers in Fiji</i>	<i>Reflecting on Doctoral Supervision in Complex Contexts: A Duoethnography</i> Bhavika Naidu, FNU <i>Decolonizing Pedagogies in Tertiary Geography</i>	<i>Fiji, the Future: The challenges</i> Mrs. Merelesita Qeleni, Special and Inclusive Education Sr. Coordinator Curriculum for all: A deep dive into the delivery of curriculum and teaching practices in inclusive and special schools in Fiji.	Fahim Fardeen Sheik & Sofia Ali, FNU <i>Challenges faced by teachers in implementing the curriculum in Fiji</i> Shyntia Shirley Chand & Satish P. Chand, FNU <i>The impact of educational leadership and school culture on the academic performance of students</i>
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2.30pm-3.00pm	AFTERNOON TEA
3.00pm-4.00pm	CLOSING CEREMONY Room: Na Warelevu
7.00pm-10.00pm	CONFERENCE ISLAND NIGHT Venue: TBC

Thursday 24 November

All Day

Post-conference Field Trip to Climate Change Village project

ABSTRACTS

1. Monday 21 November 3.00pm-4.30pm

CONCURRENT SESSIONS

Onelau Faamoemoe Sotiata, NUS, *Professional development in Food and Textiles Technology in Samoa: How can we improve learning in the classroom?* “This professional development for Food and Textiles Technology teachers (FTT) in Samoa is discussed with particular reference to teacher learning, teacher reflective practice, and improvement in student learning outcomes. Prior research highlights that teacher professional development links to improvements in teaching. There is a significant relationship between teacher learning and improvement in student learning, which contributes to addressing the problem of poor student outcomes. Effective teacher learning also leads to increased student engagement. Continuing professional education is important for teachers, and the research recommends that principals take a lead in supporting professional development for effective teaching. Professional development should be primarily school focused, and embedded in the job of teaching. As Fullan (2010) indicated, to create these conditions to support teacher learning and development, teachers must hold their discussions within their school context and discussions need to occur over a sustained period of time. Effective professional development requires groups of teachers to work actively and collaboratively together (Stoll 2000) and developments in FTT need to plan for this to occur. This study focuses on the analysis of findings from a small-scale study of Food and Textile teachers’ experiences of professional learning. The teachers reported that, while they understood the need for further professional learning, insufficient opportunities for professional development were provided by schools and the Ministry of Education, Sports & Culture – and, even where it was available, either not enough teachers took the opportunity or the content provided was of limited value. The study aims to add to our research-based knowledge on how to improve and enhance teacher learning in schools in Samoa, in particular, in the area of Food and Textiles Technology.”

Makereta Mua, FNU, ‘Taibobo’

In keeping with the theme, ‘Walking backward into the future, together’, ‘Taibobo’ is the name the Torres Strait Islanders give to the style of singing and dancing that they learned from the Rotuman sailors who worked in the marine industry in the late 19th century. The Islanders of Eastern Torres Strait continued to practise them long after the Rotumans had gone, as a part of a repertoire of songs and dances, old and new. Jeremy Beckett recorded Taibobo in the 1950s. When a Rotuman researcher came to Torres Strait in 2004, Islanders could still sing the songs which, as it eventuated, only the oldest people in Rotuma could remember. The paper will place the Torres Strait adoption of the songs and dances in historical context and describe Taibobo – both the songs and the dances in the 1950s, and later in 2004. Finally, the response from RAKO, the Rotuman professional dance group, who have turned Taibobo into a full dance theatre production. RAKO was formed in order to create a platform for creative research, and to ensure continued practice of Rotuman heritage artforms, indigenous knowledge and creative skills. RAKO performers’ thoughts and feelings on hearing Taibobo recordings from the Torres Strait and their experiences in performing Taibobo is documented.

Oka Sanerivi, UOtago, *A culturally safe and competent health workforce*

A culturally safe and competent health workforce has the capability to remove or reduce the barriers that Pacific peoples face in accessing and receiving high-quality health services. This type of workforce will have a greater ability to meet Pacific peoples' needs and improve health outcomes by translating cultural practices, concepts and diverse world views into high-quality, evidence-informed health services [1]. However, there is no available guidance on the Physiotherapy profession's practice and standards of care when working with Pacific peoples. This research aims to explore the cultural knowledge, specifically pertaining to health, of Samoan families and Physiotherapists living in Aotearoa and Samoa with the view of illuminating how understandings of Samoan and Pacific cultural philosophies, ways of being and practices can enhance the rehabilitative role of Physiotherapists when providing health services to Pacific families in Aotearoa. With the imperative of employing Pasifika research methodologies to seek more contextualised solutions for Pasifika issues, this qualitative research study is employing Talanoa and Kakala research methodologies [1] as well as the Uputaua Therapeutic Approach [2]. The themes distilled through the Kakala process would form the basis of the guideline and/or model of care which will be presented to the peak Physiotherapy professional bodies in Aotearoa via focus group interviews, before refining the final guideline/model for gifting to these organisations. As this study is currently in progress, preliminary findings from the Aotearoa-based Talanoa have included the importance of the understanding and utilisation of Pacific languages, Fofō as the Samoan indigenous reference for Physiotherapy and Physiotherapy as a hope-giving health service. Upon completion of the Samoa-based Talanoa and the formation of the Kakala, the findings of this study would have implications for health policy development, health curriculum development and competency evaluation not only for Physiotherapists, but for all health professionals across Aotearoa.

Krishneel Reddy, EQAP, *Comparative Insights into challenges and barriers faced by education ministries in the Pacific region in conducting research*

Research plays a critical role in supporting ministries of education to design and implement evidence-based policies and practices. A research/policy department often provides part of providing the required research/policy support as a subset of the different divisions within the ministry. Resource availability and access have significant implications for the staffing of such departments. Research officers of these departments often work in "isolation" with their colleagues; however, recent developments have led to more active collaboration and partnerships between academia, development agencies, and ministries of education. An example of such collaboration is work currently being done under the Pacific Regional Education Framework (PacREF) program in which ministry of education research officers play crucial roles such as acting as project focal points and collaborating in the co-design and implementation of projects. However, despite the critical role played by research officers from the ministries of education, there is minimal knowledge of their experiences, specifically on the challenges/barriers faced by these officers in carrying out their duties. To that end, the Pacific Community's Educational Quality and Assessment Programme (EQAP) hosted a talanoa earlier this year with education research officers from 11 countries across the Pacific region to unpack the core challenges they faced in doing their work insights on how these challenges can be mitigated. As such, this presentation provides unique insights from research officers from the ministries of education. Specific attention is given to the different challenges faced by education research officers; the role of participatory and partnership models to build research capacity; innovative solutions in mitigating research challenges in small and developing island states, and the lessons that can be learned by all engaged in educational research from a comparative and international perspective.

Sereima Baleisomi & Katarina Ruru, FNU, 'Ibe ni Kana' – A vehicle for Indigenous Fijian Values Transmission: A Critical Reflection

Schools are mirrors of society. The many cases of student indiscipline highlighted in the local media in Fiji is a cause of concern. Since schools are a microcosm of society, the deteriorating values of students could signify a troubled society in future. This paper reflects on how the family gathering around mealtimes (Ibe ni Kana) in an indigenous Fijian home provides a platform for reinforcement of values and culture. Data was collected through Talanoa with senior academics, senior members of the community and reflections by the authors on their lived experiences. Data was analyzed qualitatively. It was found that 'ibe ni kana' does not only serve as a platform where families come together and share food, it is also an opportunity for the translation of the core values such as respect, sharing and gifting. It is a platform where reflection on action and reflection in action is consistent. It is important that teachers and students adopt the 'ibe ni kana' concept in the classroom to address student misbehavior and indiscipline. Parents, teachers, and students form a platform upon which our society can build good characters.

Sakul Kundra, Woxsen, Romina Singh & Regina Naidu, FNU *Imagining India as 'Outsider' through the lens of Bollywood: A Study of indigenous-Fijian Students of the Fijian National University*

Fiji is often termed as a 'little India' where Fijian of Indian descent (Indo-Fijians) have developed their new identity with some cultural traits of Indian characteristics. Historically, Indo-Fijians have gone through a series of diaspora from the phase of indentured labourers to contemporary times. During their presence in Fiji, the Indo-Fijians have imported many cultural and religious customs from India through Bollywood movies, Hindi television serials, music, fashion and print media. Gradually, the indigenous Fijian (I-Taukei) youths began to develop an interest in Bollywood movies, and their presence was noticed by them seen watching Hindi Bollywood movies in Fiji's multiplexes with English subtitles and movies and serials telecasted on national television channels (Fiji One and FBC); subscribing to Sky Pacific to watch Bollywood movies, serials and reality shows; and buying Bollywood DVD and listening and dancing on Bollywood dance numbers, reflecting the national cultural hybridity. The interest in Bollywood movies has not reduced, although Fiji has failed to develop her homegrown Hindi film industry. The antecedent researchers (Mishra, 2002; Rajadhyaksha, 2008; Starosielski, 2010; Uppal, 2011; Voigt-Graf, 2008) have researched on themes of the cultural association of Fijians of Indian descent, however, none of them has attempted to research the theme of Bollywood's impact on indigenous Fijian youths. Media products, especially Bollywood, are considered carriers of images and the conduit of emotions that connect individuals or a community to an imagined/constructed land/nation (Uppal, 2011). This media has now influenced the indigenous population in many ways that is yet to be researched. This research is the assessment of Bollywood movies and related media's impact on undergraduate students (especially Indigenous Fijian students) at Fiji National University. The article focuses on ascertaining the influence of Bollywood movies, songs, dance and print media on indigenous Fijian students through conducting a qualitative survey among FNU students studying (110 participants) at an undergraduate degree of Bachelor of Education (Secondary) with a major in History/Geography and English/History. The aim of this research is to explore the role of Bollywood and other media products in making a cultural and social impact on indigenous students. The article also explores the perception and imagination of sample participants about India via entertainment media, although they have never visited India. Research findings give new insights into indigenous Fijians' perceptions as an outsider where they are neither the actors nor the subject, but they still have made a significant impact on their understanding of India. Indigenous Fijian youths have developed an 'imagined' India through the lens of Bollywood and other related media.

Alvin Chand, U Waikato, *Weaving CLES-FS and talanoa: Fijian secondary students' perceptions of science learning*

The Constructivist Learning Environment Survey (CLES) is an instrument that can be used to investigate the constructivist learning environment in a classroom. This study seeks to explain how a modified CLES was implemented together with talanoa, a Pacific method, to explore Fijian students' perceptions of science learning in secondary schools in Aotearoa, New Zealand. The modified CLES, called CLES-FS, was developed explicitly for Fijian students in the New Zealand secondary schooling context. The adapted instrument included five components of constructivist learning: relationship and identity, familiar context, talanoa, critical voice and shared control. Talanoa, a qualitative research method, is a naturalistic inquiry that removes the distance between researcher and participant and provides research participants with a human face (Vaiotei, 2012). The inclusion of Talanoa within the CLES survey tool has not been done before to collect data from iTaukei and Fijian Indian students. The implication of using talanoa alongside CLES-FS has provided both narratives as well as quantitative data of the study. The findings indicate that students value relationships and culture and want to learn in a familiar context. Furthermore, students have indicated that teachers are the 'gurus'- respected figures in the class and regard them as their role models. The research took place at eight different secondary schools in New Zealand. All schools involved in the research were government-run, coeducational, and **North Island-based schools. 305 Fijian students aged 13-18 years were invited to participate in this research. Students were either Fijian immigrant** students or New Zealand-born Fijian Indian students.

Akisi Ravono, MU, *The Vanua model: Indigenous health and wellbeing*

As we walk backward to the future, 21 indigenous patients and nurses, described the challenges they face in order to live healthily and deliver best practice. An exploration of and the impacts of NCD-related policies will be presented in how the Fijian government has developed strategies to promote healthy living in Fiji. The vanua model - as an exemplary model of indigenous health and wellbeing will be presented as a way to compass the challenges faced by people living with diabetes and associated conditions. The presentation will suggest ways to promote healthy living through using the vanua model. This will include presenting the how the vanua and its components are significant for the iTaukei (indigenous people of Fiji) people (Nabobo-Baba, 2006). The iTaukei ethos is focused on the continuity of life and preservation of the vanua through regeneration and unity (Kaplama, 2016; Ravuvu, 1987). One of the critical instruments in upholding the values of the vanua is how people get together to promote harmony within their community, which is inclusive of the general concepts of health and wellness. This presentation informs how the inter-relatedness of the three elements of the vanua birthed the concepts of caring, which is part of iTaukei people's orientation and lived experiences. It then suggests how such concepts best fit to curricula - not only to promoting indigeneity, but also in the interest of health among the iTaukei.

Awadhesh Kumar Shirotriya; and Nicole J Smith, FNU *Pre-service teachers' perceptions of factors hindering the online teaching in physical education in Fiji's school system: A study to develop the professional development program*

The climate in Fiji is prone to extreme events. Cyclones can have a significant impact on the economy, education, and public safety, and almost every year teaching and learning get disrupted because of the cyclone. Fiji's Ministry of Education has reported that at least 240 schools have been damaged or destroyed by Tropical Cyclone Winston, 2016. The impact of COVID-19 has also laid down a similar situation in Fiji the school was closed, and learning is being affected badly. The education ministry has taken a good initiative and requested teachers to carry out their teaching via online mode. Although, this arrangement was very new to them, however, by doing the trial-and-error method teachers did well. We believe that the teacher training courses are the real laboratories

where we can do/alter the future teacher's course content material. The student's voices are very important to sketch the program document policies about them. Their practicum-based experiences will be helpful to revise the existing unit descriptors according to the demand. Therefore, the study aimed to collect PETE students' perception of barriers to teaching online PE in Fiji and to identify how the PETE program can respond to help them overcome the challenges longer term. This study will help to identify the gaps with the following research questions: • While teaching online PE, what challenges/barriers will be prevalent? • What professional development is needed to help overcome these challenges? This study will be guided by the concept of the Interpretative phenomenological analysis (IPA) method. Phenomenological research concentrates on educational settings through lived insight, perception, and sensations of members about a phenomenon. Data will be collected through focus group discussions (FGD). The sample of this study will be chosen with the purposive sampling method used to collect the data, the sample will represent the second and third years of the Bachelor of education (secondary) with a PE major from the Lautoka Campus. The findings of this study to inform the Ministry of Education, Heritage, and Art's vision to build a sound digital infrastructure in Fiji.

Jeremy Dorovolomo, USP, Dominique Mahuri, Vanuatu & Amton Mwarakurmes, USP *Teachers' perceptions of sociocultural practices on students' academic achievement in North Pentecost, Vanuatu*

This study investigated teachers' perceptions of sociocultural factors affecting students' academic achievement in Zone Five North Pentecost, Vanuatu. A qualitative study it sees its forty-five participants as 'a culture-sharing group' documenting their attitudes, perceptions, beliefs and their shared approaches towards sociocultural and classroom practices in relation to students' academic work. Teachers' perceptions from both etic and emic perspectives within their cultural and social context, and their meanings and processes were investigated. Furthermore, the theoretical framework underpinning this investigation was based on post-Vygotskian sociocultural theory and complexity theory. Vygotsky's sociocultural theory of learning proposes that learning happens through interaction within the socio-cultural context. All contexts are complex with intertwining systems of collective behaviours and simultaneous interactions with the environment. Diverse sociocultural factors affecting academic achievement were identified including kava as a socio-cultural keystone among Zone Five communities, religious responsibilities of community members, domestic commitments towards families and wider communities and traditional formalities such as bolololi (Traditional pig-killing ceremony), mateana (funerary ceremonies) and lagiana (marriage). These aspects of daily interactions among Zone Five communities influenced the relationship between teaching and learning pedagogies. Despite the setbacks to learning, teachers suggested the urgent need for a culturally inclusive curriculum to assist students to acquire important communal values, understand their spiritual and cultural phenomena, live sustainably with their environment and maintain a healthy life while adhering to the virtues of citizenship and governance.

Synthia S. Ruban, FNU *The impact of education leadership and school culture on the students' academic performance*

Educational leaders can use school culture as a tool of influence and lead by coordinating staff understanding and action which can have a direct effect on student performance. This study's main goal was to determine how leadership, school culture, and students' in-class academic performance interact. The study was guided by Gruenert and Valentine's (1998) School Culture Survey, where six factors of collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnerships were defined using a 35-item Likert-scale survey. Thirty in-service teachers were randomly selected from Fiji National University to participate in the quantitative survey, which was carried out using online questionnaires in the setting of school culture. The results suggest that school culture is significantly influenced by leadership. The results also showed that involving teachers in decision-

making, providing them with more time for planning, and encouraging the development of relationships based on trust were also crucial. This has implications for the way school leadership is understood and practiced. Teachers, school administrators, and human resources personnel are projected to benefit from the study's findings which point at areas of leadership worth further investigation.

Sereima Baleisomi, Mosese Natuilagilagi, Margaret Gabriel, Laisa Vuetaki, Katarina Toga, & Unaisi Nabobo-Baba, FNU *University and Government Partnerships: Addressing SDG Goals and promoting partnerships of Impact - A case-study of the Commissioner Central's work in Fiji*

One of the realities of today's world is the need to advance collaboration and partnerships between Universities and Government bodies working in the area of sustainable community development. Development issues are becoming much more complex in the face of dwindling resources and climate change challenges. In The Fijian language, collaboration and partnerships fall within the term 'Sosolevaki'. Sosolevaki is working together communally to achieve outcomes. In this presentation, Sosolevaki and the building of sautu (good life) is exemplified by the engagement of University staff and students as this drives the sustainability work presented herein.

Eshika Devi & Sofia Ali, FNU *In-service teachers' perceptions of expediency of online formative assessments at Fiji National University*

Online formative assessment refers to a wide variety of methods teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. This study aimed to investigate in-service teachers' perspectives on the benefits and drawbacks of online formative assessment. A total of hundred in-service teachers enrolled in a Post-Graduate Diploma in Education throughout the study were the sample of the population of this study from all three Fiji National University campuses (Labasa/Lautoka/Samabula). This study focused on the perception of students on how online formative assessments affected their performance at the end of the semester through continuous assessments such as discussion forums, quizzes, and online tests. Fiji National University has adopted online formative assessment over summative for post-graduation level studies, leading to an increased number of students in the program. Therefore, this study was used to find students' perspectives on online formative assessments and whether the use of online formative assessments helped increase students' performance at the end of the semester into their final grading. The data was gathered via an online questionnaire using a mixed-method approach.

Siliva Gaugatao & Tanya Samu, UAuckland *O Tama Samoa ma fonotaga a matua, tamaiti ma faiaoga i aoga maualuluga i Niu Sila: The engagement of Samoan fathers and male caregivers in New Zealand secondary school parent–student–teacher conferences*
E tu manu ae le tu logologo. Parental duties to their offspring continue until they are no more.

Pacific parents and caregivers have been conceptualised in national education policy as central and essential to Pacific success in formal education since 2009. My study was an opportunity to examine the role of Pacific fathers, specifically Samoan fathers and caregivers, and their engagement in their children's schooling. I focused on the most formal of encounters between the school and parents – the parent-student-teacher (PST) conference. The engagement of fathers and male caregivers (Samoan or Pacific) in New Zealand secondary school PST conferences is uncharted territory. However, in the fa'a Samoa or Samoan culture, fathers are held as "heads of families." But how do fathers see their roles in education? This presentation highlights the voices of Samoan fathers and the depth of their hearts' desires to support their children's education, breaking past their own barriers of discomfort. The richness of the findings, was in large part a consequence of the research tools and methodologies that were used, and my own positionality as a Samoan father and matai. The study

used a dualized methodological framing of Problem-based methodology and Talanoa. The series of carefully planned Talanoa with the father-participants was a culturally-laden process, evident in the language and values that were used, the cultural contexts in which the research took place, and informed by mutual understandings of the fa'a Samoa. The important end result was unearthing of Samoan fathers' heart motivations and behaviours for supporting their children's educational efforts within the strange, unfamiliar world that is the New Zealand formal education system. I critically reflect on how this study's approach to Talanoa in particular, enabled the impact and influence of Samoan fathers on the learning experiences and outcomes of their adolescent children to be seen as so much more than their physical presence at PST conferences.

Eta Varani-Norton, Researcher, *Culture as the Uto (centre) of Fiji's Family Life Education Curriculum*

This paper addresses gaps in Fiji's Family Life Education (FLE) curriculum, a subject many teachers are not comfortable to teach. Nor are sexual matters an easy topic for conversations between parents and their children. The recent removal of the curriculum from the Ministry of Education (MoE) website indicates educators' reluctance to address a subject so vital to the health and welfare of Fiji's youths. This paper proposes a modified version of Mitchell's model of four interconnected components concerning sexual risk and resilience: individual (the learner), community, institutions and society. Intersectoral and multilevel intervention targeting young iTaukei uses a holistic approach designed to create community and individual sexual resilience. At the institutional level, a collaborative intervention by the MoE, the Ministry of iTaukei Affairs and the Ministry of Health, working closely with schools and parents' associations should help create community and individual resilience. The model applies the indigenous belief that all things are rooted in relationships to highlight the need to strengthen interconnectedness between parents and their adolescent children, the community and wider society. To achieve harmony among self, friends, family and community, the paper argues that a cultural value that is centred on topics such as abstinence, contraception, teenage pregnancies and STIs, refusal skills, and so forth, can help enhance good relations and behavioural change. Making Yalomatua (wisdom) the uto (centre) of the curriculum, would anchor cultural concepts to every lesson. A cultural value such as yalodina (being true) is linked into the theme yalomatua, on, for example, the topic of 'refusal skills'. Learners are challenged on their interpretation of 'yalodina' (being true – to oneself/others) and how it reflects the yalomatua theme and its application on the topic. A role play on 'refusal skills' helps to ground students' experience, empowers them to self-regulate and develop their intellectual, social, emotional and political knowledge and skills.

Sarita Chand, Sofia Ali, Fereal Ibrahim, Emoni Lebaivalu & Naresh Chand, FNU *Parental contribution in vernacular language education: reflection of parents' perception of Fiji primary schools*

Parental involvement is a vital aspect influencing students' educational development. This study investigates the support of Indo-Fijian /Fijian parents in their children's learning of the vernacular languages of their cultural heritage. Parents (and or other caregivers) are the children's first teachers, and this role continues even when they start school. In addition, parents need to collaborate with teachers to provide an environment that supports their children's performance at school (LaRocque, Kleiman, & Darling, 2011). The participants of this research are the parents of students studying in Fiji primary schools from Years 1 to 8. This research was designed as a sequential explanatory study in which 25 survey items were used along with semi-structured interviews. Quantitative and qualitative approaches will be used in the data analysis. Quantitative data analysis was carried out to address the research questions formulated for the present study. The data will be analysed using IBM SPSS 23 statistical package. Findings should reflect parents' attitudes and how they

directly or indirectly support their children in vernacular education, as this is a working paper as results are yet to be analysed. The results of this research should be grounded on the three major vernacular languages (Vosa-Vaka-Viti, Hindi, and Urdu) taught in the primary schools of Fiji.

Olugbenga Ige, Eugene Ezebilo & William Kipongi, PNG NRI *The Concept of 'Communities' in Fourth Industrial Revolution (4IR)*

The annals of mankind are filled with diverse scientific and social advancements that are features of different revolutions such as the first, second, and third industrial revolutions. At present, the waves of fourth industrial revolution [4IR] have gained momentum and swept across different nations of the world. PricewaterhouseCoopers [PwC] (2022) describes the 4IR, also known as 'Industry 4.0' as the unfolding age of digitalization that unveils the transformation from digitally connected products and services humans consume to smart cities and factories advancements and increased common automation of tasks and services in human residences and work places. Ružarovský et al. (2021:2) identifies nine primary technological pillars that would power 4IR, these technologies are Augmented Reality, System Integration, Cloud Computing, Big Data, Internet of Things, 3D Printing, Cyber Security, Autonomous Robots, and Simulation. In the light of the societal changes that 4IR would bring to humanity, this systematic literature review explores the dynamics of changing 'communities' with the activation of the nine fundamental technological pillars that have facilitated the 4IR. The outcome of this review contributes to knowledge on models of human and virtual communities that will feature in the era of 4IR.

Satish Chand, FNU *Teacher perception, practices and attitudes towards students approaches to learning in primary school classrooms in Fiji*

The ways teachers organise learning in Fijian classrooms vary. While some teachers place a strong emphasis on information processing and meaning-making, encouraging deep approaches to learning, others place a strong emphasis on students processing information as quickly as possible, encouraging surface approaches to learning. The purpose of this study was to examine the teacher's perceptions, practices, and attitudes towards approaches to learning in primary school classrooms in Fiji. Participant observation, semi-structured interviews, and document analysis were used to collect data from twelve participants who were part of this study. The findings revealed that teachers define deep learning approaches as those in which students use the acquired knowledge over an extended period of time and become critical thinkers and problem solvers. The study showed that teachers prefer surface approaches over deep approaches to learning. Teachers focus on completing activities in the shortest possible time and memorising facts. Much emphasis is placed on students' remembering the materials taught in classrooms and replicating them when probed in exams. While teachers feel it is vital to engross students in deep approaches to learning, many factors avert them from accomplishing this. One of the distinguishing factors is the curriculum itself. Teachers are not content with the ever-changing nature of the curriculum, with changes taking place virtually every year. This study calls for greater teacher professional development and judiciously planned curriculum reforms to encourage teachers to do what they know is effective.

Taravini Raiula & Barbara Fatiaki, FNU *Teachers' Reflection- On and In- Action on Teaching Phonics to Lower Primary Students: A Case Study of Labasa Primary Teachers, Fiji*

Research work on literacy issues have continuously accumulated in recent years. In addition, issues raised about literacy have also been ongoing locally and globally. This presentation reports on a study that examines teachers' reflections; from the past and the current status of the teaching of phonics to students in lower primary levels of Fiji; a potential contributing factor in lower literacy rate for these groups of students. In addition, related challenges faced by teaching phonics are examined. This is a small case study that used purposive sampling to identify 4 primary school teachers from Labasa; Northern Fiji. The

data comes from a questionnaire on teachers' reflections on past and the current teaching of phonics to students in lower Primary classes, analysed thematically. The relevance of the study is to give sense of direction to educators and the Ministry of Education in Fiji, on how to support primary school teachers with teaching phonics in order to raise literacy achievement, and more importantly, promote meaningful learning for students. The study would support the Teachers Colleges to have a dialogue regarding strategies that will enhance meaningful learning for students encouraging appropriate strategies in literacy and language courses to be incorporated in the Primary Teacher Education programme.

2. Tuesday 22 November 10.00am-12.00pm

CONCURRENT SESSIONS

Joseph Veramu, FNU *Intersectionality of religion, culture and moral education. (Kabini Sanga, VUW Respondent)*

The intersectionality of religion, tradition (culture) and moral education implies that these concepts do not exist on their own; there is a symbiotic thread that intertwines them. Religion has its linkages to culture and this influence has impacted the notion of morality. It is also a misnomer to assume that because Pacific islanders are predominantly Christians that they exist purely within this cocoon. Christianity in the multicultural Pacific intersects with Hinduism, Islam and Confucianism. This inclusive dimension enriches the intersecting threads of our faith, socio-economic, political and education systems. While the intersection of European colonialism and indigenous cultures in the Pacific had an overwhelming impact, this paper takes the stance that indigenous cultures also impacted the colonisers. Although there were/are negative aspects to these intersects, it should also be recognised that there were / are positive aspects in the adoption of the enduring values of both cultures. For example, the Christian faith that colonisers introduced to the Pacific has been subjected to reinvention and reinvigoration to integrate Pacific cultures and traditions. The intersectionality of religion, culture and moral education must be predicated on inclusion and equity, cooperation, and solidarity, as well as collective responsibility and interconnectedness. The paper argues that Christianity in the multicultural Pacific intersects with Hinduism, Islam and Confucianism. This inclusive dimension enriches the intersecting threads of moral education, faith, socio-economic, political and education systems.

Rebekah Ilave & Ligia Guterres, Catalpa International *Design Thinking: A mock workshop on how to improve school management*

In technology-enabled education improvement programs, learning about your stakeholders using workshops is vital to generating solutions that solve their problems. From our experience building numerous EdTech products and programs, a stakeholder workshop using human-centered design is pivotal to empathize and deeply understand the users and their context. Our programs have shown statistically significant impacts on skills training and changes in teachers' classroom behaviours. We attribute our success, in part, to co-designing with the community (teachers, school administrator, ministry of education, and donors) and using participatory processes. In this session, we will run a mock workshop using human-centered design principles that focus on the lived experiences of our stakeholders. Participants will 'play roles' such as local teachers, school administrators, and the Ministry of Education. Participants will practice embodying the stakeholders to understand their context, as well as learn design principles and methods they can use in stakeholder workshops. This practical session is aimed at program managers and coordinators engaged in education improvement programs as well as researchers and academics interested in human-centered design methods.

Pardeep Lal; Sofia Ali, FNU *Covid 19 and Tertiary Education- A study on Impact of Covid 19 on tertiary students in Labasa*

The Covid 19 pandemic brought challenges to education which caught Pacific Island nations by surprise as it created chaos to the established order. The closure of education institutions across the Fijian nation created dilemmas in education, social life and affected the mental health of students. Disruption to the academic life of tertiary students lead to potential impacts on future employment, economic and development prospects. The key challenging issues for rural locations in Labasa was access to teaching and learning, with issues of continuity and equity and the further possibility of marginalization turning into a crisis. Policy decision makers formulated (untested) strategies to keep teaching and learning active through online modes of study. One of the immediate threats that this temporary strategy curtailed was the fear of school dropout. The decision to shift studies to online mode gave hope for continuity but placed added burden on students and parents to invest in technology such as tablets, laptops and smartphones. Study from home via online modes posed challenges, especially to rural remote students where internet connectivity was absent or poor. School lockdowns meant adjustment in teaching approach and delivery which created confusion and uncertainty. The objective of this study was to analyze the impact of Covid19 on tertiary student's education in Labasa. This study focused on tertiary students, deriving detailed information through post-lockdown face to face interviews. The findings point out major challenges from the pandemic and the preference for face to face learning over online modes despite learning support and assistance to internet access. The fact still remained that in locations void of internet connectivity, digital assistance was ineffective. Education continuity during critical moments such as a pandemic requires strong commitment from decision makers at national and institutional levels to develop resilient teaching and learning systems. The presentation further calls to examine and evaluate alternative modes of educational delivery thoroughly to avoid discontinuity and crisis in education.

Elisabeth Moore, VUW

Pā'ina: Using the metaphor of a potluck to reimagine the third space for ethical research in Indigenous contexts

This presentation investigates and expands on the use of a pa'ina (a Hawaiian style potluck) as a metaphor for teaching and learning. It is imagined as a bridge for building understanding between Western academic researchers and Indigenous researchers by examining the wider context of research. Inspired by Seu'ula Johansson-Fua's metaphor of Motutapu (2016), as a place where host (insider) and guest (outsider) negotiate their relationships, the metaphor of a pa'ina aims to be a dialogical, relational, and ethical space for non-Indigenous researchers to engage with Indigenous peoples. This third space is a relational place where Western researchers unsettle their histories, understand context, listen to the stories of others, create shared understanding, and launch new relationships that are centered on respect and reciprocity. At a pa'ina, "food tells a story and those who partake are obliged to listen" to these stories (Julier, 2013). A pa'ina is a space where people come together for a common goal of creating community and shared understanding. The purpose of this presentation is to spark change in the way Western research is conducted. By deconstructing and decentering the normativity of Western paradigms in research, more ethical research relationships and academic community can be formed.

Selena Meiklejohn-Whiu, UAuck *Exploring the potentialities of digital counter-storytelling for Pacific students and their developing Moana educational identities*

Education theory supports the idea that children who bring their identities to their learning experiences are well equipped for positive outcomes. These assertions are premised on the idea that learning opportunities can create space for children to explore and share their existing and acquired knowledge. One way of promoting equitable learning opportunities for Pacific children in Aotearoa is through Pacific centred literacy experiences. In this study a digital

space embodied opportunities for literacy experiences to create digital artefacts, digital stories, and counter stories. Interaction with the digital space enabled students to assert their different identities, share their values and unique perspectives, and contribute to learning for themselves and others. As the students explored their Pacific identities, the ongoing formation of their identities could positively impact on 'who they are' as successful, self-determined, critical thinkers. The study is framed by the *vā*, (a Pacific concept used to honour and symbolise relationships between people, environments, and places), critical race theory, and an intersection of identity exploration and formation theories. Multiple methods were used spanning Covid 19 lockdowns throughout this design-based research study. Qualitative data was collected through surveys, focus group interviews, and digital artefacts, which were shared by participating students and are being analysed using the *vā*, reflective thematic analysis, and narrative analysis. The implications of this study arise from an improved understanding of how early exploration of cultural identity and learner identity could contribute to developing Moana educational identities.

Zakia Ali-Chand, FNU *Role of graphics, language and literacy in science education*

This study explores the importance of visual learning tools, such as models and drawings, as well as language and literacy, in the enhancement of students' understanding of abstract concepts in science subjects in secondary schools. The study draws on the theoretical framework of teacher as an inquiry model and a qualitative ethnographic methodology that is self-reflexive and allows the teacher to better understand the needs of the students in the class. Teaching and learning in science subjects consist of three levels of understanding, macro, sub-micro and symbolic. Using the theoretical framework of teaching as an inquiry model and ethnographic methodology, the study concludes that teaching abstract concepts in a science class requires not only the use of visual models and drawings but an interplay between text and graphics, where graphics play an integral role in the communication and understanding of abstract concepts for students in secondary schools. Teaching second language learners outside of an English class can be challenging. Students may either focus more on getting their language correct rather than the scientific concepts or be less engaged because of their challenges in articulation. These findings emerged from an ethnographic study of students in a secondary school in New Zealand and Fiji. Drawing on this research, the authors conclude that overcoming the language barrier is just as important as using visuals and models as learning tools when teaching abstract concepts in science subjects.

Suliasi Vunibola, UCanterbury *"We are not sinking": Indigenous innovation, climate resilience, the pluriverse and the role of education in the Pacific*

The climate crisis is an ongoing security risk for Pacific communities. This presentation brings Indigenous climate resilience mechanisms and the role of education to the forefront of Pacific climate resilience scholarship. Pacific Indigenous knowledge of climate crisis is based on centuries of knowledge production and community reproduction, which is globally significant to climate adaptation and mitigation. It is also based on daily experience and observation, continuous adaptation, innovative responses to disasters, the development of resilient mechanisms, protection of the environment, and the centrality of interconnections between the ocean, sky, land, and people. Indigenous knowledge of the Pacific's climate is interdisciplinary and supports the provision of unique Pacific voices often missing from Pacific regional positions on climate change, which is often suppressed during global climate negotiations. The International Panel on Climate Change (IPCC) 2022 Report suggested the need for climate-resilient development adaptation and mitigation measures, including Indigenous and local knowledge and system transitions, to reduce risks from the human-induced climate crisis. Still, it fails to suggest how this can be achieved. But the commodification, neoliberalisation and hierarchies of knowing contribute to the sensationalistic image of western education (tension) and knowledge over Indigenous Knowledge (IK) in the Pacific. Is there a pluralistic way of looking at this? This presentation addresses this gap by exploring

existing climate-resilient mechanisms and constraints within formal education framings with case studies of two communities in Fiji and from the pluriverse perspective.

Eun-Ji Amy Kim & Dr Troy Meston, UGriffith *Virtual-physical hybrid pedagogy: Teachers as Cross-cultural brokers*

Over the years, interdisciplinary or intercultural learning approach has been advocated by many national and state curricula around the globe. In turn, these initiatives created diverse 'cultural interfaces' for teachers to navigate and connect. Torres Strait Islander scholar Martin Nakata (2007) theorised 'the cultural interface' between Indigenous Knowledges (IK) and Western Modern Science (WMS), a "contested knowledge space" wherein teachers need to ask critical questions such as which part of IK is being included and in what ways IK are represented in the curriculum. Cross-cultural science pedagogy also focuses on providing experiential learning opportunities with the local Indigenous community members whilst offering exploration of the connection between local Indigenous knowledges and Western modern science and technology. Often cross-cultural science pedagogy involves a place-based approach where in the relationships between local Indigenous peoples and the place become central in the process of teaching and learning science. Understanding of the pedagogical knowledge of digital technology now becomes an essential asset for teachers in 21st century. Particularly, Virtual immersive teaching fosters learning science and technology beyond rote memorisation, offering experiential learning opportunities for learners. The question now is then, in what ways can we create an efficient and meaningful hybrid pedagogy virtual immersive teaching with local-placed based approach of teaching science? While the two approaches seemingly sound different, focusing on similarities in these two approaches may offer suggestions for the successful integration of cross-cultural and VR immersive pedagogy for science education. For instance, in addition to offering experiential learning opportunities, the both approaches require teachers to be able to collaborate and communicate with stakeholders across different disciplines and cultures, for example local Indigenous community and experts from fields like software engineering. In this presentation, we explore the theoretical and practical consideration for teacher's work in transdisciplinary collaboration for cross-cultural hybrid science pedagogy.

Sereima Baleisomi; Taraivini Raiula, FNU *Practicing Professional Noticing in the Primary Mathematics Classroom in Fiji: Highlights from the field*

Mathematics achievement of students in Fiji has been an issue of continuous discussions amongst education stakeholders lately. Several researchers have shown a directly proportional relationship between teacher pedagogy and student achievement. Strategies such as lesson study and reflective teaching have engaged professional noticing skills. Professional noticing is a skill widely used by indigenous Fijian elders when they are teaching craft skills like weaving, carving and even gardening. The successful transmission of these expert knowledge to the novice could be attributed to the use of professional noticing as a teaching strategy. Likewise, professional noticing could be used to improve mathematics achievement in primary schools. This study explored the extent to which professional noticing was used in the teaching of mathematics in Primary schools. This study engaged a qualitative approach where observation and focus group interview were used to gather data. Twenty-three primary school teachers participated in focus group interview and another twenty were observed, to ascertain the extent of the use of professional noticing in their teaching of mathematics. The study found that teachers are using aspects of professional noticing in their teaching strategy, however, they are not aware that it is professional noticing. It is crucial that teachers are aware that professional noticing is a successful teaching strategy, therefore, teacher training institution needs to include it in their Mathematics education curriculum. There is also need for more rigorous research on professional noticing in Fiji. Key words: Professional noticing, mathematics education, teaching strategy, mathematics teaching.

Tanya Samu, Siliva Gaugatao & Dagma Dyc, UAuck

Tui Tuia ki Tapasa: Supporting teachers of Pacific learners in Aotearoa New Zealand in ways that are 'one fits one', 'bespoke' and tailored

Tapasā is a cultural competencies framework for teachers of Pacific learners in Aotearoa New Zealand (MOE, 2007). Tui Tuia ki Tapasā is a professional learning and development programme (PLD), designed to support leaders, teachers, kaiako of centres and schools to engage with Pacific learners, their families and communities in culturally sustaining ways. According to Tofilau Siliva (co-designer of the Tui Tuia ki Tapasā PLD programme), Tui Tuia ki Tapasā "...is informed by Pasifika knowledge, ways of being and approaches to practice that are research-informed, led by a teacher's strengths and empowering for all participants involved. Our approach is flexible, responsible and reflective, in other words, 'one fits one'. We will tailor the initiative to the strengths and needs of individuals and groups of teachers and leaders and their learning journeys." In this tok stori/ talanoa session, we share key features of the Tui Tuia Ki Tapasā PLD programme and make connections to the programme's overarching principles, which are: (i) building reciprocal relationships through Teu le Va (ii) deepen mutual self-awareness (the ability to critically examine and be attentive to personal thinking habits and how these influence decision-making) (iii) centring Pacific knowledge, experience and worldviews (to support the development of in-depth, more nuanced understandings of diverse Pacific learners, their families and communities).

Laisa Vuetaki, Mosese Natuilagilagi, FNU *Future-proofing TVET programmes: Looking backwards for a better future?*

The strategy of looking backwards to identify the challenges faced and encountered can provide a strong foundation for working towards a better future. This presentation will speak to a study that employed a reflective lens to explore issues of concern to TVET teachers in the FNU Bachelor of Education (TVET) programme. Focusing on a group of TVET in-service students who are teaching in secondary schools and TVET Training Institutions in Fiji, the study sought to better understand some of the key concerns for TVET teachers in the programme. Using talanoa, responses were gathered from students during lectures, tutorials and workshops. Commonly identified issues ranged from reduced student enrolments to skill mismatch, obsolete resources (technology), training providers not collaborating, a lack of inclusivity and or non-availability of scholarships. Comparisons are made of these issues with those in the relevant literature to see how these issues have been resolved by others. The presentation will explore the implications of the study's findings on the FNU programme and offers suggestions which, hopefully, will help others who are challenged by similar issues in their own TVET Teacher Training programmes.

Tim Baice, UAuck *Su'esu'e manogi: in search of fragrant harmony in equity policy discourses*

Equity in higher education is generally defined as pursuing social justice, ensuring all individuals are given equal opportunities to participate and succeed in higher education, irrespective of their background. Such an understanding of equity occupies an unquestioned prominence in higher education rendering equity as a slogan that delivers a clearly recognisable message with as little complexity as possible. The achievement of equity in and through education is one of the key features of a globally structured educational agenda which has been subsumed within processes of international sustainable development. This session tells the story of my research which adopted a Samoan conceptual framework, 'Su'esu'e Manogi (In search of fragrance)' (Sualii-Sauni et al., 2008), where discourses of equity are recast as fragrances that require a deeper nuanced understanding. Scent has a powerful cultural resonance and provide 'powerful tools for evoking a feeling and image-filled message about social behaviour and appropriate conduct' (Suaalii-Sauni et al., 2009, p. 2). The purpose of my research was to seek out mangoi that are harmonious and positive for Pacific students in equity policies. Furthermore, tensions and disharmony in

manogi are also examined to understand the implications for Pacific students. A poststructuralist policy discourse analysis was used to critically interrogate equity manogi (discourses) in policies from the University of Auckland, the tertiary sector in New Zealand, the New Zealand government, and global higher education policy discourses. The findings show several tensions in manogi based on the interpretation of equity subscribed to by institutions. Equity policy discourses that are harmonious and produce sweet aromatic manogi for Pacific students are framed by commitments to social justice and sustainable development. Equity policy discourses that are culturally disparaging produce disharmony and unpleasant manogi, are based on deficit theorising and are relegated to the periphery of higher education priorities.

Emma Sadera, UAuck *Using creative teaching methods to mitigate the inequities of student evaluation*

Student evaluation of teaching instruments used in tertiary education are anonymous, often with poor response rates and using generic question sets which do not accurately reflect specific or innovative teaching modes, and rarely collect meaningful feedback about learning experiences. Furthermore, students may struggle to identify and thus evaluate the learning they have experienced without sufficient metacognitive knowledge, which rarely features explicitly in curricula. The effects of these failings are amplified in classrooms engaging with non-Western teaching and assessment methodologies, and in particular for courses taught by teachers of colour and with other minoritized identities, resulting in student evaluation of teaching processes becoming both an unsafe space for many teachers, and perhaps little more than a popularity contest in some instances. And yet, in order to reflect on our present teaching, and understand how we must develop it to meet future learning needs, we need to hear from our students, otherwise we risk teaching in the dark. This paper discusses an approach to meeting some of the challenges of teachers wanting to elicit meaningful feedback on curricula by using creativity in the classroom to aid student reflection on learning, to create more meaningful opportunities for students to construct their own understanding of their learning experiences, including the unexpected, and then to share these with their teachers.”

Miriam Ham, CQU, *Intercultural understanding in the classroom*

Intercultural understanding is one of the general capabilities expected to be developed in all Australian classrooms. The Australian Curriculum defines intercultural understanding as students learning to value their own cultures, languages and those of others through learning about and engaging with diverse cultures to create connections and mutual respect. This is something that Australia, both as a society and education system, has not done well. Historically, and some would argue continually, the dominant voice silences minority or divergent voices in favour of the white, middle-class narrative. This is not the case however in all schools and education systems in the Oceanic region. This workshop seeks to facilitate an exploration of how intercultural understanding is or has been developed by educators in the participants’ communities. The exploration will occur in three parts; looking back to hear about participants’ own learnings whilst they were school students or as part of their local community, looking out to identify how teachers are developing intercultural understanding in their classrooms today, and looking forward to suggest potential ways to develop the intercultural understandings of our current and future students. As the skill of intercultural understanding is an essential part of equipping students to work toward sustainably engaging with others to solve problems, this workshops is relevant for all teachers or teacher educators.

Jack Maebuta, SINU *Peace education and Peace-building in Solomon Islands: Revisioning through the twists and turns of the past and present*

Revisioning of peace, education and development has been integral to ongoing debates about the nation state of Solomon Islands. Consequently, future debates are likely to take many twists and turns, thereby posing challenging complexities. Based on my sustained research on Solomon Islands peace, education and development over the years, this paper explores the twists and turns of poor development in the Solomon Islands. The paper argues that development is a multi-dimensional enterprise which is rooted in economy, health, education, social relations and governance. Therefore, twists and turns of development debates are to be expected. Being mindful of this reality, the paper attempts to revision conflict, peace, education and development in light of the country's past and present. Moreover, in recognition of turbulent socio-cultural and geopolitical variables affecting the country, the paper proposes that long-term peace-building efforts effectively depend on revisioning practices in peace, education and development.

Daniel Couch, USyd *Pedagogising the mind through PISA? Althusser, Bernstein, and the OECD's Global Competence*

The Organisation for Economic Cooperation and Development (OECD) is a powerful actor in setting the tone and tenor of education agendas around the world. A chief mechanism of this influence is the OECD's bank of international comparative assessments of school pupils, the most influential of which is the Programme for International Student Assessment (PISA). PISA 2018 represented a new era for the OECD's influence into global education reform. In addition to testing literacy, numeracy, and science, the 2018 test assessed 15-year-olds around the world on a new component termed Global Competence. Rather than assessing student knowledge, PISA's Global Competence assessed and comparatively ranked the attitudes of the world's youth for the first time. At its heart, Global Competence draws clearly from aspects of Global Citizenship Education (GCED) – an established subfield of academic and practitioner work within education. By entering into the domain of global citizenship, the OECD stands to not only assess, but also to (re)conceptualise and (re)define the nature and characteristics of GCED on a truly global scale. What are the implications of the OECD's foray into GCED? And how should governments and national education sectors respond? In this presentation, we argue that the OECD's attempt to determine the global discourse on GCED represents an imperial project aimed squarely at the minds of young people around the world. We bring Althusser's notions of the regulatory state apparatuses (repressive and ideological) into productive conversation with Bernstein's concept of a Totally Pedagogised Society in order to theorise the manner in which the OECD's assessment of Global Competence intends to redraw the meaning of global citizenship. In the process we demonstrate how Global Competence functions as a Bernsteinian pedagogic modality, shedding GCED's focuses on cultural, political, and environmental dimensions as diverse definitions of GCED are collapsed into an economic instrumentalist theoretical base.

Anthony Welch, USyd *Asian academics in Australian universities: achievements, challenges and prospects*

Using both historical and contemporary perspectives, the paper critically investigates the growing phenomenon of Asian academic staff working in Australian universities. Ignoring tens of thousands of years of sophisticated traditional indigenous learning, the origins of the Australian university, in the mid nineteenth century, were based explicitly on the British model, rooted in colonialist assumptions that placed British culture at the apex of an assumed racial and cultural pyramid. While much has changed in Australian society, a legacy still exists of a degree of uncertainty about the 'other' including and waxing and waning about the extent to which Australia regards itself as part of the Asia-Pacific region. The paper applies this lens to the study of Asian academics in Australian universities, who now, like their proportion of the overall population, form around 15% of the academic workforce. But, while this represents a welcome increase in diversity, and expertise in area knowledge, there are still tensions evident in the higher education system. Drawing on surveys and interviews with

academics from the region, the experience of Asian academics is explored, insights given into some of the achievements and tensions associated with the growing impact, and an assessment made of the implications for the future, including for example, growing contemporary tensions about bi-lateral relations with China.

Jasmine Mohammed, FNU *Education Policy and Pathways to Freedom: The Case of the Indo-Fijian Muslim Women*

It is now widely accepted that education is a powerful driver of socioeconomic development. It contributes to human dignity, unlocks human potential, and expands freedoms. Education policy and development do not function in a vacuum but are shaped by the political economy of the state as much as they affect change. The course of education policies and development in Fiji was shaped by British colonialism. Colonial policies and practices served to entrench a racialized organization of the education system. A feature of post-colonial governments' policies has endeavored to effect change. An aspect of this change is universal education and its implications for gender and gender roles. This paper, which is part of an ongoing study on the evolution of the freedoms of Indo-Fijian Muslim women, examines education policy and development in colonial and post-colonial Fiji. Drawing from relevant archival document analyses, the paper argues that colonial education policy in Fiji was narrow and riddled with issues of access, equity, and racial/gender discrimination. These combined with re-interpreted Islamic values limited opportunities for education and self-realization by Indo-Fijian Muslim women. A postcolonial development strategy from about the late 1960s, with policies that emphasized universal education, provided the pathway to self-realization of many Indo-Fijian Muslim women as they challenged gender-related norms and values of the 'Muslim' culture and released the Indo-Fijian Muslim women from the confines of prejudicial gender-biased parental attitudes to education. Increasingly, generations of young Muslim women (much like those of other ethnic groups) took to education as a pathway to 'freedom' from the unfreedoms of their world. The paper concludes by emphasizing the decolonization of education as a development strategy with policies that will contribute to harnessing the capabilities across the range of diverse categories of citizens.

Taraivini Raiula & Niranjana Lal, FNU *Perceptions of In-service Teachers on fully online Learning in Higher Education: A study Primary Teachers in Northern Fiji*

COVID-19 pandemic has drawn a vast interest for researchers to examine multiple issues affecting different aspects of life. Concurrently COVID-19 pandemic has forcefully altered the structures at different levels of education; from Early Childhood to Higher Education, with related challenges. One of transitions for higher education was a shift in course delivery approach; that is, from face-to face to online mode, which was quite challenging for students, especially for in-service teachers.

This study entails in-service primary teachers' perceptions on higher education's online mode of delivery, its effectiveness and challenges on in-service teachers' performances in education courses. The study engages a survey using random sampling technique with a sample size of 60 in-service teachers, focussing on the Northern district of Fiji. A rating scale is used to find out in-service teachers' perceptions on online delivery of classes for education courses. Descriptive statistical analysis is used to analyse the data quantitatively. The relevance of the study is to give a sense of direction and further dialogue for the teacher education institution, especially FNU, on how to effectively support in-service primary school teachers in improving delivery of its education courses, in relation to their needs. One of the preliminary findings is, for FNU to accommodate some aspects of face to face mode to enable in-service teachers to clarify doubts in assignments, and for content clarity.

Amton Mwarakurmes, USP *The use of hand gestures in the classrooms might contribute to the learning of mathematics in Vanuatu secondary school*

This study explored the types of hand gestures mathematics teachers used in the Vanuatu classrooms to explain mathematical concepts. While the literature argues that both hand gestures and speech together or either hand gestures or speech alone can help with learning, all the lessons observed gave the impression that teachers were not aware of the significance of the types of hand gestures they used. Underpinned by McNeil's classification of hand gestures, the study used episodes to explore the types of hand gestures used in all the fifteen lessons observed. Episodes are incidents in each lesson where the teacher realized that students were confused about a question and made attempts to assist students. Data shows that incidents occurred in all fifteen lessons. Each episode was observed carefully from the data repeatedly until there was certainty of the types of gestures occurred. The findings of this study revealed that the types of hand gestures used most frequently by the teachers involved are the beat and deictic gestures. Furthermore, mathematics teachers need to be aware of the effects of the use of hand gestures including iconic and metaphoric gestures bear on learning in the classroom. Lastly, the discussions on hand gestures in the context of the Pacific could shed light on revisioning education in the Pacific

3. Tuesday 22 November 1.00pm-2.30pm

CONCURRENT SESSIONS

Vilive Cagivinaka, FNU *The Politics of Educational Policy Development: A decade in Fiji*

Policy is always a matter for those in authority where power is centered on the group in the upper hierarchy of societies. Education policy development is not exempted from this scope, where the values and nature of all education policies reflect the political group in power. The development of the Fiji education system from the past to the present demonstrates the values, plans and policies of the various political parties and government that had led Fiji; this is what Prunty (1985) referred to as the '*centrality of power and control in the concept of policy*'. Kogan (1975) pointed out that values do not float freely, and the question that should be asked is "whose values are validated in the policy and whose are not." This paper highlights significant factors that have influenced the development of educational policies in Fiji over a decade and reflect on the outcomes from the last ten years. There have been many setbacks in the advancement of education due to the political climate of Fiji, which has always been filled with internal strife. In addition to this is the influence of globalization and global educational issues. Fiji has been adhering and conforming to international and regional conventions without deliberating or thoughtful analysis of such conventions' effects on the education system.

Sarah Treadgold & Artita Devi, Catalpa International, PNG *Best of both worlds? Exploring blended learning for improving future skills training models in the Pacific*

In the Pacific context, discussion about appropriate teaching methods has mostly focused on online or face-to-face delivery, implying an either/or approach, instead of exploring the potential of combining elements of both. This combined approach, known as blended learning, is being used to some extent in the higher education sector but potential in other areas such as professional development remains untapped. In this presentation we share our experience in implementing a blended learning model for skills training in the health and education sectors in the Pacific. We present it as an option combining the best of both worlds: online components such as mobile-friendly microcourses, communities of practice, talanoas, and virtual coaching, as well as face-to-face activities such as in-person training, physical learning hubs, and in-country support staff. We will share ways in which interactive and participatory methods were used to implement this blended approach in two international development projects and create an accessible and supportive learning experience. We

will reflect on lessons learnt from designing real-time and asynchronous approaches to creating engaging content. We will also outline challenges of connectivity, digital literacy and engagement and how blended learning can integrate the most valuable parts of online and face to face approaches and encourage sense-making. The presentation will end with some recommendations for designing blended learning methods.

Pardeep Lal & Sofia Ali, FNU *Community Response to Disasters in Small Islands: A phenomenological study of one rural community's participation in disaster risk reduction in Fiji*

Over the years, several changes have occurred to the lifestyles and setup of communities in Fiji, from typically traditional communal to a semi-modern lifestyle. However, the former patterns are still predominant in rural, remote areas of Fiji. Village work is still carried out together in groups. The notion of *veivukei* (helping each other) is still a common practice. (Calo-Blanco, Kovářík, Mengel, & Romero, 2017) Explain that harsher environmental conditions lead people to cooperate more because they understand the necessity of cooperating to survive or because more substantial evolutionary pressures select for more cooperative communities. However, it could also lead to increased competition for limited resources, conflicts, divisions, and ultimately declining cohesion. Rural communities face resource scarcity, development neglect, and a lack of technical expertise and capability to manage disasters. Sustainable development goal 13 demands that nations become proactive in combating climate-related disasters. Community participation, inclusion, and recognition (of ideas, knowledge, and specific skills) strengthen resilience, while non-involvement, rejection, and isolation create discomfort, hardship, and breakdown of communities. Social cohesion is common during disasters which may differ between communities. How well they can work together is critical to overcoming disaster risks. This study examines community participation and resilience during a time of natural disasters. Two main ethnic groups in Labasa's rural communities were the study's focus (the I taukei and Indo- Fijian). Community-based Disaster Risk Management (CBDRM) forms the theoretical framework for this study. CBDRM is a process in which vulnerable communities get actively involved in identifying, analyzing, treating, monitoring, and evaluating disaster risks to reduce their vulnerabilities and enhance their capacities. The data was collected through a Mixed methods approach which involved an online questionnaire, observation, and informal Talanoa sessions. Generally, people are prepared to participate in events that bring greater good to others during crises and ultimately minimize disaster risks. This means that people are at the center of decision-making and implementation" (Ranmuthugala, Thompson, & Hobday, 2013). The researchers will also provide recommendations on creating awareness among schools and the community to prepare for this CBDRM.

Meleana Koloto, Researcher *Exploring inclusive education in Tonga, and Tongan family practice in how they support and care for their member with siva-tu'amelie (special needs') education*

This presentation focuses on exploring inclusive education in Tonga, and Tongan family practice in how they support and care for their member with siva-tu'amelie (special needs') education; and how that practice can inform a strength-based and culturally appropriate inclusive special education (ISE) policy and practice in Tonga. Exploring the inclusive education (IE) policy in Tonga and its implementation requires understanding of Tongan cultural lenses. The experiences of post-secondary individuals with siva-tu'amelie and their families in accessing education in Tonga is deeply personal and can be a sensitive area for most of these families. Therefore, cultural and personal sensitivity is required and as a Tongan researcher there is a need to navigate and conduct myself in a way that would meet the needs of my research, as well as the cultural and personal needs of the families and individuals with siva-tu'amelie. I used Pacific approaches such as the kakala framework to guide the study and describe the research process. I also used the talanoa method as the underlying and foundational research approach. Conducting research in this specific area of IE is often associated with negative experiences and can be a fraught topic for

some participants. An appreciative, strength-based approach reframes IE as an opportunity, and qualitative methods ensure that the voices of those most deeply concerned are heard. As a result of this carefully layered approach of both Pacific and Western research methodologies and methods, the study has been fruitful in promoting an in-depth discussion of both the successes and difficulties of the participants in accessing IE in Tonga, and establishing ways to build on and strengthen their successes. This study highlights that Tongan culture - 'ulungaanga fakatonga, 'ofa, and the Christian faith play a key role in how Tongan families perceive and care for their members with siva-tu'amelie. Families perceived their member with siva-tu'amelie as a tapuaki mei he 'Otua – a blessing from God. The study also points to the importance of incorporating Tongan values and culture through the Fāa'i Kavei Koula in the development of an ISE policy that is culturally appropriate for the education of individuals with siva-tu'amelie in Tonga

Katarina Ruru, FNU *Re-examining Young Indigenous Fijians leisure pursuits – A personal reflection of past and present*

Re-examining Young Indigenous Fijians leisure pursuits – A Personal Reflection of Past and Present. The need for an active nation has become more critical now than ever before. The alarming mortality rates due to inactive lifestyles call for strengthening of exciting and captivating leisure opportunities to redirect young indigenous Fijians' attention from inactive lifestyles. While Western notion of leisure may be influential, much can be learnt from indigenous Fijians' leisure pursuits to help overcome the critical challenges relating to inactive lifestyles. Based on my professional experience over many years, this paper attempts to examine indigenous Fijians' past and present leisure activities and their influence on young Fijian's health and social skills. Ideas on implications for teacher education in the future are offered.

Sereima Baleisomi; Amla Nand, FNU *Developing Numeracy Skills in Kindergarten – How do the teachers do it: A comparison of a Stand-Alone Kindergarten (SA) and a Primary School Attached (PSA) Kindergarten*

The focus of the Ministry of Education in Fiji is on the development of literacy and numeracy skills of students, especially at Primary schools. Problem solving, logical reasoning and critical thinking are crucial skills that one needs to have, and numeracy is the ability to apply these skills effectively. Developing these skills at a young age would help enhance Mathematical literacy (numeracy) and kindergarten classrooms provide an ideal platform for this development. This study engaged a qualitative approach where we used 'veivosaki yaga' (meaningful conversation) which is a culturally sensitive approach to data collection (Tagicakiverata,2018), observation and analysis of the current kindergarten curriculum to collect data. Participants were kindergarten teachers who taught in five Stand-Alone kindergartens and five Primary School Attached kindergartens. Data collected was analyzed qualitatively. The study found that while the current kindergarten curriculum clearly articulates developing numeracy activities through games, there is a whole gamut of factors that is pushing kindergarten teachers to emulate primary school teachers. Class sitting arrangements, blackboard activities, homework and class activities were noted to reflect the mainstream year 1 classroom. There is a need for a more rigorous and vigilant kindergarten monitoring policy and process in place to ensure that numeracy programs in kindergarten are implemented confidently by the kindergarten teachers.

OCIES Alex McCormick, Rebecca Spratt, Miriam Ham, Sonia Fonua, and Rhonda Di Biase *Looking to the future by reflecting on OCIES as a Society*

Mohammed Ali, Reema Alpana, Nazim Ali & Priyanka Devi, FNU *Preservice and in-service Teachers' Perceptions of School Counsellor Responsibilities in Fiji*

The perceptions on the roles of the counsellors in education system substantially affect school counselling services. The perceptions of the teachers on the varied need for counselling play a vital role in student referral and counsellor consultations. Teacher education institutions play a critical role in shaping teachers' perceptions and attitudes towards counselling and developing a better understanding of school counselling services. The authors of the current research investigated the pre-service and in-service teachers' perspectives on the roles and responsibilities of school counsellors. A quantitative methodology was utilised; research questionnaires were used to collect the data. The participants included 216 pre-service and in-service teachers from a prominent teacher education institution in Fiji. The data were analysed using version 27 of SPSS. The findings of this study revealed a substantial difference between in-service and pre-service teachers' perceptions towards counselling. However, in relation to the gender of the participants, there is no significant difference in the perspective among pre-service teachers. Participants also indicated that their perception of school counsellors shifted after enrolling in a counselling-oriented teacher education course. Although pre-service teachers generally have a moderate understanding of school counsellors' tasks, more work needs to be done to enlighten them about the school counsellor's obligations. Furthermore, it is recommended that future research use a comparative lens and explore teachers' perceptions of school counselling before and after enrolling in individual counselling-oriented teacher education courses.

Assel Bazilgalamova, USyd *Inclusive education in Kazakhstan*

Kazakhstan is potentially a rich country, with large reserves of oil, gas, uranium and other high-demand minerals. The government aspires to gain recognition for the country as the economic and industrial hub for Central Asia. Education is a key to future developments. Like many aspects of Kazakhstani society, developments in education continue to be influenced by previous Soviet policies, thinking and practices. Kazakhstan ratified the Convention of the Rights of Persons with Disability in 2015. Like countries globally, 'profound challenges' continue in implementing the intentions of the Convention amongst educators in Kazakhstan. This parallel session paper draws from my personal background in the field of education as a staff member for 14 years in a teacher training university. My awareness of the issues surrounding children with special educational needs in Kazakhstan comes from personal involvement with volunteer groups in Kazakhstan. The paper aims to highlight challenges faced in Kazakhstan by children with special educational needs, their teachers and schools, and by parents/carers. These challenges reflect: a culturally derived sense of social shame on the part of parents/carers; wholly outdated legislative provisions in respect of special education needs (current provisions date to 1956); the marginalisation of children with special educational needs within education systems, and high levels of exclusion from the adult employment world; legacy issues from Kazakhstan's former status as part of the Soviet Union - primarily, the view that children with special educational needs, whether derived from genetic or neurodevelopmental factors, should be treated as a medical problem and 'managed' outside the state education system; minimal interest within teacher training universities in upholding the need for every teacher to be involved in the teaching of students with special education needs or providing specialist training for teachers to support schools to support the education of all learners; the hidden economic costs to both carers and society of the marginalisation of those with special educational needs. The paper will draw on global initiatives in inclusive education to suggest strategies which could be presented to the government of Kazakhstan to address education for learners with special educational needs which would be culturally and politically acceptable. Such strategies would aim to address existing attitudinal barriers in society and government through building greater capacity within education at all levels from elementary school through to university.

Sera Vatuloka, VUW *Honour the past while living in the future: Toward an iTaukei framework for student success*

One of the issues that is common to indigenous community concerning knowledge is how we honour the past while living in the present so as we are able to maintain and utilise our indigenous worldview and accompanying values? This presentation will address the above question with reference to our perspective of the iTaukei indigenous worldview. At present, a study is currently being conducted to explore iTaukei indigenous Fijians values' and how these contribute to success in tertiary education. Involved are eight students and their families who are situated in Fiji and Aotearoa New Zealand. Drawing on an Appreciative Inquiry (AI) lens because of its strength-based qualities the study seeks to understand the strengths of those selected through a case study framework of their lives including the tertiary institutions, and cultural communities they move within. It is anticipated that the findings will contribute toward the formation of a unique iTaukei indigenous Fijian values framework which will be used to further iTaukei and other indigenous student success.

Atendra Kumar & Mumtaz Alam, Sofia Ali, FNU *The Impact Analysis of making Education Inclusive on the Students and the stakeholders of Primary Schools in Western Fiji*

Inclusive education (IE) is founded on the belief that all students, regardless of learning background, deficiencies, or individual characteristics, have equal rights in learning settings. Students with special education needs and those with typical development both demand inclusive education. Inclusive education has become a global movement to teach all children, including those with special needs, in regular classrooms. Today, IE also includes students who are excluded, discriminated against, underprivileged, and all other pupils. This presentation deals with research with the goal of assessing teachers' perspectives and behaviours about inclusive education and providing solutions to challenges encountered by educators. The study was conducted using a qualitative research technique and a case study design. The study's participants were 20 volunteer primary school teachers from western Fiji. A descriptive analysis approach was used to examine the data. According to the findings of this research, instructors had a lack of conceptual clarity on the definition of inclusive education, and most of them focused on the basic principle of inclusivity, while only a few sought to tie inclusiveness to instructional techniques. Furthermore, the findings revealed that teachers did not engage in activities aimed at implementing inclusive education in their classrooms and that they had different expectations from the Ministry of Education, Heritage, and Arts, school administrations, nongovernmental organizations (NGOs), and parents. According to the survey results, most instructors considered themselves moderately qualified for inclusive education methods, while others considered themselves incompetent. The results offer those such as the Ministry of Education a direction in organising in-service that include training from expert teams; reducing the number of students in classes and improving school physical conditions to meet the needs of diverse student groups with different interests, abilities, and disadvantages; and increasing school-family cooperation.

Laisa Tifere, Katarina Toga Ruru, Laisa Vuetaki, Mosese Natuilagilagi, Sereima Baleisomi, Joseph Veramu, Prof Unaisi Nabobo-Baba FNU *Pacific Islands Academic Responses to COVID-19 Challenges: The Case of the Fiji-Pacific Educators' 'Basket Support' for Frontliners*

In a time of immense challenge - the recent global pandemic as experienced in Fiji and the Pacific region - academics were inspired to support frontline workers, those who could not isolate because of their jobs and duties to society. Frontline workers include doctors, police officers, teachers and so on. Through pictures and stories, the presenters document how a group of dedicated Pacific scholars based in Fiji, organised food baskets to support frontliners. The 'basket' support was a way of affirming frontliners who worked under difficult conditions and a leadership initiative involving academic service and social care.

Margaret Gabriel, Sera Lidise, Laisani Lesumaisireli & Siteri Lovolovo, FNU *Revisioning Teacher Education: Strengthening the Humanities for a Resilient, Rooted and future-ready Society*

Reinforcing the Humanities in teacher-education institutions in Fiji is crucial in shaping a nation that is resilient, future-ready and deeply rooted in its cultures, values and practices. The study will take on a qualitative approach to explore four thematic areas of the Humanities: Education, Inclusivity and the Arts, Pacific languages and Pacific literature. Secondary data in the form of an evaluation of relevant texts has been used to guide this research and inform the second phase –the talanoa/ tok stori that is intended to take place in the OCIES Conference, 2022. Sera Lidise is an experienced educator in the School of Communications, Language and Literature at FNU and she will be presenting her views on strengthening Pacific Literature in teacher education. Laisani Lesumaisireli is a young and emerging scholar, also with the School of Communications, Language and Literature and her contributions to the talanoa/ tok stori will revolve around Pacific languages and FNU’s commitments to the United Nations International Decade of Indigenous Languages 2022–2032. Siteri Lovolovo is in the Department of Primary and Early Childhood Education at FNU and has many years of experience in special education in Fiji. Inclusivity is at the core of everything that the humanities advocates and notions relating to this will be explored by Siteri Lovolovo in the talanoa. Margaret Gabriel is an Assistant Lecturer in the Department of Secondary and Sports Education at FNU. She is passionate about the social sciences and contributes to this talanoa/ tok stori with ideas relating to the arts, spaces and teacher education.

Suraj Singh & Reema Alpana, FNU *In-service teachers take on addressing challenging behaviour in the Fijian Secondary Schools*

Fijian teachers, parents and related stakeholders are now becoming concerned about the increasing incidents of challenging and disruptive behaviour in their secondary schools. According to Rappaports & Minahan (2012), teachers should learn “to see all behaviour as a form of communication” because even though a student’s behaviour may look disruptive, his or her action is purposeful. Teachers must, therefore, analyse students’ challenging behaviours to address the cause of the problem and intervene in more productive ways. A case study approach was employed in this study to examine in-service teachers’ experiences of challenging and disruptive behaviours in Fiji’s secondary schools. The objectives of this study include: identifying the level of challenge and disruptive behaviour encountered by in-service teachers in school, strategies employed by these teachers and their schools in addressing such behaviour and in-service teachers’ expectations from teacher education institutions in preparing them to manage and address disruptive behaviour. The theoretical framework of this study is rooted in Vygotsky’s theory of Social Constructivism, which claims that human beings have the potential to construct their future through meaningful interaction. The participants constituted of 150 in-service teachers from one of Fiji’s prominent teacher education institutions. Participants were invited to join zoom and face-to-face talanoa sessions and these talanoa groups comprised of over ten participants. The findings of this study reveal that in-service teachers felt that teacher education institutions played the lead role in their preparedness to identify and manage challenging behaviour. The results suggest that Education stakeholders need to work collaboratively in supporting students’ emotional and psychological development and address the triggers of their challenging behaviour before it progresses into disruptive behaviour.

Akanisi Vula, Sofia Ali & Rohini Devi Chand, FNU *Parental Perceptions and Challenges of Fiji National University Agricultural Science Student In the Highlands Of Fiji. A way forward for TEVET Sector*

Parents' perspectives are a significant concern for teachers teaching Agriculture Science in schools in the highlands of Viti-Levu. Some parents have positive opinions towards Agriculture Science in high school. However, most parents that reside and settle in their villages have negative perspectives towards Agricultural Science because they assume that if their child takes agriculture in school, their child's future career path is being a farmer; this is because parents that live in the village are not aware of the other career paths of Agriculture. This study examined parents' perceptions towards students taking Agricultural science in high school. The data was collected from the community through the questionnaire for the parent and informal Talanoa sessions and Interviews. Students were also given questionnaires with closed ended questions. The findings of this research claims that parents only got to know about the different career jobs in Agriculture during Fiji National University marketing and open day, including visits to schools and awareness to villages regarding TVET programs for career choices. Parents did not regard this as highly paid job and look forward for their children to get white collar jobs. This research is a way forward for TEVET education in Oceania while walking backward for the future of our citizens.

Sunil Kumar, FNU *Inclusive education: A comparative study of Fiji and Czech Republic*

This study examined the inclusive teachers' perception of an inclusive policy in the inclusive schools in Fiji and the Brno, Czech Republic schools. A comparative case study research design was employed, using mixed methods with a concentration on qualitative data. The methods employed in this research include surveys, semi-structured interviews, and observations. Data was collected from teachers teaching in inclusive schools in both countries and was analyzed using SPSS. The qualitative data was also analyzed manually using a data analysis matrix. The research took place in two phases: firstly, through the interview and secondly, through the distribution of survey questionnaire to the schools under study. The findings revealed that although inclusive policy had become the norm worldwide, there are still many gaps in both countries. However, Brno, Czech Republic is ahead of Fiji regarding implementing inclusive policy as per the needs of students. The history of Inclusive Education (I.E.) teaching within primary schools in Fiji began recently. There has been no comprehensive study of an inclusive policy in Fiji schools. These findings have implications for teacher training institutions and provide them with inclusive approaches to cope with students' diverse needs in the inclusive classroom. The results have the perspective to affect inclusive policy in both the countries' inclusive schools. This scholarship expects that the policymakers, educators, teachers, and decision-makers will give it a topmost priority.

4. Tuesday 22 November 3.00pm-4.00pm

CONCURRENT PAPERS

Sangeeta Jattan, Dropati Lal & Amla Nand, FNU *Reflect on Past to Shape the Future: Revisioning Na Noda Mataniciva*

Na Noda Mataniciva -the kindergarten curriculum guideline is the first ECE curriculum for Fiji Islands. It was developed and piloted in western division of Viti Levu between 2007 to 2008. Awareness workshops were held in 2009 with kindergarten and Year 1 teachers, head teachers, kindergarten management, government, and community representatives. The extensive feedback from all those involved led to the development of the current version of the curriculum which was officially rolled out in all parts of Fiji from January 2010 (Mataniciva, 2009). Na Noda Mataniciva being a guideline did not prescribe the content of what was to be taught but expected teachers to contextualize the Foundation Areas of Learning and Development (FALD) outcomes according to their own environment and resources available (Mataniciva, 2009). This approach has posed great implementation challenges for teachers following child-led and play-based activities. The supporting materials to implement the curriculum were also developed which to some extent has helped kindergarten teachers in their work. However, inadequate support from the Ministry of Education has been experienced which became a major drawback for teachers seeking to fully utilize

the document. This kindergarten curriculum guideline has been in use for more than a decade; however, contextualization remains an issue for many teachers in Fiji. In this talanoa we aim to hear the insights about the development, training, and implementation of Na Noda Mataniciva. We wish to bring forth implementation successes along with the challenges, struggles and hardships of teachers at different levels as they seek to use the curriculum fully. This talanoa will help in revisioning education in Fiji by looking back at what has been done in the field of early childhood education and from this, suggesting what more can be done successfully.

Shyntia Shirley Chand, FNU *Parental Engagement and Students Learning of Literacy in Lower Primary Classrooms in Fiji*

Teachers in Fiji's lower primary classrooms face the formidable challenge of raising their students' literacy levels. Consequently, many schools are attempting to involve parents in the improvement of students' literacy skills. This study investigated the effects of parental involvement on students' literacy acquisition in lower primary classrooms in Fiji. Thirty-seven lower primary school teachers and thirty-eight parents completed an online survey to collect data. The results showed that in the early stages of a child's literacy development, particularly at the lower primary level, parental involvement is crucial. In addition, it revealed that both teachers and parents face obstacles when assisting children at school or at home. The study further revealed that some parents are unaware of the school's literacy programs and, as a result, do not offer adequate support at home. Such findings may be useful in persuading parents to collaborate with teachers to improve students' literacy skills, especially at the lower primary level. This study will also be beneficial to teachers in formulating plans so as to establish a stronger working relationship. It will provide information to teachers that awareness is vital to involve parents in the school literacy programs.

Kasanita Nayasi, FNU *Sustaining iTaukei values through pottery teaching; perspectives of preservice student teachers at FNU*

Each indigenous community in the Pacific has its own unique identity that is shaped and complemented by its customs, traditions and language. In the Fijian iTaukei culture; values such as family, relationships, respect, leadership, reciprocity, belonging, communality and spirituality are important. These and more are included in the term Vanua and are taught to children through stories, dance and art. This research investigated how important iTaukei values are taught and learned through pottery making at FNU's teacher training institute through one of its Art units in the Bachelor in Secondary Education program. Data was collected through questionnaires and Veivosaki-yaga and subjected to quantitative and narrative analysis. Veivosaki yaga was used as it is a culturally appropriate method of data collection where participants understood that the communal dialogue asked for required thoughtful reflection and response. As a research method, veivosaki yaga is derived from the known Talanoa method yet dissimilar in its execution; as the researchers were the initiators and mediators of the discussion. The study showed that the role of a teacher in Fiji schools is important as they are to be competent transmitters of knowledge and more importantly, be a bridge for students as they bring their home cultures to the formal schooling space. It also showed that the teaching of important indigenous values through art improves the student and teacher relationship, allows for the appreciation of the aesthetics, and acknowledges the value of indigenous knowledge in formal schooling. The study recommends that indigenous values be made inclusive in all secondary subject contents and taught to students using appropriate pedagogical approaches. The study also suggests that teacher training institutes must include in their pedagogical repertoire the various ways teaching and learning is carried out in the Vanua and communities so as to help sustain contextual wisdom.

Saula Sucu Naivalu; Dr Sofia Ali FNU *Investigating Challenges that restrict the teaching of Music in Fiji Primary Schools, A study of western schools in Fiji*

This paper investigates challenges that restrict the teaching of Music in Fiji Primary Schools, specifically in the western region. It is based on a study conducted by year three student teachers in 2020 from the College of Humanities and Education at the Fiji National University doing their practicum in various primary schools in the western side of Fiji. The aim of the study was to improve and support the teaching of the music curriculum in Fiji's primary schools. Student teachers were given questionnaires during their six weeks of Practicum in Sigatoka Primary schools in Fiji and the data were collected after four weeks of their teaching practice in the month of October 2020. Sadly, music had been timetabled but not taught in the ten primary schools under survey. The findings of this research highlighted that teachers find it difficult to understand the concepts of the new music curriculum, lacked music resources, teaching space, and published music textbooks. Other contributing factors included the lack of support from parents, school managers, and head teachers and lack of music training. There were recommendations made to the Curriculum Development unit at the Ministry of Education to conduct training and interpretation of the curriculum to in-service primary teachers, teacher trainees in all the Universities in Fiji, and to also provide specialist teachers to teach music in primary schools. Furthermore, the school heads and school management should provide sound proof music room for teaching and also purchase musical instruments and other necessary resources to the schools.

Fazim Sheik Tahsheen & Sofia Ali, FNU *Investigation on the constrains and its effects of literacy levels in Fiji and Pacific primary schools*

Literacy decline has become an important issue for primary schools in Fiji over the years. Literacy skill is a lifelong learning skill and has both academic and non-academic impacts but only a few studies have been investigated this at the primary level in Fiji. This study investigated the reasons and effects of low literacy levels on students' reading and comprehension. The participants were retired teachers and FNU in-service teachers from the locality on the western side of Viti Levu . However, literacy levels are declining in most Pacific Island countries for various reasons. Results indicated that literacy levels in a Fijian primary school had variations since English is a second language for most of the learners, there were constrains such as learners had problems grasping the basics as it differed with their mother tongue and their culture. While the results of this research are preliminary, the data provided some information regarding the lack of school literacy policies in Fiji and inconsistency in literacy policies at the national level.

5. Wednesday 23 November 10.00am-12.00pm

CONCURRENT SESSIONS

Jerry Wong, Unaisi Nabobo-Baba, Katarina Toga Ruru, Laisa Vuetaki, Mosese Natuilagilagi, Sereima Baleisomi & Adi Vasiti Baledrokdroka, FNU *Marama: Half the World is Women; A Case Study of the Naitasiri Women's Empowerment Programme, Fiji*

The College of Humanities and Education working in constructive collaboration with the Government statutory body, the Taukei Trust Fund Board and the Nairukuruku, Naitasiri Community implemented an innovative training programme – the Naitasiri Women's Empowerment Programme. This entrepreneurial programme empowered rural women to be integrated successfully into the informal economic sector. The presenters will discuss the salient points of this project and the important lessons from the project for academics working with rural communities through innovative learning modalities.

Sonia Fonua, Dagmar Dycke & Dassia Matavalea *Embedding art in ako: Insights from practitioners*

Art has always been a way of sharing information, values and events. Yet, in higher education at least, it is often seen as a discrete topic, rather than a suitable element of creativity for diverse disciplines. In his discussion of creative risks in education, Bhegetto (2018, p. 24) points out that “the greatest barrier to fostering creativity in the classroom is often ourselves”. In this panel, we will share stories of how we engage with art in our different teaching spaces. For some of us, these are a natural fit with the context, for others it is perceived as an unusual juxtaposition. We will each illustrate through artwork how we each engage with art, either our own or student work as assessment. While our processes are different, we share commonalities around purpose, our identities and connections of artistic practice, and interest in alternative ways of seeing, being, knowing, and sharing, and a strong faith in futures-based thinking. Our passion is to bring art into education to increase its credibility as a way of learning and expression, allowing those with abilities and knowledge in the areas of visual expression to shine in ways that more traditional approaches do not. Can you learn science through art? Dr. Sonia M. Fonua has taught science in higher education for over twenty years and loves using art and artwork to teach concepts, especially navigating the reactions of hard (core) science students. She will share stories of how she uses art in a variety of ways to engage learners in her courses, with a particular focus on using relationality and embedding Moana/Pacific knowledge and ways of being in science teaching and learning spaces. An accidental encounter with art Dassia Matavalea is a doctoral candidate and foundation educator of 20 years. In her role as a critical thinking teacher, she and the class apply their skills to topics such as cultural concepts of wellbeing and colonisation. In this session, Dassia will share her experiences of facilitating students' use of visual imagery to express their personal connections to those topics. School art failed me and I am an artist Dagmar Vaikalafi Dyck is an interdisciplinary artist and primary trained educator, specialising in visual arts. Her navigation in and around different worldviews is at the heart of her arts and teaching practices. As a student of the 1980's who almost failed school art she persevered in her calling as an artist. She will offer links to how she translates her own creative process to her classroom pedagogy. Through the courageous voices and visual stories of her students she will question the current dominant discourse that measures creativity in terms of assessment outcomes and critically question who really wins when we 'mark art'.

Venina Qereqeretabua, FNU *Peer-assisted learning and academic performance in mathematics of secondary school students in the Highlands of Fiji*

Students at a secondary school in the highlands of Fiji consistently score low marks in external examination. In order to overcome this problem and improve the students test scores, this study examined the implementation of peer assisted learning and the impact it had on students' academic performance in one of the secondary schools in the highlands of Fiji. However, research has indicated that peer assisted learning programs are more successful when based on the motivations of teachers. The study used a survey design, with structured questions being used for data collection. Purposive sampling technique was used in selecting 30 Mathematics teachers who are furthering their studies at Fiji National University. The findings revealed that students learning interest in Mathematics partially mediated the relationships between Mathematics learning motivation, teaching quality and performance in Mathematics. Application of the findings may positively affect social change by increasing students' learning interest and ultimately the academic success of students in Mathematics. The study also shows the power of peers and supports reframed teaching and learning by shifting focus from the teacher

Martyn Reynolds, Dominic Mahuri, Sereima Takiveikata, Vilive Cagivinaka & Jeremy Dorovolomo *Quality education in multi-ethnic settings: A tok stori*

Everyone is in favour of 'quality education', and yet the notion remains problematic. Indeed, Harvey and Green (1993) offer five educational approaches to the term: quality as a mark of the exceptional; as a reflection of perfection and consistency against given standards; as a judgement of fitness for purpose; as

value for money; and as transformative. The Rethinking Pacific Education Initiative from the Tree of Opportunity (Pene et al., 2002) onwards, advocated for educational transformation based on looking backwards to cultural roots in order to navigate an uncertain future. Rethinking involves fitness for purpose. Questions to guide this rethinking process include: What is Pacific education for? Whose interests should it serve, particularly in multi-ethnic settings? While much excellent re-thinking has occurred, the thought work is ongoing - as are efforts to embody rethinking into practice from policy to community to the classroom. This investigative tok stori addresses the notion of quality education by intersecting the ideas, experiences, and research agendas of a diverse group of friends. Sereima is an indigenous Fijian primary school teacher, an assessment coordinator, a curriculum writer, a teacher educator for about 30 years and a current PhD student whose research interest is in Mathematics Education. Vilive is also from Fiji, a teacher and a teacher educator for 23 years. His expertise is in Teacher Education, with 13 years of experience in teacher education program development and review. Dominique is from Vanuatu. He is currently working as a contracted school Principal at Santo East School. He has been teaching for 15 years and is a current PhD student who is based in Santo Island, Vanuatu. His interest is in Traditional Ecological Knowledge (TEK) for Climate Change Adaptation in Vanuatu's National Curriculum and the role of technology. Martyn is Anglo-Welsh, has been a teacher for 35 years in the UK, PNG, Tonga and Aotearoa New Zealand. His research includes honouring the potential of Pacific parents to enhance the quality of education in Aotearoa New Zealand funded by the Teacher Learning Research Initiative. The session is facilitated by Jeremy, a Solomon Islands high school teacher and teacher educator for 33 years who has taught in Solomon Islands and Fiji. Join us to weave a forward-looking narrative that honours the past and aims to develop hope inspired and actionable visions for our separate and collective futures.

Sofia Ali, Fereal Ibrahim, Khalid Hassan, Fabiano Tikoinavuso & Sangeeta Nath, FNU, Mariam Ham *Revisioning Teacher Education Practicum through collaboration with Teacher Training Institutes: A Tok Stori to reflect the future direction of practicum in teacher education*

Tok Stori has been described as a way Melanesian people share what is known (Vella & Maebuta, 2018). Tok Stori involves speakers and listeners becoming part of each other's stories as they open their worlds through narrative (Sanga et al., 2021). The result is a relational activity in which meaning is primarily narratively embedded rather than understood strategically (Sanga, 2017). Holistic data can be drawn from Tok Stori because each narrative is personally positioned to include emotion (Andersen, 2017; Sanga & Reynolds, 2019) as an aspect of truth-telling. Listeners, therefore, are expected to respond accordingly. The teaching practicum is a key component of the teacher education program globally. Thus, to investigate how universities offer the Teaching Practicum unit in the Bachelor of Education program, a 60 min Tok stori session will be conducted in the English language. The selected participants will be invited from the different teacher training institutes (TTI) locally and globally to share their views on the Teacher Education Practicum unit.. Tok Stori session will be facilitated by one moderator from the Fiji National University and supported by two assistants for timekeeping and recording. The sessions will be face-to-face/virtual, and the responses obtained from the Tok stori will be analyzed through a thematic analysis. A list of questions will guide the Tok stori session. The questions will be based on the duration of the teaching practicum, mentoring support by associate teachers and heads of schools, assessment methods, classroom management strategies, teacher competencies, and policy awareness. The Tok Stori will allow teacher training institutes to reflect on the past, improve the future direction and develop pre-service teachers' knowledge, skills, and attributes to prepare them to teach effectively in 21st-century inclusive classrooms.

Rohini Chand, FNU *Curbing the scourge of disciplinary issues in Fiji primary school: The place of School-Based Counselling*

A consistent concern of stakeholders in Fiji is the myriad disciplinary issues in primary schools that remain as one of the principal factors mitigating against effective teaching and learning processes in schools. It has also been observed that teachers spent countless supposedly 'teaching' hours in class control and advising students who are either victims or perpetrators of such issues of concern. This conceptual paper presents a position that emphasizes on the utilization of school-based counselling as a strategic platform for curbing escalating disciplinary issues like bullying, substance abuse, truancy, violence, and so on at the primary level of education. The authors identify and discuss the issues, allude to some causes and recommend school-based counselling with specific alignment to the utilization of therapeutic play, art therapy and talking therapy as ways to conduct counselling in primary schools. The paper also highlights the need for collective efforts from all stakeholders to ensure that Fiji primary schools are conducive to learning and child development. The paper leverages recent government efforts at educating school counsellors and recommends that there needs to be a re-structure of the whole counselling process in the primary levels of education in Fiji.

Katarina Toga Ruru, Laisa Vuetaki, Mosese Natuilagilagi, Sereima Baleisomi, Siteri Gabriel Joseph Veramu, Unaisi Nabobo-Baba, FNU,

Climate U Action Research Project

The presenters will discuss the details and effects of the Climate-U Participant Action Research Project (PARG). This project integrates scientific expertise with traditional knowledge on environmental sustainability. The Climate-U Project is part of an international alliance in which 13 universities collaborate on climate adaptation and mitigation projects. The work undertaken by Fiji National University's College of Humanities and Education (FNU-CHE) is testimony of its commitment to the UN Sustainable Developments Goals. The FNU-CHE, together with members of the Climate-U Project, have named Nadaro village in Tailevu Province, Fiji, a research site. As part of the initiative, villagers are aided through knowledge, skills and equipment to lower the impact of climate change. In terms of Climate Change Action Research, Nadaro as a research site has been very important in predicating research based on traditional knowledge and wisdom. For the College of Humanities and Education, the focus on traditional wisdom is an important way of ensuring that research promotes sustainability through the centrality of local people's knowledge, cultural thinking and spiritual ethos.

Adreanne Ormond, VUW *Project: Telling it like it is*

This presentation explores what it is like to be Māori at a university within Aotearoa. This institution is Te Herenga Waka, Victoria University of Wellington where like other universities in the country, Māori students are numerically underrepresented. This means the way Māori experience being Māori within the university tertiary institution can easily be marginalised, whited out (DiAngelo, 2018, p 32) and silenced by the dominant European student population worldview. While this phenomenon of indigenous students at university being made invisible is already established in research and literature, this study approaches it through a different lens by capturing the lived experience of Māori navigating the university as Maori through media documentation. Utilising the technological accessibility of zoom we sought to capture the experience of been Māori at Te Herenga Waka, Victoria university of Wellington in real life film time. The study identified key potential Māori and non-Māori audiences for digital texts: 1) Māori students, including prospective Māori students, where the media texts have the potential to act as preparation and orientation materials, 2) University staff members - where the texts will provide a window into the world of Māori tertiary students to teach 'how it is', and 3) general educational contexts where the texts may be used as discussion tools. The study at hand simultaneously acknowledging the pathway of traditional outlets (academic publications etc) for research findings but also utilises the attentional

currency media platforms as ways of disseminating important stories. This presentation will talk to the need for a study of this nature and then turn to preliminary findings.

Olugbenga Ige, NRI PNG *A Guide to Publishing in Scopus and Web of Science Journals*

The Web of Science and Scopus have become popularised and authoritative bases among scholars in developed nations of the world. Unfortunately, large number of scholars in developing nations do struggle to get their research published in the top-rated journals indexed in some of the highly recognised indexers such as Web of Science and Scopus. It appears that there are some technicalities around journals within in such a database which remain a mirage for scholars to navigate. It is in the light of the foregoing that this workshop introduces scholars to the different divisions that are developed to rank journals featuring on Web of Science and Scopus. The nitty-gritty of publishing in journals indexed on Web of Science and Scopus, the concept of journal mortality, and Scopus Hirsch's Index are exhaustively explained in this workshop. The workshop concludes by guiding participants through practical exercises of identifying the ranking and status of journals featuring in the varied divisions on Web of Science and Scopus.

Rhonda Di Biase, UMelb *Fehi Madharusa: Exploring the challenges and opportunities of a green schools pilot program in the Maldives*

As a country made up of low-lying coral islands, the Maldives is particularly vulnerable to the impacts of climate change. Economically the country depends on fishing and tourism, both subject to climate and weather events. The government of the Maldives has recognised the important role young people have in facing the implications of the climate change into the future. As such schools are seen as providing the context for promoting sustainable development and environmental stewardship. A program, known as Fehi Madharusa (Green Schools), has been piloted in seven Maldivian schools. This paper will report on an investigation into the implementation of this pilot program to better understand the challenges faced by schools as well as the opportunities this program provides. Data were collected through focus groups and surveys in the seven schools. All schools reported increased awareness about environmental issues and actions to promote sustainability at a whole school level. However, teachers raised multiple challenges for incorporating ideas into their teaching, including lacking confidence to implement the new ideas within their classes, a lack of operational clarity about the teaching requirements of the new program and time constraints in fitting in another initiative into a crowded school program. This presentation will conclude with a series of recommendations intended to support the implementation of the program into the future.

Zachary Pietrantoni; Jonathan Chitiyo, Victor Alasa; FNU *Educators' attitudes, knowledge, and training experiences of youth maltreatment in Fiji*

Addressing youth maltreatment is a global issue. School practitioners are at the forefront of identifying and reporting maltreatment. Researchers have consistently found that school practitioners report feeling unprepared to identify and report maltreatment. Despite this lack of perceived preparation, school practitioners are often responsible for identifying and reporting cases of maltreatment in many countries around the world. The purpose of this presentation is to share results of a youth maltreatment preparedness survey of school practitioners in Fiji. This study will share results about educators' attitudes, knowledge, and training experiences in identifying and reporting youth maltreatment and proffer ways and means of developing teachers for this task moving forward in contemporary Fiji, and by extension the Pacific Region

Betty Lealaiauloto, UAuck *Beginning Teachers Understandings and Experiences of using Culturally Responsive Pedagogy for their Pacific Learners*

The persistent educational academic underachievement of Pacific learners in New Zealand has been an ongoing problem for decades. Hence, the ongoing policy focus on improving the effectiveness of teachers to ensure quality teaching for all students, particularly those underserved by the education system. It is critical therefore that teachers have the knowledge, skills, and attitudes to effectively teach Pacific learners. While research suggests that culturally responsive pedagogy (CRP) can be effective with culturally linguistically and ethnically diverse students, there appears to be a lack of New Zealand research in this area, particularly in relation to Pacific learners and beginning teachers (BT). This study aimed to address these gaps. This exploratory, interpretative qualitative study explored beginning teachers' understandings and experiences of using CRP for their Pacific learners. Ten BT who worked in five Auckland primary schools and one intermediate participated in this study. Data were gathered using semi-structured individual interviews and analysed using reflexive thematic analysis. The findings revealed that BT working in Auckland primary schools understood CRP for their Pacific learners to be founded on reciprocal relationships and normalising their Pacific learners' languages and culture to make learning relevant. BTs' prior experiences with diverse settings provided useful frames of reference for using CRP with their Pacific learners, as well as nurturing a Pacific-student classroom culture of care. BT also faced enablers and barriers to enacting CRP including the effect of Covid-19 lockdowns but persevered in findings ways to support their Pacific learners online based on their ongoing commitment to these students. The findings suggest that further research is needed on initial teacher education programmes, PLD opportunities for BTs effective practice for Pacific learners, and adequate and appropriate access to Pacific focused teaching and learning resources, including bilingual materials whose content is relevant to the lived experiences of Pacific learners in today's classrooms.

Purnima Din, FNU; Dr Nikhat Shameem USP *Dynamics of Discourse in Teacher Feedback in Academic Essay of English as Second Learners*

The focus of teacher feedback is crucial to the development of students' writing skills in English Language. A learner can experience a shift in language use by receiving helpful feedback (Macalister and Nation, 2019). Hence, this research explored the nature and purpose of teacher feedback that learners receive for writing academic essays in English class using a quantitative research design. Data was analysed using content analysis from a corpus of teacher feedback in 90 students' expository essays from all nine secondary schools in Ba in Fiji. Nguyen's (2019) codes on forms and types of feedback and Mahboob's (2015) coherence feedback strategies for purpose of feedback was used in categorising data. The data was analysed using SPSS software. The theoretical framework of this research is based on Vygotsky's sociocultural theory. This exploratory study is significant because it aims to explore the dynamics of teacher feedback so it is more useful for both teachers and learners. The study has implications for educators, training institutions, and policymakers in Fiji and the Pacific.

Laisa Vuetaki, FNU *Future-proofing TVET programmes: Looking backwards for a better future?*

The strategy of looking backwards to identify the challenges faced and encountered can provide a strong foundation for working towards a better future. This presentation will speak to a study that employed a reflective lens to explore issues of concern to TVET teachers in the FNU Bachelor of Education (TVET) programme. Focusing on a group of TVET in-service students who are teaching in secondary schools and TVET Training Institutions in Fiji, the study sought to better understand some of the key concerns for TVET teachers in the programme. Using talanoa, responses were gathered from students during lectures, tutorials and workshops. Commonly identified issues ranged from reduced student enrolments to skill mismatch, obsolete resources (technology), training providers not collaborating, a lack of inclusivity and or non-availability of scholarships. Comparisons are made of these issues with those in the relevant

literature to see how these issues have been resolved by others. The presentation will explore the implications of the study's findings on the FNU programme and offers suggestions which, hopefully, will help others who are challenged by similar issues in their own TVET Teacher Training programmes.

6. Wednesday 23 November 1.00pm-2.30pm

CONCURRENT SESSIONS

Dassia Matavalea, UWaikato *An intercultural endeavour with Tui Kakala*

In the sphere of tertiary education, challenges to the traditional, the Western, and the Eurocentric are coming from many directions. In settings such as Aotearoa, minority groups remain under-served, which has negative implications for their achievement outcomes and future prospects (Leenen et. al, 2021). Despite an abundance of research-based literature about the efficacy of adapting pedagogies to cultural contexts, positive change in this direction is slow and patchy (Gerritsen, 2021). This is reflected in the area of foundation education in Aotearoa, where I have been an educator for 20 years. During this time, inspiration from Pacific students led me to undertake doctoral studies. I am investigating the applicability of Pacific pedagogies and cultural concepts of wellbeing in the multicultural setting of foundation education. In my presentation, I will share some of my findings and discuss my use of the Tongan Tui Kakala research methodology. I will explain how my research journey has unfolded, given my own multicultural positionality, and the diversity of the learner-participants involved in my study. My preliminary findings suggest that Pacific research approaches and pedagogies, if used respectfully and mindfully, can be beneficial in mainstream contexts.

Sereima Baleisomi, Katarina Toga Ruru, Laisa Vuetaki, Mosese Natuilagilagi, Joseph Veramu, Unaisi Nabobo-Baba, FNU *Resilience in Pacific Small Islands States' Food Systems: An Interdisciplinary Conversation on Two Case Studies from Fiji*

Small Island States experience a particular array of challenges in the light of the 2030 UN Sustainable Development Goals, particularly in terms of food security given the challenges resulting from climate change. Universities in small island states can contribute to the public good in this field many ways. As a prelude, cases of indigenous resilience that utilise indigenous knowledge ideas and systems of support and sustainability are presented. Within this frame, the paper discusses two relevant projects. First, the presenters look at the twin concepts of Pacific Small Islands Developing States and (Climate) Vulnerabilities, discussing how a university climate project can work to enhance the resilience of local communities. Second, the presenters discuss how a university is supporting resilience on one of its campuses. The aim is to provide an interdisciplinary conversation focussed on Fiji, a Small Island State, indicating how local, traditional knowledge and locally based activity significant to food security resilience.

Angeline Ram, FNU *The impacts of workplace bullying by heads of schools on teachers and their teaching and learning processes in primary schools in Western Division, Fiji*

Bullying, whether perpetrated on a child or an adult, has a lasting effect on the victim's state of mind and social behaviour. Although teachers teach about bullying in schools, some of them experience it themselves without it being addressed, as it is inflicted by their leaders. This study was conducted to determine the extent of bullying of teachers by their supervisors in the workplace, the factors that contribute to it, and its impact on various aspects of their lives. A mixed-methods strategy was employed for data collection. The quantitative data was collected from 30 teachers via Google Forms and an online survey questionnaire. The qualitative information was gathered through interviews with four teachers. The results indicate that 92% of teachers were bullied by

school administrators, the majority of whom were female. The results also revealed that teachers were bullied through humiliation in front of other staff members and that they were overburdened with administrative duties to alleviate the workload of the leaders. The study is anticipated to aid the Ministry of Education, Heritage, and the Arts in formulating policy directives to minimise or eliminate bullying of teachers by their superiors.

David Small, UCant *The role of education in the colonisation and decolonisation of both New Caledonia and New Zealand*

Colonised within 13 years of each other, the indigenous Māori and Kanak peoples of New Caledonia and New Zealand lost their sovereignty in quite different ways. The French “prise de possession” and British Treaty of Waitangi foreshadowed the forms of colonisation that were to follow in the two countries. Although both Kanak and Māori experienced exclusion from the society that was created by and for the colonisers, the assimilationist approach of the British stands in stark contrast to the segregation imposed by the French. The legacies of these different models of colonisation generated quite different contexts for the contemporary decolonisation struggles in which Māori and Kanak peoples are currently engaged. This paper will explore some of the key historical and contemporary dynamics that have shaped the nature of the respective struggles, the responses they have elicited from the citizenry and the state, and the prospects for the emergence of progressive, inclusive societies. In particular it will focus on the role of education in the colonisation and decolonisation of both countries.

Satish Prakash Chand; Khemendra Kamal Kumar; and Runaaz Ali, FNU *Professional Development of Teachers in Fiji*

Professional development (PD) must be well understood, and the teacher needs to be considered when PD are planned in schools. This study aimed to examine the teachers' views vis-à-vis their PD in primary schools in Fiji. Specifically, it investigated the type of PD organised in primary schools in Fiji and the factors that need to be considered when PD is planned. Semi-structured interviews, participant observation, and document records were used as data collection instruments. The respondents were purposefully selected from twelve different primary schools. The data were analysed using a thematic approach. The results suggest that all those involved in the education system need to understand what PD entails and consider the teacher's needs when PD sessions are planned. On this basis, the study calls for considering the teacher's needs when PD is premeditated in schools.

Taraivini Raiula, FNU *Teachers' perceptions on missing gaps in Mathematics instruction affecting incuriosity in students at lower primary Level: A study of primary teachers in Western Viti Levu, Fiji*

In recent years, research work on issues related to numeracy continue to grow, especially in Oceania. This presentation reports on a study that explores teachers' perception on some of missing gaps in teacher instructions to students in lower primary levels in Fiji; a potential contributing factor to incuriosity in Mathematics, negative attitude, and low numeracy rate. In addition, other related challenges faced by teaching mathematics are also examined. This study entails a survey that used random sampling to identify 60 primary school teachers, from Lautoka; Western Fiji. The data comes from a rating scale on teachers' perceptions on current teaching of mathematics to students in lower primary, and analysed quantitatively. The relevance of the study is to give a sense of direction to educators and to the Ministry of Education in Fiji, on how to support primary school teachers with teaching mathematics to enhance curiosity, build positive attitude towards mathematics, and improve numeracy achievement, and openly promote meaningful learning for students. The study would also support the Teacher Education Institutions to have continuous dialogue on effective strategies that will enhance curiosity and meaningful learning for

students in mathematics, encouraging appropriate strategies that are tailor-made in mathematics courses to be incorporated in the primary teacher education programme.

Naqsheema S. Ali; Farzana Farnaz Hussein; Dr Sofia Ali, FNU; *Utilization Of social media For Students' Learning & Teaching In Primary Schools. Perception Of Parents and Teachers*

The teaching practicum is a key component of the teacher education program globally. Thus, to investigate how universities offer the Teaching Practicum unit in the Bachelor of Education program, a 60 min Tok stori session will be conducted in the English language. The selected participants will be invited from the different teacher training institutes (TTI) locally and globally to share their views on the Teacher Education Practicum unit.. Tok Stori session will be facilitated by one moderator from the Fiji National University and supported by two assistants for timekeeping and recording. The sessions will be face-to-face/virtual, and the responses obtained from the Tok stori will be analyzed through a thematic analysis. A list of questions will guide the Tok stori session. The questions will be based on the duration of the teaching practicum, mentoring support by associate teachers and heads of schools, assessment methods, classroom management strategies, teacher competencies, and policy awareness. The Tok Stori will allow teacher training institutes to reflect on the past, improve the future direction and develop pre-service teachers' knowledge, skills, and attributes to prepare them to teach effectively in 21st-century inclusive classrooms.

Kireetika Roy *The effect of student absenteeism on their academic achievement in primary schools in Fiji*

All stakeholders in education have always been concerned about the impact of student absenteeism on academic performance, as schools have historically played a crucial role in educating children. Regular school attendance is crucial because it increases the likelihood of academic success. The purpose of this study was to examine the factors that contribute to student absenteeism in primary schools and its effects on academic achievement. The data was collected through the use of a questionnaire and an interview. A sample size of 32 participants was selected using a technique of purposive sampling; of these, 30 were given questionnaires and 2 were interviewed. The results indicate that illness, financial constraints, and family circumstances are the leading causes of student absences. The findings also revealed that absenteeism has a negative effect on students' academic performance. The findings of this study will assist teachers, principals, and the Ministry of Education in formulating policies and guidelines to reduce school absenteeism.

Sonia Fonua, UAuck *The Manulua Framework: how combining multiple research methodologies and theoretical or conceptual frameworks strengthens research with Tongan participants*

When researching with Moana / Pacific peoples, a key research consideration is which methodological approach will best acknowledge, engage, and value what is shared. The Manulua (two birds) Framework was created during my doctoral research to enable the exploration of the experiences of successful Tongan science learners in Aotearoa New Zealand and the Kingdom of Tonga. In this presentation I will demonstrate how four very different theoretical or conceptual frameworks and methods [(1) Tongan and Moana Pacific approaches to research with aspects of (2) critical realism, (3) relationality through vā (space), and the (4) multiscience framework], were able to acknowledge Moana Pacific values, protocols, knowledge and beliefs during data collection, analysis, and reflection. A key aspect of the Manulua Framework is its visualisation, which draws heavily upon the ancient kupesi (symbol) of the manulua found in ngatu (Tongan painted barkcloth). This kupesi also inspired the visualisation of an aspect of the key outcomes of my doctoral research, the need for

educators, particularly those who are not Indigenous, to be able to fakahila (to shift their gaze) when considering how they engage with Moana Pacific students.

Mohammed Ali, FNU *Preservice and in-service Teachers' Perceptions of School Counsellor Responsibilities in Fiji*

The perceptions on the roles of the counsellors in education system substantially affect school counselling services. The perceptions of the teachers on the varied need for counselling play a vital role in student referral and counsellor consultations. Teacher education institutions play a critical role in shaping teachers' perceptions and attitudes towards counselling and developing a better understanding of school counselling services. The authors of the current research investigated the pre-service and in-service teachers' perspectives on the roles and responsibilities of school counsellors. A quantitative methodology was utilised; research questionnaires were used to collect the data. The participants included 216 pre-service and in-service teachers from a prominent teacher education institution in Fiji. The data were analysed using version 27 of SPSS. The findings of this study revealed a substantial difference between in-service and pre-service teachers' perceptions towards counselling. However, in relation to the gender of the participants, there is no significant difference in the perspective among pre-service teachers. Participants also indicated that their perception of school counsellors shifted after enrolling in a counselling-oriented teacher education course. Although pre-service teachers generally have a moderate understanding of school counsellors' tasks, more work needs to be done to enlighten them about the school counsellor's obligations. Furthermore, it is recommended that future research use a comparative lens and explore teachers' perceptions of school counselling before and after enrolling in individual counselling-oriented teacher education courses.

Abdul F. Khan, Sofia Ali, Fereal Ibrahim & Yashmeen Nisha, FNU *Using Technology to Enhance Teachers' Practice in Schools for the 21st Century inclusive classrooms.: A way forward to the future*

The use of technology has had a tremendous impact in the 21st-century inclusive educational setting in Fiji. Research has shown that technology integration in a 21st century inclusive classroom has greatly enhanced the teaching and learning process. Consequently, researchers further explore ways technology helps teachers practice in schools. An online survey was distributed to the interested participants, the retired heads of schools, teachers and FNU In-service teachers, based on a literature review on the impact of technology on teaching and learning. The analyzed responses revealed that most schools integrate technology into daily teaching and learning. The analyzed responses also showed that students learning is enhanced through integrating technology in the 21st-century inclusive educational setting. The results revealed that technology integration is paramount to achieving the purpose of education in a globalized country. This research will also provide some comparison with instruction in the 19th Century and how revisioning Education in Oceania will allow us to move forward by walking backward to lead the future. On this basis, it is highly recommended that schools make it compulsory to integrate technology into daily teaching and learning program.

Swastika Ram, FNU *Impact of a lack of parental involvement on children's academic achievement and performance: the risks, barriers, and challenges*

Parental involvement has a positive effect on student learning and improves academic achievement and school performance. However, a lack of parental involvement makes it difficult for many teachers to improve the academic performance of their students. Guided by Epstein's parental involvement framework which outlines six types of parental involvements and Maslow's hierarchy of needs which states five categories of human needs, this study examined the impact of lack of parental involvement on children's education. Data was collected via an online survey administered to 22 teachers and 20

parents, as well as through interviews with 2 teachers. The results showed that even though eighty percent of parents spend more than an hour with their children each afternoon, teachers still find children struggle with homework, have poor discipline, and bad attitude toward schoolwork. The results also revealed that students arrive at school without having completed their homework, citing reasons such as: their parents do not know how to do it; they forgot; they were too tired or too lazy; they had visitors at home or were attending a family function. The results further revealed that while all parents felt comfortable approaching their children's teachers, only a small number visited the school to monitor and discuss their children's progress. The findings of this study will encourage the Ministry of Education, Heritage, and the Arts to develop a policy to ensure that parents adhere to the guidelines and have a clear understanding of their responsibilities. It will also enable teachers and parents to work collaboratively, recognise the significance of their role in a child's life, and provide the appropriate type of support required to enhance their achievement and performance for a prosperous future.

Alexandra McCormick & Liberty de Rivera, USyd *Reflecting on Doctoral Supervision in Complex Contexts: A Duoethnography*

Higher-degree research occurs within a set of complex processes and relationships. These processes and relationships can entail challenges and opportunities for both supervisors and supervisees, including connection, isolation, personal and professional growth, socio-cultural and linguistic disconnect, health-related concerns and economic issues. They are rendered more complex by changing institutional requirements and workload factors. Recently, these aspects have been further compounded by the exponential negative impact of a global pandemic. In this presentation, we offer insights from our reflective analysis of our shared doctoral supervision experience in Australia between 2016 and 2022 for a doctoral thesis in the area of comparative and international education, titled: "Precarious places, precarious knowledges: Interrogating knowledge inclusion and integration in Disaster Risk Reduction (DRR) education". We report on our engagement in a critical and collaborative dialogue and elaborate on our process, as guided by the methodology of duoethnography. Through collaborative analysis, we offered our structured reflections in relation to the supervision process by explicitly sharing subjective experiences from each of our positionings, as supervisor and doctoral candidate, with our many identities and identifications beyond. The core tenets of duoethnography, established by Joe Norris and Richard D. Sawyer, include the development of aims and prompts for reflection, and identified stages of analysis and outcomes. Autoethnographic and collaborative methodologies have been used increasingly in educational research, and in comparative and international education, to better understand intercultural dimensions (interpreted along multiple axes) of work in learning and teaching. We contend that the approach can offer useful insights for ongoing professional development as educators and researchers. Overall, we consider the affective dimensions of supervision and argue that collaborative analysis that engenders vulnerability could provide opportunities to empower supervisors and supervisees.

Mosese Natuilagilagi, Matereti Sarasau & Laisa Vuetaki, FNU *Fiji, the Future: The challenges*

Jim Bishop said, "The future is an opaque mirror. Anyone who tries to look into it sees nothing but the dim outlines of an old and worried face". (Bishop, 1959, p.1) The conceptual paper explores Fiji's future in relation to other Pacific Islands nations because of their interrelationships through culture and traditions, their environments and general security. The research questions are: What is the future for Fiji? What does it look like? What does it hold? History tells us of how Fiji was ceded to Great Britain to safeguard its future from the Americans and the invading Tongans in the late 1800s, and 65 years or so later the Fiji soldiers joined the Allied Forces to once again safeguard Fiji's future and this time from Imperialism. As Fiji continues to look outwards for possible threats to its future, the old face in Jim Bishop's opaque mirror continues to worry, probably because Fiji has been looking the wrong way, for the real threat is not out there but within: the community, the society, and as part of the global village. Using self-reflection, the paper interrogates the questions posed. Moreover,

in applying Bishop's opaque mirror metaphor, recent studies and works in the existing literatures are examined to capture any insights from these sources. The findings on potential futures for Fiji are discussed. Implications for education, including from school curriculum, teacher training, research and policy are suggested.

Fahim Fardeen Sheik & Sofia Ali, FNU *Challenges faced by teachers in implementing the curriculum in Fiji*

The primary concerns of the study were to establish the challenges primary school teachers encounter in implementing the curriculum in Fiji Primary schools. This study documented that teachers are the best people to develop and implement the curriculum in Fiji. The curriculum in Fiji is designed by the curriculum writers at the Ministry of Education Heritage and Arts and implemented by the curriculum advisors and teachers. The researchers sought to identify teachers' challenges while implementing the curriculum, the worthiness of new curriculum introductions, and the stakeholders that need to be included in the National curriculum development of Fiji. This research used a questionnaire to collect data from the retired Heads of schools and FNU in-service teachers. The analysis of the data was grouped under three themes: (a) Curriculum Introductions, (b) Challenges teachers face while implementing the curriculum, and (c) Teachers as Curriculum Developers. . Attempts have been made to develop human capital through various capacity-building workshops whose facilitators were not realistic. It was encouraging that teachers embraced the curriculum despite the hardships they were encountering as they viewed it as competence-based and self-empowering through the entrepreneurial skills learners acquire. Further, the new curriculum has been developed and is in the piloting stage; in the questionnaire, which had a section with other comments on the curriculum development and implementation, teachers concluded that the new curriculum introductions, such as Moral and Civic Education(MCE), are beneficial, and there is not too much content. The study also specified that bulky curriculum, lack of training, lack of resources, children's mindset, curriculum not being contextualized, and the curriculum being "one size fits all" are significant issues teachers face. This study concludes with some recommendations through the findings.

Bhavika Naidu, FNU *Decolonizing Pedagogies in Tertiary Geography*

Fijian geography has long entailed and been taught using curricula and pedagogies most definitely colonial. The onus as such falls on teachers of geography to decolonize geographical knowledges whereby identifying the role of the subject within this process. This paper expands on how critical pedagogies can deepen the decolonizing agenda within geography. A survey of a 100 undergraduate geography and history students from Fiji National University and University of the South Pacific was taken. The perspectives of these students regarding the decolonization of the subject was undertaken. As such the paper reflects on how to decolonize the subject teaching within the classroom in a tertiary setting. Seven possible suggestions that are made after survey data and literature analysis include the use of decolonial pedagogies, use of inventive teaching tools, assessment criteria, inspiring social justice, assessing teaching staff, decolonizing curriculum and incorporating units on decolonizing curriculum and pedagogy in teacher courses. All of the above recommendations however are proposed under the umbrella of Pacific specific pedagogies, assessments, curricula and so on. As Fijian geographers we must push back against the systems and structures remnant of colonial legacies to bring reform to pedagogies and by extension to curricula.

Shyntia Shirley Chand & Satish P. Chand, FNU *The impact of educational leadership and school culture on the academic performance of students*

Educational leaders can use school culture as a tool of influence and lead by coordinating staff understanding and action which can have a direct effect on student performance. This study's main goal was to determine how leadership, school culture, and students' in-class academic performance interact. The study was guided by Gruenert and Valentine's (1998) School Culture Survey, where six factors of collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnerships were defined using a 35-item Likert-scale survey. Thirty in-service teachers were randomly selected from Fiji National University to participate in the quantitative survey, which was carried out using online questionnaires in the setting of school culture. The results suggest that school culture is significantly influenced by leadership. The results also showed that involving teachers in decision-making, providing them with more time for planning, and encouraging the development of relationships based on trust were also crucial. This has implications for the way school leadership is understood and practiced. Teachers, school administrators, and human resources personnel are projected to benefit from the study's findings which point at areas of leadership worth further investigation.

Merelesita Qeleni, Special and Inclusive Education Sr. Coordinator *Curriculum for all: A deep dive into the delivery of curriculum and teaching practices in inclusive and special schools in Fiji.*

A recent review of teaching strategies and curriculum used in special and inclusive schools around Fiji found that while schools which mainstream students with disabilities are using the national curriculum, Special schools use a variety of curricula. Many special school teachers felt a need for an alternative curriculum for children with moderate to severe disabilities. On the other hand, representatives from Organisations of Persons with Disabilities strongly lobbied to maintain the national curriculum as the preferred curriculum for students with disabilities and insisted that additional support is required along with accountability from the government (this aligns with obligations in the Convention on the Rights of Persons with Disabilities (CRPD) Article 24:2 under reasonable accommodations). One of the recommendations highlighted the importance of enabling all students, including students with disabilities, to use the national curriculum as it is consistent with the National Curriculum Framework (NCF) and with Fiji's obligations under the Convention of the Rights of Persons with Disabilities (CRPD). As a result, Fiji's revised *Numeracy and Literacy curriculum for Years 1-8* includes inclusive pedagogies, promotes differentiated learning, and incorporates intervention responses (Tiers 1-3). An accompanying teachers guide, *'A Teacher's guide to Disability -Inclusive Education'* has been updated to include the latest teaching strategies and other relevant information to support any student with disabilities in the classroom. This ensures that the new national curriculum is an inclusive curriculum for all.