The Rethinking Pacific Education Symposium
A Decade of Re-thinking Pacific Education 2001 – 2011

Is hosted and supported by

The Faculty of Arts, Law and Education, USP  http://artslaw.usp.ac.fj/
The School of Education, USP  http://education.usp.ac.fj/
The Institute of Education, USP  http://institute of education.usp.ac.fj/
The Office of the Pro Vice Chancellor - Research Office, USP  http://www.research.usp.ac.fj/
The USP Book Centre  http://www.uspbookcentre.com/
The Faculty of Education, Victoria University of Wellington  http://www.victoria.ac.nz/education/

Information about the symposium may be found on the USP Research Office website at http://www.research.usp.ac.fj/

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Same old, same old!

Problems are common. In education, this means a whole lot of things: broken desks, broken spirits, disconnected ideas, disconnected people, disempowering pedagogy, unsustainable systems and more! Societally, dysfunctionality seems to be everywhere. No Pacific Islands community (school, family, organization, country) is spared. Such an account, of problems, is a same old, same old, story.

Not anymore!

Goodness is normal. During the past decade, 2001-2011, under the auspices of the Re-thinking Pacific Education Initiative for and by Pacific Peoples (RPEIPP), Pacific educators had refused to accept educational problems facing Pacific peoples as normal. Instead, these educators had assumed a more deliberate responsibility for making and keeping good, the educational endeavors of our peoples.

Further, a new generation of Pacific leader-scholars has now stepped up to the responsibility and task of restoring the educational and societal brokenness of their communities. This new generation is on to a new pursuit-- attaining and sustaining educational excellence and making this normal.

Will you join hands with me in support of this new generation of Pacific leader-scholars, on their legacy-creation journey?

Kabini Sanga

Associate Professor, Te Kura Maori
Faculty of Education
Victoria University of Wellington
In 2001, a group of Pacific academics and educators gathered in Nadi to begin a new journey of exploration into Pacific education. The journey was tentative and exploratory, but nevertheless it was with passion and assurance of the need for Pacific people to critically rethink development in Pacific education. It was a path that some were nervous to take, while others chose to cover-it-up with the past. Often, fellow travelers of this journey were critiqued for wanting to turn back time, for wanting to recover what was no longer relevant. A few believed in the purpose of the journey, and for the initial stage, generous funding from the New Zealand government supported it. For that we are grateful, as those initial steps were important in laying the foundation and mapping the journey.

In the years since, the path for the journey became more assured and a vision was set. Along the way we strengthen our Vaka with knowledge gained from our research. We strengthened our spirit, our relationships and our vision with our leadership. The Re-thinking initiative that was once tentative and exploratory soon became the Vaka Pasifiki movement, a strong, confident and assured force.

This symposium marks a decade of rethinking Pacific education, and we are most pleased that you can join us for this exciting celebration. This symposium is purposefully held at USP, Suva to mark the home of the movement. This symposium is hosted by the USP’s Faculty of Arts, Law and Education, School of Education, the Oceania Institute for Education and the University of Victoria, New Zealand. This symposium is an opportunity for us to celebrate our past achievements, draw our Vaka ashore to strengthen our sail, strengthen our spirit and set new directions for our journey.

We hope that you will enjoy the 2 day symposium and feast on the knowledge and experiences that will be shared with friends and colleagues from New Zealand, Samoa, Fiji, Tonga, Vanuatu, Solomon Islands, PNG, Republic of the Marshall Islands, Guam, Niue and others representing a diversity of regional and national institutes.

We hope that you will find the symposium useful, worthwhile and that you will be encouraged to join us as we continue our journey.

_Faka`apa`apa atu_

_Seiuli Johansson Fua_

A/Director Oceania Institute for Education
The University of the South Pacific
Under the Re-thinking Pacific Education Initiative for and by Pacific Peoples (RPEIPPP), the Pacific Education and Research Foundation (PERF) was established as a professional consortium for advocacy, mentorship and support for context-embedded educational research in the Pacific. The PERF has an Advisory Board which is chaired by Professor Konai Thaman (USP) and an approved constitution. Membership is open to all who are interested. PERF is not financially obliged to any organization or government, though it is supported by USP Institute of Education as the secretariat.

**THIS SYMPOSIUM**

This symposium is organized as one of the activities marking “a decade of re-thinking Pacific education.” Specifically, the one-day symposium is aimed at contributing towards nurturing a new generation of indigenous Pacific leader-scholars. The symposium is a seed-sewling event, which, over the next decade, might accompany this new generation of scholars as they learn and mature as Pacific leader-scholars.

As an introductory foundation-setting symposium, the symposium discussions will explore:

- *Indigenous Pacific research understandings/ frameworks including Pacific ethics.*
- *Indigenous Pacific emerging research practices (including emerging cases, applications and experiences relating to Pacific ethics.)*
- *Country, government and community level challenges for indigenous Pacific research. University-Indigenous Pacific research interfaces, including challenges and training of Pacific researchers.*
**Indigenous Pacific Research Symposium**

**Conveners:** C. Frances Koya, USP; Cherie Chu, VUW; Seu’ula J-Fua, USP; Kabini Sanga, VUW

**Monday 5 December 2011**

Faculty of Arts, Law & Education
014 – 024 FBE Block, USP Laucala.

**07:45 A.M.** **Registration**

**08:30 A.M.** Opening & Introductions
Facilitator: Frances C Koya
Prayer: John Niroa, PERF Board Member
Welcome and Opening address: Dr Jito Vanualailai, Director US- Research Office
Introductory address: Dr Kabini Sanga
Introduction of convenors & IOE team: Dr Seu’ula J-Fua / Dr. Kevin Smith

**09:35 A.M.** Emerging Indigenous Pacific Research Frameworks (IPRF)
Tongan example: Kakala Research Framework Dr Seu’ula J-Fua

**10:15 A.M.** **Photo Session & Morning Tea**

**11:00 A.M.** Initial applications of & insights from Indigenous Pacific Research case studies
Case study: Aspects of ‘Iluvatu research framework Sereima Naisilisili

**11:45 A.M.** Talanoa on participant interests, questions and learning needs on IPRF
Facilitator: Dr Cherie Chu

**12:30 P.M.** **Lunch**
**1:30 P.M.** Legitimating indigenous Pacific ethics: Extending the house to accommodate the relatives!
Dr Kabini Sanga

**2:30 P.M.** **Small Group Talanoa on Challenges and Needs**

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**3.30 PM Afternoon Tea**

**3:45 P.M.** Towards a shared vision/ actions for enhancing capacities for IPR

**Panel:** Dr Hilda Heine, Dr Kapa Malpo, A/Professor Dr Jito Vanualailai

**4:45 P.M.** Closing remarks Dr Seu’ula J-Fua, Director of IOE

**6:00 P.M.** **Public Panel Discussion | USP Performance Space**

*Rethinking Pacific Research | Whose Ethics? What Standards?*

Panel: Professor Konai Helu Thaman; A/Prof. Kabini Sanga and A/Prof. Jito Vanualailai

Moderator: Dr Seu’ula J-Fua

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Leadership Pacific [http://www.leadershippacific.org/] is a Cause Movement. It is not an organization. The “cause” is a vision to raise, enhance and improve leadership capacities of Pacific communities (organizations, schools, villages, Churches, clans, sporting groups, families, countries, etc). The Leadership Pacific Movement is made up of individuals and groups of Pacific people who share the vision of Leadership Pacific and believe in its leadership principles and aspirations.

Strategic 5-Year vision |
As part of the Leadership Pacific 5-year strategic vision, a key goal is to grow (mentor) 1,000 Niu Generation Pacific leaders by 2015.

The principal approach by which this vision is achieved is by encouraging Pacific people (with hearts for leadership) within organizations, schools, communities and among networks of individuals to purposefully nurture their own leaders. A key strategy of this approach is by training of mentors within organizational, community and country contexts.

Through the development of mentors, an increased new cohort of Pacific leaders are nurtured appropriately and effectively grown with contextually available resources and within the five year time-frame of the Leadership Pacific vision.

Leaders-In-Waiting |
Throughout the Pacific region, Leaders-In-Waiting are generally university educated, with advanced technological competencies, exposure to democratic ideals and elaborate networks and connections. Sadly, however, their university education would not have necessarily prepared this new cohort of leaders with the attitudinal, social or particular competencies needed by Leaders-In-Waiting while in “under the radar” supporting public roles.

Further, in the Pacific region, Leaders-In-Waiting within public and private sectors commonly struggle to maintain their positive values because of ethically toxic societal environments. Many literally “just wait” and are not actively supporting their incumbent public leaders. Some Leaders-In-Waiting could be mentoring up-wards but without having obtained certain needed values, skills and attitudes, members of this very able Niu Generation are not influencing and shaping society in optimal ways. Some appear ill-prepared for the changing times and are easily overwhelmed by complex and diverse leadership challenges. The need exists for Pacific Public Leaders-In-Waiting to be deliberately and appropriately trained as mentors.

Leadership Pacific Philosophy, Mission and vision |
Leadership Pacific [refer to http://leadershippacific.org/] has particular underlying views of leadership, and hence, of leadership development. These underlying views in turn shape the mission, values and vision of the Leadership Pacific Movement.
This workshop

This workshop is intended as a professional development programme for Niu Generation Pacific Public Leaders-In-Waiting. Specifically, the workshop will use the philosophy, mission and vision of Leadership Pacific to provide mentorship training for participants as Niu Generation Pacific Public Leaders-In-Waiting. In other words, by applying Leadership Pacific as a case study, participants will have experientially learnt about purposeful mentorship for and by Pacific Public Leaders-In-Waiting.

Learning objectives & outcomes | By the end of the workshop, participants will be able to:

1. **Insightfully share needs, challenges and understandings about Pacific Public Leaders-In-Waiting within different organizational, community and societal contexts.**
2. **Demonstrate understanding of how leadership and leadership development are conceptualized through appropriate Pacific eyes.**
3. **Apply mentoring skills in varied contexts, based on a Leadership Pacific philosophy for Pacific Public Leaders-In-Waiting.**
4. **Develop, debate and agree on visions and actions by Pacific Public Leaders-In-Waiting as individuals, a collective and in partnership with others.**

It is expected that following the workshop, participants will establish a new Pacific Regional Mentorship Network. A list of action points are also expected to be discussed and recommended to Leadership Pacific International Executive Committee, the Reference Board and other stakeholder partners.

Duration & participants | This inaugural 1-day Leadership Pacific regional workshop is scheduled to be held in Suva on Tuesday 6 December, 2011, starting at 8.30am and finishing at 4.30pm. Participants are primarily, Pacific Leaders-In-Waiting and who are either members of the Leadership Pacific International Executive Committee or of the Emerging Leaders within PIFS. There will be a limited number of invited participants as well. In addition, mentors will also participate as supporters and resource people.

While participants are not expected to pay registration fees, they are, however, expected to be self-motivated and to actively participate in pre-workshop, workshop and post-workshop activities.

Workshop Facilitators and Trainers | Dr Kabini Sanga (Mentor of Leadership Pacific & Victoria University of Wellington)  
Mr Maciu Raivoka (Chair, Leadership Pacific International Executive Committee & VUW)  
Dr Cherie Chu (Secretary, LP & Victoria University of Wellington)

Institutional host | The Pacific Islands Forum Secretariat (PIFS) is hosting this workshop at the PIFS Headquarters.

Associated Meeting | On Friday 9 December, 2011, the Leadership Pacific International Executive Committee will hold a strategizing meeting as a follow-up to the Tuesday workshop.
INaugural Regional Mentorship Workshop  
Niu Generation Pacific Public Leaders-In-Waiting as Mentors  
Workshop Facilitators: Maciu Raivoka; Cherie Chu; & Kabini Sanga, VUW

Tuesday 6 December 2011  
Pacific Islands Forum Secretariat  
Suva, FIJI

08:30 A.M. OPENING & WELCOME

09:00 A.M. SESSION ONE  
Leaders in waiting | Connected to Serve?  
Facilitator: Kabini Sanga

10:00 A.M. MORNING TEA & GROUP PHOTO

10:30 A.M. SESSION TWO  
Leaders-In-Waiting In Action  
Case Studies from Pacific Region: Presentations & Workshops  
Facilitator: Cherie Chu

12:00 P.M. LUNCH

12:45 P.M. SESSION THREE  
Leadership Pacific Philosophy, Vision and Values | Case Studies & workshops  
Facilitator: Maciu Raivoka

2:00 P.M. SESSION FOUR  
Leaders-In-Waiting Leadership Development | Presentation & Workshops  
Facilitator: Cherie Chu

3:00 P.M. AFTERNOON TEA

3:30 P.M. Partnerships |  
PLP presentation, Allan Mua  
Mindsets for partnerships, Kabini Sanga  
Workshops  
Facilitator: Maciu Raivoka

4:30 P.M. SESSION SIX  
Future Actions  
Facilitator: Cherie Chu

5:00 P.M. CLOSING
ABOUT RPEIPP
RPEIPP began as an NZAID-supported (though not led or driven) project in 2001, the *Re-thinking Pacific Education Initiative for and by Pacific Peoples* (RPEIPP) was initiated and led by a group of Pacific educational leaders. While NZAID’s grant support ended in 2007, the influences of RPEIPP have continued on as Pacific educational leaders, scholars and emerging leaders took up the mantle of contextualizing their thinking, scholarship and leadership. At this Pacific regional symposium, Pacific educational leaders, scholars, leaders and emerging leaders will reflect on the past decade of re-thinking as well as envision the future of Pacific education and leadership.

SYMPOSIUM OBJECTIVES

1. To rigorously assess the vision, experiences and impacts of RPEIPP over the 2001-2011 period;
2. To reflectively capture the lessons and insights of a “decade of re-thinking Pacific education”;
3. To interrogate educational biases of directions, priority attentions, popular strategies, linkages and systemic negligence; together with the current educational environment;
4. To purposefully engage and mentor a new cohort of Pacific educators, scholars and researchers; and,
5. To debate, discuss and create ideas, visions and aspirations for educational development in the Pacific region towards 2025.

SYMPOSIUM APPROACH & COMPONENTS
Likened to a sea voyage, the RPEIPP Vaka has been sailing the Pacific Ocean for the past 10 years. The Suva 2011 symposium is an opportunity to bring the RPEIPP Vaka ashore to take-stock, mend sails, re-set directions and find fresh winds so that we may continue the journey. The symposium has 4 main components:

- **Reflecting on our journey so far**: a series of conversations to critically assess the RPEIPP vision for education and leadership, reflect on achievements, losses and challenges. We will ask: Was the journey worthwhile?
- **Mending our sails**: a series of papers and commissioned reports on programs and activities identifying lessons learnt from the field. We will ask: What have been the evidences and impacts of RPEIPP on Pacific education/leadership?
- **Setting new directions**: a series of conversations/talanoa to set new directions for ongoing/further rethinking Initiatives. We will ask: Where are our new frontiers and how do we get there?

Towards 2025, possible directions for newer thinking for Pacific education / leadership

- **Catching favourable winds**: a series of conversations/talanoa on and resources for the future of educational rethinking/leadership re-thinking, sustenance and authenticity. We will ask: How do we take care of our journey into the future?
Wednesday 7 December 2011

8:00 A.M.  REGISTRATION

8:30 A.M.  Opening Prayer  Room: 014 – 025/6
Welcome  |  Dr. Akanisi Kedrayate
Dean Faculty of Arts, Law and Education

9:00 A.M.  KEYNOTE ADDRESS:  Hon. Dr. ‘Ana Maui Taufe’ulungaki
“Look Back to look forward | A Reflective Pacific Journey.”
CHAIR:  Dr. Hilda Heine

9:45 A.M.  TALANOA:  Our shared stories so far!

10:00 A.M.  MORNING TEA & OFFICIAL GROUP PHOTOGRAPH

10.30 A.M.  SESSION TWO:  PLENARY DISCUSSIONS  ROOM: 014 – 025/6
Laura van Peer & Ivy Abella  |  Refelctions of a decade of RPEIPP.
Hilda Heine  |  RPEIPP in Micronesia  |  Impacts and Lessons Learned.

11.30 A.M.  SESSION THREE:  PLENARY DISCUSSIONS  ROOM: 014 – 025/6
Gatoloai Tilianamua Afamasaga  |  RPEIPP ’Coming of Age in Samoa’ (With apologies to Margaret Mead).
John Niroa  |  A Personal Reflection of RPEIPP in Vanuatu.

12.30 P.M.  LUNCH, FBE FOYER

1.30 P.M.  SESSION FOUR:  CONCURRENT PAPERS

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<td>Govinda Lingam</td>
<td>Pam Bidwell</td>
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<td>School leadership preparation in the Pacific context.</td>
<td>Literacy my prize: improving literacy outcomes in the Pacific.</td>
<td>Reflecting from an outlier at the (Pacific) Rim: Re-thinking Pacific Education Project, &amp; the education of Pacific peoples in Aotearoa NZ.</td>
<td>Changes in teaching styles and positive learning outcomes.</td>
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<td><strong>Cherie Chu</strong>&lt;br&gt;When a generation reaps what the former generation has shown: The institutionalization of rethinking minds &amp; rethinking action by students.</td>
<td><strong>Epenesa Esera</strong>&lt;br&gt;Leadership styles of school principals in Samoa.</td>
<td><strong>Esther Cowley-Malcolm</strong>&lt;br&gt;Building an infrastructure for research in an indigenous university</td>
<td><strong>Niusila Etuati</strong>&lt;br&gt;‘O le uta a le poto e fetala’i – Inclusive education development in a Samoan traditional society’. Educators’ perceptions and ideas in the past ten years of change.</td>
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2.30 P.M. **SESSION FIVE: CONCURRENT PAPERS**

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<td><strong>Esther Cowley-Malcolm</strong>&lt;br&gt;The agony and ecstacy – of being a Samoan researcher ‘within’ but ‘without’?</td>
<td><strong>Laura van Peer</strong>&lt;br&gt;RPEI influences on people and institutions in New Zealand tertiary institution.</td>
<td><strong>Ema Sanga</strong>&lt;br&gt;Pacific student success at Victoria University of Wellington: a holistic approach.</td>
<td><strong>Govinda Lingam &amp; Greg Burnett</strong>&lt;br&gt;Pacific postgraduate research in education: An alternative site for rethinking education in the Pacific region.</td>
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<td><strong>Jeremy Dorovolomo</strong>&lt;br&gt;Directed research as a vehicle to steer Pacific Island education forward.</td>
<td><strong>Sina A-Aiono, Pine Southon &amp; Jenny Taotua</strong>&lt;br&gt;People development through Leadership Clusters</td>
<td><strong>Ali Glasgow</strong>&lt;br&gt;Valium Smol Pikini Blong Iumi Solomon Islands draft early childhood education curriculum.</td>
<td><strong>Colin Philp</strong>&lt;br&gt;Uto ni Yalo</td>
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3.30 P.M. **AFTERNOON TEA**

4.00 P.M. **TALANOA: Lessons from, Reflections on & Questions of the day**<br>Dr. Seu’ula Johansson-Fua

4.30 P.M. **END OF DAY/LOTU**

6:00 P.M. **WELCOME COCTAIL**<br>*Hosted by Deputy Vice Chancellor, Dr. Esther Williams*<br>L4, USP Japan-Pacific ICT Building, USP
### Thursday 7 December 2011

8:00 A.M. **Registration**

8:30 A.M. **Opening Prayer**

8:30 A.M. **Reflections | Recap of Day one**

9:00 A.M. **Keynote Address: Prof. Konai Helu Thaman**

‘Of waves, winds, and wonderful things: a way ahead for RPEIPP’

CHAIR: Assoc. Prof. Dr. Unaisi Nabobo-Baba

9:45 A.M. **TALANOA: Our shared stories so far!**

10:00 A.M. **Morning Tea**

10:30 A.M. **Session Two: Concurrent Papers**

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<td><strong>Billy Fitoo</strong>&lt;br&gt;Rethinking citizenship education in the Solomon Islands</td>
<td><strong>Ema Sanga</strong>&lt;br&gt;Leadership lessons from setting up a community organisation for youth mentoring</td>
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<td><strong>Patrick Daudau &amp; Manata Galialau</strong>&lt;br&gt;Birangana Tolangaido’oa: Re-thinking a clinical approach to education in Solomon Islands</td>
<td><strong>Sereima Naisilisili</strong>&lt;br&gt;Lessons from ‘Iluvatu: an indigenous research framework</td>
<td><strong>Shailesh Lal &amp; Makereta Mua</strong>&lt;br&gt;Narcissism and Bullying: like hand in glove: a case study of student perceptions of ethics in bullying</td>
<td><strong>Peter Nuttall</strong>&lt;br&gt;Reviewing Drua Culture: Sailing into the future on the wake of our Ancestors</td>
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<td><strong>Winifereti Nainoca &amp; Alisi Vudiniabola</strong>&lt;br&gt;‘Tali’: a culturally appropriate research framework for the iTaukei’</td>
<td><strong>Emita Boladuadua</strong>&lt;br&gt;Vanua research framework</td>
<td><strong>Moale Otunuku</strong>&lt;br&gt;Talanoa – How can it be used in indigenous research and how effective it is in researching Tongan people?</td>
<td><strong>Kevin Smith</strong>&lt;br&gt;Culture, critique, and curriculum: Making use of critical perspectives in developing culturally aware curricula in the Pacific</td>
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11:30 A.M. **Session Three: Concurrent Papers**
Paula Latu
‘Tala-Tuku-Fakaholo’: An alternative Oceanic method of graphing the History (Historiography) and remaking of Tonga pasts from their own story and material culture

Emita Boladuadua
Researching About Us by Us: Experiences of Indigenous Fijian Researchers in reclaiming their Indigenous Knowledge (IK)

Michael Hutak
One Laptop per Pacific Child: Successful approaches and challenges to positive change in Pacific education.

12:30 P.M. LUNCH, FBE FOYER

1:30 P.M. SESSION FOUR: CONCURRENT PAPERS

Randy Thaman

Unaisi Nabobo-Baba
Some (other) indigenous Fijian examples of indigenous vanua research practices and applications and challenges in Fiji.

Lingikoni Vaka’uta & C. Frances Koya Vakauta
RPEIPP- More than a philosophy: Leadership, Research, and Contemporary Pacific arts

Erika Snedden
The leadership styles and practices of women secondary school principals reflected within a principal professional learning community.

Ian Thompson
Reviewing relevant policy and past Pacific ICT activities in education

Hiria McRae
Kia ako Pai te Putaiao/Issues in teaching indigenous Science Education

Fuapepe Rimoni
Exploring schooling experiences for boys in New Zealand

Shana Khan
Reflection on ethical research process: Indigenous Pacific gender-based approach

2.30 P.M. SESSION FIVE: PLENARY DISCUSSION 014 – 025/6

What of the future?
Prof. Vilisoni Hereniko; Oceania Centre for Arts, Culture & Pacific Studies, USP; C. Frances Koya-Vakauta, School of Education, USP; Prof. Vijay Naidu, School of Governance and Development Studies, USP; Dr. Seu’ula Johansson-Fua, Institute of Education, USP

3.30 P.M. AFTERNOON TEA

4.00 P.M TALANOA: Lessons from, Reflections on & Questions of the Day
Dr. Seu’ula Johansson-Fua

4.30 P.M. CLOSING & LOTU | Assoc. Prof. Kabini Sanga
RPEIPP COCKTAILS
Topic: School leadership preparation in the Pacific context

School organisations are constantly going to be faced with unprecedented challenges as the twenty-first century progresses. These challenges—arising from various processes such as educational innovations and reforms, globalisation and modernisation—are not entirely new; they have been in existence and affecting education over the decades but in recent years the pressure of challenge is increasing at a rapid rate (Bishop, 2007; Boyd, 1999; Macklin, 2006). This warrants better prepared school leaders who align themselves constructively with suitable leadership practices at all times to deal effectively with various eventualities for the good of the school organisation and the various clients served by the school (Leithwood, Begley & Cousins, 1994). The fast changing demands of work in contemporary school organisations requires that considerable attention be devoted to the ongoing capacity building of school leaders for continuous success of the school now and in the future (Bishop, 2007, Macklin, 2006). However, school leadership preparation appears to be a concern in many countries in the Pacific island states for over many decades.


How do we move the mindsets of a generation of students who are studying for their degrees in a New Zealand university? There is power in learning and there is a gift in teaching. In my role as a university educator, I have embedded a rethinking philosophy to all of my teaching. This paper will focus on the deliberate teaching, assessment and learning strategies in educating students to be the re-thinkers of their lifetime. This is an 11 year (2000-2011) examination of what can be done to alter attitudes and encourage students to assume responsibility for their own communities. The institutionalization of Rethinking Pacific Education in a university will be exemplified through an appreciative lens, transforming the next generation of thinkers and practitioners for education.
**Topic: Literacy our prize: improving literacy outcomes in the Pacific**

This presentation will examine literacy initiatives and the importance of access to books, as well as low-cost strategies to create local books. Pacific children enjoy read-aloud sessions, as well as activities that stimulate enquiring minds. Initiatives such as resource-based learning encourage older students to explore topics beyond their workbooks - moving them beyond fact to interpretation. Pacific governments recognise that boosting literacy builds local economies, so Pacific school libraries should be a gateway to reading. The reality is that many are poorly resourced, with out-dated collections and limited or no access to computers. The presentation will describe the benefits of a well-run school library, as international studies show significantly improve standard reading results, as well as language and arts scores. There is value in providing both printed and electronic resources, and the presentation will conclude with a brief examination of a project to distribute digital information sources to Pacific school libraries.

**Topic: Leadership Styles of School Principals in Samoa**

This descriptive study examined the styles and sources of leadership used by school principals in Samoa. A sample of 12 principals from primary and secondary levels as well as public, private, and mission schools were interviewed using a semi-structured interview approach to determine what styles were being utilized by the principals in running their respective schools. Following our analysis more data was collected from an interview with a former Assistant Chief Executive Officer of the Ministry of Education Sports and Culture (MESC) who was in charge of principals at the time of the data collection. The purpose was to confirm the kind of training and professional development programs that MESC provided for principals. The study concluded that there was no formal preparation for principals to become school leaders, and that training provided by MESC focused mainly on department policies and issues. Furthermore, the leadership styles of the respondents were significantly influenced by cultural values and upbringing, with *soalaupule* (consensus leadership) as the most popular style practiced by the study respondents.
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Institution: Centre for Research in Education, Development and Oceania (CREDO), Faculty of Education, University of Auckland
Session 4: Wednesday - 1:30 p.m., Room 014 – 027


The fundamental issues that the Colloquium on Re-Thinking Education (April, 2001) focused on were: the lack of ownership by Pacific peoples of the formal education process, and the lack of a clearly articulated vision for Pacific peoples’ development in the 21st century, and education as both a means and an end to this development. This presentation shares some of the outcomes of the theoretical journeys of Auckland-based Pacific educators grappling with these self-same questions in the context of education policy and practice within New Zealand. The presentation will demonstrate how a modified version of the rich and robust ‘Tree of Opportunity’ concept has provided a useful lens through which to critically reflect on the underlying values and belief systems of both policy and practice, in an effort to challenge at the very least, complacency amongst those actively engaged in Pacific education in New Zealand.

Presenting Author: Esther Cowley-Malcolm
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Institution: Te Whare Wananga o Awanuiarangi, New Zealand
Session 4: Wednesday - 2:00 p.m., Room 014 – 027

Topic: Building an infrastructure for research in an indigenous university

Te Whare Wananga o Awanuiarangi is a teaching and research tertiary institution in Whakatane, a small town in the Eastern Bay of Plenty region of Aotearoa-New Zealand. It is the home of the Ngati-Awa people, and one of the sunniest and richest parts of Aotearoa in terms of food from the sea and land—hence the name ‘Bay of Plenty’. However, for the indigenous people of this area it would seem the name is not conducive to overall health and well-being of many of the indigenous people who make up at least 40% of the total population of Whakatane. In fact indigenous people are ‘hemorrhaging’ in this region with unemployment, poor health, and a lack of economic and social well-being compared to their Pakeha counterparts. However, there is also in this region a dream by many people ‘to build a world class indigenous university for teaching and research’. It is within this context that TWWoA (Indigenous University) has developed and grown and where in June 2010 I was appointed to establish a Research Office. This paper explores my role at TWWoA where I have been tasked with building an infrastructure that supports a research culture of significance, robustness and rigor and where the rights of tangata whenua (people of the land) are acknowledged and encouraged in the way they conduct research and disseminate their research findings. This paper aims to share with delegates the challenges, the highlights, the learnings, the complexities and the insights of a Samoan woman building a research infrastructure in an indigenous university in Aotearoa-New Zealand.
Topic: Changes in Teaching Styles and Positive Learning Outcomes

The purpose of this paper is to document students’ positive responses to new styles of lectures and tutorial deliveries. It is likely that students with different learning styles or preferences tend to learn better under particular delivery methods. To enhance student learning, major adjustments have recently been made on my teaching styles and classroom deliveries. These new deliveries include (i) switching from PowerPoint-slide focused lectures to discussion-focused with the aid of PowerPoint slides and online resources; (ii) changing from information-feeding method to engaging students to answering specific questions based on information provided; and (iii) more web-search tutorial assignments, informal student presentations and real-world based projects. The informal assessments show an increase in students’ appreciation of and interests in learning, improvements in online research skills and communication and presentation skills. This is a strong indication of better student learning and a clear direction to creating graduates with qualities described in the USP graduate attributes.

Keywords: student learning, teaching styles, graduate attributes

Topic: Action Research – “O le uta a le poto e fetala’i –. – Inclusive Education development in a Samoan traditional society.” Educators’ perceptions and ideas in the past ten years of change.

This paper will discuss an action research on my role as a lecturer for inclusive education at the Faculty of Education at the National University of Samoa. One of the area of training the teachers in the special needs education and since the year 2000, there has been an increase in the number of trainees at the university majoring in this area of education. Increasing awareness through local and international workshops, more educators’ exposure and completion of studies in this area has helped strengthen our journey and the va’a towards educational changes in today’s society. As educators, it is important to be reflective in practices so we can improve learning environment for our teachers. Where does Samoa sail to from here?
Topic: ‘The agony and the ecstasy’ – of being a Samoan researcher ‘within’ but ‘without’

In conducting my research for my PhD dissertation I was confronted with several dilemmas one of which was my role of researcher ‘within’ but ‘without’. Just the words themselves filled me with a sense of dread and I began to wonder whether in fact I was setting myself up for a rocky road ahead with the uncertainty of where I placed myself ‘within’ as I still had these perplexities of, but I am ‘without’? So if I am ‘without’ how is it that I think I am ‘within’? What do I mean by this and why did it provide me with these rather mixed emotions of agony and ecstasy? Why did I even feel that this was such a dilemma and how did I resolve it, learn from it and decide where and how I needed to place myself in my research. Simply put the term ‘insider, outsider’ (within-without) view appears glaringly obvious to a ‘researcher’ but I also discovered there were many different ways of defining this term and certainly the literature does not help when you have different disciplines equating it to their own ‘ways of doing’ or moving completely away from the original meaning. What is the norm in a medical practice by a Doctor trying to see what is wrong with the patient and the teacher who is trying to assess a students learning? Surely, their views as non-indigenous or indigenous are out of sync with the patient or the student’s culture if it is not their own? Does within (emic) and without (etic) refer as some theorists say to what is ‘genuine and accurate as in the latter, to what is ‘sloppy and unscientific’ in the former or as one anthropologist claims the terms should be the other way round! I guess this was part of my dilemma or perplexity and as I kept reading about it in the literature. Was it indeed a case of simplicity made complex?  This paper discusses the perplexities and complexities of emic and etic (insider /outsider/) ‘within and without’, as they unfolded for me and how I came to resolve this dilemma for myself in my PhD research.

Topic: Directed research as a vehicle to steer Pacific Island education forward

This presentation will be based on a study conducted by the presenter to explore the characteristics of authorship and papers published in the Directions: Journal of Educational Studies from 1978 to 2005, using the Statistical Package for the Social Sciences (SPSS) to analyse data. Besides other findings, it was found that most of the authors to the journal are non-Pacific Islanders, most papers are single authored than multi-authored, are mainly male authors, and that the majority of papers are opinion papers than empirical studies. Implications of these findings will be discussed in terms of steering Pacific Island educational research to the future.
Topic: The Turning of the Tide: RPEI influences on people and strategic direction in a New Zealand tertiary institution

As a movement for change the Rethinking Pacific Education Initiative (RPEI) both challenges and empowers people to seek opportunities to take action. This paper reflects on the impacts of RPEI on the initiation, development, and adoption of a Pacific Education Strategy for a tertiary institution in New Zealand. It reflects on how the authors’ engagement with RPEI impacted them personally and professionally, as well as on the processes they employed for working together; on the content of the document; and on the realising of a vision for reciprocal engagement between educators in New Zealand and the Pacific region. Underpinning this initiative was the notion of partnership - our involvement with RPEI gave us the capacity (challenge) to recognise the opportunity in the institution’s readiness for such an initiative, and to see this as our opportunity (empowerment) to take action.

Topic: People development through Leadership Clusters

The Wellington and Auckland Leadership Pacific Clusters have been pivotal as seedbeds for developing Niu generation Pacific leaders. In this session, presenters share stories and insights about people development through a Cluster strategy, based on personal experiences as members of the Wellington and Auckland Clusters.

Topic: Pacific student success at Victoria University of Wellington: a holistic approach

Ways of achieving Pacific student success at a university are diverse in understanding for the University and for Pacific. This presentation will explore re-thinking for Pacific tertiary success through challenging the interface of success within the Victoria University of Wellington. As a Pacific educator, this paper will affirm how Pacific success is always the working partnerships of many through the framework of ‘Te Vaka’ as the Educational Enterprise. As a way forward, I will also examine key relationships within the university that naturally foster success by virtue of service. Thus, educators can more readily conceptualise Pacific success in appreciating difference of knowledge.
**Topic: Valium Smol Pikinini Blong Iumi: Solomon Islands Draft early childhood education curriculum**

Development early childhood education in the Solomon Islands. Early childhood education in Pacific Nations education systems has an increased profile in the past decade. A range of initiatives demonstrate a heightened interest in the value of early childhood education. Participation rates have increased in many Pacific Nations. A targeted approach by Pacific Nations governments has enabled the development of policies, programmes and curricula as well as early childhood teacher pre service and professional development training. This presentation explores the development of early childhood education curriculum and programmes for the Solomon Islands and the role of the panel to facilitate this process. The discussion explores the ideas and discourse around curriculum development and outlines the aspirations, directives and responses by the Solomon Islands community. The emerging field of Pacific early childhood education is exhilarating, despite challenge and inevitable change.

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Victoria University of Wellington

**Session 5**

Wednesday 3:00 p.m.  Room 014 – 207

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**Topic: Pacific postgraduate research in education: An alternative site for rethinking education in the Pacific region**

Most Pacific postgraduate students in education are experienced mid to late career teachers and administrators who know their school and education communities intimately and after study return to contribute often in more influential ways. This paper examines the flow of new educational thinking back into Pacific communities over several decades to the present as a result of postgraduate research done by Pacific students completing MA programs and PhDs in New Zealand’s universities as well as the University of the South Pacific (USP) in Fiji. The paper reports on analyses of the USP library’s thesis collection as well as the recent *Bibliographic Index of Pacific Postgraduate Research* in NZ’s tertiary sector. Basic trends such as what aspects of education are being researched and where in the region new thinking is going are identified. More importantly, however, the paper identifies trends in how Pacific education is being theorised by returning educators, that is, Guba & Lincoln’s (1998) “matters of faith” about how the world should be.

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**Session 5**

Wednesday 2:30 p.m.  Room 014 – 208

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**Topic: Uto ni Yalo. Ocean voyaging as a tool for growing future leaders.**

In early 2010 16 Fijians set sail on *Uto Ni Yalo*, a modern version of a traditional voyaging vaka. Of these, only 2 had any blue-water sailing experience. Since then we have repeatedly travelled from Fiji to Aotearoa in the South, through the archipelagos of Polynesia to Hawaii in the North and California in the East. Next year UNY will return west across the Pacific to the SPAF in the Solomons. Until now, Fijian sailing heritage, including our great *drua*, widely recognised as the greatest sailing canoe ever built, has been largely consigned to history. We have more than 50 crew in training and with each voyage we are seeing an enormous increase in pride and ownership of our heritage. We seek to train not crew, but future captains. In addition to resuscitating traditional boatbuilding and seamanship skills, the method of training itself draws on traditional non-formal, hands-on, product based tuition. Elders guide youth in master/apprentice type learning format with this knowledge cascaded into local communities as a potential basis for future carbon neutral developments. This presentation offers some of the highlights and lessons we have learnt through this experience.
### Topic: Society, Culture and Heritage

People, being social beings, live their lives as members of a variety of groups. This paper will examine the group’s people in the village form, the kind of groups they join, the ways in which groups function, and the ways in which interaction occurs within and between groups. It also seeks to discuss the different groups that exist in the traditional Samoan village, the reasons why groups are formed, and the dynamic nature of groups. It will explore how groups operate to meet particular goals, challenges and crisis. The presentation will also set out to explore how culture and heritage contribute to the people’s identity and to the identity of others, as individuals and as group members. There will be discussion about the identities that are important to people, including national and cultural identity. It will discover how communities reflect the cultures and heritages of their people and find out how and why culture and heritage are developed, transmitted and maintained. Culture is dynamic, and this paper will discuss how and why cultures adapt and change. This will give the participants an understanding of how culture influences people’s perception of, and responses to, events, issues and activities. Examples to facilitate this presentation are drawn from a personal study including observations of traditional activities that people carry out in the village.

### Topic: Manata Galialau Birangana Tolangaido’oa: Re-thinking the integration of a Clinical Approach to Education in Solomon Islands.

Like many other Pacific Island countries, post-Independence education in the Solomon Islands was originally influenced by the earlier British colonial administration. Prior to Independence (1978), a hierarchically organised education system had evolved and was controlled by missionaries and British colonial authorities. Over time however, the content and structure of the colonial curriculum, with its emphasis on foreign knowledge, skills, and values, was increasingly considered to be irrelevant. In response, post-Independence education administrators sought to develop a new curriculum that catered more closely to the life-long learning needs of Solomon Islanders. The Solomon Islands Ministry of Education is undertaking a Curriculum Review and Reform Programme (CRRP) and is promoting a shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, be able to apply and appreciate. This is an outcomes approach to education and CRRP is aiming at revising the National Curriculum to provide a continuous learning pathway for Basic Education in Solomon Islands. However, one of the key obstacles for providing education for all is the issue of “automatic progression” in the education system, where by learners are moved or transferred to the next year level at the end of any academic year. This has raised a lot of concerns on the learner’s competency and it has been the dilemma amongst teachers, education administrators and policy and decision makers.
**Presenting Authors**

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**Institution**

National University of Samoa

**Session**

2

Thursday 10:30 a.m.

**Room**

014 – 025/6

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**Topic: Principals Perceptions of Faculty of Education Graduates**

A sample of 129 Samoan primary and secondary schools principals was surveyed to determine their perceptions of local trained teachers. Participants were requested to rate their teachers’ performance of various skills and commitment to their work using a scale of 1-5 (1 = lowest and 5 = highest). On all the issues surveyed, principals gave good ratings on the various skills, and in particular, critical issues such as content and methodology mastery, English language proficiency, and level of satisfaction with performance of local trained teachers. The final issue of the survey required principals to comment (written response) on areas where they thought would assist the National University of Samoa’s Faculty of Education (FOE) improve its teacher training program. On this issue the principals seemed to contradict the good ratings they gave earlier in the survey on issues like fluency in English, level of satisfaction with performance and competence of the local trained teachers. The expectations, of school principals also became clear as to what they look for in a new teacher. The study concluded that local primary and secondary school principals were fairly satisfied with the overall performance of local teachers, but that they may need to understand that what they may expect of the Faculty of Education (FOE) in training of new teachers is not a direct responsibility of FOE. Moreover, novice teachers should not be left alone to either “sink or swim.” It is important for principals to understand their capacities as school leaders that new teachers who are new and inexperienced need good mentors.

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University of the South Pacific

**Session**

2

Thursday 11:00 a.m.

**Room**

014 – 025/6

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**Topic: Lessons from ‘Iluvatu, an indigenous research framework**

This paper explores some lessons learnt from the practical application of an indigenous research framework that was developed for my doctoral thesis. The framework called ‘Iluvatu, was used to capture and document Indigenous Knowledge and ways of learning in the *vanua* (tribe) of Cu’u. ‘Iluvatu, a special mat that is closely linked to the identities of the participants of this study, was used as a metaphor for the *vanua* values that formed the foundation of the Cu’u knowledge and learning systems. ‘Iluvatu was also employed as a decolonizing methodology guiding the data collection process from the beginning to the final phase of the fieldwork.
**Presenting Author**: Billy Fitoo  
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**Session 2**: Thursday 10:30 a.m.  
**Room**: 014 – 027

**Topic: Rethinking citizenship Education in the Solomon Islands**

The significance of this study lies in the exploration of the ways active citizenship was motivated and enabled through school curricula in the Solomon Islands. In particular, it has determined a curriculum policy based on key learning outcomes for good and active Citizenship in the Solomon Islands Education. The study had explored a Citizenship Curriculum policy that is both relevant and contextually connected to the life ways of local people in the Solomon Islands, a factor which is currently missing in education administration. The project has explored the ways by which citizenship education was included in Solomon Islands education policy through the exploration of past and current school practice and identification spaces within the curriculum in which good and active citizenship was incorporated.

As witness for the last two decades, there was progressive decline of important societal values, particularly among young people. The belief that formal education is the engine for nation building is seriously challenged when one observes certain actions of educated young people. The extent by which the current school curriculum actually assists in promoting good and active citizenship (indicated by such factors as democratic engagement in societal decision making and nation building) has been seriously questioned. The role of education, and more specifically curriculum design and focus, unfortunately, does not prepare students adequately on how to conduct themselves and effectively relate to their diverse neighbours or how to live as good and active citizens within the complex and dynamic national social environment. Failings within the current curriculum lend themselves to a careful and systematic research to assist in finding answers to the issues and problems currently faced in the Solomon Islands with regard to good and active citizenship. In this academic research (Master’s thesis) it is found that Solomon Islands is faced with numerous complexities and challenges. In the findings from this earlier work, it emerged that many people in the Solomon Islands desire a society that bases its development on values that are significant to their way of life. These values are therefore important for the effective development of the country. Having a sound citizenship education curriculum policy would help to address the country’s complexities in diversity as well as behavioral and attitude challenges.

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**Institution**: Fiji National University  
**Session 2**: Thursday 11:00 a.m.  
**Room**: 014 – 027

**Topic: Narcissism and Bullying: like hand in glove: a case study of student perceptions of ethics in bullying**

The issue of bullying in Pacific schools has not received much research attention in Pacific countries. In re-thinking Pacific education for the future, this phenomenon must be given serious attention. In an initial attempt at examining bullying in a Fiji context, this research in progress focuses on John Stuart Mill’s utilitarianism theory that espouses the need for people to examine the impact of their actions on others. It supports Mill’s assertion on the need to evoke empathy for those in duress (Mill, 1861). It was discovered that bullying was carried out often by good students rather than social misfits with low self-esteem. This was mainly because bullies saw themselves as ‘guardians of the moral order’ (Davies; 2011) and that their behavior was an attempt to ‘straighten out’ the nonconformist members of society. These notions are applied to a case study set at the Fiji National University where Ethics students’ reflections of bullying experiences in high school were analyzed. This paper presents our analysis of those perceptions.
Leadership has been one of the strands of the Rethinking Pacific Education Initiative. In this paper, I explore leadership in the context of setting up a youth mentoring programme for a multicultural community in Wellington, New Zealand. What is the role of a Youth Mentor? What are the leaderful responsibilities of a Youth Mentor in setting up a mentoring programme? What are the challenges involved in negotiating the tensions between trustees, parents, mentors, mentees, and external parties such as the media? What are the points of development and contention for these different stakeholders? How does a Youth Mentor negotiate these tensions ethically? These and other questions will be explored. As well, a visual flow chart of the ‘life cycle’ and process for conceptualizing a mentoring process will be offered for discussion and debate on mentoring in Pacific contexts.

The Drua and all the related facets of its culture – design, construction, operation – are our greatest historic technological achievement. 200 years ago, Fiji was the centre of a great ship building and exporting trade, the cornerstone of the this region’s political, kinship and economic networks. Our ancestors were self reliant on superior sea transport capacity. Today the drua still lives across Fijian society – in sayings, songs, coins, stamps, t-shirts, logos even phone boxes. Everywhere but the water. Fiji Islands Voyaging Society, working collaboratively with USP and other partners has a vision of the future where relearning and reteaching all facets of drua culture is a tool for enhancing cultural identity. We see canoe building, weaving, performance art and traditional navigation being taught as a modern and viable tool for preparing our future generations. This is a practical, culturally significant means of moving pedagogy outside the classroom and onto the water / into the villages. The process provides training to individuals otherwise separated from formal educational opportunities, and facilitates the cascading of this knowledge to their fellow villagers. The outcomes are measurable and still being scoped as the project develops into many positives including retention of traditional knowledge, development of a training and boat building facility, and ultimate progress towards locally managed, commercially viable low fossil fuel alternatives for transport. Our pictorial presentation takes you back into our past and introduces you to our future vision.
**Topic:** "Tali: a culturally appropriate research framework for the iTaukei".

"There is now an increasing emphasis on using research frameworks that are culturally appropriate when carrying out research within indigenous communities. Various frameworks have been developed in the Pacific that privilege indigenous values and attitudes which influence the behaviour expected of researchers and researched alike. This paper uses the metaphor of Tali (weaving or plaiting) as a research framework for use among indigenous Fijian communities. Tali, just like research, encompasses several steps commencing for instance with the identification of a need. This framework also emphasises a step in Tali which represents interpreting data within the correct epistemological frame so that the Fijian (or any other indigenous) people are accurately represented. In developing this Tali framework, the authors draw upon their experiences from the field in their researches, writings by numerous Fijian and other indigenous scholars and their own life experiences as indigenous Fijians".

**Topic:** “Tala-Tuku-Fakaholo” : An alter-native Oceanic Method of graphing the History (Historiography) and remaking of Tongan pasts from their own story and material culture.

"Ko e Tala na’e ‘iikai hano tohi, ka e kei Tukufakaholo mei he ngutu ki he telinga, mei he matu’a ki he fanau.” (Queen Salote Tupou III). [Their story was not documented on [paper] or [in] books but was passed on through mouth[s] to ear[s], by fathers to their children. (translation – author)]

Perhaps it is time that we (settlers of Oceania) shift from Western-Euro-centric perspective and individual conflict approaches to address the invitation by Robert Borofsky in his edited book *Remembrance of Pacific Pasts* to remake History; and in particular by ‘Okusitino Mahina’s *The Tongan Traditional History Tala-e-fonua: A Vernacular Ecology-Centred Historico-Cultural Concept*, as a Tongan Weltanschauung an indigenous account of the land and its people; and Epeli Hau‘ofa in his *Epilogue* to remake Tongan pasts from our own stories and material culture. Functionally, the concept of Tala-Tuku-Fakaholo[traditional oral narratives], from above statement of Her Majesty Queen Salote Tupou III, is suggested as an alter-native (in Nasili Vaka’uta’s words, “that is using native insights to alter existing knowledge and modes, and to alter native insights if they tend to serve the interests of colonizers/outsiders rather than the colonized/locals”), method of graphing the history of Tonga’s past from native sources; traditional narratives and language, material cultures, landscapes and existing knowledge rooted in Tongan concepts, logic of culture and the perspective of Kainga (family confederations). The aim is to suggest another method alongside other methods of historiography; an insider’s perspective that would call for a paradigm shift from Western-euro-centric perspective approach of history which largely based on documented sources and the qualification (voice, authority, power) of the teller (historians); To formulate a Tongan (if not Oceanic) method of graphing history that is based on stories (words) informed by Tongan “being” (ontology) and “knowing” (epistemology), logos theories, ethos practices and praxis worldview.
Topic: Researching About Us by Us: Experiences of Indigenous Fijian Researchers in reclaiming their Indigenous Knowledge (IK)

In a sequel of presentation of two papers, we wish to document the research training and research work undertaken by members of the Institute for Indigenous Studies of Fiji (Ltd) (IISF). The focus of each paper is as follows: Paper 1 (IISF/1) will discuss the issues and difficulties in establishing an Institute for an Indigenous Group in Fiji at a difficult time following the events of Dec 2006 when indigenous issues including indigenous research were seen to be erroneously linked to political activism if they were not set up by the Interim Administration. This context was happening at a time scholars on both sides of the Pacific were actively discussing the need for indigenous research and the need for appropriate framework for such research. This paper will discuss the formation of the IIRF/Lololo ni Veika i Taukei with a major focus on research, document some conceptual and practical difficulties in the funding and training of new researchers, and plans for dissemination for such research through publications, seminar series, and conferencing.

Topic: Vanua Research Frameworks:

The Institute of Indigenous Fijian Studies has already conducted 2 workshops on the Training of Research Workers using the Fijian Vanua Research Framework (VRF). The VRF takes into account different dialects, accepted indigenous norms and protocols, philosophies and principles, etc. Participants are first taken through different research paradigms before focusing on the VRF. The second module involves field work – the participant does his/her research, using the VRF, on a selected topic. The third module is spent discussing the research findings, new insights gained, difficulties/challenges faced, and ways of improving future work. We have continually seen ourselves as others did, have yielded to them the authority to define us. Unless we reclaim our knowledge of ourselves, others will define who we are and what we are. Paper 2 (IISF/2) will focus on some of the issues relating to getting the research done including discussing and adapting the Vanua Research Framework (VRF) (Nabobo-Baba), identifying potential researchers for training, discussion of conceptual and practical issues of training, ownership of knowledge, research ethics and cultural protocols. The paper will also delve into the issues of publications of research work and the rights and ownership of published community stories (Fijian Wisdom, 2012) and those shared in public seminar series for 2011/2012 for a start, and related issues. Samples of research work as well as trained indigenous researchers will be on hand to share their experiences using the Vanua Research Framework.
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Institution: Oceania Institute of Education
Session: 3

Topic: Talanoa: How can it be used in indigenous research and how effective it is in researching Tongan people?

The nature of conducting research especially with indigenous people like Tongans who are minorities in New Zealand is now contested by some scholars and researchers. These scholars and researchers claimed that the standard procedures for doing research on indigenous peoples are considered inappropriate and therefore advocated new more grounded approaches. The questions here are how do these researches look like and can they actually be effective. This paper discusses the reality of doing talanoa research with a group of Tongan parents and caregivers of secondary school students in New Zealand. The research aimed to obtain rich descriptions of how the participants understand New Zealand school processes. The research was able to collect valuable data and at the same time observed participants’ cultural values. In all, doing ‘talanoa’ focus groups with Tongan participants, researchers will sometimes need to depart from more task-oriented practices in order to successfully collect data while practising appropriate protocols with the participants. Nevertheless, useful insights into the thinking of the participants were obtained.

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Institution: Oceania Institute for Education
Session: 3

Topic: Culture, Critique, and Curriculum: Making Use of Critical Perspectives in Developing Culturally Aware Curricula in the Pacific.

In 2010, I conducted a critical discourse analysis of Developing the Curriculum Cymreig, a document published by the Welsh Assembly Government in 2003 designed to maintain and promote Welsh culture (i.e. “Welshness”) in schools in Wales. The purpose of this study was to investigate how ideology is used in manufacturing consent regarding the representation of Welsh culture, and to “denaturalize” commonsensical assumptions embedded within these representations. The implications of this research were then discussed within the framework of critical pedagogy, wherein the importance of critical thought and political literacy are featured as necessary elements in all stages of curriculum development and implementation. For this conference, I draw upon this work in posing the question “How can critical perspectives (e.g. critical discourse analysis, critical pedagogy) be meaningfully employed in the development of culturally efficacious educational policies in the Pacific?”
Michael Hutak, Oceania regional director for the global non-profit organisation, One Laptop per Child, has been working with Pacific communities, educators, governments and their development partners on OLPC since 2008. Currently there are OLPC projects running in 10 countries, with 8000 laptops are in the hands of children in 46 schools. The PRIDE initiative was central to the OLPC’s advocacy efforts in 2008-09 and played an important role in kick-starting these projects, proving an invaluable platform for countries to engage with the OLPC concept. In the Pacific context, OLPC is being framed as a catalyst to encourage policy makers, governments and bureaucracies (both state and non-state actors) to FOCUS on delivering better quality education, and at the same time to creating community level demand for that better quality. Michael will outline the challenges faced and successful approaches taken in introducing technology into education systems in the Pacific. He will address progress in integrating OLPC into the policy frameworks and within the realpolitik of the Pacific, of operational development agencies, and into the regional and international "political architecture", all within budgetry prism of both the “global financial crisis”, and the large capital inflows of aid into the region. He will relay both lessons learned and options for scaling up the use of ICT in the classroom in ways which modernise the delivery of education yet preserve and strengthen traditional knowledge, wisdom and culture.
This paper is about the importance of indigenous knowledge systems and the active participation of local communities in rethinking education and research in the Pacific Islands. It stresses that the rediscovery and rethinking of indigenous knowledge, in this case the knowledge of our ocean and “marine life”, is one of the most relevant and exciting ways of breathing time-tested ancient winds and life into new sails on our voyage to rethink and re-enrich Pacific education and research priorities and models. The paper attempts to: 1) show how the richness of traditional knowledge of the sea and marine organisms, which has been largely ignored by development planners, modern scientists, educationalists and conservationsists, can re-enrich Pacific education and research as a foundation for sustainable island and ocean development; 2) provide examples of the richness of this knowledge and the role integral involvement of local experts can play in insuring the authenticity and relevance of Pacific culture, education and research in the future; and 3) present results and methodologies used during an ongoing study in Fiji to show both the knowledge and the people who are the remaining repositories of such knowledge can play enhanced roles and take ownership as navigators of their increasingly crowded canoes as we chart our respective voyages and cast our nets more widely in the uncharted seas of globalization. To do so, the paper presents the results and methodology used of an assessment of changes in marine biodiversity over the past 50 years in Vanua Navakavu, Fiji one of riches, but most overfished, marine areas in Fiji. It is based on the marriage of the most up-to-date modern scientific knowledge with testimonies of older male and female fishers in an attempt to correlate observed changes with factors such as overfishing, a 1953 tsunami, pollution and the establishment of a marine managed area a decade ago, in 2001. In the process, the local indigenous names of over 1000 organisms have been recorded, many of which are names unknown to the current generation and which had not been previously recorded. Results show that the reduction of unsustainable fishing practices and the successful establishment a locally managed marine area are largely responsible for the return of many species not seen for decades and the increasing abundance and size of a very wide range of finfish, invertebrates and other marine taxa. The results also show that the marriage of local indigenous and up-to-date modern scientific taxonomic knowledge may be the only way of really assessing the long-term impact of marine conservation. Examples of best practice for the involvement of local expertise in the gathering, analysis and authorship and output and sharing of the results and the ways that this indigenous knowledge can be used to enrich education and research are also presented.

1 Pacific Regional Symposium on “A Decade of Rethinking Pacific Education 2001–2011.
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3 Master Fisher (Gone Dau) and Matanivanua (Chiefly Spokesperson) Vanua Navakavu, Rewa Province, Viti Levu, Fiji.
4 Postgraduate student and Research Associate, School of Geography, Earth Science and Environment, USP, Suva.
5 Curator of the Pacific Islands Marine Reference Collection and Lecturer in Marine Studies, USP, Suva.
6 Assistant Lecturer, Tutor and Research Associate, School of Geography, Earth Science and Environment, USP, Suva.
7 Postgraduate Student, Teaching Assistant and Research Associate, School of Geography, Earth Science and Environment, USP, Suva.
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9 USP Postgraduate student and Research Associate, School of Geography, Earth Science and Environment, USP, Suva.
10 Master Fisher (Dau ni Vivili), Kalokolevu Village, Vanua Navakavu.
11 Master Fisher (Dau ni Vivili), Waiqanake Village, Vanua Navakavu.
12 Master Fisher (Dau ni Vivili), Waiqanake Village, Vanua Navakavu.
13 Master Fisher (Dau ni Vivili), Waiqanake Village, Vanua Navakavu.
14 Master Fisher (Dau ni Vivili), Waiqanake Village, Vanua Navakavu.
15 Master Fisher (Dau ni Vivili), Waiqanake Village, Vanua Navakavu.
16 Master Fisher (Dau ni Vivili), Waiqanake Village, Vanua Navakavu.
Presenting Author | Ian Thomson
---|---
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Institution | SPC
Session 4 | Thursday 2:00 p.m.

**Topic: Reviewing relevant policy and the past Pacific ICT activities in Education and looking forwards to ICT enabled education for all, based on international best practice.**

Both the Pacific Plan and the Pacific Digital Strategy call for greater use of ICTs to improve educational outcomes for Pacific Children. Many ad hoc pilots and initiatives have occurred in the last 10 years, mainly providing computers and the internet to schools. Little research or M&E has been done and outcomes are at best anecdotal. Internationally, ICTs have taken a much more dominant role in society, transforming many parts of our lives. This is also happening in education with many experts suggesting it is essential to embrace ICTs in Education if we are to achieve the MDG goals. We in the Pacific need to be developing ICT visions, ideas and aspirations for our children growing up in a digital world. We need to be applying good international practice, adapted for our unique situation and culture. This talk will look at suggestions on how to move forward to enable our teachers and children to make the best of new technology.

Presenting Author | Unaisi Nabobo-Baba (University of Guam); Joeli Dakuidreketi (MOE-Fiji); Misiwini Qereqeretabua (Institute of Fijian Language & Culture); Peni Nemani (Department of Culture & heritage); & Simione Sevudredre (Fiji TV One-Noda Gauna)
---|---
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Session 4 | Thursday 1:30 p.m.

**Topic: Some (other) Indigenous Fijian Examples of Indigenous Vanua Research practices and Applications and Challenges in FIJI**

This presentation briefly highlights some research based activities utilizing rigorous research methodologies and pacific research practices and Vanua Research Framing for the last decade or so These are discussed and examined critically and in terms of their futures. At the Ministry of Education, a research text being produced infused by Vanua Research Framework and others has seen a number of research workshops (4 in all in the different parts of Fiji to ensure teachers who are to use the text experience pacific and other methodologies of research, comment and extend ideas from these and hence the text. Ro Qereretabua’s office also has conducted together with USP’s help research trainings and capacity building exercises in the provinces-the first of which among CBM researchers in the province of Cakaudrove. Peni Cavuilagi outlines as well what the Culture and Heritage Dept has done with USP in community workshops in Levuka for World Heritage sites purposes again using appropriate Pacific ways of engaging with community knowledge and their protocols and processes. Sevudredre uses appropriate Fijian research processes in his documentation for television programming purposes while Sipiriano Nemani of the Institute of Language & Culture has introduced elements of Vanua Framings into Policy of research as a Government document for all entering indigenous settings. We make a mention of the FTA based Institute of Indigenous Studies of Fiji but these have 2 presentations of their own today. Synergies among different practices and institutions as well as communities continue to be built and nurtured.
**Presenting Author:** Hiria McRae  
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**Institution:** Victoria University of Wellington  
**Session 4**  
**Thursday 2:00 p.m.**  
**Room 014 – 025/6**

**Topic:** *Kia Ako Pai te Putaiao / Issues in Teaching Indigenous Science Education*

In this presentation (based on my chapter for the book “Harvesting Ideas: Perspectives from a Niue Generation”), I argue a case for re-thinking science education for indigenous Māori students. Issues I discuss include: the role of teachers in the Māori science education domain; the use of Māori language in science education; the interface between Māori culture and science education and argue for the incorporation of indigenous knowledge into the science curriculum. I explore the transformative nature of Kaupapa Māori and place-based education theories, specifically, the value and applications of the principles of *tino rangatiratanga* (self-determination) and *taonga tuku iho* (cultural aspirations) respectively.

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**Presenting Author:** Lingikoni Vaka’uta & C. Frances Koya Vaka’uta  
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**koyavakauta@usp.ac.fj**  
**Institution:** University of the South Pacific  
**Session 4**  
**Thursday 1:30 p.m.**  
**Room 014 – 027**

**Topic:** *RPEIPP ~ More than a philosophy: Leadership, Research, & Contemporary Pacific Arts*

This paper explores the value and influence of the RPEIPP philosophy as an empowering shift in worldview for practicing Pacific educators in formal and non-formal education. The RPEIPP philosophy of ‘rethinking education for and by Pacific islanders’ has presented dual opportunities for a philosophical base as well as a methodological approach to educational practice in the area of social learning and the acquisition of life skills. The authors share distinct experiences in training and mentoring of Pacific island artists in non-formal education and the development and use of the arts as a social learning tool in formal education, in Fiji and Tonga, both applying a similar cultural approach. In the search for contextualization and relevance, the case studies demonstrate the effectiveness of a practical approach which offers a cultural platform premised on the ‘for’ and ‘by’ Pacific people perspective. This methodology emphasizes a personal cultural reflection towards empowerment, ownership, participation and sustainability. Contemporary Arts, like formal education, has anglocentric roots and continues to be informed and influenced by the developed western world. The authors argue that a cultural approach has the potential to (a) offer distinct Contemporary Pacific Art to the wider global forum; (b) provide a reflexive pedagogical tool utilizing the arts for the teaching and learning of sensitive issues and themes; and, (c) enable teaching and learning in the affective domain for improved expression and articulation of ideas, emotions, beliefs, and attitudes towards behavior change and life skills.
**Topic: Exploring Schooling Experiences for Boys in New Zealand**

The benefits of achieving and gaining secondary school qualifications are numerous, including stronger foundations for life-long learning, easier access to tertiary education, and access to a wider range of opportunities in the job market. However, in New Zealand there is little evidence available that informs both educators and education institutes of whether a sense of belonging has a part to play in being identified as a academic achiever in secondary school. In this presentation, I will present some of the case studies that have been identified through talanoa (conversations) with young Samoan male students in Secondary school, of their perceptions on ‘Sense of Belonging’ and achieving at school. I will discuss some of the initial factors that have been identified by the young male students, and ask the questions, Are New Zealand secondary schools catering for Pacific male students both spiritually, physically and emotionally?

**Topic: Leading Ladies, Portraits of Principals: The leadership styles and practices of women secondary school principals reflected within a principal professional learning community.**

To take care of our journey of envisioning the future we must firstly acknowledge and reflect on our past. This paper presents an iconographic study of three New Zealand women secondary school principals and exhibits how their life stories and experiences have impacted upon their personal theories about leadership styles and practice. Composed through a métissage (merging) of image and dialogue to create portraits of the principal’s leadership identities it is set in situ within a principal professional learning community. This thesis builds on previous studies of New Zealand women principal’s experiences of leadership, becoming a conversation piece (informal group portrait) contributing to a greater insight into the identities, role and practice of women principals while modelling a framework for reflective practice as a tool for professional and educational leadership development. Unique to this thesis is the portrayal of the life story process of personal leader development through a practical process of reflective arts-based inquiry as a methodological and theoretical genre. The findings indicate that the personal development, self-awareness and growth of a leader, are a catalyst to stimulate collective development and accomplishment.

Indigenous Pacific gender-based research is an uprising issue to sustain equality in development. Many government and non-government agencies are undertaking initiatives to carry out the ethical processes in the research field. However, this paper reveals that there are challenges and opportunities confronted when integrating participatory methods into indigenous vulnerable gender rights-based research. The current guidelines and principles do not fully cover the concerns that may rise due to the nature of the research situation. The ethical principles of indigenous gender-based research deal with sensitive issues and mismatch some of the ethical principles with proforma approval requirements. The poorly designed research and western-based ethics processes could place the indigenous minority in substantial risk of welfare insecurity and vulnerability both by the local and international communities. Thus, recommendations are put forward for modifications to the ethics system in order to promote greater collaboration and the review and practice of ethical research applicable to indigenous pacific context.
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<tr>
<th>Date</th>
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<tr>
<td><strong>MONDAY DECEMBER 5</strong></td>
<td>6:00 – 9:00 P.M.</td>
<td><strong>USP PERFORMANCE SPACE</strong></td>
<td>Public Panel Discussion&lt;br&gt;&lt;br&gt;Topic: *Rethinking Pacific Research</td>
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<td><strong>WEDNESDAY DECEMBER 7</strong></td>
<td>6:00 – 6:00 P.M.</td>
<td><strong>JAPAN-ICT BUILDING</strong></td>
<td>Welcome Cocktails Hosted by DVC Williams, USP.</td>
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<td><strong>THURSDAY DECEMBER 8</strong></td>
<td>5:00 – 9:00 P.M.</td>
<td><strong>USP GYMNASIUM</strong></td>
<td>Cocktails Hosted by USP Research Office and Institute of Education, USP.</td>
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The Faculty of Arts, Law and Education

Educating for Sustainable Pacific Societies Seminar Series

presents

RETHINKING PACIFIC RESEARCH | Whose Ethics? What Standards?

Date: Monday 5 December 2011
Venue: USP AusAID Performance Space
Location: Laucala Campus, Suva.
Time: 6:00 p.m.

PANELISTS:
Professor Konai Helu Thaman
UNESCO Chair in Teacher Education and Culture, USP

Associate Professor Jito Vanualailai
Director Research Office, USP

Associate Professor Kabini Sanga
Victoria University, Wellington

Moderator:
Dr. Seu’ula Johansson-Fua, Oceania Institute of Education, USP

PROGRAM:

5:50 p.m. Guests to be seated.
6:05 p.m. Welcome by Dr. Mohit Prasad Assoc. Dean, FALE-USP
6:10 p.m. Introductory Note
6:20 p.m. Introduction of panel and overview of proceedings
6:30 p.m. Panel discussion
7:30 p.m. Open Forum
8:15 p.m. Summary
8:30 p.m. Refreshments

Educating for Sustainable Pacific Societies Seminar Series
Providing safe spaces for critical & creative thinking in the Humanities

Seminar Convener: C. Frances Koya-Vaka’uta koyavakauta@usp.ac.fj
Faculty of Arts, Law & Education Administration Office
USP Laucala Campus Tel: (679) 32 32 368
Credits:

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‘Vaka’ artwork | Lingikoni Vaka’uta

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