A Reality Check: Teaching Practices in Fijian Secondary Schools

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ABSTRACT

This interpretive study of teaching practices explored the perceptions of teachers in a changing landscape in secondary schools in Fiji. Research participants engaged in focus group interviews in which they shared their teaching stories. The study found that the key issues for teachers were student-centered learning and continuous assessment. It also found that teachers were skilled and knowledgeable in pedagogy however some of their teaching practices are ineffective. It is contended that this situation is the result of inadequate support systems for teachers and in turn is perpetuating protracted change in the education system. Suggestions for teachers to develop adaptive and innovative skills that enable them to meet the changing role of teaching include a range of initiatives related to continuous professional development.

Key Words: teaching practices, continuous professional development, quality teaching, quality teachers, student-centered learning, internal assessment, student outcomes