



2025 VAKA PASIFIKI EDUCATION CONFERENCE

9-11 July 2025, Majuro, The Republic of the Marshall Islands

Theme: Jab liktōn peeke jeļāļokjen

With knowledge, influence decision-making, voice your ideas, do not remain silent.

2025 VPEC HANDBOOK



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Our Partners and Sponsors



School of
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Iokwe Aolep and Welcome to Vaka Pasifiki 2025!

We are so pleased to welcome you to the 2025 Vaka Pasifiki Education Conference in the Marshall Islands – Majuro. This Vaka is extra special, as for the first time, we are hosting Vaka in the Northern Pacific. This year also marks 25 years of the Re-thinking Pacific Education Initiative (RPEI) that initiated a journey to resurfacing ancient wisdom and re-imagining relevant education that is owned by Pacific people for Pacific people. One of the founding members of the RPEI is *Her Excellency President Dr. Hilda C. Heine, Republic of the Marshall Islands*. This year also marks 50 years of service by the Institute of Education, USP for the region. It has truly been an honor!

This year's theme is – *Jab liktōn peeke jeļāļokjeņ*: With knowledge, influence decision-making, voice your ideas, do not remain silent. With this theme, we invite you to own the Vaka!

Vaka Pasifiki Education Conference is a place for all of us – people of Oceania. It is a place and time for us to reflect on our role as Pacific educators, to share our experiences, to learn from one another and to strengthen our collective commitment to improving education in our region.

You will gain from the Vaka conference, as much as you put into it – be open to new ideas and new friends! Please take the time to meet other people from our region, to learn and share with them.

This Vaka Pasifiki Education Conference 2025 is dedicated to our Micronesian teachers.

Seu'ula Johansson-Fua and Frances K. Vaka'uta
VPEC Conference Conveners, 2025

VPEC Conference Conveners, 2025

Associate Professor Seu'ula Johansson-Fua, Director Institute of Education, Acting Head of School of Pacific Arts, Communication and Education, University of the South Pacific

Associate Professor Frances C Koya-Vaka'uta, Team Leader Culture for Development, Pacific Community

History and Philosophy of Vaka Pasifiki

In 2000 during a tea-break at an Inaugural Symposium in Pacific Education of the School of Education, University of Auckland, New Zealand, a talanoa between Konai Helu Thaman (USP), Kabini Sanga (VUW), 'Ana Taufe'ulungaki (USP), and Trisha Nally (NZAid) planted the seeds of what would later grow to be the Rethinking Pacific Education Initiative by Pacific Peoples for Pacific Peoples (RPEIPP) and the Vaka Pasifiki Education Conference.

The early talanoa (conversations) revolved around two key topics of interest. Of primary concern was the creation and facilitation of opportunities for Pacific people to develop ownership of their education systems and processes, and secondly, articulation of a vision for Pacific people to inform education development.

The Re-Thinking Pacific Education Initiative (REPI) which commenced in 2001 with 19 people, is documented in the book, [Tree of Opportunity](#)¹, published in 2002. The idea and vision of the RPEIPP has since then spread widely, influencing educational developments in the Pacific region and beyond.

Several strands of education development are interwoven within RPEIPP, under the strategic oversight of the Pacific Education Research Framework Board (PERF). These are,

- Leadership development
- Research and publications
- Pacific Association of Teacher Educators (PATE)
- Development, training and priority programmes to support Pacific country education systems
- Vaka Pasifiki Education Conference
- Network of Pacific Educators (NOPE)

PERF programmes and activities aim to strengthen Pacific cultures and values, arts and crafts, histories, traditions, world views, institutions, languages, processes and skills, and knowledge systems.

The Vaka Pasifiki Education Conference continues to be a forum for Pacific people to dialogue and progress the discussion on emerging issues in education for Pacific peoples.

¹ Pene, F., Taufe'ulungaki, A.M. & Benson, C. (Eds.). (2002). *Tree of Opportunity*. Institute of Education, University of the South Pacific.

PAST VAKA PASIFIKI EDUCATION CONFERENCES

	Year	Theme	Venue	Conference Output	Attended
1	2014	Weaving theory and practice in education/teacher education in Oceania	Nuku'alofa, Tonga	Edited Book – 'Weaving Education Theory and Practice in Oceania'	>350
2	2016	Education for What? Revisited	Honiara, Solomon Islands	Conference Proceedings	600
3	2018	It takes an Island and an Ocean	Suva, Fiji	Edited Book – 'It takes an Island and an Ocean'	300
4	2021	Reimagining Pacific Education Together for the New Sustainable Normal	Nuku'alofa, Tonga Apia, Samoa		
5	2025	With knowledge, influence decision making, voice your ideas, do not remain silent. Jab liktōn peeke je .ā .økjen.	Republic of the Marshall Islands	Upcoming	

Institute of Education

The University of the South Pacific



WAKA
STORY BOOKS



- Story Books
- Shell Books
- Wall posters
- Alphabet books
- Teacher guides
- Photocopiable worksheets
- Vernacular language resources
- Non-fiction books & book series
- Poetry anthologies & creative writing collections
- Teacher professional development resources
- Educational/ instructional books & textbooks
- Classroom instructional resources
- Edited and peer reviewed books
- Conference Proceedings
- Academic publications
- Research outputs
- Reports

**SUPPORTING
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LANGUAGES:
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LEVELS:
PRE-SCHOOL
PRIMARY
SECONDARY
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FOR:
CHILDREN
TEACHERS & PRINCIPALS
SCHOOL SYSTEMS
PARENTS & COMMUNITY

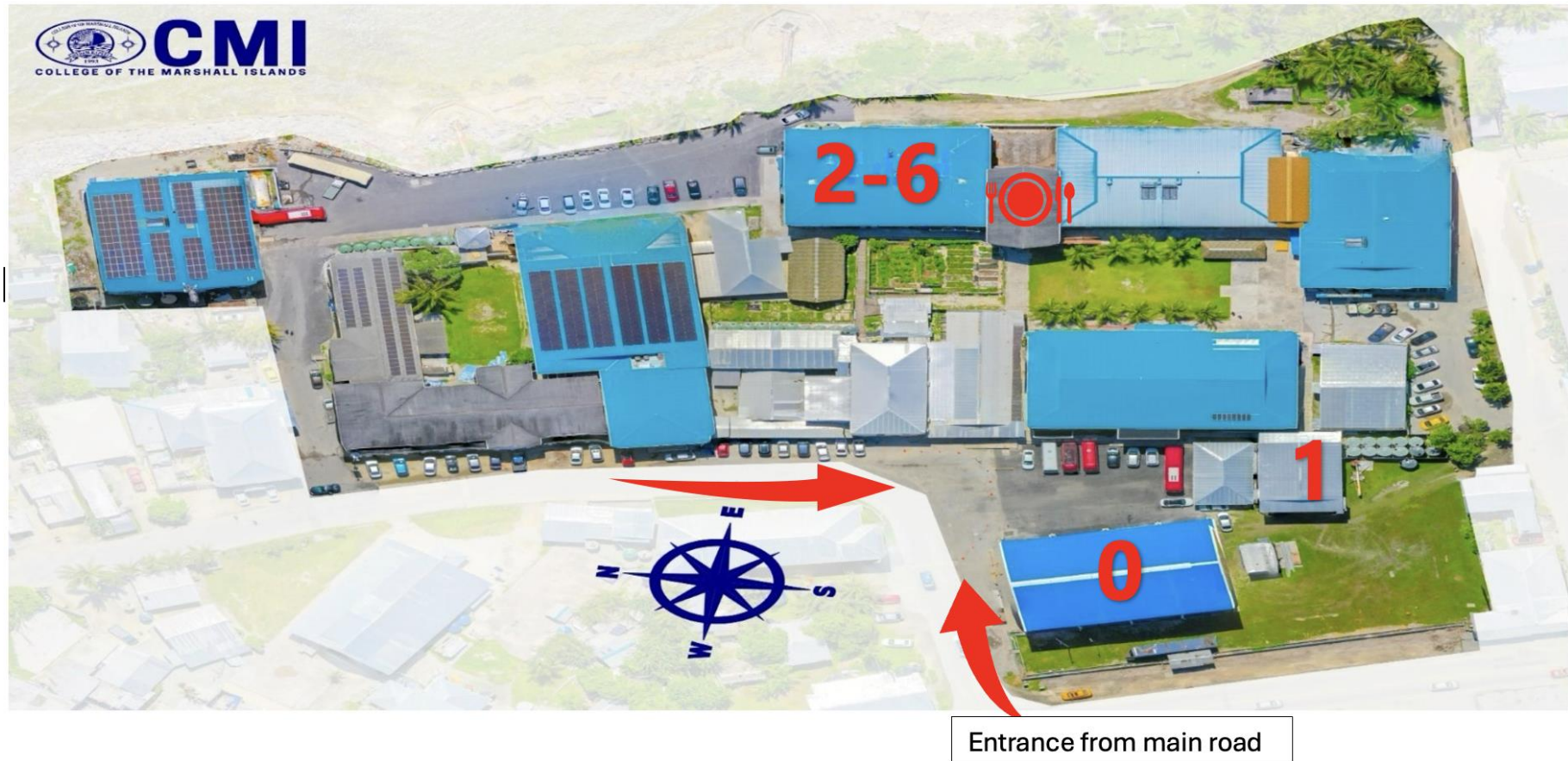
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A4
BIG BOOK
CUSTOM SIZES



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www.usp.ac.fj/ioe
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Site Map: College of the Marshall Islands Majuro Campus



The Conference Venue

VPEC 2025 will take place at the beautiful CMI campus in Majuro, Republic of the Marshall Islands.

The conference sessions will be held in 7 venues, numbered on the map as Venue 0, Venue 1, and Venues 2-6.

The opening and closing ceremonies will be held at Venue 0, which is right next to the main road. The conference dinner will take place at the USP Majuro Campus. Further information will be provided during the conference.

Please refer to the site map on the previous page and try to visit the conference venue before the conference starts, to familiarise yourself with the venue.

Important Numbers

For all emergencies, please call

Majuro Hospital Emergency Room: **625-4144**

National Police: **625 – 8666**

Majuro Local Police: **625 – 8999**

College of Marshall Islands

Telephone: **+692 625-6416**,

Local Extension: **231** or **329**

Fax: **+692 625-7203**

CMI Extension: **231**

Mobile: **+692 455-7107**

E-mail: **securityuliga@cmi.edu**

CMI Nurse: **455-0418**

Conference Team Contacts

Logistics: Lausii Siale, **lausii.siale@usp.ac.fj**, RMI mobile 4582861

Programme: Tepora Wright, **farita.wright@usp.ac.fj**, WhatsApp +6857251909, RMI mobile 4586413

Opening Keynote Speaker

Her Excellency, President Dr. Hilda C. Heine: Trailblazing Pacific Leader and Climate Champion

Her Excellency, President Dr. Hilda C. Heine stands as one of the Pacific's most influential voices and serves as the 10th President of the Republic of the Marshall Islands. She shattered barriers as the first woman to lead a Pacific nation when elected President of the Republic of the Marshall Islands in January 2016, serving until 2019, and then again upon returning to presidential office in January 2024.

A lifelong educator with impressive academic credentials—holding a BA from the University of Oregon, MA from the University of Hawaii, and EdD from the University of Southern California—HE President Dr. Heine's journey began in the classroom before advancing through roles as counsellor and Secretary of Education. She worked for a decade for the Pacific Resources for Education and Learning in Honolulu, Hawaii, then became the first person in the Marshall Islands to earn a doctorate degree in 2004, followed by her appointment as the inaugural president of the College of Marshall Islands. Her political career saw her serve as Minister of Education whilst being the sole woman in parliament, before ascending to the nation's highest office.



HE President Dr. Heine's regional influence extends through her involvement since 2001 in the Rethinking Pacific Education Initiative (RPEI) of which she is a founding member. She is a lifelong member of the Pacific Education Research Framework (PERF) Board, which oversees the Vaka Pacific Education Conference, as well as having a leadership role in the Commission on Education in Micronesia.

As President, HE Dr. Heine is a powerful advocate for climate action on the global stage. Representing a nation of over 1,000 low-lying islands threatened by rising sea levels and extreme weather events, she has addressed the European Parliament and other international forums, urgently calling for climate mitigation measures.

A crusader for women's rights, HE President Dr. Heine co-founded and advises Women United Together Marshall Islands (WUTMI), which combats domestic violence and supports survivors. Under her leadership, the Pacific Women Leaders Coalition was formed in 2019, further extending her influence across the region. HE President Dr. Heine continues to inspire educators and leaders across the region, proving that leadership knows no gender boundaries.

We are honored to welcome Her Excellency, President Dr. Hilda C. Heine as Keynote Speaker to open the Vaka Pasifiki Education Conference 2025.

Conference Programme

	Day One - July 9, 2025					
	Venue 1: Kiōb	Venue 2: Wutilomar	Venue 3: Tirooj	Venue 4: Kajolo	Venue 5: Kino	Venue 6: Atat
8:00 AM	REGISTRATION (Venue 0: Wōb)					
9:00 AM	<p>OPENING CEREMONY (Venue 0: Wōb)</p> <p>MC and Welcome – <i>Dr. Mylast Bilimon, Chair for Marshallese Studies Department, College of Marshall Islands.</i></p> <p>Prayer</p> <p>Opening Keynote Address – <i>Her Excellency President Dr. Hilda C. Heine, Republic of the Marshall Islands</i></p> <p>Response to Keynote – <i>Dr. Manumatavai Tupou-Roosen, Acting Deputy Vice-Chancellor and Vice-President for Regional Campuses and Global Engagement, USP.</i></p> <p>Convenors' Remarks - <i>Associate Professor Seu'ula Johansson-Fua, Director IoE, Acting Head of SPACE, USP, and Associate Professor Frances C. Koya, Team Leader Culture for Development, Pacific Community</i></p> <p>Announcements and Housekeeping – <i>Mr. Desmond Doulatram, Co-Chair of Liberal Arts Department, College of Marshall Islands</i></p>					
10:00 AM	<p>CONFERENCE PHOTO</p> <p>MORNING TEA</p>					
Session Chair	Dr. Natalie Nimmer	Dr. Mylast Bilimon	Ms. Loretta Case & Mr. Ellon Edward	Dr. Fiona Willans	Dr. Teukava Finau	Dr. Martyn Reynolds
10:30 AM	<p>Wansolwara Wayfinders: Advancing Pacific Scholarships for Pacific Communities</p> <p>F. Koya, SPC; S. Johansson-Fua, USP, Tonga; M. Tupou-Roosen, USP, Fiji; M. Cholymay, Chuuk State School System, FSM.</p>	<p>Decolonizing Positionality, Articulating the Vanua and Grounding Critical Pacific Islands and Oceania Studies on Land Based Pedagogy.</p> <p>P. Rokolekutu, FSU, USA.</p>	<p>Teacher Exchange 1: Student-Centered Learning, Differentiated Instruction, and Project-Based Learning</p>	<p>What We Can Learn About in Multilingual Classroom Practices.</p> <p>F. Willans, USP, Fiji; R. Tarihehe, USP, Fiji; A. Botibara, USP, Fiji; R. Prasad, USP, Fiji.</p>	<p>Indigenous Knowledge: Does it Have a Place in the Mathematics and Science Classroom?</p> <p>T. Finau, USP Tonga; A. H. Veikune, USP, Tonga; R. Miano, PSS, Republic of Marshall Islands</p>	<p>Lecturers Learning from School Leaders.</p> <p>F. Tehulu, MoE, Tuvalu; S. Nikua, USP, RMI; J. Maebuta, Consultant, S.I.; R. Ceasar, PSS, RMI; G. Saemane FFM, S.I.; P. Vea, USP, Tonga; M. Reynolds, VUW, NZ.</p>

11:00 AM		Genealogizing the Storytelling Publications of Micronesia. L. Naholowa'a. UHM, Hawai'i.			PREL's TASIK and Indigenous Learning Recovery (in RMI & FSM). Y. Lomae, PREL; P. Yourupi-Sandy, PREL; C. Rilometo- Nakamura, PREL.	
11:30 AM		Reframing the Lens of English Pedagogy in Vanuatu. L. Wilson, Monash University, Australia.				
12:00 PM	LUNCH					
Session Chair	Assoc. Prof. Frances C. Koya Vaka'uta	Dr. Milla Vaha	Mr. Tommy Almet & Mr. Roland Robert	Dr. Robert Early	Dr. Krishneel Reddy	Mr. Peseti Vea
1:00 PM	Perspectives from Micronesia: The UH Mānoa Women in Pacific Studies Graduate Student Fellowship. M. C. LaBriola, UH, USA; F. Pfalzgraf, UH, USA; V. J, Lukan, UH, USA; L. Naholowa'a, UHM, Hawai'i; H. S. Nicolas, UH, USA; E. Santos, UH, USA.	Contesting Nuclear Colonialism Through Education. D.N. Doulatram, CMI, RMI; K. Kedi, College of the Marshall Islands Nuclear Institute, RMI; E. Ralpho, Former National Nuclear Commission, RMI; M. Vaha, USP, Fiji; B. Wheeler, Pacific Human Rights Festival.	Teacher Exchange 2: Hands-on Numeracy Teaching	The Pacific Identity of Nauru Through Voices, Voicing, Silence, Silencing. F. Itaia. Dept. of Education, Nauru Fiji Baat seeking a Pacific Identity. R. Prasad, USP, Fiji.	The Fundamentals of Culturally Responsive Pedagogies: Exploring Relationality and Discursive Practices in Fiji's Post-colonial Education System. E. Narayan, USP, Fiji Indigenous Pedagogies in Contemporary Classrooms:	GCSL RMI Cohort 3 Relating Learning and Working Experience. B. Gideon, Mejit Island Public Elementary School, RMI; S. Lelwoj, Majuro Middle School, RMI; T. Kijenmij, Long Island Public Elementary School, RMI; E. Maie, Ebeye Public Elementary School, RMI; N. Luke,
1:30 PM						

					Integrating Pedagogies from No'o 'Anga. A. Lolohea, USP, Tonga; L Nau, USP, Tonga	Arno Public Elementary School, RMI; K. Johnny, Ebon Public Elementary School, RMI; T. Peter, Milli Public Elementary School, RMI; C. Beio, Ebeye Public Middle School, RMI.
2:00 PM				Enhancing Early Years Education Through Structured Morning Routines. J. Itsimaera, Dept. of Education, Nauru	Reviving Indigenous Knowledge: The Takataka Nima Education Centre. A. Taraha, Takataka Nima Education Centre, SI; C. Pollard, Takataka Nima Education Centre, SI.	
2:30 PM	AFTERNOON TEA					
Session Chair	Assoc. Prof. Seu'ula Johansson-Fua	Ms. Fay Itaia	Mr. Valerio Langrine & Mr. Juni Junan	Mrs. Reetina Katokita	Mr. Setoki Qalubau	Dr. Farita Wright
3:00 PM	The Mainstreaming of Pacific Languages in Education. A New Set of Questions and a Call for Empirical Research to Help Unpack and Answer Those Questions. F. Willans, USP, Fiji	Talking to the Community; Nurturing School - Community Partnerships. M. Reynolds, VUW, NZ	Teacher Exchange 3: Technology in the Classroom	Integrating Research into Policy Formulation and Implementation E. Thoma, DoE, Nauru	'Otua mo Tonga ko Hoku Tofi'a: Indigenizing Education for Educational Reform in Oceania. V. Vakapuna, USP & University of Bergen	Reflections on School Leadership Standards in RMI. F.T. Wright, USP; V.Langrine, RMI; T.Kijenmij, Long Island Elem.Sch, RMI; C.Juano, Woja, Ailinglaplap, Elem. Sch, RMI; T.Almet, Rita
3:30 PM	Voices of the Vā: ReStorying Pasifika	Family Life Education in Schools in the Marshall		Bridging the gap: A Multifaceted Approach		

	Languages as Sacred Ground for Learning, Belonging, and Identity Formation. G. T. Tora, Pasifika Communities University, Fiji; E. Feinauer, Brigham Young University, USA.	Islands: Rationale, Strategies, Achievements and Way Forward. E. Rakinmeto, PSS, RMI; H. Lafita, PSS, RMI; A. Ketedromo, PSS, RMI.		to Reforming Teacher Education for Inclusive Practices in the Pacific. V. Alasa, USP, Fiji; J. Simi, USP, Fiji.		Elem.Sch, RMI; R.Adre, PSS, RMI.
4:00 PM	DAY ENDS					
Day Two - July 10, 2025						
Venue 1: Kiōb		Venue 2: Wutilomar	Venue 3: Tirooj	Venue 4: Kajolo	Venue 5: Kino	Venue 6: Atat
8:30 AM	Coffee & Networking					
9:00 AM	MC: Mrs. Sandy Konelios, Associate Commissioner, Public School System, Republic of the Marshall Islands Welcome, Prayer, Announcements					
Session Chair	Dr. Krishneel Reddy	Dr. Teukava Finau	Mrs. Sophia Lelwoj & Mrs. Syndina Jetton	Dr. Robert Early	Mr. Ripwo Ceasar	Mr. George Saemane
9:30 AM	Education Transition in Times of Uncertainty: Insights from the South Pacific Form Seven Certificate (SPFSC) Tracer Study. R. Katokita, MoE, Kiribati; T. Taoaba, MoE, Kiribati	Bilingual Resources by Teachers for Teachers: Writing our Own in Kiribati, Samoa, RMI. T. Finau, USP, Tonga; A. H. Veikune, USP, Tonga; R. Tekeraoi,	Teacher Exchange 4: Classroom Management Strategies	IQBE in FSM and RMI: Activities and Outcomes of the 'Improving the Quality of Basic Education (IQBE)' Project. U. Cagi, IQBE; H. Cho, IQBE; M. Di Loreto,	The Potential and Beneficial Outcomes of Using Traditional Teaching and Learning Pedagogies. B. Ned, Rairok Public Elementary School, RMI; T. Rubon, Arno	Wat Mifala Lanem En Wat Mifala Duim: Solomon Island School Leaders' Reflection on School Leadership Learnings and Practice.

10:00 AM	Resilience Education Research. F.C. Vaka’uta, SPC.	MOE, Kiribati; L. Case, PSS RMI.			IQBE; R. Early, IQBE, USP; K. Hafner, IQBE; K. Hagberg, IQBE; A. Hankey, IQBE.	Public Elementary School, RMI; K. Bilene, Marshall Island High School, RMI; N. Luke, North Delap Public Elementary School, RMI; B. Carland, Rita Public Elementary School, RMI P. Mera, Ajeltake Public Elementary School, RMI; K. Zedkaia, Laura High School, RMI; W. Zebedy, Marshall Island High School, RMI; R. Thaddeus, North Delap Public Elementary School, RMI.	G. Saemane, FFM, Solomon Island; S. Houma, Individual Consultant, Solomon Island; J. Maebuta, Individual Consultant, Solomon Island.
10:30 AM	MORNING TEA						
Session Chair	Dr. Desmond Doulatram	Assoc. Prof. Frances C. Koya Vaka’uta	Mr. Charlie Juano & Mr. Ranton Adre	Dr. Monica La Briola	Mr. Ebedd Thoma	Mr. Siosuia Nikua	
11:00 AM	How Rimajel (Marshellese) Acquire Knowledge (Jelakojen)'. D. Doulatram, College of Marshall Islands, RMI; M. Bilimon;	Reclaiming Knowledge to Strengthen Outcomes. R. Katokita, MOE, Kiribati; T. Kabiriera; T. Wainu, MOE, Kiribati.	Teacher Exchange 5: Indigenous Knowledge in Education and Culturally Responsive Teaching	Women in Educational Leadership in the Republic of Marshall Islands. H. Aruhane. RMI	Utilizing Diagnostic Assessment for Tailored Instruction in Early Primary Education. Nauru DoE.	The Value of GCSL Assignments in School Improvement. J. Anuntak, Marshall Islands Middle School, RMI; L. Case, IQBE	

11:30 AM	J. Seru; P. Kaious; R. K Matthew; B. Kelen; D. Jim; D. Malachi.			School Leadership Standards: A Snapshot from the Pacific Region. K. Reddy, EQAP/SPC, Fiji.	Director, RMI; A. Isaac, Woja Elementary School, RMI; E. Jibas, KBE Councilman, RMI; C. Joel, Ejit Elementary School, RMI; L. Maun, Woja Elementary School, RMI; A. Saimon, Marshall Islands Middle School, RMI; S. Patrick, Laura Elementary School, RMI; D. Jim, PSS, RMI ; D. Malachi, Laura High School, RMI.	
12:00 PM				The GCSL Journey in RMI: Cohort 1-4. P. Vea, USP, Tonga.		
12:30 PM	LUNCH					
Session Chair	Dr. Fiona Willan	Dr. Jaya Jaya	Mr. Clay Tabu & Mrs. Joana Anuntak	Ms. Heti Veikune	Mr. Siosiu Nikua	Dr. Martyn Reynolds
1:30 PM	Policy Meets Culture: A New Era for Pacific Education and Development. F.C. Vaka'uta, SPC & S.J. Fua, IoE-USP.	Family Life Education in Schools in the Pacific: Rationale, Achievements, and Ways Forward. J. Jaya, UNFPA, RMI; B. Kironde; A. Irvin; J. Ishiguro; K. Bennett; E. McCarthy.	Teacher Exchange 6: Teacher Collaboration and Professional Learning Communities.	Mamamfok: Learning Lessons from the Leaves. R. Siongco, Guam.	Roles of School Leaders in School and Community in Relation to Kastom. R. Adre, USP MED intern, RMI; C. Juano, USP MEd intern, RMI; E. Edwards, USP MED intern, RMI; S. Jetton, USP MEd intern, RMI; L. Henos, Woje Public	Stories of Transformation. M. Reynolds, VUW, NZ; F. Tehulu, MoE, Tuvalu; S. Nikua. USP, RMI; J. Maebuta, Consultant, S.I; R. Ceasar, CDOE. FSM.

					Elementary School, RMI; W. Johnny, USP MEd intern, RMI.	
3:00 PM	AFTERNOON TEA					
3:30 PM	NETWORKING, BWEBWENATO and TRANSFORMATIVE CONVERSATIONS					
4:00 PM	DAY ENDS					
Day Three - July 11, 2025						
Venue 1: Kiöb		Venue 2: Wutilomar	Venue 3: Tiroomj	Venue 4: Kajolo	Venue 5: Kino	Venue 6: Atat
8:30 AM	Coffee & Networking					
9:00 AM	MC – Mr. Junior Paul, Associate Commissioner, Public School System, Republic of the Marshall Islands Welcome, Prayer, Announcements					
Session Chair	Mr. Wayne Mendiola	Dr. Farita Wright	Mr. Juni Junan & Mr. Wellington Johnny		Dr. Mylast Bilimon	Dr. Martyn Reynolds
9:30 AM	The Pacific Regional Education Framework: A Way Forward for Education Development in the Region.	Education Policy and Planning in the Pacific.	Teacher Exchange 7: Parental and Community Engagement		Student Voices in Leadership and Governance at CMI.	Moving Beyond the Material: That Which Sits behind our Words.
10:00 AM	W. Mendiola, NDOE FSM & Chair of PHES; F. Jitoko, PFU; S. Johansson-Fua, USP.	F.T. Wright, USP, Samoa; R. Katokita, MoE, Kiribati; E. Thoma, DoE, Nauru.			W. Joel, Student Government Association, CMI, RMI; Saemane; D. Jim, PSS, W. Lebeau SGA, CMI.	M. Reynolds, VUW; G. RMI; S. J. Fua, USP.
10:30 AM	MORNING TEA					

11:00 AM	<p align="center">CLOSING CEREMONY (Venue 0: Wōb)</p> <p align="center">MC – Mr. Setoki Qalubau, Acting Campus Director, RMI Campus, University of the South Pacific</p> <p align="center">Conference Reflections - Mr. Wayne Mendiola, Assistant Secretary, National Department of Education, FSM, Chair PHES</p> <p align="center">Closing Keynote Address – RMI Ministry of Education, Sports and Training</p> <p align="center">Vote of Thanks – Associate Professor Frances C. Koya Vaka’uta, Team Leader Culture for Development, Pacific Community</p> <p align="center">Farewell Protocol – Associate Professor Seu’ula Johansson-Fua, Director IoE, Acting Head of SPACE, USP</p> <p align="center">Prayer</p>
12:30 PM	LUNCH
1:30 PM	DAY ENDS
6:30 PM	CONFERENCE DINNER, USP RMI CAMPUS

Session Formats	Description
Individual/Joint Speaker Presentations	A short presentation by 1-2 authors on chosen topics with time for Q & A, 30 minutes
Panel/ Roundtable/ Open Discussion/ Talanoa/ Bwebwenato/ Tok Stori	An interactive, facilitated conversation/discussion on a chosen topic, up to 90 minutes
Workshop	An interactive, practical session of up to 90 minutes
Teacher Exchange	Open dialogue session for teachers for knowledge exchange and sharing, up to 60 minutes

Themes	
1	Pacific Identity, Voices and Languages
2	Pacific Knowledge
3	Pacific Scholarship and Research
4	Teacher Exchange

Conference Abstracts

The conference abstracts are listed below by order of appearance in the conference programme.

Day One: Wednesday, July 9, 2025

Venue 1: Kiōb

Panel Talanoa: Wansolwara Wayfinders: Advancing Pacific Scholarship for Pacific Communities		
<i>Associate Professor Frances C. Koya Vaka'uta, Dr. Margarita Cholymay, Associate Professor Seu'ula Johansson-Fua, and Dr. Manumatavai Tupou-Roosen.</i>		
Sub-theme: Pacific Scholarship and Research		
Day 1	10:30 AM – 12:00 PM	Venue 1

Wansolwara Wayfinders: Advancing Pacific Scholarship for Pacific Communities

Over the last 25 years, there has been a growth of Pacific scholarship, with research frameworks and methodology to support research in the region. Members of this panel have made contributions to this growth of Pacific scholarship, including testing and refinement of Pacific research methodologies. At the key milestone of 25 years of the Re-thinking Pacific Education Initiative for Pacific people by Pacific people (RPEIPP) we must ask a few critical questions on our purpose and the opportunities for the future. The panel of Wayfinders are invited to pose critical questions and reflection on our *regional nature/collective – Wansolwara, of Pacific scholarship*, including questions on Pacific voices, representation, loud and silence. In addition, the panel are invited to reflect on the benefits *and* cost of Pacific scholarship to *Pacific communities* – what have we achieved and how have our work impacted on our communities? Lastly, the panel are invited to reflect on the future of Pacific scholarship – finding a common vision, or not, navigating domestic and regional agendas and increasing influence of geopolitics in our educational agenda. This panel is an exploration of ideas and reflections with an opportunity to invite audience members to be part of this conversation. This panel conversation is also to initiate discussions on future directions for Pacific scholarship and or the role of the RPEIPP.

Panel Talanoa: Perspectives from Micronesia: The UH Mānoa Women in Pacific Studies Graduate Student Fellowship.		
<i>Assistant Professor Monica C LaBriola, Dr. Foley Pfalzgraf, Vicky Jade Lukan, Leiana Naholowa'a, Ha'āni San Nicolas, Elyssa Santos.</i>		
Sub-theme: Pacific Scholarship and Research		
Day 1	Time: 1:00pm – 2:30pm	Room: Venue 1

Perspectives from Micronesia: The UH Manoa Women in Pacific Studies Graduate Student Fellowship.

The Women in Pacific Studies (WiPS) Graduate Student Fellowship was founded in 2021 in response to the COVID-19 pandemic. Pandemic-era lockdowns deepened many of the inequities Pacific Islander women graduate students already faced at the University of Hawai'i at Mānoa, adding additional personal and family responsibilities and shrinking access to academic support and professional development opportunities on and off campus. In response, a student-faculty team launched the first non-credit fellowship cohort in Spring 2022 as an academic, professionalization, and community-building opportunity for UHM graduate students pursuing research in Oceania across disciplines. As it turned out, the pandemic showed that WiPS offered a much-needed space beyond the COVID-19 era. Since then, four fellowship cohorts have offered weekly facilitated sessions for ten to twelve female-identifying graduate students to build and maintain a community of care; set academic and professional goals; share resources and opportunities; build professional and academic skills; and access funding.

The fellowship offers a number of culturally sustaining experiences including weaving workshops and excursions to cultural sites; community engagement (e.g., volunteering at the Micronesian Youth Summit); mālama 'āina (caring for the land); and wāhine mana (women of strength) mentorship. In these and other ways, the fellowship provides space for students to build a community of peers, fostering meaningful relationships outside the classroom and across disciplines—with the overarching goal of enhancing student retention and success.

This panel will bring together three to five fellowship alumnae with origins in the Micronesian region (specifically Guåhan/Guam and Yap) and Hawai'i, accompanied by one or two faculty leads, to reflect on the importance for Indigenous women graduate students of building interdisciplinary networks of care that foster academic success and professionalism. The students will bring insights from their respective disciplines and educational journeys and experiences as alumnae of the WiPS fellowship. Panelists also aim to spark discussions and generate ideas about how to build culturally sustaining initiatives at higher education institutions across the region to help make college and graduate school more accessible, attainable, and meaningful for Indigenous students. Panelists also hope to reflect on the WiPS experience through conversations with other educators, and to carry those ideas back to UH Mānoa to enhance WiPS and other

Indigenous-serving programs and initiatives—particularly at a time when such programs are under threat in the United States.

Individual Presentation: The Mainstreaming of Pacific languages in Education. A New Set of Questions and a Call for Empirical Research to Help Unpack and Answer Those Questions.		
Dr. Fiona Willans		
Sub-theme: Pacific Scholarship and Research		
Day 1	3:00 PM – 3:30 PM	Venue 1

The Mainstreaming of Pacific Languages in Education. A New Set of Questions and a Call for Empirical Research to Help Unpack and Answer those Questions.

In 2023, the Council of Pacific Education Ministers affirmed their commitment to the *mainstreaming* of languages, cultures and knowledge systems, rather than relegating these to separate subjects or extracurricular activities. While this outcome has been celebrated in principle, it is not yet clear how it is leading to meaningful change in practice. This paper sets out a series of questions that are being asked as precursors to such change, and it calls for a more systematic research agenda that engages with such questions.

The first is to ask why Pacific languages are advocated in education. Is this because learning is more effective when children understand the classroom language(s)? Is it to promote linguistic and cultural sustainability for future generations? Is it to ensure rights and inclusion? Is to shake up the colonial status quo in formal education?

The second is to ask what we mean by *the use of* Pacific languages in education. Do we mean their use as media of oral and written instruction across the curriculum? Do we mean their use as oral languages to mediate an unfamiliar written medium of instruction whenever necessary? Or do we mean the teaching of those Pacific languages, while other (international?) languages are taught as separate subjects?

The third question relates to embracing the use of multiple languages across the content curriculum. Do we mean quick code switches for clarity? Or duplication of content in multiple languages? Or can we imagine something more productive, pedagogically?

The fourth question relates to literacy/ies. Are our policies fostering the opportunities for students to read and write in multiple languages? Or are we still promoting mono-literacy with multilingualism reserve for oral interaction?

The fifth question considers how we teach languages such as English as French. How do we ensure that the conditions for effective second language learning are in place, so that students can learn these languages well, without sealing the classrooms as monolingual, colonial spaces?

By engaging with – or at least making visible – such questions, the paper calls for a new wave of scholarly research that can tell us more about what is happening in the classroom and that can inform teacher education, curriculum, assessment and policymaking. Until this type of research evidence is supported, and then celebrated, from within different national contexts, it will be hard to foster truly culturally inclusive approaches to educational reform.

Joint Presentation: Voices of the Vā: ReStorying Pasifika Languages as Sacred Ground for Learning, Belonging, and Identity Formation		
<i>Erika Feinauer, Grace Taito Tora,</i>		
Sub-theme: Pacific Identity, Voices Voicing, Silence Silencing Languages		
Day 1	Time: 3:30 PM – 4:00 PM	Venue 1

Voices of the Vā: ReStorying Pasifika Languages as Sacred Ground for Learning, Belonging, and Identity Formation

This presentation explores the role of language as an *epistemological anchoring* shaping identity and belonging among Fijian college students. Drawing from student narratives, the study reveals that native languages are central to affirming ethnic identity, nurturing relational belonging (*vā*), and sustaining cultural continuity. English, while necessary for academic and professional advancement, reflects enduring colonial hierarchies that have historically marginalized Indigenous languages. By amplifying student voices, the study participates in *reStorying* efforts that reposition Pasifika languages not as subordinate to English, but as vital carriers of community knowledge, spirituality, and relational identity.

Grounded in the relational principles of PCU’s Communities Research Framework, the presentation affirms the value of conducting research that is spiritually sensitive, relational, and accountable to the communities it serves. It critiques the privileging of textuality and proposes a research approach that honors orality, materiality, and linguistic diversity—recognizing the role of Indigenous language in embodying *eco-relational* and communal knowledge systems. It calls for future research into Dual Language Bilingual Education (DLBE) as a decolonial and community-led initiative that aligns with PCU’s *Whole of Life* vision.

Venue 2: Wutilomar

Individual Presentation: Decolonizing Positionality, Articulating the Vanua and Grounding Critical Pacific Islands and Oceania Studies on Land Based Pedagogy.
Ponipate Rokolekutu
Sub-theme: Pacific Knowledge

Day 1	Time: 10:30 AM - 11AM	Venue 2
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Decolonizing Positionality, Articulating the Vanua and Grounding Critical Pacific Islands and Oceania Studies on Land Based Pedagogy.

This paper situates the Vanua as a decolonial framework within the Critical Pacific Islands and Oceania Studies (CPIOS) program at San Francisco State University, emphasizing its significance in land-based pedagogy and Indigenous knowledge production. It argues that Vanua, as a concept deeply rooted in land, relationality, and indigeneity, provides a critical lens for understanding the enduring impacts of colonialism on Pacific Island societies. Despite the persistent influence of Western epistemologies in academia, Vanua offers a land-based pedagogy that re-centers Indigenous knowledge systems, decolonizes positionality, and reclaims the lived experiences of Pacific peoples.

The CPIOS program at San Francisco State University was built on the legacies of Third World Liberation struggles and student activism advocating for academic spaces that honor Pacific peoples, cultures, and histories. The Vanua, both as a concept and a lived practice, embodies the interconnectedness of land, indigeneity, and sovereignty, making it a crucial foundation for grounding Critical Pacific Islands and Oceania Studies in Indigenous ontologies. Vanua therefore provides an essential framework for decolonizing academic spaces and centering Indigenous Pacific epistemologies. While the program challenges imperialist, colonial, and militarized narratives, it also offers a space to articulate decolonial praxis through land-based pedagogy.

By interrogating the ways in which colonial structures have alienated Pacific Islanders from their lands—both physically and epistemologically—this paper foregrounds Vanua as a site of resistance, belonging, and intellectual resurgence. It critiques the imposition of Eurocentric frameworks that disconnect Pacific scholarship from the lands and waters that define Indigenous identity and sovereignty. Instead, it advocates for a re-grounding of Critical Pacific Islands and Oceania Studies in land-based pedagogies that emphasize Indigenous agency, relational accountability, and the inseparability of knowledge and place.

Ultimately, this work contributes to the broader decolonial project of CPIOS by advocating for a shift from abstract theorization to grounded praxis. It calls for a pedagogy that not only critiques colonial legacies but also actively reclaims and rearticulates Indigenous ways of knowing and being. Through land-based education, CPIOS can further its mission of preparing students to work in solidarity with Oceanic communities while amplifying the stories, struggles, and resilience of Pacific peoples across time and space.

Individual Presentation: **Genealogizing the Storytelling Publications of Micronesia.**

Leiana San Agustin Naholowa'a		
Sub-theme: Pacific Knowledge		
Day 1	Time: 11:00 AM – 11:30 AM	Venue 2

Genealogizing the Storytelling Publications of Micronesia.

The history of literary publishing coincides with the history of education in Micronesia, and this project explores the entextualization of oral traditions into print in the region since the twentieth century. As repositories of knowledge, stories in Micronesia preserve heritage related to genealogy, cosmogony, relationality, and place. One of the first compilations of Indigenous storytelling from Micronesia is Faraulip: Liebeslegenden aus der Südsee (Faraulip: Love Legends of the South Seas) by anthropologist Paul Hambruch and published in Germany in 1924. In the post-World War II era, Legends of Micronesia by Eve Grey, published in 1951 by the High Commissioner and the Department of Education of the Trust Territory of the Pacific Islands (TTPI), was the first compendium of Micronesian stories in English created for youth. In the decades that followed, many more publications of Micronesian stories emerged from education departments across districts of the TTPI, as well as a wide variety of publishers in Micronesia and Hawai'i. Modern storytellers today may rely on a combination of archival research and oral history in developing their work, and these stories can be found in newspapers, books, film and animation, graphic novels, children's literature, classroom texts, and in talk stories with cultural practitioners and educators living in Micronesia and their diaspora communities.

The relationships between teachers and students are central in the passing on of storytelling and cultural traditions, and many of these books serve as tools to increase literacy in Micronesian languages as well as English. Students have served as native informants and rather than tell their stories to someone else, they have become the writers of the stories of their culture. This project includes the history of publications of student writers of Micronesian storytelling that includes Xanadu, the first literary journal at University of Guam (previously College of Guam) published in 1966-1987, Never and Always: Micronesian Stories of the Origins of Islands, Landmarks, and Customs by Gene Ashby and first published in 1983, and the more recent Rising from Our Roots: A Collection of Stories by the Multilingual Students of Waipahu High School published in 2022. An analysis of materials primarily targeted to students across this modern history reveals Indigenous knowledge that is place-based, genealogical, and formative, and how restoring authorship, encouraging community engagement, and developing protocols and practices should continue to be considered for future publishing of Micronesian storytelling traditions

Individual Presentation: **Reframing the Lens of English Pedagogy in Vanuatu**

Lien Wilson		
Sub-theme: Pacific Knowledge		
Mid-Morning Session	Time: 11:30 AM – 12:00 PM	Venue 2

Reframing the Lens of English Pedagogy in Vanuatu.

This session is important to shed light on what it means to reframe the lens of English pedagogy, where it will share some insights into how English language classes are currently conducted. Secondly, the session will help explain the reasons why it is important that English teaching approaches need to consider the inclusion of Indigenous languages. The two points are crucial to make English teachers rethink teaching strategies where learners' Indigenous language could be incorporated into the lessons to enhance the idea that there is a balance and the transfer of traditional knowledge.

The central focus of this study is to explore how reframing the perspective of English pedagogy can contribute to the preservation of traditional knowledge among second language learners in schools. The study will examine how Indigenous language revitalization plays a key role in the conservation and preservation of traditional knowledge. It will also consider how understanding this dynamic from the perspective of English teachers may influence their perception of the value of Indigenous languages and encourage inclusion within English teaching pedagogy.

Language serves as a vehicle for culture, with traditional knowledge being a significant component. A critical question addressed in this study is to what extent English teachers incorporate the intergenerational transfer of knowledge into their teaching practices. This may include engaging community leaders to share knowledge, involving students in cultural projects, or incorporating Indigenous songs and poems into the curriculum and teaching practices within an English lesson.

It is anticipated that the outcome of the session will create more dialogue through questions for discussions and comments that will be made. Furthermore, it will add valuable insights into the teaching roles of language teachers and change their perspective as key players in a language classroom to support and influence change of transmitting traditional knowledge through learners' Indigenous languages.

This study will contribute to the ongoing discourse on language preservation in Vanuatu, including other Pacific Islands, and the inclusion of indigenous language acceptance in an English classroom. It will further provide practical recommendations for policy-makers, educators, and English teachers on how to effectively integrate Indigenous languages into formal education systems, thereby preserving linguistic diversity and

fostering a deeper sense of intergenerational knowledge in today's young generation of learners.

Panel/Round Table: Contesting Nuclear Colonialism Through Education.		
<i>Desmond. Narain. Doulatram, Evelyn Ralpho, Kenneth Kedi, Dr. Milla Vaha, Benjamin Wheeler.</i>		
Sub-theme: Pacific Identity & Pacific Knowledge		
Day 1	Time: 1:00 PM – 2:30 PM	Venue 2

Contesting Nuclear Colonialism Through Education.

Between 1946 and 1996, over 300 nuclear devises were detonated in the Pacific region. Kiribati, Marshall Islands and French Polynesia were directly impacted, while the radioactive fallout was reported to reach the shores of Fiji and Aotearoa New Zealand. Because of nuclear colonialism, many Pacific communities continue to experience negative impacts of atomic testing through displacement, health concerns and food and water insecurity. Affected communities continue to seek for justice for wrongdoing inflicted upon them through different means and global platforms, yet the nuclear justice waits for its fulfilment.

This panel brings together educators and nuclear justice practitioners from the region to discuss pedagogic initiatives that are confronting the dominant Western narratives of Pacific's nuclear past. It will critically examine the ways to elevate local experiences and knowledge from passing oral histories to utilising different forms of teaching and learning such as visual arts, filmmaking and poetry. The panellists will portray some exemplary recent initiatives that are grounded on Pacific pedagogies, aiming at breaking the silence, centring around local agency and providing for awareness – all crucial components of transitional justice. The panellists highlight the importance of educating today's youth of nuclear past at the time when many survivors of atomic testing have passed on, yet the Pacific continues to be at the centre of geopolitical contestation and militarisation and further facing the existential threat of climate crisis.

Individual Presentation: Talking to the Community; Nurturing School - Community Partnerships.		
<i>Dr. Martyn Reynolds</i>		
Sub-theme: Pacific Knowledge		
Day 1	Time: 3:00 PM – 3:30 PM	Venue 2

Talking to the Community; Nurturing School - Community Partnerships.

In our region, relationships between schools and communities are important. Because their children are being educated in school, communities have a vested interest in the type and quality of education provided. This interest can be in areas such as curriculum, organisation and pedagogy. The work of schools should support communities, not contribute to barriers between the young and their people, past, present and future. The inclusion of indigenous knowledges, wealth held in communities, is important for continuity. However, consultation is not always easy and can be overlooked during the busy-ness of education. The voices of community members may not be as ‘loud’ as our education ministries or departments. The session tells of schools conducting talanoa in various contexts with their Pacific communities. It shows what schools can learn when their Pacific communities are consulted, and their voices heard. Involved schools have changed as a result. The narrative serves as an encouragement to schools and school leaders to make time and create opportunities for the important matter of including and talking to their communities in order to nurture school-community partnerships. Partnerships with communities have potential to guide schools in meeting the aspirations of those they seek to serve. Partnerships can also support space to be created within formal education for indigenous knowledges held in communities. This work has been funded by a Teaching and Learning Research Initiative (TLRI) in Aotearoa New Zealand.

Joint Presentation: Family Life Education in Schools in the Marshall Islands: Rationale, Strategies, Achievements and Way Forward.		
<i>Eonmita Rakinmeto, Hannah Lafita, Asena Ketedromo,</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 1	Time: 3:30PM – 4:30 PM	Venue 2

Family Life Education in Schools in the Marshall Islands: Rationale, Strategies, Achievements and Way Forward.

In RMI, 23% of the population is in the age group 15-24, ¹ presenting a window of opportunity for the country to harness the demographic dividend. Seventy percent of young people are enrolled in primary schools² thereby providing an important opportunity to shape the attitudes, values, knowledge and skills of young people in school settings.

The presentation highlights the key achievements of the in-school FLE initiative that will be implemented across all the 79 elementary schools in the country. Marshall Islands is one of the first countries in the Pacific to introduce FLE as early as grade 4 and 5 (ages 9 and 10) in alignment with international guidance. The teaching-learning resources have been contextualized, and the student worksheets have been translated to Marshallese. High government ownership has supported opportunities for contextualization while staying true to core principles of Comprehensive Sexuality Education (CSE), teacher training, and allocation of definite time in the school timetable. The programme has provided opportunities to positively influence the mindset of teachers and school leaders to respond to the unique sexual reproductive health needs

of young people and emerging evidence from schools suggests that young people find the intervention useful. Parent sensitization sessions with 9 schools in Majuro suggested that parents are appreciative of this initiative to educate their wards and equip them with skills to take informed and responsible decisions related to their health and well-being. The programme has benefitted from state-of-the-art technical assistance from Family Planning Australia and UNFPA. To maintain quality in teaching FLE and take timely corrective measures; key officials have been oriented on a monitoring toolkit. Based on the felt need, parents' sensitization is now included in teacher training to equip teachers with knowledge and skills to allay any anxiety among parents and other community influentials.

Going forwards, FLE should be integrated in the school processes including in the training and refresher training and mentoring of teachers, regular space in the timetable and monitoring to assure quality. Advocacy at all levels is needed to create an enabling environment and address any misconceptions related to FLE.

²UNFPA (2021). Multicountry Programme Document for Pacific Island countries and territories

³ Status of Pacific Education Report 2020. The Pacific Community.

Venue 3: Tirooj

Teacher Exchange 1: Student-Centered Learning, Differentiated Instruction, and Project-Based Learning.		
<i>Ms. Loretta Case & Mr. Ellon Edward</i>		
Sub-theme: Student Focused Approaches		
Day 1	Time: 10:30 AM – 12:00 PM	Venue 3

Teacher Exchange 2: Hands-on Numeracy Teaching.		
<i>Mr. Tommy Almet & Mr. Roland Robert</i>		
Sub-theme: Student Focused Approaches		
Day 1	Time: 1:00 PM – 2:30 PM	Venue 3

²UNFPA (2021). Multicountry Programme Document for Pacific Island Countries and territories.

³Status of Pacific Education Report 2020. The Pacific Community

Teacher Exchange 3: Technology in the Classroom.		
<i>Mr. Valerio Langrine & Mr. Juni Junan</i>		
Sub-theme: Classroom Operations & Technology		
Day 1	Time: 3:00 PM – 4:00 PM	Venue 3

Venue 4: Kajolo

Panel/ Round Table: What We Can Learn About in Multilingual Classroom Practices.		
<i>Dr. Fiona Willans, Reuben Tarihehe, Ariteti Botibara, Rajendra Prasad, Evangeline Narayan.</i>		
Sub-theme: Pacific Identity, Voices Voicing, Silence Silencing languages		
Day 1	Time: 10:30 AM – 12:00 PM	Venue 4

What We Can Learn About in Multilingual Classroom Practices

This panel session brings together insights from three different classroom-based studies, carried out in Vanuatu, Fiji and Kiribati, respectively. Each study reveals what we can learn about classroom language by sitting and observing the interaction. In each case, quantitative data gives us a broad picture of what is happening in different languages, while qualitative data allows us to zoom in and ask more probing questions about *how* these languages are used to facilitate learning, to include all learners, or to manage the day-to-day reality of the classroom.

The first study was conducted in ten Grade 1 classrooms in Fiji, and set out to ask: ‘How complex is multilingual education here?’ This question was posed in response to the public and political discourses of the time that framed multilingualism as a challenge to national identity in Fiji, and that framed multilingual education as both divisive and unachievable. The study simply set out to discover how complex the teacher talk was in reality, in terms of language choice, syntactic structure and lexical range.

The second study investigated the way Vanuatu’s vernacular policy was being implemented in Grades 1 and 4 in three rural schools of West Ambae. The study asked: ‘Which languages do children bring with them to school? How are these languages used in the classroom? How do teachers and communities feel about the policy?’ These questions emerged as a result of public discourse that suggested either scepticism or confusion about the vernacular policy. The study sought to discover how the policy was

playing out in practice in rural West Ambae, and to contribute to the empirical evidence that shows how well it is (or isn't) working.

The third study investigated the learning of English at Junior Secondary School level in Kiribati. It asked: 'What do we learn from classroom observation about the way English is being taught? How are the different skills of English covered throughout the weeks observed, and how is Te Kiribati used in these English lessons?' These questions were asked in response to commonly voiced perceptions that levels of English proficiency are low, and that Te Kiribati is used 'too much' in the classroom. It was important to follow up such perceptions by gathering data that can tell us more about what is really happening.

Each of these studies was guided by a belief that welcoming more inclusive and multilingual classroom practices would enhance educational achievement (however that may be defined), but also by the knowledge that multilingual education policies can sometimes be complex and controversial to implement. The panel demonstrates the insights we gain by carrying out systematic and scholarly classroom observation, and how such insights can feed into policymaking at the national level. The panel also aims to raise the profile of some of the research being done across the region by its own people that is not always 'heard' at the policymaking level.

Individual Presentation: The Pacific Identity of Nauru Through Voices, Voicing, Silence, Silencing.		
<i>Ms. Fay Itaia</i>		
Sub-theme: Pacific Identity, Voices Voicing, Silence Silencing languages		
Day 1	Time: 1:00PM – 1:30 PM	Venue 4

The Pacific Identity of Nauru Through Voices, Voicing, Silence, Silencing.

This paper looks at the progression of Pacific identity in Nauru through the interchange of silence, silencing, voices, and voicing, particularly during the pre-independence era. From its European "discovery" in 1798 through successive influences of colonization, Nauru's people were subjected to complete silencing—from the deceptive hospitality extended to early European beachcombers to the exploitative phosphate mining under German, British, and Australian control. Colonial governance devalued Nauruan society, reducing their role to silent witnesses to the degradation of their land and traditions. Yet, silence was not always passive; it symbolized survival, resilience, and a deep cultural mourning for a homeland transformed into a mined-out graveyard. Nauruan voices, long restrained, gradually re-emerged through resistance: in symbolic acts, in song, in petitions, and ultimately through political assertion. The formation of the Nauru Local Government Council and the leadership of figures like Hammer DeRoburt marked a shift from imposed silence to empowered voicing. This was concluded in the rejection of resettlement proposals and the attainment of independence in 1968. The Nauruan

experience reveals how identity persists and resurfaces even under prolonged silencing, as voicing becomes both an act of recovery and a foundation for self-government.

Individual Presentation: Fiji Baat Seeking a Pacific Identity		
<i>Mr. Rajendra Prasad</i>		
Sub-theme: Pacific Identity, Voices Voicing, Silence Silencing languages		
Afternoon Session	Time: 1:30 PM – 2:00 PM	Venue 4

Fiji Baat Seeking a Pacific Identity.

Indians started arriving in the Pacific much earlier than the thought. They came as labourers to New Caledonia from as early as 1860s. They worked as labourers for European settlers and they intermarried with the local Kanak population. Lascars have been in Fiji and lived amongst the natives as early as 1800s. They also intermarried and totally lost their identity. Then between 1879 and 1916 around 69000 Indians came to Fiji as indentured labourers. While around 40 percent returned the others remained behind in Fiji and called it home. Today the 4th and 5th generation of the indentured labourers know Fiji as their home country and are proud of it.

One of the first things that evolved in the plantation was the language. The indentured labourers who spoke various dialects of Hindi from India slowly merged them with borrowings from Fijian and English to create a lingua franca, Fiji Baat. This lingua franca became the mother tongue of the next generation born in Fiji. Fiji Baat has over time evolved into a lingua franca in Fiji amongst the indigenous and the Indian population. But even after 150 years it continues to be seen as a broken language even by its own speakers. But it has become the lingua franca in Fiji. A day at a market in Fiji or a soccer match shows this lingua franca at its peak. In Fiji homes today, food has become the main element of integration. Indians love the lovo while Fijians love the roti and curry. This has now spread to most of the Pacific. The spread of Fiji Indian cuisine is almost in all Pacific islands now has enabled the language to travel also. All Pacific people who have spent time in Fiji at USP have grown a fondness for the spicy chicken curry and once back home they miss it. So, with food, language is voyaging and engaging. It is getting a voice but is it getting accepted? Is it considered as a Pacific language?

The days of silencing it is over. Now for the first time, Fiji Baat is a topic of research of several linguistic postgraduate students. Almost all students who enroll in the linguistics program get an idea of Fiji Baat in one of the core courses. This helps in giving it a voice in the entire region.

The Fiji Indian diaspora proudly identify themselves as people of Fiji and the Pacific all over the world but are they accepted as such. In New Zealand they are fighting to be not classified as Asians for a long time. In Australia they are not even given an opportunity to fight for that. When will Fiji Baat be recognized as an Oceanic language. It is an important contact language of the region similar to Bislama, Solomon Pidgin and Tok Pisin.

Individual Presentation: Enhancing Early Years Education Through Structured Morning Routines.		
<i>Ms. Jana Itsimaera</i>		
Sub-theme: Pacific Scholarship/ Research		
Mid-Morning Session	Time: 2:00 PM – 2:30 PM	Venue 4

Enhancing Early Years Education Through Structured Morning Routines.

The Morning Routine is a well-structured and systematic approach introduced in Nauru in 2023, implemented in classrooms from preschool to year 5. This methodology effectively consolidates students' learning, particularly in literacy and numeracy skills. Scheduled daily from 08:30am to 09:00am, the Morning Routine focuses on five key areas, each comprising 5 to 7 minutes of constructive lessons. Integrating themes and concepts taught in schools, this approach is mandatory and strongly supported by the Department of Education and Training. It aims to achieve national educational goals by improving student attendance from 60% to 84% and enhancing literacy and numeracy skills.

The teaching method promotes interactive learning, with well-organized display boards and critically planned seating arrangements based on students' learning levels and behavior. Morning routine fosters punctuality, creates a positive learning atmosphere and helps students develop automatic response patterns through repetitive practice. Students' interactive participation enhances literacy and numeracy learning leading to improved assessment outcomes.

However, challenges include the limited 30-minute timeframe, lack of essential teaching tools, and poor assessment results for late-arriving students. Early morning behavioral issues and disruptions due to unpredictable events further complicate the implementation. To address these challenges, it is essential to establish contingency plans, equip classrooms with technology, and conduct community outreach initiatives. Public awareness campaigns and parental involvement through newsletters and workshops are crucial for supporting learning at home.

The Morning Routine approach aims to improve literacy and numeracy skills in early childhood education and early years of primary through structured lessons. Addressing challenges such as inadequate technology resources is vital to enhance student engagement and ensure continued growth in these foundational areas.

Individual Presentation: Integrating Research into Policy Formulation and Implementation		
<i>Mr. Ebedd Thoma</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 1	Time: 3:00 PM – 3:30 PM	Venue 4

Integrating Research into Policy Formulation and Implementation

This presentation examines the interplay between policy development, leadership financing, planning, and administration in shaping decision-making processes within the education system of Nauru. As a small island nation with unique socio-economic challenges, Nauru's approach to education is influenced by insights gained from local, regional, and international scholarly work. The presentation highlights how Pacific scholarships and research facilitate the capacity building of future educational leaders, enabling them to integrate evidence-based research into policy formulation and implementation. Additionally, it also highlights how effective leadership promotes effective communication and collaboration among stakeholders, ensuring that educational policies reflect the needs of the community.

Financial sustainability and the strategic allocation of resources are critical themes discussed, emphasizing the necessity of innovative funding models that support equitable access to quality education. Through comprehensive planning and administrative practices, the presentation advocates for a systematic approach to educational governance that prioritizes long-term goals and resilience against external pressures. Ultimately, this analysis aims to contribute to a deeper understanding of how these interconnected elements can enhance the effectiveness of the education system in Nauru, fostering a generation of informed citizens equipped to navigate the complexities of the Pacific region and the world at large.

Joint Presentation: Bridging the gap: A Multifaceted Approach to Reforming Teacher Education for Inclusive Practices in the Pacific.		
<i>Dr. Victor Alasa, Dr. Janine Simi</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 1	Time: 3:30 PM – 4:00 PM	Venue 4

Bridging the gap: A Multifaceted Approach to Reforming Teacher Education for Inclusive Practices in the Pacific.

This research investigated the critical challenges and opportunities in reforming teacher education programs in Fiji to effectively accommodate students with disabilities. It Employed a qualitative approach in addressing the systemic challenges mitigating against inclusive education, including inadequate teacher training, resource shortages, and policy gaps, while incorporating diverse stakeholder perspectives. Through interviews, focus group discussions, participatory workshops with stakeholders and document analysis across two Island nations of Kiribati and Tonga, the research explored the efficacy of current teacher education curricula, the impact of resource allocation, and the cultural responsiveness of existing practices. The findings revealed a significant disengagement between policy development and praxis. The study participants reported insufficient training in inclusive pedagogies, particularly in addressing diverse learning

needs. Resource constraints, including limited access to assistive technologies and specialized support staff, further exacerbated these challenges. The stakeholder interviews highlighted the necessity for collaborative, culturally sensitive strategies that align with the Pacific values and community needs. Notably, the study identified the critical role of local research and context-specific policy development in fostering sustainable inclusive education. Based on these findings, a comprehensive framework for reforming teacher education programmes was developed, emphasizing: i) enhanced pre-service and in-service training focused on practical skills and inclusive pedagogies, ii) strategic resource allocation and utilization, iii) the integration of culturally responsive practices, and iv) strengthened collaboration among government, educational institutions, and communities. Policy recommendations were formulated to promote sustainable implementation of these reforms, including the establishment of local research centers, the development of context-specific curriculum guidelines, and the provision of continuous professional development opportunities. This project contributes to advancing equitable education in the Pacific by bridging systemic gaps and prioritizing stakeholder collaboration, ultimately aiming to transform classrooms into inclusive spaces where all learners thrive.

Keywords: *Inclusive education, Pacific Island nations, teacher training reform, culturally responsive pedagogy, policy implementation, Universal Design for Learning (UDL).*

Venue 5: Kino

Joint Presentation: Indigenous Knowledge: Does it Have a Place in the Mathematics and Science Classroom?		
<i>Dr. Teukava Finau, Mr. Reagan Miano, Ms. Ana Heti Veikune</i>		
Sub-theme: Pacific Knowledge		
Day 1	Time: 10:30 AM – 11:00 AM	Venue 5

Indigenous Knowledge: Does it Have a Place in the Mathematics and Science Classroom?

While Tonga, Niue, Kiribati, and Republic of Marshall Islands curricula require incorporation of Indigenous Knowledge (IK) in Mathematics and Science, it is not clear to the educators what Indigenous knowledge should be included in these two subjects. The onus is on the teachers to decide what exactly should be taught and what pedagogy to use.

Basically, the Indigenous knowledge is with local custodians, and they usually share it with their few selected people and children, which makes it less accessible to schools. In addition, due to lack of curriculum clarity of what is available either in print or in digital formats that can be taught and assessed, there is a lack of skills in teaching Indigenous

Knowledge, educators have negative attitudes towards Indigenous Knowledge, and there is a lack of learning materials to support teachers and learners.

Despite these challenges, the Institute of Education (IoE) and the Ministry of Education of these countries are working closely to provide a place for Indigenous knowledge in teaching of Mathematics and Science in classrooms.

As a result, in supporting the integration of Indigenous knowledge into Western knowledge in the school curriculum, the IoE in collaboration with countries' Ministries of Education, have developed teaching and learning resources which focus on teaching Indigenous Knowledge in Mathematics and Science. The development of these resources was followed by Professional Development (PD) training with teachers on how to use the resources with their students.

In the development of these Indigenous Knowledge resources, we used an Indigenous research framework which is called the 'Kakala Framework' and was guided by a traditional method of collecting data called 'Talanoa'.

Providing teaching and learning resources and PD that focuses on Indigenous Knowledge on these two subjects is the main significance of this project. It may help to establish a place of Indigenous knowledge in the Mathematics and Science classrooms.

Panel/ Round Table: PREL's TASIK and Indigenous Learning Recovery (in RMI & FSM)		
<i>Canita Rilometo-Nakamura, Yshiwata Lomae, Paulina Yourupi-Sandy,</i>		
Sub-theme: Pacific Knowledge		
Day 1	Time: 11:00 AM – 12:00 PM	Venue 5

PREL's TASIK and Indigenous Learning Recovery (in RMI & FSM)

This workshop will explore innovative projects in the Republic of the Marshall Islands (RMI) and the Federated States of Micronesia working to cultivate and sustain Indigenous knowledge through community-based education. We will highlight two ongoing projects led by Pacific Resources for Education and Learning (PREL): Transformative Advocates for STEAM Innovation and Knowledge (TASIK), an Advancing Informal STEM Learning (AISL) initiative funded by the National Science Foundation, and the Indigenous Learning Recovery (ILR), funded with support from the Nia Tero Foundation, the US Department of the Interior Office of Insular Affairs, and Asian Development Bank's Improving Quality of Basic Education. This session will share learnings on how storytelling and the exploration of local technologies influences youth engagement, how greater community involvement in schools fosters intergenerational learning that preserves cultural practices and supports academic success, and more.

TASIK: TASIK is an Advancing Informal STEM Learning (AISL) project funded by the National Science Foundation. Over the course of the four-year program (2022 – 2026),

TASIK is working with partners across the Federated States of Micronesia (FSM) —the states of Kosrae, Pohnpei, Chuuk, and Yap— and the Republic of the Marshall Islands (RMI) to understand how exploration of Indigenous storytelling and technologies impact youths’ interest, self-efficacy, and persistence in science, technology, engineering, arts, and mathematics (STEAM). <https://tasik.prel.org/>

Indigenous Learning Recovery: The Indigenous Learning Recovery (ILR) project was piloted in 2020 with 1 elementary school in Pohnpei, FSM with support from the Nia Tero Foundation. Since 2020, the project has expanded and grown to include 13 elementary schools in Pohnpei and all (8) schools on Kosrae with support from the US Office of Insular Affairs (OIA) and Asian Development Bank (ADB). This partnership between PREL, the Pohnpei State Department of Education (PDOE) and Kosrae State Department of Education (KDOE), and the school communities support the development of education pathways for youth that preserves traditional knowledge and skills and strengthens community involvement in schools. <https://youtu.be/jju38JS-4MQ?si=DTg0jINeMUkxA-Il>

Individual Presentation: **The Fundamentals of Culturally Responsive Pedagogies: Exploring Relationality and Discursive Practices in Fiji’s Post-colonial Education System.**

Ms. Evangeline Narayan

Sub-theme: Pacific Knowledge

Day 1

Time: 1:00 PM – 1:30 PM

Venue 5

The Fundamentals of Culturally Responsive Pedagogies: Exploring Relationality and Discursive Practices in Fiji’s Post-colonial Education System.

Over the years, Pacific educators have recognized that Pacific education systems are predominantly Eurocentric and that, for centuries, indigenous knowledge systems and languages have been disparaged, resulting in learners being marginalized. Such recognition has seen a rise in culturally responsive pedagogies from the region. In particular, Bishop’s (2019) Teaching to the North-East framework, which places relationships at the center of the teaching and learning process, is responsive and inclusive of all learners, especially those that have been marginalized by the post-colonial Eurocentric education systems. The primary goal of this study therefore was to investigate culturally responsive pedagogies in Fiji’s ‘immersion turned submersion’ post-colonial education system. Data was collected from Years One to Four mathematics lessons from one case study primary school and analyzed using Bishop’s (2019) Teaching to the North-East framework. The results indicate that some processes of establishing caring and learning relationships were present as the teacher cared for the students and their performances, set high expectations for students’ behaviour and effectively managed the learning environment. However, contrary to Bishop’s findings for Māori and Pasifika learners in Aotearoa, New Zealand, the Fiji data shows that there is a weak correlation between these extended family-like relationships and the use of discursive practices that are expected to establish effective pedagogic interactions. A closer examination of the data reveals that the context, where students can bring their

own cultural experiences to their learning, was apparently absent from most of the lessons. Therefore, this constitutes strong evidence that creating such a context is a fundamental aspect of not only establishing robust extended family-like relationships but also to ensuring that discursive practices, such as prior knowledge can be effectively used in the classroom.

Joint Presentation: Indigenous Pedagogies in Contemporary Classrooms: Integrating Pedagogies from No'o 'Anga.		
Mr. Anono Lolohea, USP, Tonga; Ms Leiko Nau, USP, Tonga		
Sub-theme: Pacific Identity, Voices Voicing, Silence Silencing languages		
Day 1	Time: 1:30 PM – 2:00 PM	Venue 5

Indigenous Pedagogies in Contemporary Classrooms: Integrating Pedagogies from No'o 'Anga

The indigenous knowledge of the Pacific, deeply rooted in traditional values, was perpetually geared to serve the community. The No'o 'Anga (Shark Noosing), a way of fishing used in the village of Navutoka, Tonga, exemplifies such values and intent. It was a communal practice that extended beyond the fishing process, as it began on the shores long before the shark hunters ventured into the deep. The No'o 'Anga, though not practiced anymore, still resonates values of respect, collaboration, and most importantly, sustainability.

This paper reflects one of the themes of the conference – Pacific knowledge. The No'o 'Anga holds invaluable pedagogies that can be integrated in today's classroom, specifically – Education for Sustainable Development. This research will adopt mixed-methods approach - utilizing interviews and analyzing scholarly articles to validate the relevancy of indigenous pedagogies in today's classroom.

The pedagogical gap in formal education is an age-old issue in the Pacific. While various efforts have been taken to 'decolonize education' in the Pacific and to align teaching approaches and learning needs, the vast majority of education systems in the region still prioritize and utilize Western pedagogies. This paper serves to illuminate the idea that indigenous knowledge can complement, enhance, and in cases, lead the contemporary way of teaching and learning. This research will explore the process, values and ways of teaching and learning (passing down of knowledge) of the No'o 'Anga to suggest ways in which pedagogies in today's classroom can be made relevant and effective in the Tongan classroom. Similar to the process of the No'o 'Anga requiring the collective participation of the whole village of Navutoka, the enhancement of Pacific Education necessitates the collective effort of all stakeholders of education. Thus, we will use the talanoa session to explore, elicit, and analyze traditional rituals and art from other countries in the region that hold parallel meaning and values to that of the No'o 'Anga.

We anticipate that listeners will ponder on similar traditional practices/rituals in their countries that can be incorporated into teaching and learning in the classroom.

Additionally, we hope that listeners will appreciate the importance of traditional knowledge/practices/rituals, and their relevance in guiding educators' teaching methods.

Therefore, we hope that this session will inspire other Pacific educators to consider a change in their approach to teaching and learning. We also hope that they look at how our ancestors taught young generations to be masters of their crafts.

Ultimately, we hope that this session/presentation will inspire curriculum developers and stakeholders of education in the Pacific to work together to design curricula that are relevant and 'aonga (applicable) to the sustainable development of Tonga and in extent, the Pacific.

Joint Presentation: Reviving Indigenous Knowledge: The Takataka Nima Education Centre.		
<i>Mr. Andrew Taraha, Mr. Caleb Pollard</i>		
Sub-theme: Pacific Knowledge		
Day 1	Time: 2:00 PM – 2:30 PM	Venue 5

Reviving Indigenous Knowledge: The Takataka Nima Education Centre.

This presentation explores the revival of indigenous knowledge within the Are`Are community of the Solomon Islands through the establishment and influence of the Takataka Nima Education Centre (TNEC). The Nima, symbolizing the philosophical foundation of traditional education in Are`Are, serves as the focal point for this revival effort against a backdrop of colonial legacies, environmental degradation and cultural erosion. The loss of indigenous knowledge due to external influences and modernization continues to weaken cultural identity and environmental stewardship. Addressing this issue now is critical to ensuring that future generations retain their traditional knowledge systems. Although set in East Are`Are of Malaita Province, the paper argues for the necessity of dedicated spaces for fostering indigenous knowledge and cultural creativity. Previous research highlights various efforts to preserve indigenous knowledge, but there is limited documentation on community-led initiatives that integrate traditional education frameworks with contemporary learning systems.

The research is conducted through a practice-led approach, involving: 1) Establishment of TNEC, 2) Curriculum Development, 3) Program Delivery, 4) Data Collection (Field Observations, Interviews, Document Analysis), 5) Documentation and Analysis (Audio-visual data, Written materials, Archiving). The research aims to examine the challenges faced by the Are`Are people in reconciling traditional values with Western educational standards and designing strategies employed by TNEC to address these challenges. These findings will be explained using relevant theories of indigenous knowledge systems, cultural resilience, and decolonization in education. By empowering the community to reclaim its cultural identity and celebrate its heritage, TNEC aims to counteract the effects of colonialism and foster resilience and self-determination.

Joint Presentation: ‘Otua mo Tonga ko Hoku Tofi’a: Indigenizing Education for Educational Reform in Oceania.		
<i>Mr. Viliami Hevaha ‘I Manoa Vakapuna</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 1	Time: 3:00 PM – 3:30 PM	Venue 5

‘Otua mo Tonga ko Hoku Tofi’a: Indigenizing Education for Educational Reform in Oceania.

"Fofola e fala kae alea e kainga," a traditional Tongan approach emphasizing inclusive and open communication, is highly relevant for indigenizing education in Pacific communities. Rooted in the practice of "Fala Ta Uho," which symbolizes the interconnectedness and shared responsibility of the family, this method fosters a collaborative environment where every voice is heard and valued. Integrating this approach into educational initiatives ensures practices are culturally grounded and inclusive, promoting collective decision-making and active participation. To indigenize education effectively, it is essential to address policy, curriculum, and practice by enshrining cultural rights in legislation, developing culturally relevant curriculum materials, and adopting pedagogical approaches aligned with Indigenous ways of knowing. This holistic framework empowers Indigenous communities, enhances educational outcomes, and fosters a deeper understanding and appreciation of diverse cultures.

Venue 6: Atat

Panel/ Round Table: Lecturers Learning from School Leaders.		
<i>Mr. Fineaso Tehulu, Mr. Siosiu Nikua, Dr. Jack Maebuta, Mr. Peseti Vea, Mr. Ripwo Ceasar, Mr. George Saemane, Mr. Stanley Houma, Dr. Martyn Reynolds.</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 1	Time: 10:30 AM – 12:00 PM	Venue 6

Lecturers Learning from School Leaders.

This session shares the learning stories of some of the lecturers and facilitators from the IOE/USP Graduate Certificate in School Leadership. Although we have delivered materials across cohorts in Solomon Islands, Tuvalu, Chuuk, and the RMI, we have also learned much from our students – various nations’ school leaders – and from the process. Examples include factors that affect contextualisation such as the need for us to make space for our students’ traditional knowledges as they influence their school

leadership. We have learned about how we can contribute, but also our limitations. We have discovered things about others and about ourselves. The session will interest people who recognise the value of reflective practice, appreciate the complexity of inter-cultural communication and who understand the power of storied knowledge.

Panel/ Round Table: RMI GCSL Cohort 3 Relating Learning and Working Experience.		
<i>Mr. Benson Gideon, Ms. Sophia Lelwoj, Mr. Tom Kijenmij, Ms. Eulene Maie, Mr. Neki Luke, Mr. Kasty Johnny, Mr. Toubeta Peter, Mr. Cooper Beio, & others</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 1	Time: 1:00 PM – 2:30 PM	Venue 6

RMI GCSL Cohort 3 Relating Learning and Working Experience.

Our presentation will largely focus on learning experiences drove positive changes through Building School Leadership Capacity and the perspective toward GCSL as a people developing opportunity, a (transformational view of the program). These perspectives on challenges and achievements reflect and are aligned with initiatives taken in the schools that we represented.

The first section of the presentation will highlight some significant knowledge that we have learnt during the GCSL educational learning experience at USP Marshall Islands campus. Then we will explain what inspired us as school leaders during the GCSL and how we incorporated changes in our learning environments to overcome challenges in our school. The second section will focus on sharing positive outcomes that our schools achieved from the changes we made. This includes how new outcomes affect everyone within our school and our community. The third section will discuss different perspectives on the way we used data/information from the evaluation processes as a platform for decision making aligned with developing positive changes and approaches in our educational context. Finally, we will summaries the imperative information provided in this presentation and other significant issues to clarify. This presentation will be of benefit to people who represent ministries and those who work in schools as well as those interested in the potential of positive leadership in contexts such as RMI.

Individual Presentation: Reflections on School Leadership Standards in RMI.		
<i>Dr. Farita Wright, USP; Mr. Valerio. Langrine, PSS, RMI; Mr. Tom. Kijenmij, Long Island Elem.Sch, RMI; Mr. Charlie. Juano, Woja, Ailinglaplap, Elem. Sch, RMI; Mr. Tom. Almet, Rita Elem.Sch, RMI; Mr. Roland. Adre, PSS, RMI.</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 1	Time: 3:00 PM – 4:00 PM	Venue 5

Day Two: Thursday July 10, 2025

Venue 1: Kiōb

Individual Presentation: Education Transition in Times of Uncertainty: Insights from the South Pacific Form Seven Certificate (SPFSC) Tracer Study		
<i>Ms. Reetina Katokita, Ms. Taaruru Taoaba</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 2	Time: 9:30 AM – 10:00 AM	Venue 1

Education Transition in Times of Uncertainty: Insights from the South Pacific Form Seven Certificate (SPFSC) Tracer Study

The purpose of this presentation is to share the findings of a tracer study that was conducted last year on the 2023 SPFSC cohort. SPFSC is the Pacific Board for Educational Quality's (PBEQ) only independent regional Form Seven/Year 13 qualification in the region and is an accredited course offered to Pacific Island nations as a qualification to enter tertiary studies or secure employment. Since its inception in Kiribati, several students have completed the programme successfully, however, information on post-SPFSC destination remained elusive. The value of such information is useful for educational and national economic planning, including forecasting and scholarship budgeting. In this context, an inaugural cross-sectional online survey was administered to all 1,303 SPFSC graduates in Kiribati, with a response rate of approximately 15% (195 students). The survey collected data on graduates' post-SPFSC destinations, including full-time employment, part-time employment, full-time studies, part-time studies, and those not in education or employment. Quantitative methods, including frequency counts and cross-tabulations, were used to analyse the data. The findings revealed that most respondents (58%) pursued full-time studies, indicating a strong inclination towards further education, particularly among female graduates (63%). A small proportion engaged in part-time studies (10%), while others were repeating Form 7 (12%) or still considering their options (14%). Full-time and part-time employment were less common destinations (2% and 1% respectively). Most students who were in full-time education (89%) were enrolled in the degree programmes with the University of the South Pacific (USP) being the preferred higher education provider. The Bachelor of Commerce emerged as the most popular qualification, contributing 26% to the overall total, with a majority being female. This was followed by the Bachelor of Science and the Bachelor of Arts, each accounting for 17% of the total enrolments. The remaining qualifications, including the Bachelor of Laws, BAGCED, and BSCGCED, had

lower percentages, ranging from 9% to 2%, while many other qualifications individually represented only 1% of the total. On-campus study was the dominant mode of study (64%), followed by online learning (26%). Government scholarships were the primary source of funding for most students (85%). For those in part-time education, degrees were also the most popular qualification level (71%). The Bachelor of Commerce was the most pursued qualification (17%). On-campus study (57%) and online learning (33%) were the most common modes of study. A small number of respondents were engaged in part-time work and part-time studies (7 students). Family businesses were the main employment sector (57%), and most respondents earned less than AUD 200 per month (71). The presentation discusses the implications of these findings in the broader context of education sector planning and financing from small island developing states perspective. As the same time, it offers unnuanced insights into the role careers education – often disregarded in Kiribati and the wider Pacific region, can have on supporting students post-secondary school pathways.

Individual Presentation: Fiji Resilience Education Research <i>Responsive Education for the Future.</i>		
<i>Associate Professor Frances C. Koya Vaka'uta</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 2	Time: 10:00 AM – 10:30 AM	Venue 1

Fiji Resilience Education Research| *Responsive Education for the Future.*

This presentation outlines a resilience research project conducted by the Institute of Mission and Research at the Pacific Theological College in Suva. Four key questions guided the study: *How do Fijians conceptualize resilience? What can we learn from cultural wisdom about resilience? What role does/should education play? And what might a national approach to Resilience Education look like?*

Initially conceptualised in 2020, the research saw a team of ten field researchers from USP, PTC and FNU in 2021 – 2023 engaging in deep listening in community, to document how resilience is conceptualized, learned, and sustained in iTaukei communities through cultural, spiritual, and educational lenses. Carried out in 14 villages across Fiji, the research engaged over 1,000 participants, including 273 individuals who contributed to in-depth conversations through focus groups with men, women, and youth, as well as one-on-one interviews. The study examines Indigenous Knowledge Systems (IKS), Traditional Ecological Knowledge and Cultural Expressions (TKEC), and spiritual worldviews that shape local understandings and practices of resilience. It reflects on the role of formal, non-formal, and indigenous education in cultivating resilience through policy, pedagogy, curriculum, and teacher preparedness. Findings highlight deeply rooted ecological and relational identities and emphasize a whole-of-community approach to collective wellbeing and sustainability. In advocating for a culturally grounded, community-responsive model of Resilience Education, the research provides important considerations to help frame a national response to urgent challenges

including climate change, youth unemployment, school dropout, drug-related HIV, violence, and displacement—calling for a reimagining of education that is responsive, inclusive, and future-focused.

Panel/ Round Table: How Rimajel (Marshellese) Acquire Knowledge (Jelakojen)'.		
<i>Desmond Doulatram Dr. Mylast Bilimon, Ms. Jennifer Seru, Ms. Pam Kaious, Mrs. Risi k Matthew, Ms. Beney Kelen, Mr. Danny Jim, Ms. Demetria Malachi</i>		
Sub-theme: Pacific Knowledge		
Day 2	Time: 11:00 AM – 12:30 PM	Venue 1

How Rimajel (Marshellese) Acquire Knowledge (Jelakojen)'.

Marshallese innovators and scholars have a rich history of contributing to the international disciplines of science, math, and literature that reflect and reinforce their deep cultural connections to the ocean, visual literacy and navigational wisdom. Despite these significant contributions, Marshallese culture and context have limited representation in the public education system’s current curriculum. Understanding that students’ learning is enhanced when their culture and context are represented in learning environments. Educators in the RMI have aimed to systematically integrate Marshallese culture and context into educational practices. This panel presentation will share the work of a partnership that aimed to address this disconnect by developing an education framework that is grounded in Marshallese culture and contexts. Our presentations will be by educators and for educators in the Republic of the Marshall Islands (RMI). We describe the qualitative study of Marshallese students’ ways of knowing and learning that occurred in partnership between the RMI Public School System and the College of the Marshall Islands (CMI). The study investigated four research questions: 1) In what ways do Marshallese individuals acquire new knowledge? 2) What practices, activities, and supports promote learning among Marshallese individuals? 3) In what ways do the stories and experiences of acquiring new knowledge differ across contexts (central islands, neighboring islands)? And 4) In what ways do the stories and experiences of acquiring new knowledge differ among Marshallese middle school students, high school students, college students, and elders? Student responses to focus group questions and bwebwenato with Marshallese elders were analyzed for themes. Findings highlighted motivators and barriers to learning and suggested that Marshallese individuals value meaningful, lifelong learning. Finally, our presentation will describe how members of the PSS-CMI partnership used findings from the qualitative research study to inform the development of an education framework that is grounded in Marshallese culture and context. Findings, next steps, and implications will be discussed.

Panel/ Round Table: Our Future is in our Past: Rethinking Pacific Policy to Transform Education, Research and Development.		
<i>Associate Professor Frances C. Koya Vaka'uta, Associate Professor Seu'ula Johansson-Fua</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 2	Time: 1:30 PM – 3:00 PM	Venue 1

Our Future is in our Past: Rethinking Pacific Policy to Transform Education, Research and Development

For the first time in the region's collective development agenda, Pacific leaders have positioned *culture* as central to achieving sustainable development outcomes, as reflected in high-level frameworks such as the 2050 Strategy for the Blue Pacific Continent, the Pacific Regional Culture Strategy, and the Pacific Regional Education Framework (PacREF). This paper explores the emergence of a new Pacific consciousness—one that recognizes culture not as a backdrop to development, but as its driver and foundation. Drawing on a futures thinking lens, we examine how integrating cultural epistemologies, values, and practices into education and development policy can reshape pathways for self-determined, locally grounded, and culturally responsive change. Intended as an interactive Talanoa, we aim to critique the lingering dominance of externally imposed models, calling for a reimagining of development that is authentically Pacific led, rooted in Indigenous knowledge systems, and aligned with the aspirations of Pacific communities.

The presentation will also include a reflection on the recent decisions taken by Pacific Culture Ministers and the Conference of Pacific Education Ministers over the last five years, highlighting the growing political commitment to culture-inclusive approaches across sectors. It also considers the implications of this shift for policy, programming, and practice in education and development, and identifies critical enablers for success—including enhanced capacities in cultural research, policy design, and intersectoral collaboration. We advocate for Guidelines for Pacific Development and Research to ensure ethical engagement with Pacific cultural communities with due regard for data sovereignty, safeguarding of indigenous cultural intellectual property (ICIP), free, prior, informed consent and access and benefit sharing approaches. This initiative will require investment in regional and national capacity to sustain culturally grounded futures work and to support meaningful participation of local actors in shaping their own development trajectories. This discussion positions the criticality of shifting perspectives of culture not as a siloed sector but as a transdisciplinary, multisector - transformative force—central to achieving the future Pacific peoples envision for themselves and strengthening capacities to achieve this vision.

Venue 2: Wutilomar

Workshop: Bilingual Resources by Teachers for Teachers: Writing our Own in Kiribati, Samoa, RMI		
<i>Dr. Teukava Finau, Ms. Ana Heti Veikune, Ms. Ruuta Tekeraoi, Ms. Loretta Case</i>		
Sub-theme: Pacific Knowledge		
Day 2	Time: 9:30 AM – 10:30 AM	Venue 2

Bilingual Resources by Teachers for Teachers: Writing our Own in Kiribati, Samoa, RMI

Literacy and numeracy learning have long been an interesting and often controversial topic in the Pacific region. In our classrooms, and over time, we have tried out a number of different language and numeracy teaching and learning strategies and resources, guided by research, by policies, and by new developments in classroom practice. Over the last couple of years, the Institute of Education, USP has conducted workshops in Kiribati, Samoa and the RMI to co-produce bilingual readers and numeracy resources for the teachers and children of these islands. In this session, we will share those experiences and the learning we gained from the exercise. As the facilitators of these workshops, we will share how we navigated this space in 3 different countries and we will be joined by officers/ teachers from Kiribati, Samoa and the RMI who participated in this workshop to showcase their bilingual books and numeracy resources and share their experiences.

The conference theme that is linked to this presentation is Pacific Knowledge.

The use of bilingual resources in the Pacific classroom holds exciting possibilities for teaching and learning. Bilingual resources have been in some classrooms for some time, though some countries do not have any at all. These workshops were a departure from their usual experience in producing bilingual resources and so showcasing the experience for everyone is something to be celebrated.

This session will be led by the two facilitators, Dr. Teukava Finau (Fellow in Mathematics & Research) and Heti Veikune (Fellow in Curriculum & Literacy) and they will be joined by Ruuta Tekeraoi (Kiribati), Dr. Tepora Wright (Samoa) and Loretta Case (RMI). They will share their resources and talk briefly about their experience.

‘Inclusion’ is woven into the workshop itself as the participants were actively included in all aspects of the process of producing the bilingual resources and representatives from all 3 countries are included in this presentation to showcase their products.

The expected outcome for the audience is an awareness of an initiative that can greatly enhance the teaching and learning of literacy and numeracy, and by extension, the teaching of indigenous knowledge, cultural values and events, science and a host of other content areas. For the participants, it is an affirmation that, if actively and

strategically used, the bilingual resources will have a direct and positive impact on teaching and learning.

It might encourage other countries to hold these kinds of workshops to produce resources that will assist the teaching and learning of their language, literacy, and numeracy. It might also generate further talanoa about this type of resource and its applications.

Possible future directions could include training and support for teachers and parents on how to use these books. There is a teachers' guide included in the literacy and numeracy resources and there is a parent guide in the storybooks.

Panel/ Round Table: Reclaiming Knowledge to Strengthen Outcomes.		
<i>Ms. Reetina Katokita, Teeta. Kabiriera, Ms. Taarawa Wainu</i>		
Sub-theme: Pacific Knowledge		
Day 2	Time: 11:00 AM – 12:30 PM	Venue 2

Reclaiming Knowledge to Strengthen Outcomes.

The Ministry of Education in Kiribati, in partnership with UNICEF Pacific, are investigating the factors making the greatest difference to inclusive schools and successful learning outcomes. To do this, we are researching the various knowledge sources that have come together to influence teaching and learning in Kiribati. Mapping the sources of knowledge, evidence and cultural relevance, is part of our journey in reclaiming our understanding of what works and why in the education of our children.

Our presentation will share highlights from the review of literature and curriculum through a socio-ecological systems framework. Our first presenter will share through the lens of the child as learner and the interplay of conditions that enable children to get the best out of their time in and outside the classroom. Our second presenter will focus on the skills, knowledge and resources that enable teachers to bring out the best in their students. This presentation will conclude with an overview of the evidence, curriculum and resources that show the greatest promise for the future of education in Kiribati.

Workshop: Family Life Education in Schools in the Pacific: Rationale, Achievements, and Ways Forward.
Dr. Jaya Jaya, Mr. Brian Kironde, Mr. Andrea Irvin, Ms. Jane Ishiguro, Ms. Kath Bennett & Ms. Emily McCarthy.
Sub-theme: Pacific Identity, Voices Voicing, Silence Silencing languages

Day 2	Time: 1:30 PM – 3:00 PM	Venue 2
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Family Life Education in Schools in the Pacific: Rationale, Achievements, and Ways Forward.

It is noteworthy that most countries in the Pacific have high school enrolment rates with more than 90% attending primary school and more than 85% attending secondary school¹ thereby providing an important opportunity to shape the attitudes, values, knowledge and skills of young people in school settings.

With generous support from the Department of Foreign Affairs and Trade, Govt. Of Australia (2018-2027), UNFPA has worked with Ministries of Education in 8 Pacific Countries of Fiji, FSM, Kiribati, Marshall Islands, Samoa, Solomon Islands, Tonga and Vanuatu to integrate FLE into the school curriculum.

Some of the key achievements include:

Flexibility, localised content and diversity in approaches to enable countries to align FLE to their context and unique needs. Based on the country's decision, FLE could start in early or late elementary school, or at the secondary level. Countries may choose to have FLE as a stand-alone subject or integrated in scholastic subjects as well as whether to formally assess it. Some countries have also invested in pre-service education on FLE for teachers.

High Government ownership: The in-school FLE initiatives across 8 PICTs are embedded within the Ministries of Education. Local experts lead the development of resource materials with relevant support from UNFPA and its technical partners. These strategies improve chances of sustaining the gains consolidated during the project life. Opportunities to enhance capacities of the school system and to influence relevant adults to co-create an enabling environment for young people to access accurate information and services related to their health and well-being.

Emerging evidence that young people exposed to FLE have improved knowledge, life skills and progressive attitudes on issues related to their health and wellbeing.

Monitoring and evaluation plans to be able to identify bottlenecks and resolve them in a timely manner to maintain quality in FLE teaching.

State-of-the-art technical assistance to Ministries of Education through regional partners, such as the Family Planning Australia and UNFPA technical staff to ensure that the PICTs receive support to design and implement FLE.

Opportunities for South-South Exchange on lessons learned and good practices.

In the year 2024, FLE reached 55,918 in-school young people.

Going forwards, FLE should be integrated in the school processes including in the training and refresher training and mentoring of teachers, regular space in the timetable and monitoring to assure quality. Advocacy at all levels is needed to create an enabling environment and address any misconceptions related to FLE.

Venue 3: Tirooj

Teacher Exchange 4: Classroom Management Strategies		
<i>Mrs. Sophia Lelwoj & Mrs. Syndina Jetton</i>		
Day 2	Time: 9:30 AM – 10:30 PM	Venue 3

Teacher Exchange 5: Indigenous Knowledge in Education and Culturally Responsive Teaching		
<i>Mr. Charlie Juano & Mr. Ranton Adre</i>		
Day 2	Time: 11:00 AM – 12:30 PM	Venue 3

Teacher Exchange 6: Teacher Collaboration and Professional Learning Communities		
<i>Mr. Clay Tabu & Mrs. Joana Anuntak</i>		
Sub-theme: Professional development & community engagement		
Day 2	Time: 1:30 PM – 3:00 PM	Venue 3

Venue 4: Kajolo

Panel/ Round Table: IQBE in FSM and RMI: Activities and Outcomes of the 'Improving the Quality of Basic Education (IQBE)' Project.		
<i>Mrs. Ulaisi Cagi, Mr. Hendrick Cho, Mr. Matthew Di Loreto, Dr. Robert Early, Mrs. Kimberly Hafner, Mr. Ken Hagberg, Ms. Aline Hankey</i>		
Sub-theme: Pacific Identity, Voices Voicing, Silence Silencing languages		

Day 2	Time: 9:30 AM – 10:30 AM	Venue 4
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IQBE in FSM and RMI: Activities and Outcomes of the 'Improving the Quality of Basic Education (IQBE)' Project.

The Improving the Quality of Basic Education (IQBE) Project is an ADB education project, with Australian Government support, that has been serving the National Department of Education and the four State Departments of Education (Chuuk, Kosrae, Pohnpei, Yap) in the Federated States of Micronesia (FSM), and the Public School System of the Republic of the Marshall Islands (RMI) since 2018. Project activities will be completed in 2025.

The difficulties and hurdles faced in supporting quality education service delivery in these challenging contexts will be mentioned, along with strategies that were developed to attempt to overcome them. Along with underlying realities of geographical dispersion and linguistic diversity, the region currently faces demographic challenges and recently exacerbated funding issues. Educational outcomes are persistently concerning.

To address the goal of improving classroom teaching and learning, the project focused on four key outputs:

- better teacher development
- strengthened use of assessment data
- expanded access to literacy and numeracy resources
- enhanced educational leadership and community engagement

While working towards these outputs, a number of national level policy frameworks were developed and approved for Teacher Development, Professional Learning, Student Assessment and Reporting, and Resource Management. Sets of decodable readers and maths equipment were provided, and 120 titles from a set of readers were translated into 5 languages and produced in dual language format. Picture dictionaries were developed for 8 languages. Workshops providing training on the Bloom platform resulted in production of large numbers of locally developed place-based resources. The Singapore math curriculum was supported with numerous training inputs. New versions of short formative assessments for literacy and numeracy were developed and rolled out in project schools.

Overall, the IQBE project provided significant support for primary education in the two Micronesian countries. This presentation by project staff will provide an overview of the activities undertaken and outcomes achieved.

Individual Presentation: Women in Educational Leadership in the Republic of Marshall Islands.		
<i>Mr. Herman Ignatius Aruhane</i>		
Sub-theme: Pacific Identity, Voices Voicing, Silence Silencing languages		
Day 2	Time: 11:00 AM – 11:30 AM	Venue 4

Women in Educational Leadership in the Republic of Marshall Islands.

The leadership of women in the Educational Institutions in the Marshall Islands is slightly higher than men. The majority of teachers are women and they remain faithful in the teaching profession until their retirement. The men usually get into teaching profession for short period of time and left for other jobs. This research looks at women in educational leadership and management in the Marshall Islands despite of its system of exogamous matrilineal clans. The Republic of Marshall Islands had changed its direction in Educational leadership as more women are occupying the Principals or Headmaster positions and National Board of Education representing each district in the country compared to any other Pacific Island countries. Furthermore, the research focuses on the attributes and characteristics that communities associated with women in educational leadership and how it affects the women's presence in the sector.

The qualitative study identifies the barriers to Marshallese women in their leadership. Barriers to women's leadership include family commitment, absenteeism from school work, and lack of formal qualifications, discrimination when pursuing leadership roles, limited ability to balance work and family commitment, societal stereotype and even unconscious bias. The study suggests that the view of women in educational leadership can change over time in the Marshall Islands society.

To improve the challenges faced by women leaders, they should be given flexibility in work assignments and family commitment, and responsibilities should be shared between men and women. Women should be encouraged to participate in community outreach and participate in programs like conferences and workshops to educate other women in their communities.

Individual Presentation: School Leadership Standards: A Snapshot from the Pacific Region.		
<i>Dr. Krishneel Reddy</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 2	Time: 11:30 AM – 12:00 PM	Venue 4

School Leadership Standards: A Snapshot from the Pacific Region.

This presentation provides a detailed account of a study conducted to redesign the Regional School Leadership Standards (RSLs). A mixed-methods approach was employed, including a survey and a structured, guided co-design workshop as data collection methods. The initial survey explored the meaning of being a school leader in the Pacific and gathered insights into their experiences with National School Leadership Standards (NSLS). The co-design workshop, in turn, engaged school and system leaders in identifying new values, standards, and approaches for revising the RSLs. A convenience sampling approach was adopted. 700 school leaders, representing a 60% response rate, participated in an online survey with a few open-ended questions. Additionally, 30 system leaders attended a regional co-design workshop to share their perspectives on reshaping the RSLs. Survey data was analysed using SPSS, while thematic analysis was applied to workshop findings. The study revealed several key insights. Firstly, there is no fixed definition of school leadership in the Pacific; instead, leadership is conceptualised as a value-driven construct deeply rooted in Pacific cultural models. These models emphasise relationality and connections to people, places, and the land. Leadership is often viewed as collective, prioritising “we” over “I,” and is strongly influenced by religion and spirituality. Leadership was also seen as a gift, with leaders responsible for uplifting their communities and nurturing future leaders. The NSLS was considered somewhat helpful but inadequate in addressing school leaders' evolving roles and expectations, prompting the need for revisions. Lessons drawn from school leaders' experiences led to significant changes in the RSLs, including new domain names and categories that reflect Pacific values and ethos. For example, the revised RSLs includes Domain One, titled *Wok Wantaim Lewa Bilong Yu* (Leadership that is Pacific), a PNG proverb affirming people-centred leadership. The presentation will highlight similar examples demonstrating how Pacific values have influenced the redesign. These findings contribute to school leadership policies and practices in the Pacific and global discourse. The study offers valuable insights into the role of Pacific cultural values in shaping leadership in the Pacific and reaffirms the role of relationality in Pacific education.

Individual Presentation: The GCSL Journey in RMI: Cohort 1-4.		
Mr. Peseti Vea		
Sub-theme: Pacific Scholarship/ Research		
Day 2	Time: 12:00 PM – 12:30 PM	Venue 4

The GCSL Journey in RMI: Cohort 1-4.

Sanga's (2024) Levels of Leadership Development/ Learning using an Island Setting Metaphor is the framework used for this presentation, which deals with successes from the implementation of four cohorts of the Graduate Certificate in School Leadership (GCSL) in RMI. In 2017 the Institute of Education (IOE), USP, responded to a request from the Public School System (PSS), Ministry of Education RMI, to support teacher

professional development to help address low literacy and numeracy rates for RMI students. Two key factors identified by the PSS as the most concerning for school leadership were teacher performance and leadership development for school principals. Thus, the GCSL attempted to address these matters. Attendees to the session will hear of the factors that contributed to the successful implementation of the GCSL across four cohorts, together with the issues and challenges, course results, and measures of success. The presentation illustrates the translation of policy into action through training.

Venue 5: Kino

Panel/ Round Table: The Potential and Beneficial Outcomes of Using Traditional Teaching and Learning Pedagogies.		
<i>Kanel Bilene, Bill Carland, Neilynn Debrum, Antibas Jelke, John Lakmis, Valerio Langrine, Kevin Lazarus, Peter Mera, Thereasia Rubon, Framey Sam, Roadrik Thaddeus, Whitney Zebedy.</i>		
Sub-theme: Pacific Knowledge		
Day 2	Time: 9:30 AM – 10:30 AM	Venue 5

Potential and Beneficial Outcomes of Using Traditional Teaching and Learning Pedagogies.

This session will be focusing on using of indigenous knowledge and traditional pedagogies for teaching. Some shared reflections will be made on what was learnt in the GCSL program and how it develops a mindset to shift the focus into using traditional ways of teaching and learning in the classroom. Success stories will be shared by the group members on various subject areas. Incorporating some aspect of children learning about their own traditional knowledge also brings about a lot of collaborations with the community. Community engagement on that note actually brings alongside a lot of improvement in the students' learning. Story telling is one major way of how traditional knowledge has been passed on from generations to generations in the Pacific. Some benefit of using Oceania oralities will be shared as well. This session will recognize the usage of traditional ways of learning into the actual teaching and learning within a formal classroom.

Panel/ Round Table: Utilizing Diagnostic Assessment for Tailored Instruction in Early Primary Education.
<i>Nauru Department of Education</i>

Sub-theme: Pacific Identity, Voices Voicing, Silence Silencing languages		
Day 2	Time: 11:00 AM – 12:30 PM	Venue 5

Utilizing Diagnostic Assessment for Tailored Instruction in Early Primary Education.

The Waddington assessment is a diagnostic tool employed by Nauru's Department of Education and Training to evaluate students' skills in reading, writing, and numeracy during the early years of primary school. Targeting students from Year 1 to Year 3, this assessment is administered twice annually: at the beginning of the academic year and again in mid-October to gather end-line data for informed decision-making.

Each class conducts the assessment across the three domains - reading, writing, and numeracy - with each session lasting one hour. Students are provided with learning resources to ensure they can respond to questions confidently and comfortably. Post-assessment, teachers collaboratively grade the papers and forward the results to the Department for data entry. Schools receive prompt feedback on student performance and item analysis at the student, class, school, and national levels. These findings are utilised to create Data Walls that record and monitor progress in literacy and numeracy achievements for each class.

Administered alongside PM readers, the Waddington assessments gather accurate data on each child's skills relative to their age. Despite being in its inaugural year, this formative assessment has enabled the recognition and alignment of educational strategies to meet the diverse needs of students based on their varying abilities. Significant progress is anticipated with this assessment tool, which will assist in strategically planning resources and grouping pedagogical approaches for effective use. This is particularly crucial as more expatriate teachers are integrated into the system, addressing the learning gaps of students.

Panel/ Round Table: Customary Knowledge and the Roles of School Leaders in School and the Community.		
<i>Mr. Randon Adre, Mr. Charlie Juano, Mr. Ellon Edwards, Syndina Jetton, Lokjen Henos, Mr. Wellington Johnny, And others.</i>		
Sub-theme: Pacific Identity, Voices Voicing, Silence Silencing languages		
Day 2	Time: 1:30 PM – 3:00 PM	Venue 5

Customary Knowledge and the Roles of School Leaders in School and the Community.

This session will share some aspects of learning from the GCSL (Graduate Certificate in School Leadership) program that promotes the roles of school leaders especially in using

traditional knowledge and practices. Working relationships were seen mostly within the school (principal-teachers-students). There were new knowledge obtained from the GCSL where traditional approaches are vital in developing robust relationships within the school, in between the schools and beyond the school (community). Incorporating traditional knowledge, values and approaches provides a wide range of positive outcomes not only with how the schools are being supported but also the vast improvement that is shown by the students (related to the second theme). These positive outcomes obtained needs to be voiced and put into use by the Pacific schools and hopefully transferred into the next generations. This session will interest people who value the traditional knowledge and practices and how it could be used by school leaders in their approach to build good relationship within and beyond the school. Although there are a lot of improvements, school leaders are still facing some challenges to this day. The last part of this workshop will share some of the major challenges that are still existing within the schools at RMI.

Venue 6: Atat

Individual Presentation: Wat Mifala Lanem En Wat Mifala Duim: Solomon Island School Leaders' Reflection on School Leadership Learnings and Practice.		
<i>George Saemane, Stanley Houma, Dr. Jack Maebuta</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 2	Time: 9:30 AM – 10:30 AM	Venue 6

Wat Mifala Lanem En Wat Mifala Duim: Solomon Island School Leaders' Reflection on School Leadership Learnings and Practice.

The Graduate Certificate in School Leadership was offered by the University of the South Pacific from 2014 to 2018 aimed to equip aspiring and current school leaders with the essential knowledge, skills, and competencies required for effective school leadership and management. The program provided a structured framework for educational leaders to enhance their understanding of leadership theories, policy implementation, curriculum management, and community engagement. Through coursework and practical applications, participants developed a strong foundation in strategic planning, instructional leadership, and professional ethics. In reflecting on our journey as school leaders, who completed the program we shared our insights on "What We Learnt and What We Have Done." Key takeaways included a deeper appreciation of transformational leadership, data-driven decision-making, and the importance of fostering a positive school culture. Graduates applied their learning by implementing school improvement plans, mentoring teachers, and engaging stakeholders in collaborative efforts to enhance student outcomes. We have increased confidence in handling challenges such as resource management, staff development, and policy changes. Overall, the program played a pivotal role in shaping effective and reflective school leaders, contributing to educational improvements within our respective

institutions. Our experiences underscore the lasting impact of structured leadership training in fostering resilient and adaptive school leadership across the Pacific region. Finally, this presentation value stems from its inclusion of multiple achievements by the School Leaders as they put into practice the knowledge and skills they have gained in the GCSL program.

Panel/ Round Table: The Value of GCSL Assignments in School Improvement.		
<i>Jellan Juonraan, Connie Joel, Alvin Saimon, Joana Anuntak, Elise Jibas, Loretta Case, Loretta Maun, Allen Isaac, Stephen Patrick, Danny Jim, Demetria Malachi</i>		
Sub-theme: Pacific Knowledge		
Day 2	Time: 11:00 AM – 12:30 PM	Venue 6

The Value of GCSL Assignments in School Improvement.

The process of changing schools through leadership development is fundamental to fostering long-term improvement in educational outcomes. The Global Certificate in School Leadership (GCSL) provides a dynamic framework for aspiring school leaders to enhance their leadership skills and apply them in real-world contexts. This paper explores the value of GCSL assignments, particularly the development of the School Development Plan (SDP), in driving school improvement. It highlights how participants can demonstrate the practical application of course content by linking assignments to their own professional growth and leadership journey. Through the presentation of elements such as the SDP, participants not only showcase their ability to implement effective changes but also illustrate how leadership theories have informed their approach to school improvement. This exploration emphasizes the orality of the GCSL course—how the theoretical knowledge is rooted in practical experiences—and provides a platform for participants to reflect on and present the tangible impact of their learning. In addition, conceptualize and develop a “*Kanne Lobal*” Framework to understand the meaning of indigenous knowledge and educational practices within formal education. In a method of “*bwebwenat*”; talk about story as collective practices for school leaders. Ultimately, the GCSL program equips leaders with tools to drive meaningful change, fostering a culture of continuous development within schools.

Panel/ Round Table: Stories of Transformation.		
<i>Dr. Martyn Reynolds, Fineaso Tehulu, Siosiua Nikua, Dr. Jack Maebuta, Ripwo Ceasar</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 2	Time: 1:30 PM – 3:00 PM	Venue 6

Stories of Transformation.

This session is an opportunity for Graduate Certificate in School Leadership alumni from RMI, Chuuk, Solomon Islands and Tuvalu to come together in one space to share their experiences and stories of transformation. Over the past few years, the Graduate Certificate in School Leadership has been rolled out in several Pacific jurisdictions, supporting school leaders and their aspiring colleagues in their efforts to improve schools and education by working on fit-for-purpose contextualised innovations. The aim of the session is to spread the good news of positive developments and, by sharing some of our common issues, seek forward-looking solutions together. This storied format will interest those who are keen to develop on-the-ground responses to the challenges laid down by the re-thinking Pacific education initiative, a movement which can be understood through the seminal Tree of Opportunity (Pene et al., 2002) and other publications. All are welcome to participate.

Day Three Thursday July 11, 2025

Venue 1: Kiōb

Panel Talanoa/ Bwebwenato: The Pacific Regional Education Framework: A Way Forward for Education Development in the Region		
<i>Mr. Wayne Mandiola, NDOE, FSM & Chair of PHES; Filipe Jitoko, Associate Professor Seu'ula Johansson-Fua</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 3	Time: 9:30 AM – 10:30 AM	Venue 1

The Pacific Regional Education Framework: A Way Forward for Education Development in the Region – TB Inserted

Venue 2: Wutilomar

Panel/ Round Table: Education Policy and Planning in the Pacific.		
<i>Dr. Farita Wright, Ms. Reetina Katokita, Mr. Ebedd Thoma</i>		
Sub-theme: Pacific Knowledge		
Day 3	Time: 9:30 AM – 10:30 AM	Venue 2

Venue 3: Tirooj

Teacher Exchange 8: Parental and Community Engagement		
<i>Mr. Juni Junan & Mr. Wellington Johnny</i>		
Sub-theme: Parental & community engagement		
Day 3	Time: 9:30 AM – 10:30 AM	Venue 3

Venue 4: Kajolo

No session

Venue 5: Kino

Bwebwenato/ Round Table: Student Voices in Leadership and Governance at CMI.		
<i>Mr. Wilmer Joel & Mr. Willy Lebeau, Student Government Association, College of the Marshall Islands, RMI</i>		
Sub-theme: Pacific Scholarship/ Research		
Day 3	Time: 9:30 AM – 10:30 AM	Venue 5

Student Voices in Leadership and Governance at CMI

Student leadership is where emerging leaders of tomorrow are trained to become valuable assets of the nation through the support of educational institutes and communities. The student leadership and governance session facilitated by the Student Government Association Consultant (SGA) Wilmer Renie Joel and SGA President and Student Regent Willy Lebeau aims to highlight, from the perspective of student leaders, how learning institutions and the communities can help them become advocates, empowered, and a voice for the student body.

Venue 6: Atat

Individual Presentation: Moving Beyond the Material: That Which Sits behind our Words.		
<i>Dr. Martyn Reynolds, George Saemane, Danny Jim, Associate Professor Seu'ula Johansson-Fua</i>		
Sub-theme: Pacific Identity, Voices Voicing, Silence Silencing languages		
Day 3	Time: 9.30AM – 10.30AM	Venue 6

Moving Beyond the Material: That Which Sits behind our Words

This session is an invitation to contribute to a story-based discussion of Oceania oralities, the various indigenous spoken forms (tok stori/talanoa/bwebwenato etc.)

that are used for many purposes by communities, including for research. The focus of the session is those domains that are beyond the material, which can be silent - but can also be 'silenced' by attention to the material. The discussion is framed by the Oceania Oralities

Framework(<https://openjournals.library.sydney.edu.au/IEJ/article/view/20346>), particularly the relational spaces between the spiritual, influencing agents and the more recent development of the virtual or digital. A key aspect is the inclusion of ways of knowing cherished by Oceania (or Pacific) peoples. We hope that those interested will offer their stories of how the non-material is present during oral engagements, the significance of this to meaning, and ways that people such as researchers can account for what is there but is not material

Conference Team

PERF Board

Associate Professor Kabini Sanga, Victoria University of Wellington

Associate Professor Seu'ula Johansson-Fua, Institute of Education, USP

Associate Professor Cresantia Frances Koya Vaka'uta, Pacific Community

Conference Conveners

Associate Professor, Dr. Seu'ula Johansson-Fua, Institute of Education, USP

Associate Professor, Dr. Cresantia Frances Koya Vaka'uta, Pacific Community

Programme and Abstracts

Dr. Farita Wright, Fellow in Education Planning, Institute of Education, USP

Dr Teukava Finau, Fellow in Mathematics, Institute of Education, USP

Dr. Martyn Reynolds, Victoria University of Wellington

Dr. Natalie Nimmer, Commissioner of Education, PSS, RMI

Dr Fiona Willan, Department of Linguistics and Languages, SPACE, USP

Mr. Siosiua Nikua, USP Majuro Campus

Ms. Jemima Ete, Institute of Education, USP

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Mommity Subillie - Physical Plant team – CMI

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Alindol Candle - Media Center Officer ACS Officer – CMI

Notes

