

INTERNATIONAL EDUCATION COFERENCE

*Rethinking Solomon Islands Education for a
Sustainable Future through Tok Stori*

19th to 20th June 2024
Panatina Campus, Solomon Islands National University
Honiara, Solomon Islands

Conference Booklet



Ministry of Education
and Human Resources
Development

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Conference Welcome

Halo Ologeta and welcome to the International Education Conference 2024!

We are delighted to welcome you to Honiara and the Solomon Islands National University, Panatina Campus.

The theme for this year's conference is "Rethinking Solomon Islands Education for a Sustainable Future through Tok Stori."

This conference aims to provide a platform for sharing and engaging in Tok Stori about new perspectives and approaches to sustaining education in the Solomon Islands. We anticipate that this gathering of individuals, groups, and institutions will inspire a renewed focus on developing a new generation of thinkers with positive mindsets, committed to advancing education in the Solomon Islands.

The conference aspires to redefine the roles of educational thinkers, innovators, educators, policymakers, learners, researchers, education providers, school leaders, and teachers. We aim to foster a collective drive towards improving education, transforming individuals, communities, and society at large. Furthermore, we hope to create a ripple effect across all sectors, emphasizing the critical role of education in contributing to the common good.

Over the course of the two days conference, we will present 35 papers. This year's International Education Conference has been made possible through the kind sponsorship of the Government of Australia via Australian Aid, the Education Sector Support Program (ESSP), Solomon Islands National University, and the Solomon Islands Government through the Ministry of Education and Human Resources Development.

This booklet contains a collection of abstracts for the papers presented during the conference, arranged in the order of their presentation as per the conference program.

We hope you will enjoy your time at the International Education Conference 2024.

Professor Transform Aqorau

Vice Chancellor, Solomon Islands National University

Dr Franco Rodie
Development.

Permanent Secretary, Ministry of Education and Human Resource

1. PANATINA CAMPUS , MAP



Conference Conveners & Working Committee

The conference Conveners for the International Education Conference are:

Professor Transform Aqorau Vice Chancellor, Solomon Islands National University
Dr Franco Rodie Permanent Secretary, Ministry of Education and Human Resource
Development.

The Core Working Committee for the International Education Conference are:

Conference Chair(s) Dr Patricia Rodie, Dean FEH, SINU
Ms. Christina V Bakolo, MEHRD

Conference Papers and
Publications Professor David Gegeo
Rev. Dr. Ben Wate
Dr Lincey Pendevevana
Doreen Alfred
Eric Irosaki
Rose Paia

Secretariat Sophie Liligeto
Judith Pule
Gladys Siale
Georgina Pitaqae
Leonorah Houma
Renee Bisili

Programme Christina V Bakolo
Richard Adomana
Dr John Sisiolo
Graham Hiele

Logistics/ Budget Sophie Liligeto
Ali Kiko
Grace Rohoana
Elizabeth Adifaka
Gloria Funubana
Graham Hiele

Support Logistics Officers Grace Wale
Jessy Faka Levi
Theresa Saveke
Unity Iko
Freda Motu
Tracy Warakohia

Conference Concept Note

Title: Rethinking Solomon Islands Education for a Sustainable Future

A. Introduction:

The National Education Conference on "***Rethinking Solomon Islands Education for a Sustainable Future***" aims to provide a platform for scholars, educators, policymakers, and stakeholders to come together and discuss innovative strategies, research findings, and practical solutions to reshape the education system in the Solomon Islands. This conference seeks to address the challenges faced by the current education system and explore ways to safeguard a sustainable future through quality education.

B. Objectives:

The Objective of the conference to;

- 1) To critically analyze the existing education system in the Solomon Islands and identify its strengths, weaknesses, and gaps.
- 2) To explore global best practices and experiences in sustainable education that can be adapted to the local context.
- 3) To highlight the role of education in promoting sustainable development, environmental conservation, and socio-cultural preservation.
- 4) To propose strategies for enhancing equity, inclusivity, and access to education for all citizens of the Solomon Islands.
- 5) To foster collaborations and partnerships among stakeholders for the implementation of sustainable education initiatives.
- 6) To create a platform for researchers and practitioners to present their studies, case studies, and success stories related to sustainable education.

C. Key Conference Themes:

Key conference themes will focus on the following;

- 1) Rethinking curriculum and pedagogy for sustainable education.
- 2) Promoting indigenous knowledge, culture, and language in education.
- 3) Strengthening teacher capacity and professional development for sustainable education.
- 4) Integrating sustainability concepts across disciplines and levels.
- 5) Enhancing access and inclusivity in education for underprivileged and marginalized groups.
- 6) Harnessing technology and digital tools for sustainable learning.
- 7) Collaborating with local communities and stakeholders for sustainable partnerships.
- 1) Supporting research and evidence-based practices in sustainable education.

D. Format and Activities:

The conference will consist of keynote addresses, panel discussions, paper presentations, workshops, and poster sessions, ensuring comprehensive coverage of the aforementioned themes.

Key components of activities that will be executed are;

- i. **Keynote Addresses:** Renowned educators, policymakers, and researchers will deliver keynote speeches sharing their experiences and insights on sustainable education.
- ii. **Panel Discussions:** Expert panels will discuss specific topics related to sustainable education, providing opportunities for diverse viewpoints and exchange of ideas.
- iii. **Paper Presentations:** Researchers and practitioners will present studies, case studies, and best practices related to sustainable education, encouraging dialogue and feedback.
- iv. **Workshops:** Interactive workshops will enable participants to explore deeper into specific topics and develop practical strategies for implementing sustainable education initiatives.
- v. **Poster Sessions:** Individuals and organizations will have the opportunity to showcase their initiatives and research through poster presentations.
- vi. **Networking Opportunities:** Informal networking sessions will be organized to facilitate collaborations, partnerships, and idea sharing among participants.

E. Participants:

The conference aims to bring together a diverse range of participants, including:

- 1) Educators and teachers from various academic and vocational institutions.
- 2) Researchers and scholars focusing on sustainable education.
- 3) Government officials and policymakers involved in educational development.
- 4) Non-governmental organizations (NGOs) working in the education sector.
- 5) Indigenous community representatives and traditional leaders.
- 6) International education experts and consultants.
- 7) Students, youth leaders, and young professionals interested in sustainable education.

F. Outcomes:

The expected outcome of the conference is to accomplish the following;

- 1) A better understanding of the challenges and opportunities for sustainable education in the Solomon Islands.
- 2) Shared knowledge of best practices and experiences from around the globe.
- 3) Policy recommendations for integrating sustainability concepts into the national education framework.
- 4) Identified strategies for enhancing access, inclusivity, and equity in education.
- 5) Frameworks and action plans for capacity-building and teacher professional development.
- 6) Formation of collaborative networks and partnerships to spearhead sustainable education initiatives.
- 7) Dissemination of conference proceedings and research publications to relevant stakeholders.

G. Conclusion:

The National Conference on "Rethinking Solomon Islands Education for a Sustainable Future" aims to provide the Solomon Islands with a platform to reimagine its education system and align it with the principles of sustainable development. It is imperative that various stakeholders come together, as this will uphold collaborative efforts. This conference aims to produce actionable insights and perspectives that will shape policies and practices, leading to a sustainable future for the Solomon Islands.

CONFERENCE PROGRAM

Day 1: Wednesday 19th June 2024: International Education Conference

Time	Activities			
8.00 am	Registration (FEH Boardroom)		Secretariat Team	
9.00 am	Conference Opening – FEH Lecture Theatre		Master of Ceremony: Ms. Christina Bakolo – Policy Manager, MEHRD	
9.05 am	Opening Prayer		Mr. Cliff Honikulu – SINU Chaplain	
9.10 am	Cultural Oration and Acknowledgement		Rev. Dr. Ben Wate – Head of School (SOH)	
9.20 am	Welcome Remarks and Introduction		Dr. Patricia Rodie – Dean (FEH-SINU)	
9.30 am	Official Remarks and Opening of Conference		Guest of Honour: Minister of Education and Human Resources Development – Honourable Tozen Leokana MP	
9.40 am	Key Note Address		Professor Transform Aqorau – SINU Vice Chancellor	
10:00 am	Vote of Thanks		Rev. Dr. Ben Wate – Head of School (SOH)	
10.10 am	Conference Photo Session & Morning Tea			
11.00 - 12.00 pm	<p>Plenary Session 1: Key Note Speaker: Dr. Franco Rodie – Permanent Secretary (MEHRD) – Setting the Legislative and Strategic Frameworks for furthering Education Reform in Solomon Islands: Creating a future for the young generation of Solomon Islands</p> <p>Moderator: Dr. Elliot Mugamu – Dean (Faculty of Business and Tourism) Room: Lecture Theatre</p>			
12.00 – 12.30 pm	<p>Session One: Concurrent Paper Presentation Conference Theme: Rethinking Curriculum and Pedagogy for Sustainable Education</p>			
Time	Room	Presenter/s	Institution	Presentation Title
12.00 – 12.30 pm	Lecture Theatre	Prof. David Gegeo Dr. Anouk Ride	SINU ANU	Education for peace Moderators: Mr. Ali Kiko and Ms. Vhairi Devi Rapporteurs: Ms. Susie Amatee and Ms. Layda Viva

12.00 – 12.30 pm	PG2	Dr. Joseph D. Foukona	UOH	Sustainable Education through a Tok Stori approach Moderators: Mr. Mike Haukaria and Ms. Grace Rohoana Rapporteurs: Ms. Unity Iko and Mr. Jimmy Malefodola
12.00 – 12.30 pm	PG3	Mr. John Rofeta	SINU	Impact of Climate Change on teaching and learning in Solomon Islands. Moderators: Ms. Angellah Anisi and Mr. Austin Revo Rapporteurs: Ms. Freda Motu and Mr. David Irofoa'a
12.00 – 12.30 pm	T1	Dr. John Fasi, Dr. Lincy Pendevevana, Ms. Doreen Alfred Mr. Silas Sitai	SINU SINU MEHRD UNICEF	Class size and its implication for schools in Solomon Islands Moderators: Mr. Richard Adomana and Ms. Helen Maebuta Rapporteurs: Ms. Mary Onahikeni and Mr. Desmond Waita
12.00 – 12.30 pm	T6	Martha Matzke & Margareth Saumore	SITAG MAPESA	Play & Learn in Kwaio Curriculum: Bringing Home Language into Early Childhood Education Moderators: Mr. Eric Irosaki and Mr. Calvin Ngatulu Rapporteurs: Ms. Tracy Warakohia and Ms. Rita Sahu
12.30 – 1.30 pm	Lunch			
1.30 – 2.30 pm	Plenary Session 2: Key Note Speaker: Professor Rebecca Monson (ANU) – Law of our Pacific Blue Moderator: Professor David Gegeo – Professor of Social Sciences and Humanities Room: Lecture Theatre			
2.30 – 3.00 pm	Session Two: Concurrent Paper Presentation Conference Theme: Integrating Sustainability Concepts across disciplines and levels Conference Theme: Collaborating with local communities and stakeholders for sustainable partnerships			
2.30 – 3.00 pm	Lecture Theatre	Ms. Kolokea Kauaula	UoW	Integrating Pacific Knowledge in STEM for sustainable Futures Moderators: Mr. Ali Kiko and Ms. Vhairi Devi

				Rapporteurs: Ms. Doreen Alfred and Ms. Layda Viva
2.30 – 3.00 pm	PG2	Dr Francesca Marzatico	Uni. Of Otago	Sustainable Tertiary Education through equitable relationship-building: tok stori with University of Otago colleagues Moderators: Mr. Mike Haukaria and Mr. Peter Ramofolo Rapporteurs: Ms. Unity Iko and Mr. Jimmy Malefodola
2.30 – 3.00 pm	PG3	Dr. Billy Fitoo	USP	Challenges to local Identity and nation building in Small Pacific Island States: the case of Solomon Islands. Moderators: Ms. Angellah Anisi and Mr. Austin Revo Rapporteurs: Ms. Freda Motu and Mr. David Irofoa’a
2.30 – 3.00 pm	T1	Dr. Ellen Oimae Ms. Rebecca Spratt (PhD. Candidate) Dr. Irene Paulsen	UoM UoM UoM	Exploring existing strengths and promising practices in education for environmental sustainability in Pacific Islands schools. Moderators: Mr. Richard Adomana and Ms. Helen Maebuta Rapporteurs: Ms. Mary Onahikeni and Mr. Desmond Waita
2.30 – 3.00 pm	T6	Ms. Grace Rohoana Mr. Graham Hiele	SINU SINU	Using tok stori to investigate sustainable relationships between school leaders and community leaders in Solomon Islands education: Negotiating leadership across domain boundaries. Moderators: Mr. Eric Irosaki and Mr. Calvin Ngatulu Rapporteurs: Ms. Tracy Warakohia and Ms. Rita Sahu
3.00 – 3.30 pm	Session Three: Concurrent Paper Presentation			
	Conference Theme: Strengthening Teacher Capacity and Professional Development for Sustainable Development.			
3.00 – 3.30 pm	Lecture Theatre	Mr. Fox Mark	SINU	Guidance and Counselling: An Indigenous Paradigm for rethinking Effective Teaching and Learning for teachers and students in Solomon Islands Schools

				Moderators: Ms. Christina Bakolo and Ms. Vhairi Devi Rapporteurs: Ms. Doreen Alfred and Ms. Roselyn Maneipuri
3.00 – 3.30 pm	PG2	Ms. Layda Viva	SINU	The foundational pillars for future proofing Home Economics Education in Solomon Island: Experiences and perceptions. Moderators: Mr. Mike Haukaria and Ms. Grace Rohoana Rapporteurs: Ms. Unity Iko and Mr. Jimmy Malefodola
3.00 – 3.30 pm	PG3	Mr. Patterson Misalo	SINU	The role of Career’s teachers in secondary schools: Perspectives of secondary students in Solomon Islands Moderators: Ms. Angellah Anisi and Mr. Austin Revo Rapporteurs: Ms. Freda Motu and Mr. David Irofoa’a
3.00 – 3.30 pm	T1	Mr. Ali Kiko Mr. Rickson Saukoroa	MEHRD Guadalcanal EP	Effective Coordination in Education: Best Practices in Guadalcanal Province, Solomon Islands. Moderators: Mr. Richard Adomana and Ms. Helen Maebuta Rapporteurs: Ms. Mary Onahikeni and Mr. Desmond Waita
3.00 – 3.30 pm	T6	Mr. Bukah Misifea	SINU	Good mathematics result is a craft of good teaching Moderators: Mr. Eric Irosaki and Mr. Calvin Ngatulu Rapporteurs: Ms. Tracy Warakohia and Ms. Rita Sahu
3.30 – 4.00 pm	Afternoon Tea			
4.00 – 5.00 pm	Reflections on Day 1 (Plenary): Dr. Lincy Penderverana – Associate Dean FEH (Research)			
	Closing Prayer – Ms. Georgina Pitaqae (SINU)			
5.00 pm – 7.00 pm	Meet and Greet Cocktail - Pavilion			

Day 2: Thursday 20th June 2024: International Education Conference

Time	Activities			
8.00 am	Registration		Secretariat	
8.35 am	Opening Prayer		Mr. Cliff Honikulu – SINU Chaplain	
8.40 am	Recap on Day One		Dr. Patricia Rodie – Dean FEH	
9.00 – 10.00 am	<p>Plenary Session 3: Key Note Speaker: Professor David Gegeo – Professor of Social Sciences and Humanities (SINU): Kastom, Knowledge and Society: Toward Epistemic De-colonization and Positive Transformation in Education in Solomon Islands.</p> <p>Moderator: Rev. Dr. Ben Wate – Head of School (School of Humanities) Room: Lecture Theatre</p>			
10.00 – 10.30 am	Morning Tea			
10.30 – 11.00 am	<p>Session Four: Concurrent Paper Presentation Conference Theme: Promoting Indigenous Knowledge, Culture and Language in Education</p>			
Time	Room	Presenter/s	Institution	Presentation Title
10.30 – 11.00 am	Lecture Theatre	Mr. David Naitoro	Naruto University of Education (via zoom)	<p>Enhancing Gross Motor and Social Skills in 6th Grade students in the Solomon Islands: A TGFU Approach in traditional games</p> <p>Moderators: Mr. Ali Kiko and Ms. Lydia Ghemu Rapporteurs: Ms. Doreen Alfred and Ms. Layda Viva</p>
10.30 – 11.00 am	PG2	Mr. James Kwaimani (PhD candidate)	UoW (via zoom)	<p>Myth, Magic, & Metaphors: Indigenous Literacy, how do we read and relate?</p> <p>Moderators: Mr. Mike Haukaria and Mr. Fox Mark Rapporteurs: Ms. Unity Iko and Ms. Roselyn Maneipuri</p>
10.30 – 11.00 am	PG3	Mr. Austin Revo	SINU	<p>Rethinking Solomon Islands Education for a Sustainable Future: Promoting Indigenous Knowledge, Cultural and Language in Education</p> <p>Moderators: Ms. Angella Anisi and Mr. Walter Lilo Rapporteurs: Ms. Freda Motu and Mr. David Irofoa’a</p>
10.30 – 11.00 am	T1	Mr. Timothy Matzke	SITAG	<p>Integrating Vernacular Languages into Solomon Islands Education: Preliminary Answers to Difficult Questions</p>


				Moderators: Mr. Ali Kiko and Ms. Lydia Ghemu Rapporteurs: Ms. Susie Amatee and Mr. Desmond Waita
10.30 – 11.00 am	T6	Mr. Andrew Taraha	TEVCF	Reviving Indigenous Knowledge: The Takataka Nima Education Centre Moderators: Mr. Eric Irosaki and Mr. Calvin Ngatulu Rapporteurs: Ms. Tracy Warakohia and Ms. Brenda Sevala
11.00 – 11.30 am	Session Five: Concurrent Paper Presentation Conference Theme: Enhancing Access and Inclusivity in Education for Underprivileged and Marginalised groups Conference Theme: Collaborating with local communities and stakeholders for sustainable partnerships			
11.00 – 11.30 am	Lecture Theatre	Ms. Vhairi Devi Rev. Dr. Ben Wate	SINU SINU	Me sore tumas bikos me misim chance blo me Between Christian Morality and Productive Citizenship: The Effect of Competing Values of Education on Female students in Solomon Islands Moderators: Mr. Ali Kiko and Ms. Lydia Ghemu Rapporteurs: Ms. Doreen Alfred and Ms. Layda Viva
11.00 – 11.30 am	PG2	Mr. Kemp Rewetei Ms. Ani Ruwhiu	Pūhoro STEMM Academy	Empowering Futures - The Pūhoro STEMM Academy's Journey to Transform STEM Education for Rangatahi Māori (Māori youth) Moderators: Ms. Julian Lilo and Mr. Fox Mark Rapporteurs: Ms. Unity Iko and Ms. Roselyn Maneipuri
11.00 – 11.30 am	PG3	Associate Professor Dr. Mellita Jones Jackson Meke	Arch Dioceses of Honiara Catholic Education	lumi tugeda helpem Solomon Islands Deaf Komuniti Moderators: Ms. Angellah Anisi and Mr. Walter Lilo Rapporteurs: Ms. Freda Motu and Mr. David Irofoa'a
11.00 – 11.30 am	T1	Mr. Jimmy Malefodola	SINU	Rethinking Harnessing Political Will in professional development for sustainable education. Moderators: Mr. Cecil Reggie and Ms. Helen Maebuta Rapporteurs: Ms. Mary Onahikeni and Ms. Susie Amatee
11.00 – 11.30 am	T6	Ms. Rita Sahu	SINU	Rethinking Education by learning the stories of our earliest teachers


				Moderators: Mr. Eric Irosaki and Mr. Calvin Ngatulu Rapporteurs: Ms. Tracy Warakohia and Ms. Brenda Sevala
11.30 – 12.00 pm	Session Six: Concurrent Paper Presentation Conference Theme: Harnessing Technology and Digital Tools for Sustainable Learning Conference Theme: Integrating Sustainability Concepts across disciplines and levels			
11.30 – 12.00 pm	Lecture Theatre	Associate Professor. Peta White	Deakin Uni. (via Zoom)	Agency in the Anthropocene Moderators: Mr. Ali Kiko and Ms. Lydia Ghemu Rapporteurs: Ms. Doreen Alfred and Mr. Austin Revo
11.30 – 12.00 pm	PG2	Mr. Patrick Miniti	SINU	The use of traditional games and use of local materials in school to enhance the teaching and learning of physical education Moderators: Ms. Julian Lilo and Mr. Fox Mark Rapporteurs: Ms. Unity Iko and Ms. Roselyn Maneipuri
11.30 – 12.00 pm	PG3	Mr. David Irofoo'a Mr. Juble Maneohu Ms. Grace Z. Rohoana Ms. Layda O. Viva	SINU SINU SINU SINU	The possibility of teaching practical subjects through Online Learning: The experiences of TIT Home Economic & Technology students. Moderators: Mr. Joash Maneipuri and Mr. Walter Lilo Rapporteurs: Ms. Freda Motu and Mr. Desmond Waita
11.30 – 12.00 pm	T1	Ms. Christina Bakolo Mr. Richard Adomana Mr. Joash Maneipuri Mr. Mike Haukaria Ms. Angellah Anisi	MEHRD MEHRD MEHRD MEHRD MEHRD	Reforms and changes culminating from the new Education Act 2023. What's new? Moderators: Mr. Cecil Reggie and Ms. Helen Maebuta Rapporteurs: Ms. Mary Onahikeni and Ms. Susie Amatee
11.30 – 12.00 pm	T6	Mr. Peter Suiramo Ms Juliet Horihau Ms Betsy Kale Rofeta Ms. Kara Chesal Ms. Rebecca Spratt	MEHRD Catalpha KGV School Catalpha Catalpha	Emerging Best Practices and Practical Solutions: Lessons from a science teacher training initiative Moderators: Mr. Eric Irosaki and Mr. Calvin Ngatulu Rapporteurs: Ms. Tracy Warakohia and Ms. Brenda Sevala
12.00 – 1.00 pm	Lunch			


1.00 – 2.00 pm	Plenary Session 4: Key Note Speaker: Associate Professor Debra McDougall - False promises of schooling: Addressing Educational Inequity through a vernacular language movement Moderator: Dr. Vaeno Vigulu – Dean (Faculty of Agriculture, Forestry and Fisheries) Room: Lecture Theatre			
2.00 – 2.30 pm	Session Seven: Concurrent Paper Presentation Conference Theme: Supporting Research and Evidence Based Practices in Sustainable Education			
2.00 – 2.30 pm	Lecture Theatre	Dr. Patricia Rodie	SINU	Rethinking Strengthening Professional Support for teachers in Solomon Islands schools Moderators: Mr. Ali Kiko and Ms. Lydia Ghemu Rapporteurs: Ms. Doreen Alfred and Ms. Layda Viva
2.00 – 2.30 pm	PG2	Ms. Grace Rohoana	SINU	Cultivating quality teachers through Life-long Professional Development opportunities: A Tok Stori to explore online micro credentials Moderators: Ms. Julian Lilo and Mr. Fox Mark Rapporteurs: Ms. Unity Iko and Mr. Jimmy Malefodola
2.00 – 2.30 pm	PG3	Ms. Lydia M Ghemu	SINU	Reflections on the adaption of Tok Stori as a tool to gather information in a tertiary learning setting. Moderators: Ms. Angellah Anisi and Mr. Walter Lilo Rapporteurs: Ms. Freda Motu and Mr. David Irofoa'a
2.00 – 2.30 pm	T1	Ms. Elnath Wanedola Ms. Venessa Bokabule Mr. Stanley Houma	SINU SINU SINU	Using Staff Profile and Student Feedback data to strengthen the capacity of teaching staff. Experiences from the Solomon Islands National University (SINU). Moderators: Mr. Cecil Reggie and Ms. Helen Maebuta Rapporteurs: Ms. Mary Onahikeni and Ms. Susie Amatee
2.00 – 2.30 pm	T6	Ms. Roselyn Maneipuri Ms. Georgina Pitaqae Ms. Leonora Houma	SINU SINU SINU	An analysis of common errors in English towards rethinking pedagogies for teaching language and learning: The case of language students at the Solomon Islands National University. Moderators: Mr. Eric Irosaki and Mr. Calvin Ngatulu

				Rapporteurs: Ms. Tracy Warakohia and Ms. Brenda Sevala
2.30 – 3.30 pm	Plenary Session (5 Selected School Teachers) – Lecture Theatre Theme: Pursuing education despite challenges : Practical Solutions			
3.30 – 4.00 pm	Afternoon Tea			
4.00 – 4.30 pm	Reflections on Day 2 (Plenary): Dr. John Sisiolo – Head of School (School of Education) — Lecture Theatre			
4.30 pm	Closing Remarks: Dr. Patricia Rodie – Dean (Faculty of Education and Humanities) Closing Prayer: Mr. Joash Maneipuri			

CONFERENCE PRESENTERS ABSTRACTS AND BIOGRAPHIES

No	Name(s) and Abstract	Biography
	<p>Professor Transform Aqorau – SINU Vice Chancellor Key Note Speaker of the International Education Conference</p>	 <p>Dr. Transform Aqorau is the Vice Chancellor of the Solomon Islands National University (SINU). Prior to his current role, he served as Professor and Director of the Institute of Islands, Oceans, and Sustainable Development (IOISD) at SINU, where he also held the position of Visiting Professor for Oceans. His extensive career includes serving as the CEO of the Parties to the Nauru Agreement Office in the Marshall Islands and as Deputy Director General and Legal Counsel of the Pacific Islands Forum Fisheries Agency.</p> <p>Dr. Aqorau's expertise in international legal affairs is further highlighted by his tenure as International Legal Adviser at the Pacific Islands Forum Secretariat in Fiji and as Legal Adviser and Acting Deputy Secretary in the Solomon Islands Ministry of Foreign Affairs. His academic qualifications are equally impressive, holding a Bachelor of Laws degree from the University of Papua New Guinea (UPNG), a Master of Laws from the University of British Columbia (UBC) in Canada, and a Doctorate in Law from the University of Wollongong in Australia.</p> <p>In recognition of his contributions to law and academia, Dr. Aqorau was awarded an honorary Doctor of Laws (LLD) by the Australian National University in July 2022. He is also an Honorary Senior</p>

		<p>Fellow in the Faculty of Law and Business at the University of Wollongong, a position he has held since March 2023 and will continue through 2025.</p> <p>Dr. Aqorau's distinguished career and academic achievements reflect his dedication to advancing legal and sustainable development issues in the Pacific region.</p>
<p>i.</p>	<p>Dr. Franco Rodie Permanent Secretary (MEHRD) – Setting the Legislative and Strategic Frameworks for furthering Education Reform in Solomon Islands: Creating a future for the young generation of Solomon Islands</p>	 <p>Dr Franco Rodie is currently the Permanent Secretary for the Ministry of Education and Human Resources Development. This is his third term as PS-MEHRD. He championed education reforms in the Ministry for the past 10 years, including the review of the 1978 Education Act which has resulted in the enactment of the revised Education Act 2023, on the 1st of January this year. Under his leadership, the Solomon Islands Education Tertiary Education and Skills Authority (SITESA) was established under the SITESA Act 2017 as well as the development and introduction of the new Solomon Islands revised Scholarship Policy and Agreement between successful candidates and the MEHRD. Franco Rodie obtained his Doctor of Philosophy degree in Education-Science Education/Assessment from the University of Waikato, New Zealand in 2014. Prior to obtaining his doctoral qualification, Franco attained a Master’s degree in Science Education from Curtin University of Technology, Perth, Western Australia, and a</p>

		<p>Bachelor of Science degree – majors in Chemistry and Physics from the University of South Pacific and a Diploma in Education. He was a former Science Teacher at Selwyn College (Nagilagu) and King George VI School and former Director of Curriculum. He was a former Deputy Secretary prior to being appointed as PS-MEHRD in 2014. He has been an ex-officio member of the SICHE and now SINU Council since 2011 and 2014 respectively.</p>
<p>ii.</p>	<p>Professor Rebecca Monson The Australian National University Law of our Pacific Blue</p>	 <p>Rebecca Monson is a lawyer and Professor at the ANU College of Law, where she leads interdisciplinary research and teaching focused on law, justice and development in Australia and the Pacific. Her policy work includes a major study of Solomon Islands' justice systems (Evans et al, <i>Justice Delivered Locally</i>, 2013) and Solomon Islands' <i>Planned Relocation Guidelines 2022</i>. Her first book, <i>Gender, Property and Politics in the Pacific: Who Speaks for Land?</i> (Cambridge University Press 2023) won the Australian Legal Research Award prize and was launched at SINU in 2023. Rebecca is currently working with colleagues on a project that examines how Pacific people secure their rights in the face of environmental disruption and dispossession.</p>

1

Professor David Gegeo and Dr. Anouk Ride

Title: Education for peace

Solomon Islands has a rich history of peace and conflict. From one perspective there are many cultural strategies for resolving conflicts, but from another perspective at the differences, power differentials and situations lead to conflicts. The diversity of conflict resolution strategies is a strength that needs to be tapped into for peace, while a focus on external strategies has clearly not resolved ongoing conflicts. There is a need for indigenous solutions to conflict through critical thinking, dialogues, engagement for local peacebuilding. Utilising this approach, we can imagine ways to rethink education, community action and policy.

The localisation of conflict resolution strategies addresses the fact that when conflicts arise in local communities they reflect disagreements over issues which are deeply embedded in indigenous cultural ways of knowing, doing and being – *ting ting long kastom wei*. Local conflict strategies are also likely to result in sustainable or lasting resolutions because disputants speak from the heart and with the depth and breadth of understanding which culturally, ethically and spiritually satisfies and empowers. No conflict is truly resolved when this is not achieved in indigenous worldviews.

Local conflict resolution strategies empower and conserve experience and knowledge for peace-making constructed and practised since time immemorial by Melanesians, Micronesians and Polynesians in Solomon Islands, which have been largely de-valued as the impact of colonization.

It is because of the cultural, ethical and spiritual significance of local conflict resolution strategies that this presentation argues strongly for the inclusion of *Peace Education* in the school curriculum in Solomon Islands. This can play a major role in ensuring peaceful co-existence among the different cultural groups in Solomon Islands and national catastrophes such as the last civil conflict (the tensions) are not repeated.



David is bi-cultural and bi-lingual with his te'a (mother) from Lau and ma'a (father) from Kwara'ae.

Given the background he has always been interested in studying human cultures and languages, more specifically, engaging in research which seeks to raise the voice of those institutions and governments have left behind.

He has a passion for critical thinking which can cut the path for developing new indigenous pedagogies, methodologies and epistemologies critical for de-colonizing archaic modes of learning and knowledge-construction left behind by colonization.

In the end, David believes in an education system which promotes a society founded on respect for indigenous culture, peace, love, dignity, humility, caring, happiness, human ethics, mutual respect and gender-equality.

He is a Professor of the Social Sciences and Humanities in the Faculty of Education and Humanities at Solomon Islands National University.

2

Dr Joseph D. Foukona University of Hawaii at Manoa, USA.

Title: Sustainable Education through a 'Tok Stori' Approach

According to UNSECO, "Sustainable Education" is a learning process that allows everyone "to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future." Here, education should focus on how to learn and live sustainably with an emphasis on learning that cultivates respect and responsibility for people, land, and the ocean. Such learning provides a pathway for strengthening and promoting indigenous guardianship of the environment. Therefore, educational systems, institutions, and educators must engage in meaningful discussions around the decolonization of the mind (education) to allow for a cultural shift in how knowledge, skills, attitudes, and values are created and acquired. These discussions should be encouraged through a 'tok stori' approach.



Dr Joseph D. Foukona is an Assistant Professor at the University of Hawaii, Manoa, USA. He is a former senior lecturer at the University of the South Pacific Law School located in Port Vila, Vanuatu. He has a strong research focus on land, law and history. He is a Fellow of the Higher Education Academy – awarded through the Australian National University (ANU) Education Fellowship Scheme. He joined the staff of USP Law School at the end of 2004. He has an LLB, LLM, PDLP and GDTT from the University of the South Pacific and an LLM from Victoria University of Wellington, New Zealand. He completed a PhD at the Australian National University focusing on land law reform, which matches closely his keen personal interest in finding solutions to the seemingly intractable problem of the alignment in Melanesia between customary land tenure systems on one hand and state legislation, land administration and commercial demands on the other. He also has undertaken research on customary land tenure, climate change and natural disaster displacements and relocation, urban land, land reform, constitutional and governance issues. Through research, training and teaching experience Dr Foukona has detailed working knowledge of land law, land issues, development and governance issues in Solomon Islands and the Pacific region. His work has been recognised through professional associations, publications and academic awards.

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Mr John Rofeta

Title: Impact of climate change on teaching and learning in Solomon Islands.

Abstract

Solomon Islands is not immune against the changes in the green house atmospheric gases that can lead to unprecedented weather pattern which can result in the unusual high tides, extremes heat waves, unusual flooding and relentless heavy rain fall. Experience from other countries, for example in Philippians, showed that children were denied education for three months due to extreme flooding that washed away their classrooms. In Solomon Islands, flash flooding in 2014 in Honiara has also the same effect on school children. These occurrences and other factors such as heat waves, continuous heavy rain and unusual high tides are inevitable due to climate change and related issues. This paper is intended to explore these challenges and the preparedness of the responsible authority, particularly the Ministry of Education and Human Resources to handle these issues amid these adverse crises.

Key words: Climate change, flash flooding, weather pattern, preparedness, Solomon Islands



Mr John Rofeta is from North East Malaita, Malaita Province.

- Master in Biological Science 2008; USP Fiji.
- Postgraduate Diploma in Biology 2006; USP Fiji.
- Advance Diploma in Science Teaching, 1998 SICHE SI
- Bachelor of Science (Major in Chemistry and Biology); 1993 USP Fiji.
- Curriculum Development Science Consultant 2010-2014.
- Secondary Science Teacher (10 years)

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John Fasi¹, Lincy Pendevevana¹, Doreen Alfred², Silas Sitai³

Topic: *Class size and its implication for Schools in Solomon Islands*

Research on the relationship between school class-size and academic achievement is not new and is thought to be inconclusive. Large class sizes that exceed the optimum student to teacher ratio can have a profound impact on both teaching and learning. For teachers, large class size can impact negatively on the quality of teaching and the ability to engage meaningfully with every student and effectively control and manage the class and build better relationship with students. For students, their attentiveness and engagement with the teacher and their peers can be affected. A study to determine the extent of these issues was conducted in four provinces: Makira, Malaita, Western and Honiara in Solomon Islands. The survey noted large class size is prevalent particularly in the urban schools in Honiara and Western provinces. Factors contributing to this include, increased school aged population, not enough schools to keep up with increased school-aged population, accessibility to schools, quality of schools and small size classrooms. Additionally, the attitude of teachers and schools in accepting students into their schools and classes even if they have reached optimum number for students per class according to requirements. Alleviating large class size will be an ongoing challenge for the Ministry of Education and all the stakeholders. In the short term, schools will need to build extra classrooms, hire extra teachers and teacher aides. On the long term, the education sector needs to adopt critical pedagogy that can impact meaningful



Dr Lincy Pendevevana is currently the Associate Dean of Research for the Faculty of Education and Humanities, SINU. Dr Pendevevana is a researcher and a Senior lecturer with a PhD from the Department of Pacific Affairs (DPA), Australian National University (ANU). His PhD thesis examines interactions between indigenous peoples, development and livelihood trajectories, and he has several other publications around these topics.



Doreen Alfred is currently the Director Strategic Planning and Policy, SITESA. She used to be the Research Coordinator of MEHRD, and formerly the National Coordinator of the Pacific Benchmarking for Better Education Result (PABER) for Solomon Islands. Doreen graduated with a Bachelors of Education (Secondary) and taught in various

classroom processes which can influence student attentiveness and active involvement with teachers and peers albeit a large class size.

Keywords: Large class size, over-crowding, teacher to student ratio, Solomon Islands.

1 = Solomon Islands National University, 2 = MEHRD, 3 = UNICEF

Secondary Schools as a Geography teacher. She holds a Master's of Education from the University of the South Pacific. She is one of the core contributors of the Solomon Island PaBER Field Research Report 2016. Doreen is passionate about the field of education research in Solomon Islands.



Dr. John Fasi is a prominent academic and leader in the Solomon Islands, currently serving at the Solomon Islands National University (SINU), Biology Department under the School of Sciences, Faculty of Science & Technology. He played a crucial role in launching the country's first Bachelor of Science degree program, aiming to increase the number of qualified scientists within the Solomon Islands. Dr. Fasi earned his PhD in agricultural and environmental science in Australia through the prestigious Australia Awards Scholarship.

Beyond his academic contributions, Dr. Fasi is also the President of the Solomon Islands Australia Alumni Association (SIAAA), where he works to strengthen educational and professional linkages between the Solomon Islands and Australia. His efforts have been instrumental in promoting higher education and scientific literacy in the region, often collaborating with international organizations to support educational initiatives and community development.

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Ms Martha Matzke & Ms Margareth Saumore

Title: Play & Learn in Kwaio Curriculum: Bringing Home Language into Early Childhood Education

The importance of Early Childhood Care and Education and the use of the child’s first language are enshrined in the MEHRD Education Act 2023. The challenge now facing Solomon Islands Educators is how to strategically implement these policies in language communities around the country.

A new pilot ECE curriculum, *Play and Learn in Kwaio*, is a play-based, student-centred programme, which applies the principles of the MEHRD ECE document, *Valuim Smol Pikinini blong lumi* to the classroom. The contextualised curriculum and Kwaio learning materials are being used successfully in several West Kwaio communities with promising results.


The presentation will provide an introduction to the various elements of the curriculum; teaching guide and syllabus, Kwaio language teaching and learning materials, classroom and programme assessment tools, overall program development and management guides. A new and innovative feature of the program is the *Play and Learn at Home* book, which provides a tool for parents to help reinforce classroom learning at home. Issues related to the contextualisation of the curriculum into other languages will be discussed.



For more than 25 years, Martha Matzke and her husband, Timothy, have served in the Solomon Islands as literacy specialists with SITAG (Solomon Islands Translation Advisory Group). The Matzkes have been involved in grassroots literacy programmes in various languages around the Solomon Islands, helping to develop reading primers and educational resources in local languages, and train teachers. Martha was the primary developer for the *Play and Learn* ECE curriculum and materials.

Martha holds a BA in Elementary Education and an MA in Curriculum Development from Michigan State University in the USA. The Matzkes feel blessed to live and serve in the Solomons are proud to be Solomon Islands citizens.



		<p>Margareth Saumore</p> <p>Margareth Saumore is the Founder and Director of the Multilingual and Professional Education Service Association (MAPESA), a local NGO in Solomon Islands. She is from Makira Province and her first language is Arosi.</p> <p>Margareth has extensive training and over 10 years' experience in community-based literacy, primarily with World Vision and Save the Children.</p> <p>She was also heavily involved in the implementation of MEHRD's Policy on the Use of Vernacular Languages and English in Primary Schools in Solomon Islands, both at the school level and at MEHRD. In addition to a variety of courses and extensive experience, she holds Certificates in <i>Multilingual Education</i> and <i>Ethnoarts and Literacy</i> from Payap University, Thailand and is currently pursuing a Bachelor's Degree in Linguistics and Education at USP</p>
6	<p>Ms. Kolokea Kauaula</p> <p>Title: Integrating Pacific Knowledge in STEM for sustainable Futures</p> <p>Background: In the pursuit of a sustainable educational future, integrating Indigenous Pacific knowledge into STEM (Science, Technology, Engineering, Mathematics) fields presents an innovative approach. This integration not only acknowledges the cultural connectedness of the Pacific but also enhances the relevance and inclusivity of STEM education. Objective: This study aims to explore effective strategies for incorporating Indigenous Pacific knowledge within STEM-related fields, highlighting the potential benefits for both Indigenous and non-Indigenous students. It seeks to address the gap in current educational practices by proposing a model that harmonizes traditional knowledge with contemporary scientific inquiry. Methodology: This research is guided by the Mo'okū'auhau Methodology (MM). Mo'okū'auhau, translated as genealogical lineage, embodies</p>	 <p>Ms.Kolokea Kauaula is a dedicated researcher and advocate for the integration of Pacific knowledge into STEM education. She is in the process of completing her Master of Arts in Pacific and</p>

	<p>multifaceted significance. It shares the efforts to decolonize methodology through cultural context and participate in research on the researcher’s terms. Additionally, case studies of successful integrations of Indigenous knowledge in STEM curricula are analyzed to identify best practices and challenges.</p> <p>Findings: Preliminary results indicate that integrating Indigenous Pacific knowledge in STEM education fosters a greater sense of identity and belonging among Indigenous students, while also enriching the learning experience for all students. This integration promotes critical thinking, environmental stewardship, and a holistic understanding of scientific concepts. Implications: The findings suggest that educational institutions should actively pursue the inclusion of Indigenous knowledge in STEM programs. This approach not only supports the cultural and educational needs of Indigenous communities but also contributes to the broader goal of sustainable education by incorporating diverse perspectives and knowledge systems. Conclusion: Integrating Indigenous Pacific knowledge into STEM education is a promising pathway creating more inclusive, relevant, and sustainable educational environments. This research contributes to the ongoing discourse on educational reform and highlights the importance of valuing and incorporating Indigenous perspectives in the development of future educational frameworks.</p> <p>Keywords: Indigenous Pacific knowledge, STEM education, sustainable education, cultural integration, educational reform.</p>	<p>Indigenous Studies and has recently been admitted into the Ed.D. program, majoring in Organizational Leadership for Adaptation and Change with a concentration in Educational and Indigenous Leadership. Currently, she is collaborating with fellow Pacific individuals at the University of Waikato to promote STEM within high schools. Before this role, she held positions involving mentoring and teaching students through an Indigenous Hawaiian perspective, advocating for Hawaiian Culturally Based Education. Kolokea’s research focuses on the significance of cultural sustainability and the incorporation of Pacific viewpoints in STEM fields, with the goal of establishing more inclusive and effective educational frameworks. Her goal is to build relationships and connections within Moana nuiākea, sharing knowledge and experiences for the betterment of our Pacific.</p> <p>Kolokea’s dedication to education and her innovative research approach have garnered recognition among her peers and mentors. She is deeply committed to fostering a more profound understanding and appreciation of Pacific knowledge within academic and professional circles. In her upcoming presentation at the National Education Conference, Kolokea will be discussing her paper, “Integrating Pacific Knowledge in STEM for Sustainable Futures,” which delves into the incorporation of Indigenous knowledge in STEM education to promote sustainability and resilience in Pacific communities.</p>
7	<p>Ms. Grace Rohoana and Mr. Graham Hiele</p> <p>Title: Sustainable relationships between school leaders and community leaders in Solomon Islands education: Negotiating leadership across domain boundaries</p> <p>Solomon Islands school leaders operate in a complex context where three domains of influence intersect: kastom, church and the institutional life of the school. Schools</p>	

are located in communities, and it is important that school leaders cultivate productive and sustainable relationships with leaders in the other domains. Harmony maximises the quality of educational provision available. This session is based on tok stori research conducted with school, church and kastom leaders in Solomon Islands communities. The research sought to understand the kinds of leadership understandings held by school and other leaders, and to exemplify the practices these engender. Findings include ways school leaders incorporate elements of kastom in their leadership, how successful school leaders understand the leadership ecology of their context, and pathways that school leaders use to attempt to navigate difficulties they encounter. The significance of the paper is the value it places on contextual stories as a way to highlight the skills and preparation Solomon Islands school leaders need to ensure productive sustainable relationships at the community level. Such relationships support the best educative opportunities for the children of this country now and into the future.



Grace is a Solomon Islander and is currently working at the Solomon Islands National University as a teacher educator. Grace graduated with a Master of Education from the University of the South Pacific. She had involved in national and regional education research projects using tok stori as a research tool. Her area of interest in research is on Solomon Islands Education.



Graham is a teacher educator at the Solomon Islands National University. His research interests are in action research, educational policy, tok stori as a methodology, and teaching experience. Over the last 20 years, he has collaborated with institutions such as UNESCO, UNICEF, the Institute of Education, USP, Humanitarian Developmental Partnerships Inc. and the Ministry of Education and Human Resources in Solomon Islands on various educational projects and programs.

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Dr. Billy Fitoo

Title: Challenges to local Identity and nation building in Small Pacific Island States: the case of Solomon Islands.

Abstract.

This paper discusses issues and challenges on local identity for national building in the Solomon Islands. It focuses on discourses of cultural and indigenous identity and the identity based on democratic rights under the rule of law. It captures tensions between cultural identity and the privileging of democratic identity under the citizenship education (CE) programmes in the Solomon Islands. The CE programmes in the Solomon Islands have emphasises democratic values based on legal status and other set of rights, duties and identities in an attempt to link the citizen to the nation-state. However, this as found is un-contextual and irrelevant to peoples indigenous cultures. They are global influences only for the internalization of education and a trend to push towards civic and human rights education under the banner of citizenship education (Thaman 2004). This discussions reveals varying mismatches between the cultural or indigenous values with democratic values and its effects on nation building. It further, highlights constrains of the current CE programmes and also provide recommendations on new initiatives, approaches and directions to advance nation building. The paper suggested equal promotion of cultural and democratic values together and a re-visioning of citizenship education to include both introduced and indigenous values in order to develop citizens of the 21st century.



Dr. Billy Fitoo has been an educator for many years in the Solomon Islands. He has held senior leadership positions with the Teaching Service and the Public Service of the Solomon Island Government (SIG).

As an academic, he was previously the Head of Educational Leadership programme and Senior Lecturer at the School of Education, USP, Laucala, Fiji. He has published widely with 24 high rank publications. He had supervised MED, MA & PhD theses and successfully graduated 5 candidates with 3 at the examination stage and few at the field work stage. He had marked 12 MED, MA, PhD theses as internal and external marker and reviewed Journal articles for International Studies in Sociology of Education, Routledge, International Education Journal: Comparative Perspective Journal and Direction Journal of Educational Studies.

He is currently, the Campus Director of USP Solomon Islands Campus.

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**Dr. Ellen Oimae, Ms. Rebecca Spratt (PhD. Candidate)
Dr. Irene Paulsen**

Title: Exploring existing strengths and promising practices in education for environmental sustainability in Pacific island schools


Internationally and within the Pacific there is an increasing focus on the role of schools in educating for climate resilience and promoting environmentally sustainable behaviours. While there is much international research and literature on ‘what works’ for promoting environmental sustainability in schools, there is little empirical research that has sought to identify existing strengths and promising practices in Pacific island schools. In this session, we will present initial findings from an ongoing small-scale research project that aims to identify and document existing good practices in education for sustainability in the island contexts of the Solomon Islands, Fiji and the Maldives. We will offer a holistic conceptualisation of *education for sustainability* that recognises the mutually supportive relationships between environmental sustainability, education, culture, and indigenous knowledges. Drawing on research from previous school-based interventions in the Pacific, we will share initial findings on enablers and barriers to advancing sustainability. The session is designed to facilitate discussion with attendees about existing examples of sustainability initiatives in Solomon Islands contexts, to help inform any future research.





Dr. Ellen Oimae Wairiu is a private consultant and currently developing support Leadership Teaching materials for the Institute of Education (IOE), USP, Solomon Islands. She has been involved in various academic research projects and mentoring programs. Ellen's research interests include education leadership, teaching and learning, and community partnerships.



Rebecca Spratt is a PhD candidate at the Australian Catholic University and an independent education development specialist. She is from Aotearoa-New Zealand and currently lives in Narm/Melbourne, Australia. Rebecca is most interested in research that contributes to strengthening the effectiveness of international development assistance to education, and contextually-responsive approaches to education development.

		<p>Her research builds on her experience working in education development in the Pacific region over the last 20 years, in particular in Solomon Islands.</p>
<p>10</p>	<p>Dr Francesca Marzatico</p> <p>Title: Sustainable tertiary education through equitable relationship-building: tok stori with University of Otago colleagues</p> <p>Domestic university training, upskilling and mentorship of high school graduates, public servants and working professionals provides a sustainable pathway to equipping Solomon Islanders with the confidence, know-how and qualifications to meet its national development and socio-economic needs. Currently, much of this training occurs overseas and the attractiveness of higher salaries and more diverse employment opportunities elsewhere can contribute to ‘brain-drain’ impacts to Solomon Islands. Equitable partnerships with regional international universities where the educational and developmental needs of Solomon Islanders are given precedence, may offer one sustainable approach to mitigating this issue. Ōtākou Whakaihu Waka (University of Otago), Aotearoa New Zealand, is committed to Pacific excellence as highlighted in its 2022-2030 Pacific Strategic Framework and as part of this is championing discussion on diverse knowledge methods to cater for the diverse Pacific population. Tok stori as a research methodology has been used by several Otago academics, and more recently the university is committing to collaborate with Solomon Islands National University on research, academic capacity building, co-teaching, and student exchange and study programmes are discussed. This is examined further here, building upon a Memorandum of Understanding recently established between our two universities. Such a novel collaboration will bring more opportunities of co-creation of knowledge and new applications of tok stori in Oceania.</p>	 <p>Dr Marzatico is land governance expert and have recently joined the University of Otago after more than 20 years spent working in post conflict and transitional countries on human rights, natural resources governance, indigenous people's land rights and traditional governance.</p> <p>She worked for several United Nations (UN) agencies (UNFAO, UNDP, UNHABITAT, IOM), multilateral development banks (ADB and WB) and non-governmental organisations, in Europe, Africa, Asia and the Pacific, providing technical advice to governments and international organisations on policy making, legislative development, planning and project formulation with the aim of enhancing land governance.</p> <p>She is Italian and I moved to Aotearoa in 2019. I speak several languages and I have also started my journey to learn Te Reo and Tikanga Māori.</p>

		Her research purpose is to enhance land governance through engagement of indigenous communities and inclusive participation of women, youth, and other vulnerable groups. She has a strong research interest in the Pacific.
11	<p>Mr. Fox Mark</p> <p>Title: Guidance and Counselling: An Indigenous Paradigm for rethinking Effective Teaching and Learning for teachers and students in Solomon Islands Schools</p> <p>Promoting effective teaching and learning through indigenous guidance and counselling is crucial in indigenous education. In the Solomon Islands, research on this topic is limited, and the effectiveness of current educational practices is unclear. For generations, Solomon Islands communities have nurtured children psychologically, physically, socially, and spiritually through family and elders' guidance and counselling. This method effectively teaches and transfers knowledge, skills, attitudes, and kastom norms in Melanesia.</p> <p>This paper investigates how indigenous guidance and counselling practices can enhance rethinking the current practice of teaching and learning for teachers and students in Solomon Islands schools. Data is drawn from the reflections of five Deputy Principals in Honiara schools. The findings will inform policymakers on current practices and contribute to the literature on indigenous Guidance and Counselling's effectiveness.</p> <p>Keywords: Indigenous guidance, Counselling, Solomon Islands, Teaching and learning, educational practices</p>	 <p>Fox holds a Master's Degree in Ethics and Theological Education, specialising in ecological and theological ethics, as well as indigenous hermeneutics, guidance, and counselling. He spent eight years teaching ordinands and clergy in the Diploma and Bachelor's Degree programmes in Ethics and Theology at Bishop Patteson Theological College, Kohimarama, within the Anglican Church of Melanesia (ACOM). Additionally, he coordinated the Anglican Church of Melanesia's Theological Education by Distance (TED) program at St. Nicholas College for three years. Fox joined the Faculty of Education and Humanities in August 2021. He currently teaches guidance and counselling, indigenous education, ethics, and religious studies in the diploma and bachelor's programmes at Panatina Campus.</p>

<p>12</p>	<p>Ms. Layda Viva</p> <p>Title: The foundational pillars for future proofing Home Economics Education in Solomon Island: Experiences and perceptions.</p> <p>Home Economics is a multi and cross-disciplinary subject. Its area of practice spans the academic discipline; everyday living; curriculum area; and societal arena. These areas of practice penetrate three essential dimensions including everyday fundamental needs and practical concerns of individual and family; integration of knowledge, processes and practical skills; and demonstrated capacity to take critical, transformative, and emancipatory action at all levels and sectors of society, which are contextually specific.</p> <p>This study addresses the conference theme ‘Strengthening teacher capacity and professional development for sustainable education.’ It used focus group interview to investigate the interplay of the Home Economics area of practice and the dimensions to sustain the profession and Solomon Islands future. Focus groups comprised of pre-service and in-service Home Economics teacher trainees from year 1 to 3. The participants were consented verbally.</p> <p>Preliminary findings affirmed adequate and appropriate resources plus regular professional micro-skilling as important considerations for a sustainable future. This study strongly recommends that the Solomon Islands National University (SINU) and Ministry of Education and Human Resources Development (MEHRD) to only train and recruit non-smokers, non-alcoholics and non-betelnut chewers to become Home Economics teachers to be effective role models.</p>	 <p>Layda Viva is a Home Economics lecturer at SINU since 2007. She is passionate about research. Her areas of research interest are in Educational Leadership, Nutrition and Health, and Curriculum, particularly in identifying critical contents and pedagogies for future proofing Home Economics in the Solomon Islands. She recently participates in data collection during the 2024 Joint Election, as well as, in the FALAH workshop that involves the administration of the SPAR survey. Currently, she is collaborating with female academic colleagues at the Faculty of Education and Humanities towards a Book Publication Project.</p>
<p>13</p>	<p>Mr. Patterson Misalo</p> <p>Title: The role of Careers teachers in secondary schools: Perspectives of secondary students in Solomon Islands</p> <p>This qualitative study explores the role of careers teachers in secondary schools from the perspective of secondary students in the Solomon Islands. Utilizing semi-</p>	

	<p>structured interviews and focus group discussions, data were collected from students to gain insights into their perceptions and experiences regarding the support provided by careers teachers. Thematic analysis was employed to identify key themes and patterns in students' perspectives on the roles, effectiveness, and challenges faced by careers teachers in assisting with career guidance and development. Findings reveal the significance of careers teachers in providing information, guidance, and support to students navigating their future pathways. Additionally, the study highlights students' expectations, preferences, and suggestions for enhancing the role of careers teachers in secondary schools. The findings contribute to understanding the dynamics of career guidance within the Solomon Islands educational context, offering insights for policymakers, educators, and stakeholders seeking to improve career support services for secondary students.</p>	
14	<p>Mr. Ali Kiko and Mr. Rickson Saukoroa</p> <p>Title: Effective Coordination in Education: Best Practices in Guadalcanal Province, Solomon Islands.</p> <p>This presentation showcases the effective coordination practices in education in Guadalcanal Province, Solomon Islands, which have been achieved through collaborative efforts among all education providers in the province. Since 2017, the provincial education coordination committee has been actively engaged in identifying education needs, prioritizing infrastructure development, and recommending key educational issues to the provincial education board.</p> <p>The presentation highlights several key practices that have contributed to the success of the provincial education coordination committee. These include:</p> <p><i>Collaborative Planning and Development:</i> The development of a three-year rolling plan that involves all education service providers in the province, ensuring that all stakeholders are aligned and working towards a common goal.</p> <p><i>Joint Infrastructure Development:</i> The capture of education priorities in provincial ward development funding projects and provincial capacity development funds</p>	<div data-bbox="1310 783 1666 1155" data-label="Image"> </div> <p>Ali Zareqe Kiko is the Manager of the Education Provider Support Unit at the Ministry of Education, with a degree from the University of the South Pacific and ongoing MBA studies at the Solomon Islands National University.</p> <p>With extensive experience as a chemistry teacher and a background in private sector and NGO collaboration, Ali's expertise lies in strategic planning, project management, research, and disaster response. His commitment to enhancing educational outcomes has led to effective delivery of services across the provinces in the Solomon Islands.</p>

projects, with input from all education providers to ensure that infrastructure needs are met.

Shared Communication and Relationship Building: The establishment of a network of communications using mobile phones, email, and two-way radio, and regular sharing of information and challenges among education providers to promote collaboration and knowledge-sharing.

Consortium Assessment Approach: The active engagement in all forms of assessments, including disaster assessments and school registration, through a consortium approach that involves all education providers in the province.

Joint Teacher Appraisal: The commitment to ensure teachers are appraised through a joint verification process between all education providers and the Ministry of Education and Human Resources Development.

Mutual Training and Scholarship Opportunities: The provision of scholarship opportunities for teachers to upgrade their teaching qualifications and professional development support to teachers and leaders, through partnerships between all education providers in the province.

Integrated School WASH Initiatives: The implementation of WASH initiatives in schools, with software and hardware support provided by the provincial government and input from all education providers to ensure that schools are well-equipped to promote good health practices.

The presentation highlights the successful coordination practices in Guadalcanal Province, Solomon Islands, which align with the aspirations of the new Education Act (2023) that emphasizes the importance of effective coordination in education delivery. Specifically, this presentation aims to share the mechanics of how the provincial education coordination committee works effectively, highlighting the key practices and strategies that have contributed to its success, including collaborative planning, joint infrastructure development, shared communication, and collective action. By sharing these best practices, we hope to inspire other educators, policymakers, and stakeholders to adopt similar approaches in their own contexts, ultimately leading to improved education outcomes and better collaboration in the education sector.



Rickson Saukoroa, born and raised on Tikopia Island in Temotu Province, is the Chief Education Officer for Guadalcanal Province. He completed his primary education at Safoa Primary School, secondary education at Luesalemba Provincial Secondary School and Honiara High School, and holds various qualifications from the Solomon Islands College of Higher Education, Solomon Islands National University (SINU), and the University of the South Pacific (USP). Currently, he is pursuing an MBA at SINU.

With 11 years of experience as a secondary teacher and school principal, and five years as an education inspector, Rickson has served as Chief Education Officer for three years. He focuses on school inspections, teacher appraisals, performance evaluations, and managing educational services in Guadalcanal Province. Despite challenges like limited resources, he is committed to efficient education delivery and mentoring future leaders, advocating for strategies to overcome barriers in education in the Solomon Islands.

15 **Mr. Bukah Misifea (School of Sciences)**

Title: Good mathematics result is a craft of good teaching

Learning of mathematics is an experience that should be universally enjoyed by all students in schools. Thus mathematics teachers have tremendous responsibility to promote equity, diversity and inclusivity. A body of literature suggests that there is a group of students who love mathematics and the other bulk that dislikes mathematics due to a number of reasons. The hypothetical question presented in this paper is that the teacher makes the difference. A good mathematics teacher will influence students to be excited, enjoy and get good grades in mathematics. This paper reviews and analyse the scores of form 3 students from the 2023 national examination in mathematics. The data was collected from the Ministry of Education of five schools in Honiara consisting of a total of 468 students. Statistical tools were used to analyse the data and interviews were conducted with five teachers and 20 students. The analysis showed a strong correlation between qualified teachers and good results. This research provides significant information to the Ministry of Education and Human Resource Development and training providers to provide effective trainings, teachers, development of curriculum and teaching resources. In conclusion, a good mathematics result comes about when qualified teachers do the job.

Key words: teacher development, effective teaching, effective pedagogy, teacher attitude, student attitude

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Mr. David Naitoro

Title: Enhancing Gross Motor and Social Skills in 6th Grade Students in the Solomon Islands: A TGFU Approach in Traditional Games

In the Solomon Islands, physical education has been historically undervalued, resulting in limited efforts to promote its significance to policymakers. However, repositioning physical education as a core subject within the curriculum holds promise for achieving its prescribed objectives. Despite this potential, there exists a prevailing lack of enthusiasm among teachers, contributing to a gap between the designated curriculum and pedagogical practices. This study examines the efficacy of the Teaching Games for Understanding (TGFU) model, developed by Bunker and Thorp in 1982, which emphasizes student-centered learning within game situations, focusing on tactics, decision-making, and problem-solving.

Utilizing both qualitative and quantitative approaches, this study employed an experimental design with pre, and posttests administered to control and experimental groups. A two-week intervention using the TGFU approach was conducted, followed by an assessment of students' skill performance. Qualitative data were gathered through interviews with students and teachers.



Naitoro David Houpere is a Master's student in Global Education at Naruto University of Education, Japan. His research focuses on enhancing gross motor and social skills for 6th grade students in the Solomon Islands using a TGFU approach in traditional games. He is also a tutor and part-time physical education instructor. His hobbies include playing soccer, conducting research, and studying sports. His motivation stems from addressing the marginalization of physical education in schools to improve social and physical development in children.

Analysis revealed a significant improvement in gross motor and social skills among 6th-grade students who underwent the TGFU intervention, as indicated by paired T-test analysis.


This study advocates for Physical Education (PE) teachers in the Solomon Islands to move beyond conventional teaching methods and embrace the critical approach offered by TGFU. By doing so, teachers can contribute to students' holistic development, fostering resilience to health, psychological, and social issues, and preparing them for a better future. Additionally, the study calls for curriculum developers and policymakers to design curricula that facilitate efficient delivery by teachers and promote critical student achievement.


By implementing the TGFU approach, PE teachers can effectively enhance students' gross motor and social skills, addressing the prevailing challenges in physical education in the Solomon Islands. This study underscores the importance of adopting innovative teaching methodologies to optimize student learning outcomes and promote overall well-being.


Key Words: Teaching games for understanding (TGFU)Gross Motor skills, Social Skills, Traditional games


<p>17</p>	<p>Mr. James Kwaimani (PhD candidate)</p> <p>Title: Myth, Magic, & Metaphors: Indigenous literacy, how do we read and relate?</p> <p>I draw from my ethnographic fieldwork undertaken in Baelelea inland villages in North Malaita on aspects of myth and oral history and traditional ecological knowledge. For the Baelelea people, songs and sounds of certain insects and birds are mediums through which people foster relations and read natural signals of weather conditions and spirit messages of social phenomenon, such as death. My research findings revealed that contemporary changes, such as the time children spend at schools, has alienated pupils from learning about valuable and practical knowledge of their ancestors and the environment which underscores indigenous ways of being, seeing and knowing. From an anthropological perspective, I pose the question for discussion, how can education literacy include indigenous literacy in our curriculum and pedagogy.</p>	 <p>James Kwaimani Faiau is a Solomon Islander research scholar of Baelelea-Toabiata parentage. PhD candidate in Anthropology at the University of Waikato and twice recipient of the NZ Manaaki scholarship. James' work background includes secondary school teaching social science, rural community development, NGO management and consultancy, and research. Research competency and interests: ethnography, <i>tok stori</i>, Indigenous worldview, myth, traditional ecological knowledge, community development, contemporary culture change, faith and religion.</p>
<p>18</p>	<p>Mr. Austin Revo</p> <p>Title: Rethinking Solomon Islands Education for a Sustainable Future: Promoting Indigenous Knowledge, Culture, and Language in Education</p> <p>This paper explores the imperative need to reshape the education system in the Solomon Islands, emphasizing the incorporation of indigenous knowledge, culture, and language to ensure a sustainable and culturally grounded future. The paper examines the current state of education in the Solomon Islands, identifies challenges faced, and proposes a comprehensive framework for reform that aligns with global sustainability goals while preserving the unique cultural heritage of the islands.</p>	



<p>1. Introduction: The Solomon Islands, rich in cultural diversity and ecological significance, faces the challenge of aligning its education system with the principles of sustainability and preserving its unique indigenous heritage. This paper aims to shed light on the need for a paradigm shift in education to foster a sustainable future by incorporating indigenous knowledge, culture, and language.</p> <p>2. Current State of Education in the Solomon Islands: An overview of the existing education system in the Solomon Islands will be presented, highlighting achievements, challenges, and areas that need improvement. This section will delve into the impact of Western-centric curricula on the preservation of indigenous knowledge and cultural practices.</p> <p>3. Importance of Indigenous Knowledge, Culture, and Language in Education: This section will discuss the intrinsic value of incorporating indigenous knowledge, culture, and language in education. It will explore the positive impacts on students' identity, community cohesion, and the sustainable development of the Solomon Islands.</p> <p>4. Challenges and Barriers: Identifying and analysing the challenges faced in integrating indigenous knowledge into the education system, including resistance to change, lack of resources, and the need for teacher training programs.</p> <p>5. Framework for Rethinking Education: Proposing a comprehensive framework for rethinking education in the Solomon Islands, including curriculum redesign, teacher training programs, community involvement, and the use of technology to bridge traditional and modern education methods.</p> <p>6. Case Studies and Success Stories: Highlighting successful initiatives within the Solomon Islands or similar contexts where the integration of indigenous knowledge, culture, and language has led to positive educational outcomes and sustainable development.</p> <p>7. Global Relevance and Alignment with Sustainability Goals:</p>	<p>Austin Warwick Revo is a Teacher Educator in Music and Arts at Solomon Islands University, with 20 years of service. Born and raised in the Solomon Islands, he developed a passion for music and arts early on. He pursued higher education abroad at UOG and USP, gaining a broad appreciation for the arts.</p> <p>Austin began his career in 2004 at the Solomon Islands College of Higher Education, now Solomon Islands University. His innovative teaching methods and deep knowledge have inspired many students over two decades. He has developed curricula that blend global standards with local heritage, promoting cultural pride and personal growth.</p> <p>Austin's work has significantly impacted music and arts education, preserving and promoting the Solomon Islands' cultural heritage. His legacy of dedication and passion continues to inspire new generations.</p>
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	<p>Demonstrating how a culturally grounded education system in the Solomon Islands aligns with global sustainability goals, contributing to the broader discourse on education for sustainable development.</p> <p>8. Recommendations and Policy Implications: Providing concrete recommendations for policymakers, educators, and community leaders to implement changes and advocate for policy adjustments that prioritize the integration of indigenous knowledge, culture, and language in the education system.</p> <p>9. Conclusion: Summarizing key findings and emphasizing the urgency and importance of rethinking education in the Solomon Islands to ensure a sustainable future that respects and preserves indigenous knowledge, culture, and language.</p> <p>Keywords: Solomon Islands, education, indigenous knowledge, culture, language, sustainability, curriculum redesign, teacher training, community involvement, global goals.</p>	
19	<p>Mr. Timothy Matzke Title: Integrating Vernacular Languages into Solomon Islands Education: Preliminary Answers to Difficult Questions.</p> <p>With the passage of the Education Act 2023, the use of the vernacular languages of Solomon Islands in education is now enshrined in legislation. This follows a long history of early use, disuse, later policy development and small pilot projects. While there is substantial global research and evidence of the value of using vernacular languages in education, as well as valuable small scale local experience, many critical questions remain in regard to how best to make use of our home languages in our own education system, given the specific challenges of our language ecology. These questions include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • How can we create teaching and learning materials in our dozens of languages? • What types of materials will be needed? • How do we train teachers to teach effectively using vernacular languages? • How do we insure that our use of vernacular languages does not prevent students from achieving a high standard of English? This presentation will begin to address 	 <p>Timothy Matzke and his wife, Martha, have lived in the Solomon Islands for the past 25 years. They are volunteers with SITAG (Solomon Islands Translation Advisory Group) working in literacy and education. Tim has worked extensively in community based literacy, and has provided technical assistance to such</p>

	<p>these questions, and others, using research results and implementation experience from around the world and established theories related to cognition, learning, language acquisition and multilingualism, with specific application to the Solomon Islands context.</p>	<p>programs in over 10 languages around the country. He served as the secretary to the Ministry of Education's Language Policy Task Force, and was the Technical Advisor for the pilot implementation of MEHRD's Policy on the Use of Vernacular Languages and English in Education in Solomon Islands. He has also provided strategic planning support and tertiary level training on literacy and multilingual education in several countries in the Pacific region. Tim holds a Bachelor's Degree in Education and Masters in Community Development.</p>
20	<p>Mr. Andrew Taraha Title: Reviving Indigenous Knowledge: The Takataka Nima Education Centre</p> <p>This paper explores the revival of indigenous knowledge within the Are`Are community of the Solomon Islands through the establishment of the Takataka Nima Education Centre (TNEC). The Nima, symbolizing the philosophical foundation of traditional education, serves as the focal point for this revival effort. Against a backdrop of colonial legacies and cultural erosion, the paper argues for the necessity of dedicated spaces for fostering indigenous knowledge and cultural creativity. It examines the challenges faced by the Are`Are people in reconciling traditional values with Western educational standards and outlines the strategies employed by TNEC to address these challenges. 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. The paper concludes by</p>	 <p>Andrew Taraha, a community leader with a B.Sc. in Geospatial Sciences and Information Systems from the University of South Pacific, returned to his community to assist in mapping tribal land boundaries and capacity building for rangers. He founded the Takataka Eco Village Conservation Foundation (TEVCF) to promote environmental conservation, cultural preservation, and community empowerment. Andrew's leadership led to the</p>

	<p>reflecting on the successes and failures of Are`Are Nima education and their implications for cultural education in other parts of the Solomon Islands.</p>	<p>establishment of the kira Forest Biodiversity Conservation Area and his involvement in the MAI MA`ASINA GREEN BELT organization. He also coordinates the Takataka Nima Education Centre, providing Indigenous educational opportunities, and serves as a dedicated Tolo Teacher under the Mala I Tolo Indigenous Guardianship Trust program, emphasizing education and conservation for future generations.</p>
21	<p>Ms. Vhairi Devi and Rev. Dr. Ben Wate</p> <p>Title: Me sore tumas bikos me misim chance blo me Between Christian Morality and Productive Citizenship: The Effect of Competing Values of Education on Female students in Solomon Islands</p> <p>The discourses on second chance-education opportunities for impregnate girls in secondary schools in Solomon Islands is among the highly contested agendas in the Solomon Islands education system. While the state education authority acknowledges the justice needed in ensuring a mandatory and well-defined policy to regulate the imperative for a second chance education, there have been compromised approaches in the education policies. This has led to a non-systematic and nonprogressive development in addressing the existing predicament in all education providers and schools.</p> <p>This paper comparatively explores the church and non-church education providers, examining their historical education philosophies, practices, and ethics that influenced the school rules and discipline, against the principal objectives of state education in Solomon Islands.</p> <p>In this presentation I will highlight the stigma and social wounds perpetuated on female students through the education policies and school rules advocated by education providers mainly by the church schools. The paper calls for a reformed</p>	 <p>Vhairi Gegnana Devi is an academic from Solomon Islands with a Master’s in Governance and a BA in Law & Politics from the University of the South Pacific (USP). With five years’ experience in both private and government sectors, she now serves as an Assistant Lecturer in the Faculty of Education & Humanities at the Solomon Islands National University (SINU). Vhairi is dedicated to shaping the next generation of educators, providing teachers with knowledge and skills to inspire their students. She eagerly looks</p>

	<p>approach that will give dignity, justice and productive citizenship to affected female students.</p>	<p>forward to joining the education conference where she hopes to expand her knowledge and enhance her research capacity. And also excited to share and learn with fellow conference participants.</p>
22	<p>Mr. Kemp Rewetei and Ms. Ani Ruwhiu</p> <p>Title: Empowering Futures - The Pūhoro STEM Academy's Journey to Transform STEM Education for Rangatahi Māori (Māori youth)</p> <p>Launched in 2016, Pūhoro improves rangatahi Māori (young indigenous New Zealanders) to engage in Science, Technology, Engineering, Mathematics and Mātauranga Māori (traditional knowledge) – which they call STEM. Pūhoro has helped thousands of rangatahi Māori to see the connection between mātauranga Māori in STEM; improve their academic achievement in STEM; and, through strategic partnerships, provides pathway them into high value careers.</p>	 <p>Kemp Rewetei is the Chief Executive of the Pūhoro STEM Academy, a pioneering initiative under the Puhoro Charitable Trust. With a profound passion for driving equitable outcomes for rangatahi Maori (Maori youth) in the fields of Science, Technology, Engineering, Mathematics, and Maturanga Maori (Maori knowledge), Kemp is dedicated to creating pathways that enable Maori youth to thrive in STEM disciplines where currently these sectors are highly underrepresented by Maori overall.</p>

		 <p>Ani Ruwhiu is Pou Mātauranga - Senior Advisor Māori Medium at of the Pūhoro STEM Academy. Ani looks for ways that Pūhoro can support STEM subjects within Kura Kaupapa Māori (a Māori worldview). She is focussing on how mātauranga pūtaiao (traditional and modern Māori scientific knowledge) can be taught and supported and how other scientific knowledge can be incorporated. She has previously worked as a teacher in secondary and tertiary education, and as researcher in Māori development (Massey University).</p>
23	<p>Associate Professor Dr. Mellita Jones and Jackson Meke</p> <p>Title: lumi Tugeda Helpem Solomon Aelans Def Komuniti: Inclusive Education Solomon Islands</p> <p>This presentation reports on the findings of the <i>Education Sector Support Program (ESSP) funded project lumi Tugeda Helpem Solomon Aelans Def Komuniti: Inclusive Education Solomon Islands</i>. Deafness is one of the most common disabilities reported in Solomon Islands, resulting from the high levels of poverty-related diseases such malaria, meningitis, rubella, and otitis media (Joshua Project, 2021). This project, co-designed between staff from the San Isidro Care Centre for the Deaf, leaders from Catholic Education Office, Archdiocese of Honiara, and teacher educators from Australian Catholic University, sought to improve the learning and uptake of sign language and the understanding of deaf culture in order to improve</p>	 <p>Mr Jackson Meke, Education Secretary, Archdiocese of Honiara and was the Project Manager of the <i>lumi Tugeda Helpem Solomon Aelans</i>. He has initiated the 15 years university-school partnerships which and effective teacher education. He served as School Principal for 12 years.</p>

the wellbeing and opportunities of deaf people in Solomon Islands. Access to education is one of the major issues associated with all forms of disability in Solomon Islands, where only 2% of children living with a disability attend primary school (Hall & Damon, 2020; Sharma et al., 2017). Catering for students with any form of disability is a serious difficulty for schools due to a lack of resources, infrastructure, and teacher professional learning on how to address inclusivity in the classroom (MEHRD, 2019). In this project, a three-phase approach was designed to 1) train trainers in Basic Sign Language (BSL); 2) provide BSL in rural communities where affected people are more likely to be (Hall & Damon, 2020; SINSO, 2017); and 3) provide a Certificate of Teaching and Learning to increase the number of qualified teachers with knowledge of inclusive education practices. Findings reveal that deaf people experience a significant shift in the way they are treated and the level of inclusion they experience in their communities. Increased levels of communication were also reported, reducing the levels of isolation and loneliness that deaf people experience. Recommendations stemming from the project reveal the appetite of deaf and hearing people to access increased sign language learning opportunities, and for sign language to be embedded in the school and teacher education curriculum to better ensure that a wide variety of people can understand, appreciate and communicate with the deaf population of Solomon Islands.

Mr Meke attained Bachelor of School Leadership and Management, University of Gorokoa, Diploma of School Leadership at Devine Word University and Diploma of Teaching and Solomon Islands National Univesity (SICHE then)



Dr Mellita Jones is an Associate Professor of education at Australian Catholic University. She has been working in school-based partnership with several schools in Solomon Islands for the past 15 years. Mellita's research is focused on university-school partnerships and effective teacher education for a socially just world, with a particular focus on science and STEM. Mellita has won a number of teaching excellence awards as well as national and international awards for community engagement and service learning.

24

Mr. Jimmy Malefodola

Title: Rethinking Harnessing Political Will in professional development for sustainable education.

This paper explores the intersection of political will and professional development in the pursuit of sustainable education. As global educational systems increasingly prioritize sustainability, the role of political will in shaping effective professional development programs emerges as a critical factor. The study critically examines how political leaders' commitment to sustainability can influence the design and implementation of teacher training and professional development initiatives. Data for this study is drawn from analysing case studies from diverse geopolitical contexts. The findings underscore the necessity of a collaborative approach that integrates political, educational, and community stakeholders to create resilient and adaptable educational frameworks. Implications are examined to the discourse on sustainable education by offering a distinctive understanding of the dynamic relationship between political will and professional development, proposing actionable insights for policymakers and educational leaders aiming to achieve long-term educational sustainability.

Key Words/phrases: Political will, role of political will, sustainable education.



Jimmy Malefodola obtained a Master of Education and Post Graduate Diploma in Educational Leadership from the University of the South Pacific. A Bachelor of Arts from UPNG and a Bachelor of Teaching at SINU. He is a high school teacher for the last 15 years and recently a Teacher Educator at the Solomon Islands National University, Faculty of Education and Humanities since 2021 to date. His area of research interests lies in Educational Leadership and planning, governance and policy development. He is also passionate about my current work as a lecturer at SINU, School of Education, FEH.

25

Ms. Rita Sahu


Title: Rethinking Education by learning the stories of our earliest teachers



The education received by a single person can cause ripple effects for generations over. An education can take a person from one level of life to the next, changing their trajectory, and that of those closest to them. The earliest formal type of education was introduced to Solomon Islanders by European missionaries of the Anglican Church during the 1800s, whose aim was to convert Solomon Islanders to Christianity. European missionaries converted indigenous Solomon Islanders, who in turn converted their own people. These indigenous missionaries were teachers, who taught their own people the fundamentals of the Christian faith, and of course English and Arithmetic. A fresh perspective on teaching can be gained by looking back at these first teachers. These teachers played a significant role in developing Solomon Islands and we would do well to learn how they rose above the challenges of their time to teach their people, to reach their people. The old newsletters of the Anglican Church's Melanesian Mission, found online, proved to be a valuable source of information on these indigenous teachers. These newsletters, as well as other archival data and books written on the Melanesian Mission, helped to weave together the stories of individual teachers. These indigenous missionaries helped to change the thinking patterns of their fellow Solomon Islanders, and in so doing they helped to change their behaviour. It was their education at the Melanesian Mission schools which changed them, and they in turn helped change their people and in turn, change the trajectory of Solomon Islands. They were missionaries, but they were also teachers. Their aim was conversion, but they built the school's first. Solomon Islanders love a good story. What better story to tell this generation than the story of our first teachers? To hear how they were taken to a foreign land as children and teenagers, to learn new knowledge and skills, so that they could come home and teach their own. This is not a new story, it is an old story, one that continues today. But the Solomon Islands of the 1800s provided much adventure and wild stories, and perhaps, by learning the stories of these early teachers, we might gain insights into how we can re-think Solomon Islands Education for a sustainable future.

Key words: Indigenous, teachers, education, Solomon Islands



Teaching History at Solomon Islands National University is a dream come true for Rita Sahu. Being part of the Faculty of Education and Humanities has allowed her to combine her favourite subjects of History and Social Anthropology. Her research on the early indigenous missionary-teachers of the Melanesian Mission has given her the opportunity to start writing the individual stories of Solomon Islands' earliest formal educators. There is a web of stories waiting to be discovered and developed, and Rita hopes these stories can inspire present-day educators to be innovative in their roles of raising the next generation. When not preparing lectures or teaching, Rita is usually thinking of how to make other dreams come true.

26	<p>Associate Professor. Peta White</p> <p>Title: Agency in the Anthropocene</p> <p>This presentation describes some of my experience as lead of the OECD PISA 2025 Environmental Science Expert Group and CI on an Australian Research Council Grant focused on Climate Change Education to argue for and illustrate approaches to developing students' decision making and agency in relation to socio-ecological challenges through an interdisciplinary framing of science teaching and learning. I argue for a transformation of the science curriculum to include critical social science perspectives, environmental and sustainability education practice, and an expanded framing of science knowledge and practice. This positions environmental education as central to the purposes of a contemporary science education in schools. I will describe the development of the PISA 2025 Science Framework and explore its implications for environmental educators. In this presentation I will also showcase an approach to science education that draws on contemporary climate science related research, while working collaboratively with scientists, teachers, and students to develop and refine teaching and learning sequences designed to increase students understandings and agency with respect to climate impacts.</p>	 <p>Peta J. White is an Associate Professor in science and environmental education at Deakin University. She educated in classrooms, coordinated programs, supported curriculum reform, and prepared teachers in several jurisdictions across Canada and Australia. Her PhD explored learning to live sustainably as a platform to educate future teachers. Peta continues her commitment to initial teacher education leading courses, units, and programs and in-service teacher education through research-informed professional learning programs. She was acknowledged as a Senior HEA Fellow and awarded the Jeff Northfield Memorial Award for Excellence in Teacher Research (2021). Peta Co-directs the Centre for Regenerating Futures - a Faculty Centre that explores Anthropocene challenges and decolonising practices while building researcher capacity. Peta's current research follows three narratives: science and biology education; sustainability, environmental, and climate change education; and collaborative/activist methodology and research.</p>
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<p>27</p>	<p>Mr. Patrick Miniti</p> <p>Title: The use of traditional games and use of local materials in school to enhance the teaching and learning of physical education</p> <p>This study employs the mixed method approach (leedy & Ormrod, 2013) to investigate the use of traditional games and use of local materials in school to enhance the teaching and learning of physical education (hereinafter PE) from the perspective of their influence on the curriculum policy and teaching practices in the country. In addition, the potential of traditional games and local teaching materials will be investigated from the standing point of rekindling interest in school PE across the country. This project will play a significant role in its bid to improve the delivery of physical education in the primary schools in the country as it is the first of its kind to be carried in Solomon Islands. A survey will be carried out to understand how principals and teachers would perceive the use of traditional games and use of local materials in enhancing the teaching and learning of physical education. Selected participants will be randomly selected amongst primary school principals and teachers from selected school throughout the country. Key words: traditional, local games, physical education, perception, local materials, policy, implication</p>	 <p>Assist Lecturer, FEH, SOH and Department of Sports and Creative Art. Physical Education.</p> <p>Qualifications; Bachelors in Sport and Recreational Studies, Post Grad. Diploma in Education, pursuing Masters and PhD studies, major interest in study areas, developing PE and innovative approach to teaching.</p>
<p>28</p>	<p>Mr. David Irofoo'a, Mr. Juble Maneohu , Ms. Grace Z. Rohoana and Ms. Layda O. Viva</p> <p>Title: The possibility of teaching practical subjects through Online Learning: The experiences of TIT Home Economic & Technology students.</p> <p>The adoption of online teaching and learning for practical subjects poses unique challenges, particularly in resource-constrained environments. This study evaluates the experiences of Home Economics and Technology Teacher In Training (TIT) students completing Block 4 and 5 through Distance and Flexible Learning (DFL) mode at the Solomon Islands National University (SINU). Analysis of students' assessment submissions indicated a higher completion rate for practical units compared to theory-based units. Student feedback highlighted greater satisfaction</p>	 <p>Mr David Irofooa is an Assistant Lecturer in Secondary Education-Technical & Adult Education at the Solomon Islands National University Faculty of Education and Humanities. He has been a teacher educator for more than 25 years. He is a strong advocator</p>

with locally produced instructional videos in Pidgin compared to YouTube demonstrations in English. Students also reported significant challenges, including poor internet connectivity, limited storage capacity on tablets, and under-resourced schools lacking appropriate facilities. Lecturers faced difficulties preparing online content due to the absence of proper recording resources and studio facilities. Despite these obstacles, the benefits of online learning for teachers were notable, allowing them to continue working and studying without leaving their communities. For the government, online learning presents an opportunity to reduce scholarship costs by focusing on tuition and minimal allowances. For teachers across the Solomon Islands, the availability of online programs increases access to professional development and upgrading programs. To promote sustainable and inclusive teacher training programs, it is essential for Solomon Islands National University to invest in necessary infrastructure and explore hybrid models that combine online theoretical instruction with periodic in-person practical sessions. This approach can ensure comprehensive education that includes both theoretical and practical competencies offered through distance and flexible mode.

Key Words: Online Learning, TIT teachers, Solomon Islands National University, Pidjin

for the quality of teaching and learning, inclusive education, lifelong learning and sustainable education and development. One of Mr David Irofooa's research interest areas, is the quality of teaching and learning as influenced by the National Professional Standards for teachers in the Solomon Islands. Mr David Irofooa's other area of expertise is in the field of adult education. He has mentored teachers, adult educators, TVET instructors to use the adult education principles of andragogy, self-directed learning and heutagogy, as part of their lifelong learning experiences in the workplace.



Grace is a Solomon Islander and is currently working at the Solomon Islands National University as a teacher educator. Grace graduated with a Master of Education from the University of the South Pacific. She had involved in national and regional education research projects using tok stori as a research tool. Her area of interest in research is on Solomon Islands Education.

		 <p>Layda Viva is a Home Economics lecturer at SINU since 2007. She is passionate about research. Her areas of research interest are in Educational Leadership, Nutrition and Health, and Curriculum, particularly in identifying critical contents and pedagogies for future proofing Home Economics in the Solomon Islands. She recently participates in data collection during the 2024 Joint Election, as well as, in the FALAH workshop that involves the administration of the SPAR survey. Currently, she is collaborating with female academic colleagues at the Faculty of Education and Humanities towards a Book Publication Project.</p>
29	<p>Ms. Christina Bakolo, Mr. Richard Adomana , Mr. Joash Maneipuri, Mr. Mike Haukaria and Ms. Angellah Anisi</p> <p>Title: Reforms and Changes Culminating for the Education Act 2023. What’s new?</p> <p>The Solomon Islands’ educational landscape is partly shaped by the education law as stipulated in the nation’s education act. Since independence, SI education system underwent several major reforms that were instigated majorly from abroad and mostly via international conventions, although the first reform was internally motivated.</p>	

The “Education for What?” Paper, published in 1977, prior to independence in 1978, paved the way for the first major reform of the SI education system. The White Paper suggested 2 major educational reforms: that Solomon Islands should create and deliver its own school curriculum and second, Solomon Islands should prioritize vocational training to elevate rural livelihoods and boost rural economic productivity through the provision of Vocational Skills Training to SI youngsters. The Education Act 1978 therefore reflected these two propositions in its eventual design and approved form, limiting its scope to primary and secondary schooling with Area High Schools as 2-year post primary TVET training institutions while Secondary Schools catered for students with higher scores in national examinations.

Various reforms since then included the introduction of RTC by churches at the beginning of 1980, the launching of SICHE, the development of Community High Schools in 1990, the establishment of ECE in 2001, and the ushering in of Form 6 class in 1977. Unfortunately, most of these reform interventions were largely not provided for in the national education legislation but were knee-jerk reactions to societal need as the population grew both in size and complexity while the nation lacks any definite and clear goals for what the nation should be.

The Education Act 2023 was a legislative reform borne out of necessity as the education system groans for a better system that addresses the need for a proper and legal way of conducting educational business. For instance, all current private Education Authorities are registered illegal entities, the proliferation of ECE across the country are largely illegal in nature due to the absence of any provision for the existence of such entities in the nation’s education system, this also can be applied to the development of Rural Training Centres. These are gigantic and important components of any national education system that needs to provide a wholistic system of education that caters for a wholesome national development strategy that has the good of its people at the core of its national goals.

So how does the Education Act 2023 address the above deficiencies? What promises do Education Providers, Schools, Teachers, the Community and Students have from the new Act? Providing answers to these and other related questions is the focus for this presentation.

Ms. Christina Victoria Bakolo is currently the Manager of Policy Analysis of the Ministry of Education and Human Resources Development. She is currently leading the Education Legislative Framework team that is supporting the MEHRD to prepare for the full implementation of the Education Act 2023. With over 18 years of experience in the field of education, she is dedicated to improving education systems and education policies.

Ms. Bakolo also advocates for equity in education, gender equality in education, safeguarding of children and the importance of retaining teachers in remote areas/schools.





Richard Adomana is the Manager of Planning in the Strategic Support Division at the Ministry of Education and Human Resource Development. He holds an MBA in Strategy from Edinburgh Business School, Heriot Watt University in Scotland, and a Bachelor of Education in Economics from USP in Suva, Fiji. In his free time, Richard enjoys walking and watching games.



Joash Maneipuri is a Solomon Islands education specialist currently working as Senior Change Coordinator (Technical Adviser) at MEHRD. He is employed under the ESSP, leading a team that assists MEHRD prepare for the implementation of the Solomon Islands Education Learning Framework (ELF) which includes the Education Act 2023 and other subordinate documents. This work will culminate into a multi-year ELF Implementation Plan



Mr Mike Haukaria is the Manager of Monitoring and Evaluation in the Strategic Support Division at the Ministry of Education and Human Resources Development. He holds a Postgraduate Certificate in Business Administration from the University of the South Pacific and a Graduate Diploma in Corporate Strategy and Planning from Cambridge International College, Great Britain. Mike enjoys meeting new people in his spare time.

		 <p>Ms. Angellah Anisi is currently working as the Change Coordinator at Ministry of Education and Human Resources Development. She supports MEHRD to plan and implement a program of change, aligning with MEHRD’s planning, educational and operational policy, operations, budget and monitoring and evaluation. She also works to assist MEHRD to prepare for the implementation of the new Education 2023.</p>
30	<p>Mr. Peter Suiramo, Ms Juliet Horihau, Ms Betsy Kale Rofeta , Ms. Kara Chesal Ms. Rebecca Spratt</p> <p>Emerging Best Practices and Practical Solutions: Lessons from a science teacher training initiative</p> <p>This session will inform tok stori about what was learned from a recent secondary school science teaching project. The Pacific eLearning Programme supported ten secondary schools in Solomon Islands to improve learning outcomes in Y10 science. Important lessons learnt from the project will be shared, including:</p> <ul style="list-style-type: none"> • The participation of co-design Fellows in developing culturally responsive ‘kitchen science’ activities rooted in Indigenous knowledge and using readily available consumable materials and kitchen equipment • The use of technology to: <ul style="list-style-type: none"> o enable communities of practice and mentoring o increase access to learning resources o enhance classroom teaching practices 	 <p>Rebecca Spratt is a PhD candidate at the Australian Catholic University and an independent education development specialist. She is from Aotearoa-New Zealand and currently lives in Narrm/Melbourne, Australia. Rebecca is most interested in research that contributes to strengthening the effectiveness of international development assistance to education, and contextually-responsive approaches to education development. Her research builds on her experience working in education</p>

● The application of a design-based implementation research approach integrated with co-design and Indigenous dialogic methods to collect data and facilitate collective learning about effective program approaches and learning content Findings from internal and external programme evaluations and pre-publication findings from our commissioned research currently under development through UNESCO's Global Education Monitoring Report will be presented. The session aims to facilitate discussion about how technology can be used most effectively to support enhanced teaching and learning in ways that are appropriate for the context and promote Indigenous knowledges.

development in the Pacific region over the last 20 years, in particular in Solomon Islands.







Since 2018, Kara has led gender and education initiatives at Catalpa International, managing staff across 9+ countries. With nearly 15 years of experience, she focuses on inclusive practices for women and girls in the US and Asia-Pacific. Kara is the Education Specialist for

DFAT-funded programs in Papua New Guinea and Solomon Islands and the Technical Lead for Catalpa, contributing to UNESCO's Global Education Monitoring report on edtech.


Previously, she spent eight years at the NYC Department of Education, including as Senior Director, scaling computer science education to 1.1 million students by training 5,000 teachers. She also directed Innovate NYC Schools, designing tech pilots with 40 software companies and numerous educators, and advised the US Department of Education on edtech evaluations.

Kara holds a master's degree from Teachers College, Columbia University, and a dual bachelor's degree from Rensselaer Polytechnic Institute.

			<p>Juliet Nully Horiheu is an edtech enthusiast and has been the eLearning Specialist for the Pacific eLearning Program, a project aimed at changing how science is taught in the Pacific. She previously worked at the Solomon Islands National University, managing the website and acting as the Moodle administrator. She is also a Women in Tech Solomon Islands (WITSI) interim executive committee member and a GSO Ambassador.</p>
31	<p>Associate Professor Debra McDougall False promises of schooling: Addressing Educational Inequity through a vernacular language movement</p>		<p>Peter Suiramo is the ICT Manager at the Ministry of Education and Human Resources Development (MEHRD). He Holds a Bachelor Degree in Computer Science and Information Systems from the University of the South Pacific and a Master in ICT from Handong Global University, South Korea</p>
			<p>Associate Professor Debra McDougall Senior Lecturer, Anthropology, University of Melbourne False promises of schooling: Addressing Educational Inequity through a vernacular language movement. Debra McDougall is an Associate Professor in Anthropology at the University of Melbourne who has been collaborating with</p>

		<p>colleagues in the Kulu Language Institute of Ranongga since 2017. Her publications include Engaging with strangers: Love and violence in the rural Solomon Islands (2016) and a co-edited journal issue "The promise of education: Schooling journeys in the southwestern Pacific" (2021). Debra is also on the Programme Advisory Committee for the Bachelor of Arts in Geography and Environmental Studies that is being established at SINU.</p>
32	<p>Dr Patricia Rodie</p> <p>Rethinking Strengthening Professional Support for teachers in Solomon Islands schools</p> <p>Teachers need to be provided with professional learning opportunities and support, not only during their pre-service teacher preparation, but more importantly in the schools where they teach because this is where learning and teaching actually takes place. Schools as communities of learning and practice need to provide enabling learning environments for teachers and school leaders. This should include professional learning opportunities that will not only enhance their knowledge and skills base, but also enable them to develop positive dispositions and commitment towards their teaching roles. School principals, in collaboration with school boards and education authorities, need to ensure teachers are provided with professional learning support in schools right from the beginning of their teaching careers. Teacher education researchers in recent times have supported the notion that teacher effectiveness can be enhanced through ongoing professional support and learning opportunities for teachers in schools. This Paper will focus on observations made by the author, from 2016 to 2023 when visiting Schools, on the level of professional support provided to teachers in those schools; the need to provide professional learning support for teachers and school leaders right at the beginning of their teaching careers, why it is important to provide professional learning opportunities for teachers and school leaders, the kind of professional support that can be provided, and who should be responsible for providing such professional support. There is growing recognition in the literature that teacher learning and</p>	 <p>Patricia Rodie is currently the Dean of Faculty of Education and Humanities at the Solomon Islands National University. She obtained her Doctor of Philosophy degree in Education-Teacher Professional Learning and Development, from the University of Waikato, New Zealand in 2011. Prior to obtaining her doctoral qualification, Patricia attained a Master’s degree in Education-majoring in Curriculum and School Leadership from Curtin University of Technology, Perth, Western Australia, a Bachelor of Education degree– majoring in Education and Home Economics from the University of South Pacific, and a Diploma in Teaching (Secondary)-majoring in English and Home Economics from UPNG, Goroka Teachers’ College. She was a former Home Economics Teacher at Selwyn College (Nagilagu) from 1985 to 1987. She was former Deputy Director, Head of School, and Education & Home</p>

	<p>professional development should be linked to learning experiences that match their socio-cultural contexts. Proponents of such a view contend that learners assimilate new information better when their learning experiences are based on the integration of what they already know and the new phenomena and ideas with which they come in contact. Hence, there is a need for education systems to provide effective learning opportunities and professional support for teachers that are relevant to the teaching and learning contexts in which they are going to find themselves during their teaching careers. It is also important to note that initial teacher education programmes cannot fully prepare beginning teachers for their teaching roles. Rather, teachers should be viewed as learners who need ongoing professional support throughout their teaching careers.</p>	<p>Economics Lecturer under SICHE from 1991 to 2012, and former Pro Vice Chancellor Academic under SINU from 2013 to 2015. She was former Lecturer and Campus Director, USP SI Campus, from July 2015 to October 2021, prior to being appointed Dean-FEH. Her research interest lies in the field of teacher education, teacher professional learning and development, and education leadership.</p>
33	<p>Ms. Grace Rohoana</p> <p>Title: Cultivating quality teachers through Life-long Professional Development opportunities: A Tok Stori to explore online micro credentials</p>	 <p>Grace is a Solomon Islander and is currently working at the Solomon Islands National University as a teacher educator. Grace graduated with a Master of Education from the University of the South Pacific. She had involved in national and regional education research projects using tok stori as a research tool. Her area of interest in research is on Solomon Islands Education.</p>
34	<p>Ms. Lydia M Ghemu</p> <p>Title: Reflections on the adaption of Tok Stori as a tool to gather information in a tertiary learning setting.</p> <p><i>TOK STORI</i> was an approach teacher trainee students of the Faculty of Education and Humanities, Solomon Islands National University used in an assessment in a unit taught within the Faculty of Education and Humanities, to understand issues that affect or influence teaching and learning in schools. The TOK STORI approach was adopted to use it as a tool to gather data and information but also to explore it as a possible learning tool in student assignments.</p>	

	<p>The purpose of the paper is to see share how students who took the unit viewed the use of TOK STORI as a tool to gather information. Students expressed their views in a reflective component of the assessment.</p> <p>Over the three years in which the same instrument of assessment was used in the taught unit at around the same time, students stated that they found TOK STORI to be an approach that they were comfortable to use because they were able to gather data they required easily, and because it was an approach that they easily identified with given its similarity to the 'story times' aspect of it to their home settings in the family, and communities both in their village and urban settings.</p> <p>From what is gathered in this study, TOK STORI can be recommended as an approach to gather data that can be used in a tertiary learning setting by students. Given the positive reflections from the trainees (learners) on using it as a tool for learning, this has motivated me to explore more its use in my practice as a teacher trainer at tertiary level as well.</p>	<p><i>Lydia Maeke Ghemu School of Education Faculty of Education and Humanities.</i></p>
<p>35</p>	<p>Ms. Elnath Wanedola, Ms. Venessa Bokabule and Mr. Stanley Houma</p> <p>Title: In university educational settings, staff and student data play a critical role in the continuous improvement of staff and students teaching and learning experiences.</p> <p>This paper presents a simple case study of how the analysis and application of staff profile and student feedback data can be used to promote a better learning environment and improved learning experience for students.</p> <p>For this paper, the first set of data was collected through two end of semester surveys in 2023, where student evaluation feedback forms were sent out to faculties, colleges and schools to obtain feedback from students on their learning experiences at SINU. The second set of data was collected from staff profile submitted by faculties to SQO. This paper highlights students' experiences and targeted areas for improvement. It also identified key action areas for staff capacity building to improve performance.</p>	 <p>Elnath Aonima Wanedola holds a Professional Diploma in Legal Practice (PDLP) and a Bachelor of Laws (LLB) Degree from the</p>

It is anticipated that these experiences from SINU can be learning examples to help build sustainable teacher capacity in other education providers and sectors in Solomon Islands.



Keywords:

Student feedback, staff profile, learning environment, learning experience, capacity building

University of the South Pacific (USP). Currently she is working at the Solomon Islands National University (SINU) at the Standards and Quality Office as the Quality Assurance and Standard Officer. Her role is to lead the internal Standards and Quality Office support system to Faculties and teaching units. To co-lead and facilitate the development, implementation and revision of quality assurance policies and processes, standards and other operational tools to support the development of a competitive higher education environment at SINU. Outside of work, she loves to travel, meet new people and quality time with family.



Venessa Bokabule graduated with a Certificate in Secretarial Studies from the Solomon Islands College of Higher Education (SICHE). She work as a Clerical Officer at the Standards and Quality Office. In her role, she provide support and facilitate across function in the area of quality audits, troubleshooting through

		<p>effective and responsive interface with suppliers, proactively enters data and creates quality exception reports. Outside of work, she loves to participate in volunteering, peace initiative activities and to spend time with her family.</p>  <p>Stanley Houma is a Solomon Islander tertiary educator and mentor. He was educated in Solomon Islands, Fiji and New Zealand. Previously taught at USP as a lecturer in Education Leadership. Prior to taking up the position of Manager Standards and Quality at SINU, Stanley had worked on a number of education training projects in PNG and Solomon Islands. He has research interests in education leadership, indigenous knowledge systems, teacher professional development and quality education.</p>
36	<p>Ms. Roselyn Maneipuri, Ms. Georgina Pitaqae and Ms. Leonora Houma</p> <p>Title: An analysis of common errors in English towards rethinking pedagogies for teaching language and learning: The case of language students at the Solomon Islands National University.</p> <p>This paper presents an analysis of common grammatical errors in English observed among language students at the Solomon Islands National University (SINU). The study aims to identify prevalent grammatical issues and propose pedagogical strategies to enhance English language teaching and learning. Data was collected through written assignments and exams, focusing on recurrent errors. Amongst</p>	 <p>Roselyn Osiabu Maneipuri is a lecturer in SICHE and now SINU for the last 38 years. I am in the Language, Communication and Literature Department, School of Humanities, FEH.</p>

others, these include errors such as verb tense misuse, subject-verb agreement, preposition errors, and incorrect sentence structure. By examining these errors, the study advocates for a rethinking of current pedagogical approaches, emphasizing the need for a more contextualized and interactive methodology. This research underscores the importance of tailored teaching strategies to address specific linguistic challenges, ultimately contributing to improved language proficiency among students at Solomon Islands National University, and the wider education system in Solomon Islands. Keywords: English grammar errors, pedagogical strategies, language teaching, Solomon Islands National University, language proficiency.



Leonora hails from the tribe of Waraihanua, in West Are'are, Malaita. She was born in Marau, Guadalcanal and was raised by her villages of Uhu in West Are'are and Simeruka in Marau. Her education journey took her from St. Paul Uhu Primary school, through Selwyn College & Solomon Islands College of Higher Education [now Solomon Islands National University], to the corridors of the University of the South Pacific in Fiji where she did a BA in Linguistics and Education & a PGDip in Linguistics, and the University of Waikato in New Zealand where she completed a Masters Degree in Language and Literacy Education. Leonora is a teacher and educator. Her passion in teaching is motivated by mentoring students, sharing knowledge, helping students to achieve their life goals and inspiring others to reach their full potential. She believes in education that empowers individuals, foster personal growth, promote social change, enhance cultural understanding and drives economic advancement.



Georgina comes from the Guadalcanal, Solomon Islands, and is a Lecturer in English language literacy at the Solomon Islands National University. She taught High school English before she joined the Ministry of Education (MEHRD) in 2006 where she worked as a Secondary English Curriculum Development Officer, Curriculum Professional Development Officer, and as a Team leader for the Innovation Unit. Since 2007, Georgina has been engaging extensively as a consultant in support of the development of Year 9 and 11 English examinations School Based Assessment component. She was also instrumental in the development of the Covid 19 Learning Continuity Package(LCP) which was produced for schools during the height of the Covid 19 Pandemic. Her area of specialization is in Teaching English language, literature and literacy, and more recently in TESOL, and she hopes to contribute more to its current body of knowledge under SINU's open academic research policy.

Georgina graduated with Master of Education Advanced, Teaching English to Speakers of Other Languages (TESOL) from the University of Wollongong, NSW, Australia.

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