

# Early Childhood Education Teacher's Manual



**Vuli Taumada Shishak Project**



**Save the Children**  
Fiji



**NEW ZEALAND**  
FOREIGN AFFAIRS & TRADE  
Aid Programme



**Save the Children**  
New Zealand

This guideline was produced by Save the Children Fiji and funded by the Ministry of Foreign Affairs and Trade, New Zealand as part of the Vuli Taumada Shishak Project.

Originally produced in 2014 by Ufemia Camaitoga

Reviewed in 2015 by Save the Children Fiji

## ACKNOWLEDGEMENTS

This Teachers Manual was developed along with the Safe and Healthy Start, Grow Smart Teachers Guidelines through an extensive review process engaging teachers from across 52 informal and village communities in Fiji along with stakeholders, government ministries and health experts. This process was facilitated by Ufemia Camaitoga who was also responsible writing, testing and developing the manual with teachers in communities across the country during 2014. This document was also reviewed by the Save the Children Fiji's steering committee before being produced.

We would like to thank everyone that has been involved in this evidence-based process for their technical advice, analysis and expertise that really ensures the validity of these materials at community level.

**Written and Developed By:** Ufemia Camaitoga

**Edited By:** Emily Murray

**Design and Layout:** SOAK Creative

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**We deliver  
immediate and  
lasting change  
in the lives of  
children in Fiji.**



**Save the Children**  
Fiji

# FOREWORD

The experiences of children in their early years shape their thinking, capacity to learn and socialise, and their response to daily challenges and stresses. It sets the foundation for lifelong learning, behaviour and health habits. This Vuli Taumada Shishak Educational Toolkit is a complimentary resource that is designed to empower teachers, parents, communities and children to raise the standards of safety, health, nutrition, healthy discipline and childhood education for young children living in underserved communities.

**This toolkit is made up of an overarching teacher's guideline, *Safe and Healthy Start, Grow Smart* that is supported by manuals and innovative educational resources that compliments the national curriculum for Early Childhood Education the *Na Noda Mataniciva (NNM)*, but addresses indicators and outcomes that are indispensable for the holistic development in young children. These manuals and guideline are the result of a culmination of activities in the Vuli Taumada Shishak (VTS) project, which focuses on enhancing the quality of early childhood education programs in community-managed centres.**

The guidelines and manual outline early childhood development and its implications for teachers, parents, communities and children whilst outlining success stories and challenges that many communities are able to achieve success from in regards to Early Childhood Education. This toolkit takes a rights-based approach to supporting young children's educational outcome no matter their living situation or community whilst drawing on the Fiji Islands National Curriculum Frameworks and Global Perspectives of the Child.

Save the Children Fiji would like to acknowledge the contribution and participation of all stakeholders, including the Ministries of Education and Health and communities that have been integral in making this toolkit a reality. These resources encapsulate the basic building blocks that are essential for holistic learning, growth and development of young children with a dedicated focus to understanding and applying our own rich and diverse culture and environment within this.

So, it is with great pleasure that Save the Children Fiji present ***the Early Childhood Educational Toolkit*** for a quality and holistic approach to children's education.

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**Raijeli Nicole**

Chief Executive Officer, Save the Children Fiji

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# VISION

**Our Vision** is a world in which every child attains the right to survival, protection, development and participation.

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# MISSION

**Our Mission** is to stimulate breakthroughs in the way the world values children and to achieve immediate and lasting change in their lives.

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# GOAL

**Our Goal** is to achieve these by strengthening key partnerships so all children, especially those from marginalised and disadvantaged communities, benefit from greater public commitment and better use of society's resources.

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# VALUES

Accountability ● Ambition ● Collaboration  
● Creativity ● Integrity



**Save the Children**  
Fiji

# HOW TO USE THIS MANUAL

This manual was designed as part of a Save the Children Fiji Educational Toolkit for communities, teachers, children and parents at kindergarten level. It can be used on its own or in conjunction with the broader toolkit designed as part of the Vuli Taumada Shishak Project.

The Toolkit consists of the below manuals and materials and can be accessed online or directly through Save the Children Fiji.

1. ***Safe and Healthy Start, Grow Smart Guideline*** – this guideline is designed to be a supporting document to the curriculum for early childhood education in Fiji. It gives support by helping teachers create indicators of success markers for children along with relevant tips from community teachers across the country.
2. ***Teachers Manual*** – a supportive manual for teachers or aspiring teachers in community settings with step-by-step instructions how what needs to be done to become a registered teacher in Fiji along with tips on best practice teaching methods from Fiji.
3. ***Operation Guideline*** – support manual for Community Education Committees that are interested in understanding best practice examples of how to manage a community kindergarten or establish a new one.
4. ***Community Manual*** - best practice examples and an understanding of the challenges and success that communities face when they make kindergarten education a priority. This tool can be used for learning and understanding the best way to approach community kindergartens.
5. ***Positive Discipline Manual*** – detailed, easy to understand explanation of why positive discipline methods are beneficial both in the classroom and at home with tools to implement this in communities.
6. ***Supporting materials*** – games, stickers, information posters for communities, teachers, parents and children to engage with the best practice learnings and important messages from the Vuli Taumada Shishak project.

## Where to access these manuals

If you only have one or some of the manuals you can access all of the materials on Save the Children Fiji's website.

Visit [www.savethechildren.org.fj](http://www.savethechildren.org.fj) and find them under EDUCATION RESOURCES.

For more information email [info@savethechildren.org.fj](mailto:info@savethechildren.org.fj) or call 3313178.



“Teachers play  
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in improving  
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Vuli Taumada Shishak Project

# Early Childhood Education Teacher's Manual



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Fiji

# INTRODUCTION

The expansion of Early Childhood Care, Education and Development was one of the major goals agreed upon at the conclusion of the first Education for All World Conference in Jomtien, Thailand, 1990. Since then, it has been more widely acknowledged that children's participation in Early Childhood Care and Education (ECCE) programmes is integral to the fulfillment of their right to development. There is overwhelming evidence that children who have access to ECCE programmes are more likely to stay in school, finish their studies, learn what is taught more effectively, and accomplish what is expected in terms of school performance, (UNESCO, Bangkok, 2004).

Participation in the Vuli Taumada Shishak (VTS) programme significantly benefits many young children in disadvantaged and informal communities. Communities based in Suva-Nausori corridor, Rewa, Lautoka and Labasa have improved their nutritional and health status and promoted growth and development through service provision and parental education.

In addition, these programmes enhanced the active learning capacities of young children, making them ready to learn and able to adjust to formal primary school. If young children in these contexts have bloomed through community support and an enabling VTS teacher the benefit to their long-term education is clearly supported by the opportunities provided within the VTS project over the last 12 years.

There are many success stories in this manual, which illustrate good practices in terms of safety, health and nutrition – the basic ingredients for a happy and healthy child.



# The VTS Teacher

The acronym VTS stands for Vuli Taumada Shishak. It is a mixture of I-Taukei and Hindustani languages meaning “early quality learning”. This is considered appropriate because of the nature of VTS activities and programmes that reach out to children in disadvantaged and informal communities.

Understanding and fulfilling the United Nation’s Convention of the Rights of a Child (CRC) is key for VTS teacher as it impacts on her or his knowledge and practice in child protection and child safety.

SCF has worked in 52 communities around Fiji. Setting up ECE centres in these communities has involved partnering with communities, non-government organisations and faith-based organisations. The people selected to teach in these centres are required to uphold the national and SCF mission to provide quality education for children. Any teacher that shares this vision can be a VTS teacher.

In addition, the VTS teacher is supported by the Na Noda Mataniciva (Fiji National ECE Curriculum) and Safe and Healthy Start, Grow Smart, an accompanying guideline by Save the Children Fiji.

**VTS stands for  
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# PART A

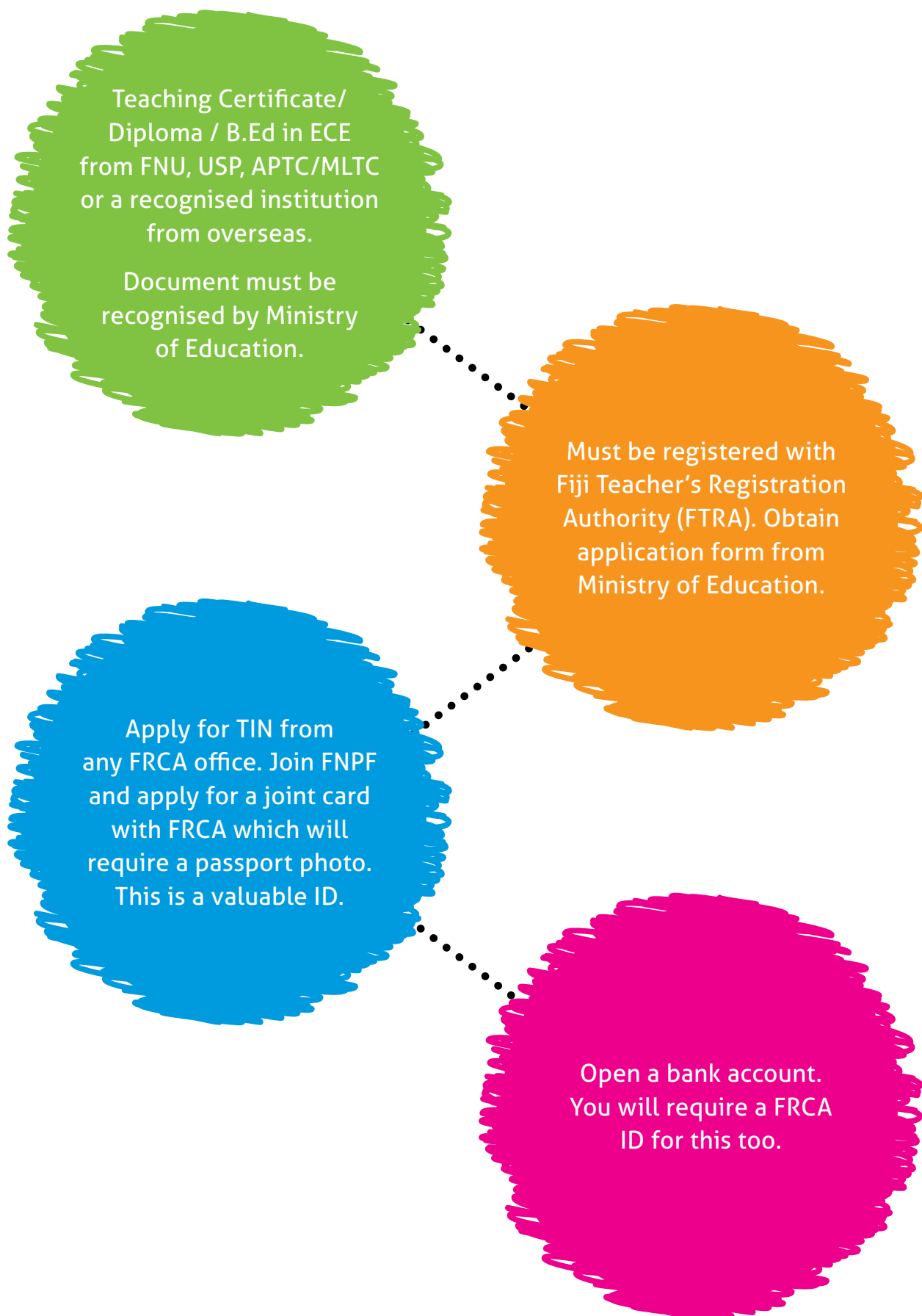
## DOCUMENTS YOU NEED TO BE A TEACHER

Figure 1 (next page) illustrates what the Early Childhood Education Teacher must possess as stipulated by the Ministry of Education, Fiji.

It is important teachers have the appropriate qualifications in early childhood education. Failure to comply with the requirements may affect an applicant's chance of being registered as a teacher. People who are not registered will not legally be able to teach in any early childhood centre or school in the country.

If a teacher is employed by the Ministry of Education, salary payments are made directly into a bank account and not to the teacher in person, hence the need to open an account at the bank of your choice. A Tax Identification Number (TIN) document from Fiji Revenue and Customs Authority (FRCA) is needed (see Appendix 1).





**Figure 1:** Documents for employment as an ECE teacher in any setting or service

# PART B

## ESTABLISHMENT AND RECOGNITION

To ensure that a community kindergarten can access support and a teachers salary from Ministry of Education, the centre must be recognised by the Ministry of Education. This helps ensure children in the community can continue to access education into the future by ensuring teachers are paid consistently while maintenance of the kindergarten is funded through access to building grants.

The community teacher is very important in this process and a teacher's role in the establishment and recognition of the kindergarten or preschool is to:

- provide information about the children and centre to management
- assist in the completion of the two forms for registering the centre – EA2 (for establishment) and EA3 (for recognition)
- raise awareness about what is required to run a well-resourced, quality and inclusive centre with the committee or the community (see Figure 2 on the next page)
- ensure all the relevant information is provided and the completed forms are signed and submitted to Ministry of Education
- ensure the centre is well-resourced and inclusive



A well-resourced and inclusive centre should have all the following items:



**Figure 2:** Requirements of a well-resourced centre

# PART C

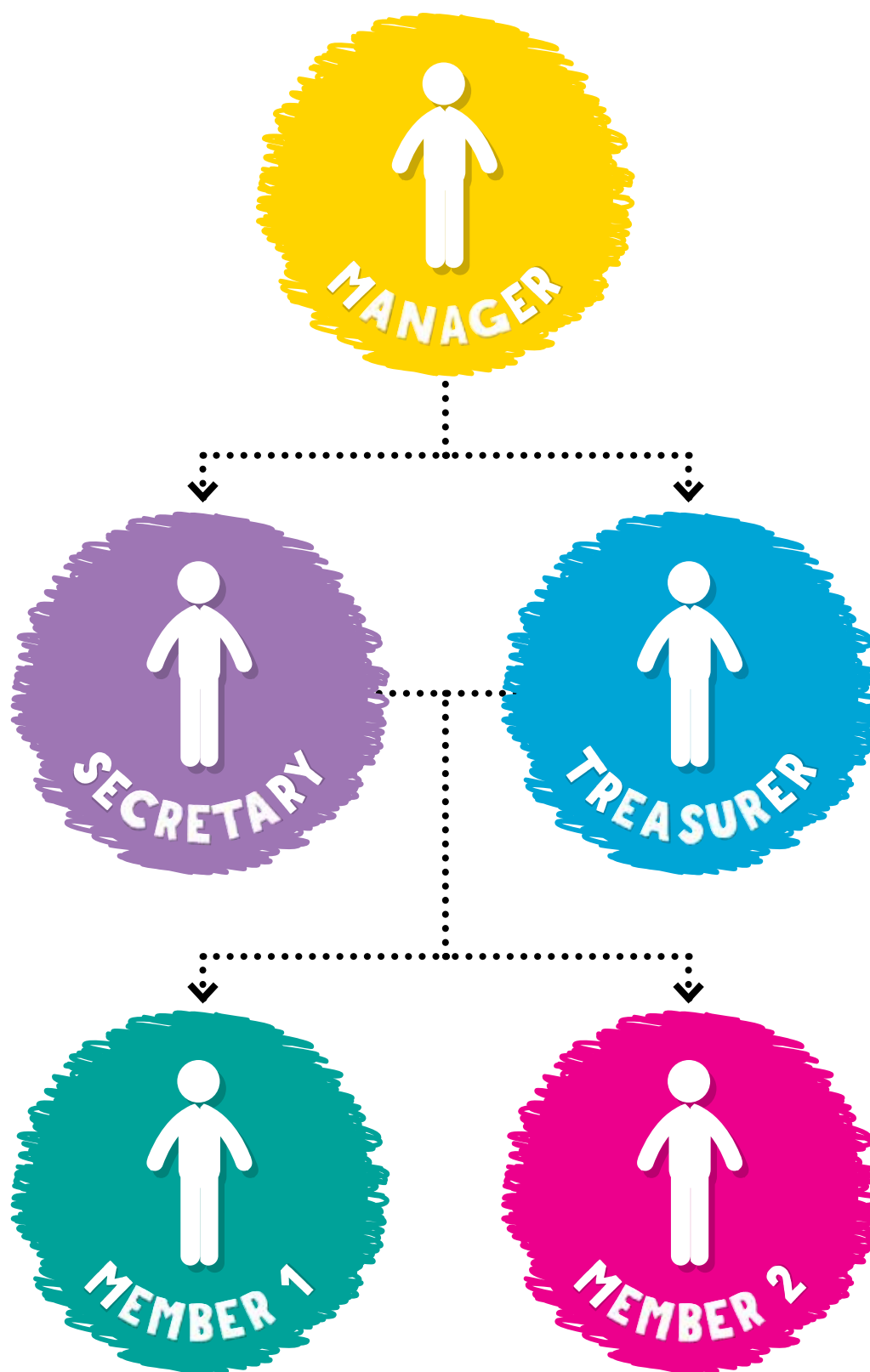
## WORKING WITH YOUR EDUCATION COMMITTEE

The Community Education Committee (CEC) should manage the ECE centre. Figure 3 (next page) shows the relative positions of the members that compose the CEC.

The roles and responsibilities are:

- i. **President or Manager** – coordinates and oversees the overall development of the centre, fundraising and the teachers and children. They will manage the staff (secretary, treasurer and committee members) and will be responsible for the capacity building of the teachers and the staff. This person may invite experts to carry out the capacity building. They chair all staff meetings and signs off on all important documents regarding the centre. The president is also responsible for the processes for ensuring the centre recognised.
- ii. **Secretary** – is responsible for minuting all meetings of the CEC. He or she will send out the agenda and minutes of the previous meeting before the next meeting is convened, and is generally responsible for all correspondence regarding the CEC.
- iii. **Treasurer** – is responsible for all financial matters regarding the ECE centre including income from fundraising, petty cash and all other expenses, ensuring receipts are provided for any payments made. The treasurer is also responsible for the collection of school fees and receipting them. Three signatories for the CEC's bank account should be selected, and the withdrawal procedure agreed (eg any two signatures is good for withdrawing of funds, or, all three signatories must sign to withdraw funds).
- iv. **Committee members (2 or 3)** – they support the three executive staff to develop and implement all agreed plans.





**Figure 3:** The CEC manages the effective coordination of all activities in partnership with parents, community and Ministry of Education.

# PART D

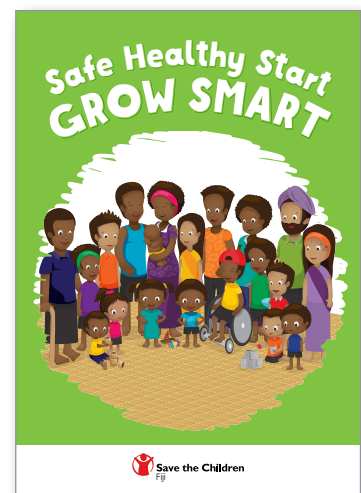
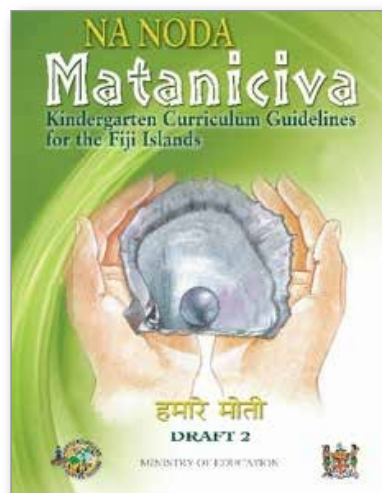
## PLANNING AND REPORTING

Kindergarten or early childhood learning centres must use the Na Noda Mataniciva curriculum set out by the Ministry of Education. At community centres supported by Save the Children Fiji, teachers also use the Safe and Healthy Start, Grow Smart curriculum guidelines to support the prescribed Fiji curriculum.

This is the first known instance of an NGO developing a guideline to complement the government's EC curriculum in Fiji. The guideline is an initiative of Save the Children Fiji. Working to improve the wellbeing of young children is very important in a developing country like Fiji and even more so in disadvantaged and informal communities. Children will thrive with love, care and warmth, irrespective of their community, gender, ethnicity, or religion.

VTs project staff are mindful of the inclusive and rights-based principles and values espoused in the Na Noda Mataniciva and Safe and Healthy Start, Grow Smart. Both contribute to the national vision for the children of Fiji and detail the expectations we have of them, their parents, teachers and the wider community.

Children will thrive with love,  
care and warmth, irrespective  
of their community, gender,  
ethnicity, or religion.



**Figure 4:** Na Noda Mataniciva (the Fiji National ECE Curriculum) and Safe and Healthy Start, Grow Smart

# PLANNING AND REPORTING

Teachers are expected to meet planning (see Figure 5). The planning cycle meets the MoE's requirements and ensures a quality teaching and learning experience.



**Figure 5:** The planning cycle, a process that the teachers implement during their teaching in an ECE centre.

Every teacher must use a daily or weekly workbook for planning and evaluation, using the approach articulated in the Na Noda Mataniciva. It is ideal that the same plan goes on the bulletin board for transparency, so all parents, guardians and carers are informed about what children are learning. A creative approach to this can increase parents' engagement with the plan (eg including pictures etc). Daily evaluations or reflections are encouraged to ensure everyone remains accountable and is on track to achieve the plan.

Monthly reporting either by hard copy or e-copy to management and the MoE is a good way to track progress. Teachers ongoing capacity can be developed through a 20-hour in-house professional development course or by pursuing further studies. Developing your capacity as a teacher can give you more confidence and strength as an early childhood professional prepare you for promotion.

Children's portfolios are prepared and shared with parents as a tool for monitoring and evaluation of children's development and learning and also as the basis of reporting.

Of course, the child is at the heart of all these standards. Orientation in any new approaches to early childhood education is always encouraged because children enjoy learning in different ways.

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# EXCURSIONS AND FIELD TRIPS

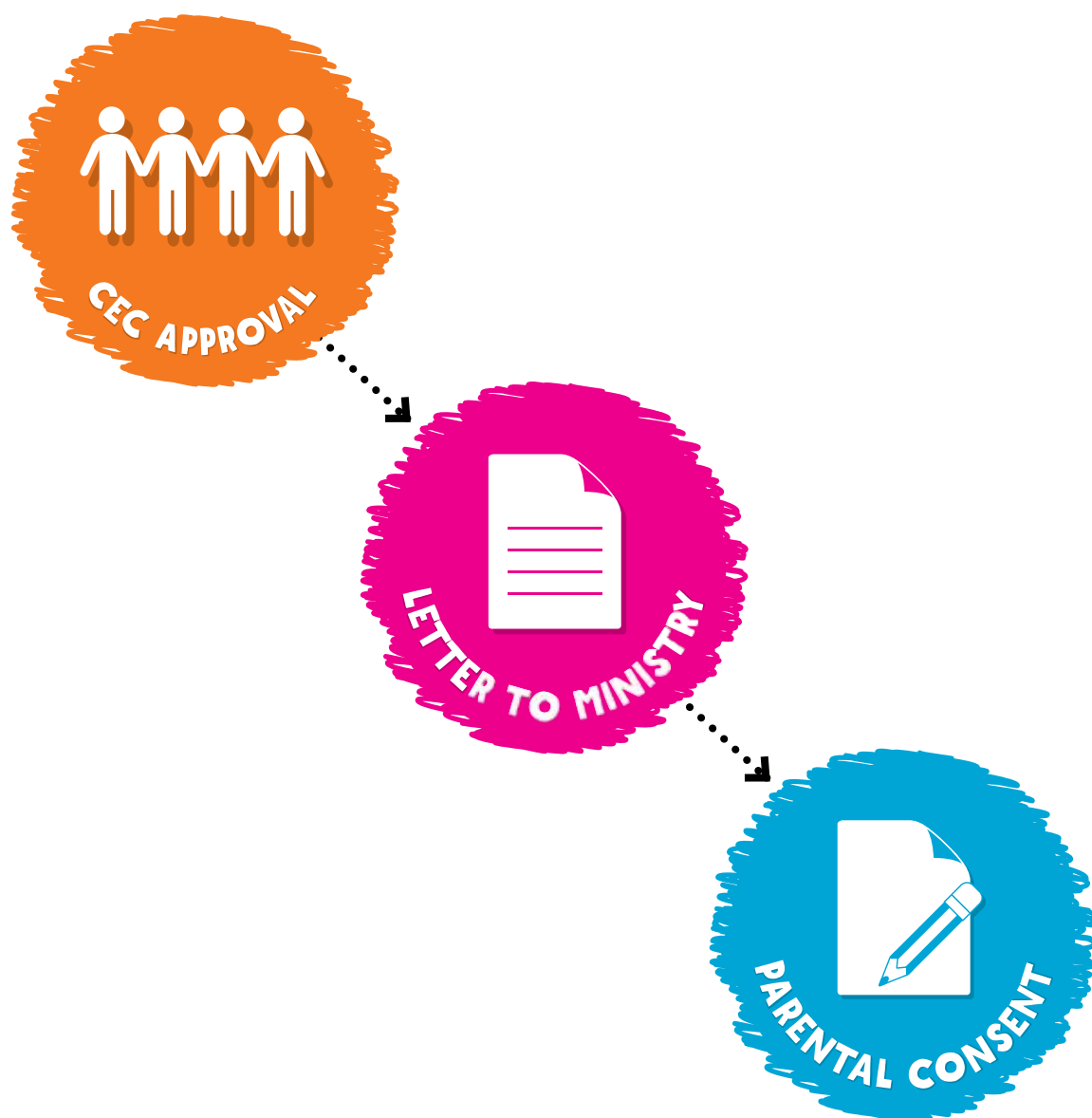
Field trips and excursions outside of the centre are enjoyable for children as they learn and discover new and exciting things in the places they visit. These experiences contribute to their development, skills and attitudes.

Parents should assist by supervising to ensure children are safe. Parents can expand children's knowledge and interest in the world around them when they are part of their activity or play.

The teacher is responsible for arranging the field trip whilst ensuring all relevant authorities, including the Ministry of Education, have given their approval (see Figure 6 on the next page). The teacher must develop an excursion management plan and consider transport arrangements, students' capacity to participate in the planned activities, adequate supervision, the involvement of external providers and risks associated with the trip. The CEC management must approve the plan.

Parent or guardian consent is mandatory for all excursions. Parents or guardians must be given all the information about the excursion including the purpose, date, activities to be undertaken, duration and location of activity, supervision to be provided, special items required of the students, and transport details. Parents must return the signed form and provide contact details (if different) for the duration of the excursion.

A good teacher plans for the children as well as for the parents, families and wider community. Children and parents should also be involved in planning the excursion to ensure their interests and needs are met.



**Figure 6:** Process for excursions and field trips.

**“Teachers play  
a pivotal role  
in improving  
children’s lives.”**



## **LESSONS LEARNT**

*“Children and their families are empowered when learning is taken to them. I enjoyed my journey with children especially those in the informal settlements. As they learn and play, I can see the smiles on their faces and that really makes my day.”*

– Sikiti, VTS staff

*“Environmental resources such as soil, flowers and even empty seed packets provide me with an interesting way to teach children. I also enjoy collecting things that are relevant for them.”*

– Salini Devi, ECE teacher

*“My involvement with children in informal settlements was always a challenging journey. It was sometimes difficult to identify children without birth certificates when they wanted to be part of the school. I found a way to register them so they could access their right to education.”*

– Ana, VTS staff

Improving children’s performance at school requires a concerted approach from its leadership, teachers, parents and all involved stakeholders. It is important that all understand the role they have to play in improving outcomes for the children in their community.



## CONCLUSION

Teachers play a pivotal role in improving children's lives. They interact directly with children on a daily basis and thus help shape the personalities and educational outcomes of these children. Therefore it is important VTS teachers have all the necessary resources needed to optimise children's growth and development.

It is hoped all VTS teachers will embrace this document as they recognise it articulates a number of ways to improve the children's educational outcomes who have been entrusted into their care.

## REFERENCES

Ministry of Education Fiji (2009). Na Noda Mataniciva, Star Printery, Suva

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# APPENDIX 1

## Tax Identification Number Requirements (TIN NUMBER)

It is now compulsory for those wishing to create a new bank account, register a vehicle, obtain a driving licence or register a business to get a Tax Identification Number (TIN) at Fiji Revenue and Customs Authority (FRCA). The Tax Identification Number is a unique identifier issued by FRCA to identify all categories of tax and duty payers. The use of a Tax Identification Number (TIN) helps offices to handle queries, trace correspondence and store information that is registered for customs and tax purposes.

Currently there is a joint card for Fiji National Provident Fund (FNPF) and FRCA and this is also obtained from the FRCA. The requirement to obtain a joint card is only to fill in the appropriate form and submit. The joint card can be picked up after the form is processed.

Detailed below are the steps for obtaining a TIN letter:

### Step 1

The person wishing to open an account needs to visit FRCA and obtain a TIN letter. Registration forms can be obtained from FRCA website at [www.frca.org.fj](http://www.frca.org.fj). The following will need to be submitted:

- valid Birth Certificate
- photo identification such as FNPF Card, divers licence, passport
- passport size photo (if unemployed)



### Step 2

An official letter will be issued by FRCA that will confirm the person's TIN.

### Step 3

The official FRCA letter must be produced to the bank to facilitate the opening of bank account.

- If all the requirements are submitted, the form is fully completed and duly signed, your TIN can be issued immediately at a Customer Service Centre.
- To enable FRCA staff to process your application promptly, you must fill all the relevant spaces on the form, make sure the information is correct and sign the declaration. If you do not provide the correct information, this will lead to delays and rework.
- The TIN is issued as soon as all verification checks have been completed.
- Once you receive your TIN you should quote it in all correspondence and communication with FRCA.

### What do I need to provide?

The complete registration form must be submitted together with the following:

#### Checklist

- ☐ Contract of employment/letter from employer
- ☐ Certified copy of your Birth Certificate
- ☐ Proof of identity such as driver's licence and Wheel tax certificate, FNPF card, Passport, Voter Registration ID, Official ID Card (or attach certified photocopy if emailing)
- ☐ Proof of residential address (FEA or water bill, city council or town council bills, Housing Authority statements, TLTB and Lands Department notices/bills, rental notices/receipts from landlords)

Source: <http://www.frca.org.fj/registration>

### FTRB Payment Details

For new (ECE/Primary/Secondary) teachers

- \$40 Provisional Registration Fee for the first year
- \$60 for next 2 years
- \$100 for 3 years
- \$25 ECE new applicants (fill FTRB4 form)
- \$15 ECE renewal (fill FTRB4 Renewal form)
- \$25 Volunteer (local/overseas)

<http://www.ftrb.gov.fj/news2.html>

# NOTES