



MINISTRY OF EDUCATION

# National Pre-Primary Education Policy



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## 1.0 POLICY OBJECTIVE

The purpose of this policy is to provide clear direction to assist schools and all organisations and parties providing Pre-Primary Education (hereinafter referred to as PPE) services in Fiji to access key administrative and policy information to ensure that quality programs are implemented. This policy specifically refers to programmes enrolling children who are five years of age in the one year prior to Primary School, or the pre-primary year.

## 2.0 POLICY

Fiji, through the Denarau Declaration 2024-2033, envisions the importance of the early education of young children. This policy comes in to support that vision through providing one year of quality pre-primary education for 5-year-old children, prior to entering Year 1.

There are five policy priorities that guide Fiji's National Pre-Primary Education (PPE) Policy. These priorities are organized around the five core functions that characterise high-quality pre-primary programs. These five core functions lead to equitable access to quality PPE services and improved children's learning and development, preparing these children to enter primary school.

There are several considerations that underlie these policy priorities. These include the following:

- **Child protection:** This current PPE policy shall be aligned with the MOE Policy on Child Protection in Schools (2015), as identified in Items 6.1.2.6 and 6.2.4.3
- **Use of vernacular:** As identified in Section 6.3.2, students' mother tongue language shall be used in the classroom, as per MOE's Language Policy 2024 and classroom teaching and learning materials shall incorporate use of vernacular.
- **Early intervention:** This current PPE policy shall be aligned with the MOE Special and Inclusive Education Policy, 2024-2027, as identified in Item 6.3.1.2. All students shall be screened prior to entry into the kindergarten/PPE center to facilitate early detection and management of special education needs and/or medical issues, as identified in Item 6.3.3.1.
- **Mentoring and coaching:** The PPE workforce shall be supported through mentoring and coaching, as identified in Item 6.2.4.7.

- 2.1 An evidence-based PPE plan for equitable provision of quality PPE programming, making efficient use of available financial, human, and physical resources, taking into account issues around child protection as well as special and inclusive education.
- 2.2 A well-qualified PPE workforce, including teachers, administrators, and other related personnel, that has the essential competencies, training, and support to promote children's positive development and learning. The PPE workforce shall also themselves be supported through mentoring and coaching.
- 2.3 A PPE curriculum, incorporating the use of vernacular and local culture, that is effectively and efficiently implemented to promote young children's holistic development and lifelong skills to respond to their individual and cultural characteristics and prepare them to enter primary school.
- 2.4 A coherent framework developed and established for monitoring and quality assurance of the PPE subsector. Monitoring of quality will be used to support continuing improvements in both policy and practice.
- 2.5 Programmes in the PPE subsector developed to encourage family and community engagement to strengthen services, family practices, and children's learning and development.

### 3.0 BACKGROUND

At no other time in a person's life, does one learn and develop as fast and as intensely as in the early years. Scientific research demonstrates that the experiences children have early in life and the environments in which they have them shape their developing brain architecture and strongly affect whether they grow up to be healthy, productive members of society. Sustainable Development Goal (SDG) 4.2 states that, "by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education," with one of the key indicators measuring the participation rate in organized learning one year before the official primary age, or the pre-primary year.

This policy acknowledges that the 2025-2029 National Development Plan (NDP) and Vision 2050 stipulates the road map of integrating preschool and kindergarten education programs into ECCE, and this national vision will be implemented in phases by the Ministry of Education. The primary focus of the policy is to first strengthen implementation of a one year quality education at the kindergarten/ preprimary level.

The vision in the NDP complements the 2023 Denarau Declaration-Fiji Education Policy Framework 2024-2033, in placing priority on Early Childhood Education, with one of the policy objectives focusing on ensuring that all students, including the youngest learners, have equal access to quality universal education programs. The Denarau Declaration also acknowledges that strengthening investment in quality early childhood programs is important to ensure children receive a strong start in their education journey, and that “adequate and sustained public funding” is needed to promote learning and growth of all children to help to close learning gaps later in life. Early childhood teachers are also critical in playing a vital role, as they are “responsible for laying the foundation for lifelong learning.”

This policy also aligns with the Pacific Regional Education Framework (PacREF) 2018-2030: Moving Towards Education 2030. One of the three broad-based high-level “achievement” targets set by PacREF includes “establishing upward trends in the percentage of preschool children assessed as school-ready when they enter primary school.” This policy also echoes a commitment made by Pacific Heads of Education Systems at the March 2024 PacREF Regional Early Childhood Education Conference to champion the cause of ECE.

As such, this policy’s vision is that all eligible children in Fiji who are five years of age will experience high-quality pre-primary services, supported by qualified teachers as well as well-informed families and communities that contribute to their positive, holistic development and school readiness so that they are well-prepared to enter primary school.

## **4.0 DEFINITIONS AND ABBREVIATIONS**

### **4.1 Definitions**

- 4.1.1 Pre-Primary Education (PPE) refers specifically to the year of education prior to school entry, which in Fiji is for children aged 5 years. Pre-primary centers (defined below in Item 4.1.2) must include a programme with an educational function, which is linked to the National Curriculum Framework and is taught by qualified teachers.
- 4.1.2 Pre-primary centers (PPE centers) are centers which offer pre-primary education and meet the definition of a school in the Education Act (1966) must be registered or recognized by the MOE. Different types of PPE centers include the following:
  - 4.1.2.1 Attached centers are government-funded centers which are physically located on a primary school site and share administration with the

primary school. These centers are registered with the MOE and receive the Free Education Grant (FEG) [ECE Tuition Subsidy Grant] for enrolled children and funding from the MOE for teacher salaries.

- 4.1.2.2 Stand-alone centers are not physically part of a primary school but are to be administered by the Head of School of the closest primary school as per the MOE directive. Stand-alone centers are registered with the MOE and receive the FEG [ECE Tuition Subsidy Grant] for enrolled children as well as funding from the MOE for teacher salaries.
- 4.1.2.3 Private centers are recognized and registered with the MOE, but are autonomously organised in terms of administration and curriculum and do not receive the FEG [ECE Tuition Subsidy Grant].
- 4.1.3 Kindergartens are defined by the Education Act (1966) as being schools where instruction is given to children between the ages of 3-6 years, which encompasses the pre-primary year. In this current national PPE policy, the term 'kindergarten/PPE center' is used to refer specifically to kindergartens (see Item 4.1.2) where pre-primary programming is offered.
- 4.1.4 Free Education Grant (FEG) [ECE Tuition Subsidy Grant] is a subsidy grant toward the tuition fees of students aged five years who are enrolled in registered kindergartens/PPE centers (attached and stand-alone).
- 4.1.5 Full Day refers to official teaching and learning contact hours at the kindergarten/PPE center, which are the same as primary school official hours.
- 4.1.6 Na Noda Mataniciva provides the national curriculum guidelines for Fiji for children aged 3 to 6 years.
- 4.1.7 The National Curriculum Framework (NCF) sets out the philosophy and structure for curriculum from early childhood to Year 13.
- 4.1.8 Primary School is a school that teaches students from Year 1 to Year 8. Classes are taught by qualified teachers and follow the National Curriculum Framework (NCF).
- 4.1.9 Teacher Training Institutions (TTI) are tertiary-level institutions that offer accredited teacher preparatory programs and are recognised by Higher Education Commission Fiji (HECF).

- 4.1.10 Non-Fijians refer to students who are not Fiji citizens or students who do not hold a Fiji passport.
- 4.1.11 Community refers to all relevant stakeholders, government and non-government agencies, donor partners of the Ministry of Education, parents, primary caregivers, families, vanua, formal and informal community structures, and faith-based organisations.
- 4.1.12 Primary caregiver refers to an individual, usually a parent or close family member, who is responsible for providing a child with the necessary care, support, and love to ensure their healthy development; essentially, the person most directly responsible for a child's well-being and nurturing needs.

## 4.2 Abbreviations

AGM	Annual General Meeting
AIS	Asset Infrastructure Services
ECE	Early Childhood Education
ECEC	Early Childhood Education & Care
FALDS	Foundation Areas of Learning and Development
FEG	Free Education Grant
FEMIS	Fiji Education Management Information System
FNPF	Fiji National Provident Fund



FTRA	Fiji Teacher's Registration Authority
HECF	Higher Education Commission Fiji
MOA	Memorandum of Agreement
MOE	Ministry of Education
NCF	National Curriculum Framework
NDP	National Development Plan
PacREF	Pacific Regional Education Framework
PETALS	Pacific Employability, Transferrable, and All-Life Skills
PPE	Pre-Primary Education
PSE	Permanent Secretary for Education
SEA	Senior Education Adviser
SIE	Special and Inclusive Education
SOP	Standard Operating Procedure
TTI	Teacher Training Institution
UNCRC	United Nations Convention on the Rights of the Child

## 5.0 RELEVANT LEGISLATIONS AND AUTHORITIES

- 5.1 Constitution of the Republic of Fiji (2013) [Chapter 2 Section 31 – 1(a)]
- 5.2 Education Act (1966)
- 5.3 Public Service Act (1999) Part 2; Section 5(1) – (14)
- 5.4 General Orders (2011)
- 5.5 Fiji National Development Plan (2025-2029) and Vision 2050
- 5.6 Fiji National Curriculum Framework (2013)
- 5.7 Fiji Teachers Registration Authority Act (2008)
- 5.8 National Early Childhood Development Policy (2024)
- 5.9 National TVET Policy (2024)
- 5.10 MOE Denarau Declaration: Fiji National Education Policy Framework 2024-2033
- 5.11 MOE Strategic Development Plan (2023-2026)
- 5.12 MOE Human Resource Policy and Procedures: Teacher Remuneration Setting (revised 2022)
- 5.13 MOE Policy in Establishment and Recognition/Registration of Schools (2011)
- 5.14 MOE Policy in Occupational Health and Safety in MOE Offices and Schools (2010)
- 5.15 MOE Policy on Education in Emergencies and School Safety Policy (2014)
- 5.16 MOE Policy on Child Protection in Schools (2015)
- 5.17 MOE School Management Handbook (2020)
- 5.18 MOE Schools Policies and Procedures: Financial Management Arrangements for Schools (2020)
- 5.19 MOE Special and Inclusive Education Policy (2024-2027)
- 5.20 Education Commission Report (2000)
- 5.21 Na Noda Mataniciva (2009)
- 5.22 Pacific Regional Education Framework (PacREF)
- 5.23 United Nations Convention on the Rights of the Child (UNCRC) (1989)

## 6.0 PROCEDURES

The following procedures outline specific actions in alignment with the policy priorities listed in Section 2. Links to relevant legislation and policies are provided in footnotes.

### 6.1 Supporting a well-governed and equitable PPE subsector

#### 6.1.1 PPE Policy purpose and coverage

- 6.1.1.1 The specific purpose of this pre-primary year of education prior to Year 1 is to prepare children for formal schooling.
- 6.1.1.2 This policy shall be applicable to all children who turn five years of age between 1 July the year prior to proposed attendance and 30 June of the year of proposed attendance.
- 6.1.1.3 This policy shall apply to all kindergartens/PPE centers offering PPE programming which are registered with the MOE receiving government funds (attached and stand-alone centers). Kindergartens/PPE centers must be registered/recognized by MOE prior to being allocated teachers and enrolling students.
- 6.1.1.4 Programmes delivered in kindergartens/PPE centers offering PPE programming to which this policy applies shall be based on the approved MOE Curriculum.
- 6.1.1.5 Programming in kindergartens/PPE centers shall be delivered by qualified teachers (defined below in Section 6.2).
- 6.1.1.6 As outlined by the MOE's Special and Inclusive Education Policy (Section 6.8.4), in exceptional circumstances, kindergartens/PPE centers offering PPE programming shall allow learners aged between 5-8 years, with moderate or extensive educational support needs, to continue attending PPE with special agreement from Special and Inclusive Education Officer(s).

- 6.1.1.7 Heads of Schools responsible for kindergartens/PPE centers (attached and stand-alone) shall ensure that these kindergartens/PPE centers are included in their School Disaster Management and Emergencies plan, as outlined in the MOE Policy on Education in Emergencies and School Safety Policy (2014).

#### *6.1.2 Minimum requirements for kindergartens/PPE centers*

- 6.1.2.1 Minimum standards for infrastructure requirements are covered under the MOE Policy in Establishment and Recognition/Registration of Schools (2011). This covers the physical conditions required for the registration of the school. The premises must be approved by and maintained at all times to the satisfaction of the appropriate Health Authority and must comply with MOE's minimum infrastructure and building requirements, found in Appendix A. Additional guidance on the amount and type of equipment necessary specifically pertaining to kindergartens/PPE centers is also provided in Appendix A.
- 6.1.2.2 More detailed guidance shall also be provided regarding the necessary developmentally-appropriate play and classroom equipment for kindergartens/PPE centers to have when seeking registration. Where possible, the use of local materials shall be suggested to reduce the need to purchase manufactured items.
- 6.1.2.3 The student-teacher class ratio shall be 15:1. If the number of students is less than 10, it is uneconomical to run the kindergarten/PPE center. If the number of students exceed 24, the PPE shall request the Ministry of Education for additional staff.
- 6.1.2.4 LENGTH OF PROGRAMME – it is the same length as primary school as detailed in **Appendix B**.
- 6.1.2.5 LENGTH OF TEACHER WORKDAY and compensation totals to 37 hours on a weekly basis as per the General Orders (2011) for all established positions in the Civil Service.
- 6.1.2.6 The current policy shall also be aligned to the MOE Policy on Child Protection in Schools (2015), which addresses

protection, identification, managing and reporting incidents of child abuse, child labour, trafficking, neglect, and exploitation; to promote the safety, health, and care of all students, as well as the United Nations Convention of the Rights of the Child (UNCRC), which includes children's right to an education; right to use their own language, culture, and religion; and the right to play and take part in cultural and creative activities.

### **6.1.3 Establishment and recognition of kindergartens/PPE centers**

- 6.1.3.1 All kindergartens/PPE centers shall be managed by a properly constituted controlling authority and registered with the MOE.
- 6.1.3.2 On the intention to Establish and Recognise/Register a kindergarten/PPE center, the district Senior Education Adviser (SEA) or the Senior Education Officer ECE should be consulted on the application for Establishment and Recognition/Registration.
- 6.1.3.3 All procedures and guidelines for establishment and recognition/registration that are specified in the MOE Policy on the Establishment and Recognition/Registration of Schools (2011) must be followed. The committee shall be inducted by the District Officers on their roles and responsibilities according to the Constitution, especially regarding financial reporting.
- 6.1.3.4 If and when establishment is approved, application must then be made through the district Senior Education Adviser for recognition.
- 6.1.3.5 When Establishment or Recognition/Registration has been approved by district SEAs, a support letter from the District Education Office should be attached with the inspection approval report from the Asset Infrastructure Service (AIS) and PSE's final approval.

#### **6.1.4 Management Committee**

- 6.1.4.1 A committee appointed or elected by the management, parents, and/or community/village members shall take responsibility for the maintenance, administration, and running of the center.
- 6.1.4.2 The committee shall consist of a Manager, Secretary, Treasurer, a PPE Teacher representative, and other committee members agreed upon by the Annual General Meeting (AGM) and should have a valid term.
- 6.1.4.3 The committee shall be registered with the proper authorities and have a duly accepted constitution.
- 6.1.4.4 For attached centers, the management committee shall work hand in hand with the primary school committee. While it is suggested the primary school committee should manage both the kindergarten/PPE center and primary school, there shall be a separate PPE bank account for management of PPE-related funds.
- 6.1.4.5 For stand-alone centers, formal mechanisms shall be established to associate the management committee and kindergarten/PPE center with a nearby primary school. The job description for Heads of School shall include the supporting of affiliated stand-alone centers, though the management committee shall retain its responsibilities as outlined above (Item 6.1.3.1). Again, a separate PPE bank account for management of PPE-related funds shall be established for the stand-alone center.

#### **6.1.5 Pre-Primary Education (PPE) Enrolment**

- 6.1.5.1 A student is eligible for admission to the kindergarten/PPE center if the student is five years of age by 30 June of the current school year. No student shall be allowed to enrol in the kindergarten/PPE center after reaching the age of six without prior approval of the PSE.

- 6.1.5.2 If a young student with a disability is of PPE age as outlined in Item 6.1.5.1 (above) is within the community, that student gets equal enrolment opportunity, as per the MOE Special and Inclusive Education Policy (2024-2027).
- 6.1.5.3 The teacher in charge of the PPE programme should arrange for an initial interview with each eligible student's parent/guardian/primary caregiver prior to enrolment to gather information on the family background, health, and medical history of the child.
- 6.1.5.4 With the approval of the PSE, and in line with government policies, fees levied by the management committee to non-Fijians should be of a reasonable amount as per Fiji School Management Handbook (2020).

#### ***6.1.6 Adequate funding for the Pre-Primary Education (PPE) subsector***

- 6.1.6.1 A minimum of 10% of the education budget to be dedicated to PPE shall continue to be advocated for, in line with suggested global standards.
- 6.1.6.2 The FEG [ECE Tuition Subsidy Grant] shall be financially equitable to that of the Free Education Grant. As with primary schools, kindergartens/PPE centers also shall be eligible for the Special and Inclusive Education Grant. An equitable formula approved by the PSE shall make provisions for kindergartens/PPE centers in remote/rural/maritime areas to receive additional funding.
- 6.1.6.3 Subject to amendments to relevant legislations, transportation vouchers shall be considered for PPE students. Safety and security of PPE students during conveyance from home to school and return should be the responsibility of parents/guardians/primary caregivers.

## **6.2 Recruiting, training, and retaining a well-qualified PPE workforce**

### **6.2.1 *Defining a well-qualified Pre-Primary Education workforce.***

- 6.2.1.1 A Qualified PPE Teacher is defined as one who has a Diploma of Education/Teaching in early childhood education or related areas from a recognised institution and is registered under the Fiji Teacher's Registration Authority (FTRA).
- 6.2.1.2 A Fully Qualified PPE Teacher is defined as one who has a Bachelor of Education/Teaching in early childhood education or related areas from a recognized institution and is registered under the FTRA.
- 6.2.1.3 Current PPE teachers who do not meet the requirements to be a Qualified PPE Teacher, as defined in items 6.2.1.1 and 6.2.1.2, shall be offered a 2-year grace period to achieve the necessary qualifications to become a Qualified PPE Teacher. This is to be monitored by the Learning and Development Unit.

### **6.2.2 *Staffing***

- 6.2.2.1 Teaching staff in kindergartens/PPE centers must have at least an approved Diploma in teaching at that level from any recognised institution and must be registered under the FTRA.
- 6.2.2.2 The person in charge of a kindergarten/PPE center must be a Qualified Teacher or a Fully Qualified Teacher (see Section 6.2.1).
- 6.2.2.3 The appointment of teachers in any kindergarten/PPE center shall be done through the appointment process of the Ministry of Education subject to approval of the PSE in concurrence with the Minister.



- 6.2.2.4 Any person without previous experience of teaching at the PPE level and who does not meet the qualification requirements for a Qualified PPE Teacher may only work in kindergartens/ PPE centers under adequate supervision of a Qualified PPE Teacher or Fully Qualified PPE Teacher and shall not teach alone.

### **6.2.3 *Terms of employment and conditions of service***

- 6.2.3.1 Terms and conditions of employment as per laid out in the General Orders (2011).
- 6.2.3.2 The PPE Teacher's hours of work shall be for a full day (full teaching and learning contact hours) , details in Appendix B, and officially begins as per conditions stipulated in the General Orders (2011) on working days as per approved school calendar.
- 6.2.3.3 The PPE Teachers shall be remunerated as per the guidelines stipulated in the MOE Human Resource Policy and Procedures: Teacher Remuneration Setting (revised 2022)
- 6.2.3.4 The PPE programmes shall operate on a normal termly basis as per 6.1.2.4.
- 6.2.3.5 The management committee shall be responsible for the administration of PPE teachers' quarters. Management must ensure that quarters are provided to ECE teachers.

### **6.2.4 *Pre-service and in-service training requirements***

- 6.2.4.1 The MOE shall work with TTIs to improve the quality of PPE teaching graduates. This may include reviewing the existing pre-service curriculum to determine specific competencies and associated coursework and practicum that will be required for teachers to receive a diploma or higher in PPE as well as identifying in-service learning opportunities. At a minimum, the MOE shall meet with TTIs on an annual basis to discuss continued skill requirements for future graduates, so teaching courses can be adjusted to meet the Ministry's needs.

- 6.2.4.2 Teacher training shall include the adoption of gender responsive and inclusive learning approaches, including in the areas of learning materials/content, methodologies, language use, classroom set up, classroom interaction/management, and assessment.
- 6.2.4.3 The capacity of teachers on the implementation of the safe schools policy (infrastructure; eliminating corporal punishment, sexual harassment, bullying, and child abuse) shall be built, following the MOE's Policy on Child Protection in Schools (2015).
- 6.2.4.4 All PPE teachers shall be required to complete minimum of 20 hours of early childhood-specific professional development annually. Such professional development will be in the form of programs offered by the MOE or will be otherwise quality assured by the MOE to reflect current best practices in the field.
- 6.2.4.5 Upon formalization of the cluster system, the cluster system shall provide another avenue for in-service professional development support to PPE teachers. All teachers who are part of a registered kindergarten/PPE center (attached and stand-alone) shall be eligible to participate in the cluster. The MOE will determine which centers belong to a cluster. Suggestions for the content to be delivered shall be provided by the MOE or by district-level officers.
- 6.2.4.6 Teachers in private kindergartens/PPE centers may be allowed to attend in-service training opportunities identified in Items 6.2.4.4 and 6.2.4.5, subject to availability of space. Teachers who have been selected to attend further training as part of the MOE's initiative shall be subject to the MOE In Service Training and Professional Development policies.
- 6.2.4.7 Approaches to ongoing mentoring and coaching shall be explored to help support the PPE workforce. The cluster system, described in Item 6.2.4.5, may provide one such avenue to provide ongoing support.

### 6.2.5 *Recruitment and retention*

- 6.2.5.1 The appointment of PPE teachers is as per guidelines through FTRA process and the MOE Human Resource Policy and Procedures: Teacher Selection and Recruitment Policy, 2024.
- 6.2.5.2 Options to retain PPE teaching talent shall be actively explored and advanced as relevant.

## 6.3 **Developing and implementing a holistic PPE curriculum that prepares PPE students to enter primary school**

### 6.3.1 *Curriculum*

- 6.3.1.1 All kindergartens/PPE centers shall use the MOE National Curriculum. This curriculum shall also be aligned with the National Curriculum Framework (NCF) as well as the Foundation Areas of Learning and Development (FALDS) framework to include clause on the detail.
- 6.3.1.2 With reference to the MOE Special and Inclusive Education Policy, 2024-2027 (Section 6.7.2), PPE teachers shall deliver the curriculum using MOE's Teacher's Guide to Disability-Inclusive Education in Fiji, to assist in the application of differentiated approaches and provision of educational adjustments to support the differential learning needs for learners with disabilities.
- 6.3.1.3 Gender responsive/equality shall be a high priority in the PPE curriculum to ensure that girls and boys have equal opportunities to learn and that teaching materials and practices do not reinforce gender norms and stereotypes.
- 6.3.1.4 A wide range of curriculum topics and associated learning outcomes shall be included with respect to the Pacific Employability, Transferrable, and All-Life Skills (PETALS) Framework, climate education, sustainability, disaster risk reduction, and environmental conservation through a gender and social inclusion lens.

- 6.3.1.5 Modern teaching methodologies and culturally relevant practices shall be integrated into the curriculum to engage students meaningfully and holistically.
- 6.3.1.5 The curriculum shall also include a digital education component, with the concept of digital well-being and safety being incorporated as a curriculum perspective, aligned with the digital education curriculum of primary and secondary school, in line with the Denarau Declaration (Thematic Area 6).
- 6.3.1.6 Guidance for PPE teachers on suitable assessment approaches following the pre-primary curriculum shall be developed.
- 6.3.1.7 PPE and primary teacher training materials and approaches will be aligned and transition from pre-primary school to the early primary years (Year 1-3) will be supported.
- 6.3.1.8 A clear implementation plan shall be developed to deliver the pre-primary curriculum, including dissemination activities, workforce training initiatives, and mechanisms to monitor curriculum delivery. Monitoring of and evaluation of the implementation of the curriculum will also take place.

### *6.3.2 Use of vernacular and local culture*

- 6.3.2.1 As stated in the Denarau Declaration (Thematic Area 1.2), opportunities shall be identified to integrate indigenous values, cultures, traditional knowledge, beliefs, and skills with other cultures across the PPE curriculum to ensure they are woven through the early learning experience.
- 6.3.2.2 The students' mother tongue language shall be considered and used in the kindergarten/PPE center.
- 6.3.2.3 Classroom teaching shall incorporate use of vernacular. Storybooks and other teaching and learning materials will be offered in vernacular and focus on indigenous and other cultures.

### **6.3.3 School Readiness**

- 6.3.3.1 There shall be provision for all students to be screened prior to entry into the kindergarten/PPE center to facilitate early detection and management of special education needs and/or medical issues. This information shall also be used to help the child transition into the primary years with the appropriate support provided.
- 6.3.3.2 Every student shall be assessed on an ongoing basis to identify and action any learning and development talents, and to guide lesson planning and teaching and learning activities to facilitate the student's progression to primary school.
- 6.3.3.3 National early learning standards shall be developed that clearly outline what students should know at the end of the pre-primary year, aligned with the FALDS for early childhood. These early learning standards will take into account a holistic approach to learning.

## **6.4 Monitoring and Quality Assurance**

### **6.4.1 Monitoring**

- 6.4.1.1 Records which must be kept include admission and attendance register, accident reports, programme book, log book, Teacher's Workbook, copies of children's birth certificate, child's profile, medical record booklet, time book, petty cash book, and inventory book. These records are kept by the Head of School of the primary school the PPE programme is attached to (for attached programmes) or associated with (for stand-alone centers).
- 6.4.1.2 Every kindergarten/PPE center must keep a copy of the students' medical record booklet to see that each student is immunized and to advise parents/guardians/primary caregivers accordingly. The height and weight for underweight, obese, and malnourished students are to be monitored and parents/guardians/primary caregivers

to be assisted as necessary. If parents/guardians/ primary caregivers do not have the appropriate medical documentation for their student, then the PPE teacher/ management committee must support the families in how to access the health needs of the student.

- 6.4.1.3 Each PPE teacher and/or Fiji Education Management Information System (FEMIS) Administration Officer must accurately complete and submit via the FEMIS the school and the students' background information.
- 6.4.1.4 The Head of School shall monitor and evaluate the work of the PPE teacher in the attached and assigned stand-alone kindergarten(s)/PPE center(s).
- 6.4.1.5 Reports of kindergarten/PPE center visits by the respective District Office shall be submitted to the ECE Office and to the Director Special and Inclusive Education(SIE)/ECE at Head Quarters.
- 6.4.1.6 Robust, contextually appropriate and PPE specific monitoring tools shall be developed. Such monitoring tools will focus on PPE policy implementation; infrastructure; and teacher practices.
- 6.4.1.7 The monitoring tools described in 6.4.1.6 shall be used on a regular basis to monitor and evaluate kindergartens/ PPE centers receiving FEG [ECE Tuition Subsidy Grant] (i.e. attached centers and stand-alone centers) to ensure compliance with standards.
- 6.4.1.8 The evidence from these monitoring tools described in items 6.4.1.6 and 6.4.1.7 shall be used to inform ongoing policy review and decision-making.
- 6.4.1.9 Training will be provided to PPE teachers on suitable formative assessment approaches. Assessments shall be used to inform ongoing planning and programming in the classroom.

## **6.4.2 Quality assurance**

- 6.4.2.1 A quality assurance system to monitor PPE service delivery shall be developed with comprehensive and evidence-based indicators that are aligned with standards for PPE staff and the PPE curriculum.
- 6.4.2.2 Such quality assurance mechanisms shall be gender-responsive and socially inclusive.
- 6.4.2.3 This quality assurance system shall be enforced for all kindergartens/PPE centers receiving FEG [ECE Tuition Subsidy Grant] (i.e. attached centers and stand-alone centers).

## **6.5 Engaging families and communities**

### **6.5.1 Family and community outreach strategy**

- 6.5.1.1 An outreach strategy shall be developed to continue socializing families and communities about the importance of quality PPE. As stated in thematic area 3 in the Denarau Declaration, community involvement can help identify and address specific barriers to education, ensure cultural relevance, and foster a sense of ownership and support for educational initiatives.

### **6.5.2 Communication with families**

- 6.5.2.1 PPE Teachers shall provide parents/guardians/primary caregivers with ongoing updates regarding their child's progress on a regular basis through newsletters and all available platforms.
- 6.5.2.2 Parent-teacher consultations shall be held for children attending kindergartens/PPE centers at least once per term so that parents/guardians /primary caregivers are informed of their child's development at school.

## 7.0 GUIDELINES

### 7.1 Establishment and recognition

- 7.1.1 A kindergarten/PPE center may not be opened until it has been given a recognition certificate by the PSE.
- 7.1.2 Minimum standards shall be maintained according to the Asset and Infrastructure Services (AIS) requirements. The PSE may order the closure of any school if s/he finds that: 1) the premises do not conform to the standard requirements relating to health and safety; and 2) the school is not registered or recognized as per report submitted by AIS.

Establishment of a kindergarten/PPE center and the granting of a certificate of registration or recognition are subject to compliance to the Guidelines for the Establishment and Operation of a center.

### 7.2 Management Committee

- 7.2.1 The committee shall incorporate guidelines for the following:

- 7.2.1.1 A Constitution
- 7.2.1.2 Objectives of the association/committee
- 7.2.1.3 Membership
- 7.2.1.4 Annual subscription, if any
- 7.2.1.5 Election of office bearers
- 7.2.1.6 Meeting and meeting procedures, minutes
- 7.2.1.7 Annual meeting
- 7.2.1.8 Finance – books of account, banking, etc.
- 7.2.1.9 Financial year – audit
- 7.2.1.10 Procedure for dissolution of committee
- 7.2.1.11 Rules for any amendments to constitution
- 7.2.1.12 Quorum
- 7.2.1.13 Standard operating procedures (SOP) to ensure safety and efficient delivery of services in the kindergarten/PPE center



- 7.2.2 Management committees are allowed to hold only one fundraising event per academic year as per development plan approved from the annual general meeting (AGM) of the academic year with the prior approval of PSE.

### **7.3 Staffing**

- 7.3.1 The sanctioned teacher-student ratio of 1:15 must be adhered to. Provision for additional staff is to be addressed by MOE.
- 7.3.2 The staff of kindergartens/PPE centers should receive written confirmation of terms of employment in the letter of appointment from the Ministry.

### **7.4 Duty of Care**

- 7.4.1 PPE staff hours of duty must include 30 minutes prior to children's arrival in the morning to supervise children; and 30-60 minutes after children leave in the afternoon.
- 7.4.2 No child is to be left unsupervised in the kindergarten/PPE center.

**8.0 EFFECTIVE DATE: 11/4/2025**

**9.0 REVIEW DATE: 10/04/2029**

### **10.0 KEY SEARCH WORDS**

ECCE, ECE, early childhood, early childhood education, early childhood care and education, pre-primary, pre-primary education, preschool, kindergarten

### **11.0 APPROVED BY THE MINISTER FOR EDUCATION**

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Hon. Aseri Masivou Radrodro  
MINISTER FOR EDUCATION

09/04/25  
.....

Date

## Appendix A: Minimum Infrastructure Requirements

### PHYSICAL CONDITIONS REQUIRED FOR THE REGISTRATION OF A SCHOOL

#### 1. GENERAL

- 1.1 All buildings shall comply in all respects with the Building Health Regulation and National Building Code.
- 1.2 On the side of the buildings on which there is access the overhand of the roof shall not be less than 1.6 metres.
- 1.3 Adequate storage space shall be provided in every school. This shall not be less than 7/1/2 of the total teaching floor space of the school.
- 1.4 Chalkboard shall be of a minimum size of 3.05m x 1.2x, have a non-reflecting surface and shall be so placed as to be clearly visible to each pupil or white board can also be used as black board because of the chalk dust for health safety.
- 1.5 In every school, a common room shall be provided for the staff and in every school of more than 150 pupils a separate room shall be provided for the Head Teacher or Principal.
- 1.6 Every School shall provide adequate furniture and equipment.
- 1.7 Adequate Provision shall be made for safe drinking water and where pipe water is available, at least one standpipe shall be provided for every 100 pupils or part thereof on the roll.
- 1.8 Sanitary accommodation shall comply with Items 2.1.7 and 2.1.8 in this Appendix.
- 1.9 Where two schools share the same compound, the requirements specified in paragraphs 1.7 & 1.8 above shall be calculated as if such schools were one.
- 1.10 The school grounds shall be properly drained and fenced to the satisfaction of the PSE.
- 1.11 Adequate firefighting equipment and an adequate first aid kit shall be provided in every school, school, school kitchen, Teachers Quarter, and dormitories.
- 1.12 Adequate artificial lighting shall be provided in all rooms which are to be used for school purposes in the evenings.
- 1.13 Windows in all school buildings shall comply in all respect with the standards specified in the Building Health Regulations. The windows in teaching rooms shall be located along both of the long side walls and shall not be placed in the end walls.

- 1.14 It is compulsory for all classrooms and other rooms to have two doors due to safety reasons.

## **2. KINDERGARTENS/PPE CENTERS**

### **2.1 Playroom and Indoor Area**

- 2.1.1 There may be a local hall available which can be used temporarily until such time when a special building is erected.
- 2.1.2 The premises must be approved by and be maintained always to the satisfaction of the appropriate Health Authority and the Education Department.
- 2.1.3 There must be a minimum floor space of 10sq feet (approx. 9290 sq cm) per child and not more than 35 children may be accommodated in any one room or hall.
- 2.1.4 Floors must be free from splinters or be covered throughout by mats.
- 2.1.5 Adequate windows and doors to be provided to give good lighting, ventilation and easy access outside in case of emergencies.
- 2.1.6 Storage space must be provided for materials and equipment (lockable cupboard and shelves).
- 2.1.7 Proper sanitary facilities must be provided. Toilets should be no more than 10" – 12" high (30.5cm), and there must be one for every 15 children or part thereof. In case of ordinary size toilet pans, use wooden box for children to climb on).
- 2.1.8 Wash hand basins, if available, should be set 2' feet high (60.10cm). A mirror fixed over the basin is desirable (optional). Standing taps with proper drainage would also suffice.
- 2.1.9 Hand towels should be provided and placed within the children's reach.
- 2.1.10 There must be ample supply of furniture and play equipment to cater for the number of children attending the centre.

### **2.2 Precautions in case of illness or injury**

- 2.2.1 Drinking water must be safe and free from contamination. Well and river water must be boiled before use.
- 2.2.2 All drinking and eating utensils must be kept in hygienic conditions.

2.2.3 A first aid kit must be available with the following items:

- *Cotton wool lint*
- *Dettol/savlon mercurochrome ointment*
- *Acridlavine band aid*
- *Bandages (small & large)*

## **2.3 Outdoor Play Area**

- 2.3.1 Every school shall provide adequate and approved recreation facilities which shall include a playground and, unless otherwise exempted, a sports field.
- 2.3.2 There should be a minimum play space of 100sq feet per child and the layout should allow for easy supervision of all areas and activities.
- 2.3.3 The areas should be well drained and surfaced. Some shade should be provided.
- 2.3.4 The area should be fenced on all sides with a gate which can be securely fastened. A galvanized wire fence or thick hedge 3' high (90.15cm) is desirable.
- 2.3.5 The proposed structure should be certified by an engineer and occupational health and safety (OHS) officer or relevant officer before it is to be used by the children.

## **2.4 Kindergarten/PPE center Equipment**

- 2.4.1 All equipment should be safe, clean and in good repair.
- 2.4.2 Furniture provided should be of a size suitable for small children.
- 2.4.3 Adequate and suitable equipment is very important to the successful operation of a kindergarten/PPE center. Therefore, sufficient play equipment to cater for the number of children in the group should be available.
- 2.4.4 The following is a guide for the amount and type of equipment necessary for a one unit center where 35 children attend on a half day basis. A double unit centre will be required for a playground and material. You will note some items will not cost money but instead can be collected from a variety of sources.

#### 2.4.4.1 Furniture and Cleaning Equipment

- 2.4.4.1.1 4 tables 4' x 2' ½' and 10" high. These are for use without chairs. If chairs are used, the height of table should be 20", and the height of the chairs 12" (30.5cm) Formica wood grain tabletops are recommended but optional.
- 2.4.4.1.2 1 high table 20" x 36", and 24" high – white formica top (optional).
- 2.4.4.1.3 1 large lock up cupboard (more may be provided should there be more storage space needed.)
- 2.4.4.1.4 Open shelving – approx. 3' high and 1' deep. Should be constructed in units or convenient lengths and may be used to divide the room into separate play areas for different activities and for storing manipulative toys, blocks, children's storybooks, etc. Large packing cardboard boxes (for refrigerators, stoves, etc.) may be opened out and used as dividers.
- 2.4.4.1.5 Large group mat (s) for music, discussions, stories, etc.
- 2.4.4.1.6 2 double-sided painting easels approx. 2' wide and 4 high.
- 2.4.4.1.7 Boxes for jars of paint on each end of easels
- 2.4.4.1.8 1 wastepaper basket in playroom and 1 garbage tin outside
- 2.4.4.1.9 Sasa or broom (s) for sweeping the floor
- 2.4.4.1.10 Toilet brush
- 2.4.4.1.11 Scrubbing brushes (1-2)
- 2.4.4.1.12 Mops or cleaning rags
- 2.4.4.1.13 2 buckets for cleaning
- 2.4.4.1.14 Washing soap, toilet soap and toilet paper

#### 2.4.4.2 Library

- 2.4.4.2.1 Build up a library of good books (in vernacular and English) slowly rather than buying a lot of cheap books all at once
- 2.4.4.2.2 Optional - a round table 30" diameter and 20" high with 4 small chairs 12" high for the book corner. A corner with mat and cushion would do just as well

### 2.4.4.3 Outdoor Equipment

- 2.4.4.3.1 Sandpit approx. 10' x 8' with cover (made out of coconut leaves, timber, etc; frame may be made out of concrete blocks, treated pine logs/coconut logs/tree stumps)
- 2.4.4.3.2 Accessories for sand play: plastic bucket/containers; improvised spades (made out from plastic bottles); sieves; wooden blocks; large & small wheel toys; tulip seed-cases; seeds; shells
- 2.4.4.3.3 Climbing frame: metal pipes: treated pipe log, large cable tools, etc.
- 2.4.4.3.4 Hollow outdoor blocks; whisky cases; other wooden cases
- 2.4.4.3.5 Large tyres
- 2.4.4.3.6 Planks
- 2.4.4.3.7 Balls – large and small
- 2.4.4.3.8 Ladders swing with metal or wooden frames and tyre sets
- 2.4.4.3.9 Carpentry table or cable reels with hammers etc.
- 2.4.4.3.10 Water trough/basin with plastic containers, sieves, funnels, cups, hosepipe lengths, tulip seed-cases, seeds, plastic aprons, etc.
- 2.4.4.3.11 Water paint, tins, cans, and brushes
- 2.4.4.3.12 Balancing boards, scrabbling net, wheel toys (tricycles, wheelbarrows, etc.)
- 2.4.4.3.13 Boxes/cartons of various sizes, garden tools, spades, rakes, watering cans, hand towels.

## 2.5 Provisions for children with disabilities

- 2.5.1 Provisions for children with disabilities shall follow the procedures outlined in Section 6.4 in the MOE Special and Inclusive Education Policy (2024-2027).

NOTE: A KINDERGARTEN/PRE-PRIMARY CENTER IS OF REAL VALUE ONLY WHEN THE TEACHERS KNOW WHAT THEY ARE DOING AND ARE PROVIDED BY THE COMMITTEE WITH ALL THE EQUIPMENT NEEDED.

## Appendix B: Contact Working Hours for PPE Teachers' Program

Below is a breakdown of the tasks that PPE teachers typically complete during a 7 ½ hour workday (Monday to Thursday) and 7 hours on Friday.

TIME	LEARNING & TEACHING ACTIVITY (Proposed)
8:00 am - 8:30 am	<b><u>Classroom Preparation and Organization</u></b> <ul style="list-style-type: none"><li>• Set up the classroom for the day's activities.</li><li>• Ensure the learning environment is clean, safe, and conducive to learning.</li><li>• Arrange learning materials, toys, and resources in an organized manner.</li></ul>
8:30 am - 9:00am	<b><u>Morning Meeting and Free Play</u></b> <ul style="list-style-type: none"><li>• Engage in a morning meeting to greet and interact with students.</li><li>• Facilitate free play activities to encourage social interaction and imagination.</li></ul>
9:00 am - 10:00 am	<b><u>Circle Time and Group Activities</u></b> <ul style="list-style-type: none"><li>• Conduct circle time to introduce the day's theme, discuss concepts, and sing songs.</li><li>• Engage students in group activities to promote teamwork and reinforce learning.</li></ul>
10:00 - 10:30 am	<b><u>Snack Time</u></b> <ul style="list-style-type: none"><li>• Assist students with washing hands and eating snack.</li><li>• Use snack time as an opportunity for socializing, practicing table manners, and promoting healthy eating habits.</li></ul>
10:30 am - 11:30 am	<b><u>Structured Learning Activities</u></b> <ul style="list-style-type: none"><li>• Facilitate age-appropriate learning activities such as reading, writing, math, and science.</li><li>• Provide individualized support and guidance to students based on their learning needs.</li></ul>
11:30 am - 12:00 pm	<b><u>Outdoor Play</u></b> <ul style="list-style-type: none"><li>• Supervise students during outdoor playtime.</li><li>• Encourage physical exercise, coordination, and social interaction amongst students.</li></ul>

TIME	LEARNING & TEACHING ACTIVITY (Proposed)
12:00 pm - 1:00 pm	<p><b><u>Lunchtime and Rest Period</u></b></p> <ul style="list-style-type: none"> <li>• Assist students with lunchtime routines, such as hand washing and eating.</li> <li>• Encourage rest and relaxation during quiet time or nap period.</li> </ul>
1:00 pm - 2:30 pm	<p><b><u>Art, Music, Creative Expression, Story Time, or Show and Tell</u></b></p> <ul style="list-style-type: none"> <li>• Plan and facilitate art projects, music activities, and creative expression exercises.</li> <li>• Encourage students' imagination, creativity, and fine motor skills development.</li> <li>• Engage students in storytelling sessions, promoting language development and imagination.</li> <li>• Conduct show and tell sessions for students to share and express their interests.</li> </ul>
2.30 pm - 3:30 pm	<p><b><u>Reflection and Wrap-up</u></b></p> <ul style="list-style-type: none"> <li>• Reflect on the day's activities through songs and rhymes and gather feedback from students.</li> <li>• Tidy up the classroom, organize materials, and prepare for the next day's activities.</li> </ul>





