



Ministry of Education, National Heritage, Culture & Arts

## POLICY IN EARLY CHILDHOOD EDUCATION

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## 1.0 POLICY OBJECTIVE

The purpose of this policy is to provide clear direction to assist schools, all organizations and parties providing Early Childhood Education (herein after referred to ECE) services in Fiji to access key administrative and policy information to ensure that all services offer quality programmes. This policy covers ECE center-based programming for young children aged three to eight years.

## 2.0 POLICY STATEMENTS

- 2.1. ECE in Fiji must provide developmentally and culturally appropriate , quality care and education to the 3-8 year olds and programs are to be conducted in the children's vernacular [*Vosa vaka-viti*, Hindi, Rotuman, Urdu, English] or whichever applicable language, whenever necessary. Poster and charts are to be in the vernacular and the second language can be gradually introduced for the five year olds.
- 2.2. ECE Sessions must include any of the following arrangements:
  - 2.2.1. Half day for 3 – 5 year olds from 8 am – 12 pm/4 hours
  - 2.2.2. Full day for 6 – 8 year olds from 8 am – 3 pm/7 hours
- 2.3. ECE teachers shall work in partnership with families, communities, school managements, other government ministries and other organizations to promote the health, safety and well being of the children who are placed under their care.
- 2.4. The Ministry of Education (herein after referred to as MoENHCA) will advise and support schools, communities, organizations and individuals in the establishment and recognition of any ECE programme.
- 2.5. All ECE Centers must operate only when approval of recognition is granted by the Permanent Secretary of Education (herein after referred to PSENHCA). This will be discussed in more detail in Section 6.1 of the document.
- 2.6. The ECE programme must be based on the philosophy and principles that underpin the ECE Curriculum Framework Guidelines for the Fiji Islands [Na Noda Mataniciva]. The curriculum framework identifies five components considered essential for an effective child-centred curriculum for young children. These components are:
  - 2.6.1 Learning Environments
  - 2.6.2 Relationships
  - 2.6.3 Teaching and Caring Practices
  - 2.6.4 Content [organized around six Foundation Areas of Learning and Development –FALD]
  - 2.6.5 Monitoring and Assessment.

These 5 components are embedded in culture, the local and wider community and have various influences (from families, cultures and practices, values, government policies, etc) on the curriculum.

- 2.7. The ECE teacher[s] employed by management committees must be qualified early childhood education teacher[s] having completed a formal qualification the minimum basic of which is a Certificate in ECE and must have a valid registration with the FTRB. This is discussed in more detail in **Section 6.5** on **Staffing**.
- 2.8 Remuneration for teachers should commensurate with their qualifications and experiences: Degree, Diploma, Advanced Certificate, Certificate and/or basic training from the MoENHCA.
- 2.9 Terms of employment and conditions of service must be drawn up, agreed to and signed by the committee and the teacher[s] and endorsed by MoENHCA. [Refer to Appendix A]

### **3.0 BACKGROUND**

#### **3.1 Introduction**

The policy was initially approved and implemented in 2007 and has been reviewed successively to ensure that relevancy and researched best practice is maintained.

ECE aims to promote the total learning and holistic development and needs of the child, namely, social, emotional, physical, spiritual, language and cognitive. In addition, ECE seeks to support the health, nutrition, and child protection of the young child. Such a holistic approach will ensure the child's optimum learning development. Simultaneously, ECE will equip the child with the necessary knowledge and skills for later schooling and lifelong learning.

Programmes used in ECE centers/kindergartens and followed by ECE teachers vary in principles and beliefs. Such programmes include Montessori, Reggio Emilia, Waldorf and High Scope. These approaches promote the holistic development of children to be able to construct their own knowledge and ideas that will in turn equip them to be confident and productive adults. ECE centers/kindergartens are free to choose which programme approach they would like to implement in their center; ECE Curriculum Guidelines for the Fiji Islands [Na Noda Mataniciva] is complementary to all approaches and should be used concurrently.

### **3.2 Rationale**

It is in the early years of life that the fundamental organization and functional capabilities of the brain are established as young children interact with and make sense of their world. This supports the ongoing research in brain development which classifies the first three years of life as a critical period for brain development. This period lays the foundation for continued brain development throughout life. Research indicates that of all educational investments, early childhood education achieves the highest rate of social return both in developing and industrialized countries. Early childhood education offers children a 'head start' in their primary schooling and positively influences their later performances in school. Children who have undergone a quality early childhood education programme are more successful in their schooling than those who have not [UNESCO, 1995].

Early childhood education is one way of providing opportunities for the less privileged child, thus helping to minimize the disparities in educational opportunities particularly amongst the rural and low income families. It provides the much needed ease in access to basic education.

## **4.0 DEFINITIONS**

### **4.1 Day/ Child Care Center**

This is a full day programme offered to children 2 – 6 years under qualified ECE teacher(s), health workers and child care givers

### **4.2 Early Childhood Education (ECE)**

Early Childhood Education is an overarching term for services that promote health, growth, care, development and learning for children from 0-8 years.

### **4.3 Early Childhood Care & Education (ECCE)**

Early Childhood Care and Education is used in relation to a range of programmes and services for children in the years before compulsory schooling. It may include services such as pre-school, child care, family day care or mobile children's services for children living in rural and remote areas or living in socially disadvantaged areas or situations. ECCE also includes specialized services targeted at children with disabilities. This is in line with the Inclusive Education principle which states "that all children belong". This implies that all children, no matter how severe their disabilities are, or how intense their needs are, can be accommodated in the regular class in their neighborhood centre.

### **4.4 Early Childhood Care and Development Education (ECCDE)**

This is an informal programme, catering for children 0 – 3 years. Support is given to parents and families to enhance their child rearing practices, parenting skills and further understanding of child development. Service delivery models may include parenting groups, home based visiting, playgroups, or a combination.

#### 4.5 **Early Primary**

The first 2 years of primary school – Classes 1 & 2 or 6 & 7 year olds. Classes 1 and 2 in early primary are the bridging years between early childhood education and the primary level. The curriculum for classes 1 and 2 will build upon the Foundation Areas of Learning and Development [FALD] and connect with the Key Learning Areas [KLA].

#### 4.6 **Establishment**

This occurs when the school has complied with the procedures and requirements for establishments in terms of the land requirements, curriculum and successfully completed an approved feasibility study report that justifies the relevancy and sustainability of the programme in the identified locality. After being awarded approval for establishment, the school will then commence with the physical setting up of the school for recognition and registration before classes begin.

#### 4.7 **High Scope**

This is a constructivist approach based on Piaget and Vygotsky's ideas where the child's potential for learning and developmental limitations are acknowledged. The principles also include the importance of child-initiated and developmentally appropriate and open-ended learning experiences. This is focused on the cycle of Plan-Do-Review (planning an activity, doing the activity, and then reflecting on the activity).

#### 4.8 **Infant School**

A school or part of a school, for young children between the ages of three and eight [Kindergarten – Class 3].

#### 4.9 **Kindergarten**

This is a half day programme offered for children 3 – 5 years under qualified ECE teacher(s)

#### 4.10 **Montessori Programme**

A system of ECE founded on the ideas and practices of Italian educator, Maria Montessori. The programme is normally for children from 2-6years and encourages the development of initiative and reliance and great emphasis in creative expression in children.

#### 4.11 **Playgroup**

This is an informal programme, involving parents, families and qualified care givers for children, 0 – 6 years. Playgroups are less structured than pre-school/kindergarten classes. They can be for as little as an hour a day, and can either focus on an activity (music, story time, playground, etc) or be completely free-play based. Playgroups can be run by a cooperative of parents or caregivers.

#### 4.12 **Recognition**

The ongoing approval to operate and maintain a private educational institution provided regulations, procedures and guidelines have been met. For example, buildings and facilities in the school are in line with building regulations as well as OHS requirements and the teachers identified to teach the approved courses in the school are qualified under the Fiji Teachers Registration Promulgation 2008.

#### 4.13 **Reggio Emilia**

A programme for 3 months – 6 year old children. It is an approach on the philosophy and practices that children are active constructors of their own knowledge and the role of the adult or teacher is to document learning.

#### 4.14 **Registration**

Registration applies to government and non-government aided schools only. It means ongoing approval to operate and maintain an educational institution provided that all regulations, procedures and guidelines have been met.

#### 4.15 **Waldorf**

This programme emphasizes a holistic approach to education and a broad curriculum linked to knowledge of child development. The programme is based on the ideas of Rudolph Steiner.

The emphasis of this programme is on lifelong teaching of the whole child – head, hands and heart representing thinking, doing and feeling.

## **5.0 RELEVANT LEGISLATIONS AND AUTHORITIES**

### **5.1 Legislations**

- 5.1.1 Constitution of the Republic of Fiji -2013 [Chapter 2 Section 31 -1(a)]
- 5.1.2 Education Act, 1978; [www.govnet.gov.fj/education](http://www.govnet.gov.fj/education)
- 5.1.3 Public Service Act, 1999 Part 2; Section 5 (1) – (14);  
[www.govnet.gov.fj/publicservicecommission](http://www.govnet.gov.fj/publicservicecommission)
- 5.1.4 People’s Charter for Change, Peace and Progress;  
[www.govnet.gov.fj/publicservicecommission](http://www.govnet.gov.fj/publicservicecommission)

### **5.2 Authorities & Policies**

- 5.2.1 Policy in Child Protection, 2012; [www.govnet.gov.fj/education](http://www.govnet.gov.fj/education)
- 5.2.2 Policy in Occupational Health and Safety in MoENHCA offices and Schools, 2010; [www.govnet.gov.fj/education](http://www.govnet.gov.fj/education)
- 5.2.3 Policy in Establishment and Recognition/Registration of Schools 2011; [www.govnet.gov.fj/education](http://www.govnet.gov.fj/education)
- 5.2.4 Policy in School Excursions, 2011; [www.govnet.gov.fj/education](http://www.govnet.gov.fj/education)
- 5.2.5 Guidelines for the Establishment and Operation of a Pre-School Center
- 5.2.6 Education for All (EFA 2000)
- 5.2.7 Education Commission Report (2000)
- 5.2.8 Public Service Code of Conduct and Values;  
[www.govnet.gov.fj/publicservicecommission](http://www.govnet.gov.fj/publicservicecommission)
- 5.2.9 ECE Curriculum Guidelines – Na Noda Mataniciva, 2009
- 5.2.10 National Curriculum Framework
- 5.2.11 General Orders, 2011; [www.govnet.gov.fj/publicservicecommission](http://www.govnet.gov.fj/publicservicecommission)
- 5.2.12 Inclusive Education Policy, 2011; [www.govnet.gov.fj/education](http://www.govnet.gov.fj/education)
- 5.2.13 Fiji Teachers Registration Board Promulgation, 2008

## **6.0 PROCEDURES**

### **6.1 Establishment & Recognition**

- 6.1.1 Every ECE center whether it’s a pre-school, kindergarten, or a group of kindergartens shall be managed by a properly constituted controlling authority and registered with the MoENHCA.
- 6.1.2 On the intention to Establish and Recognise/Register an ECE center or kindergarten, the district Senior Education Officer or the Senior Education Officer ECE should be consulted on the application for establishment and Recognition/Registration.
- 6.1.3 All procedures and guidelines for establishment and recognition/registration that are specified in the Policy on the Establishment and Recognition/Registration of Schools must be followed.

- 6.1.4 If and when establishment is approved, application must then be made through the district Senior Education Officer for recognition.
- 6.1.5 When Establishment or Recognition/Registration has been approved by district SEOs, a support letter from the District Education Office should be attached with it before approval can be made by the Establishment and Registration Board.

## **6.2 Physical Environment**

- 6.2.1 The premises must be approved by and maintained at all times to the satisfaction of the appropriate Health Authority and must comply with the MoENHCA's minimum infrastructure and building requirements included in [Appendix B].
- 6.2.2 There is a guide on the amount and type of equipment necessary for a center where 35 children attend on a half day basis, and this information could be seen in [Appendix C].

## **6.3 Management Committee**

- 6.3.1 A committee appointed or elected by the management, parents and/or community/village members should take responsibility for the maintenance, administration and running of the center.
- 6.3.2 The committee should consist of a Manager, Secretary, Treasurer and committee members agreed upon by the AGM and should have a valid term.
- 6.3.3 In the event of a kindergarten physically located on school site, the kindergarten committee should work hand in hand with the primary school committee. However, it is advisable that the primary school committee should manage both levels but to have a separate kindergarten bank account.
- 6.3.4 The committee be registered with the PSE and have a duly accepted constitution.
- 6.3.5 In the signing of Memorandum of Agreement hereinafter referred to as [MOA], the Teacher should not by any means coerced into signing the MOA but be done under mutual agreement by both parties. A sample MoA is included in [Appendix D].
- 6.3.6 The committee should abide with all the agreements in the signed MOA.

**6.4 Terms of Employment and Condition of Service**

- 6.4.1 The ECE/Kindergarten Teacher's hours of work shall be for half a day and officially begins at eight o'clock (8:00 am). The teacher shall work for at least four [4] hours a day.
- 6.4.2 The ECE/Kindergarten Teachers shall be remunerated on an hourly basis for extra duties performed outside the normal hour as agreed to in the MOA with the committee.
- 6.4.3 The ECE/Kindergarten programs shall operate on a normal termly basis but may be adjusted by the concerned officer in collaboration with committee.

**6.5 Staff salaries**

- 6.5.1 The committee should conform to its responsibilities which include the provision of a Terms of Employment with their staff that should include payment of staff salaries and remuneration
- 6.5.2 The payment of staff salaries by the committees should be in agreement with the signed MOA and that has been approved by MoENHCA.
- 6.5.3 The committee shall process the teacher's salary form the salary grant provision subjected to a normal FNPF contribution.
- 6.5.4 The committee/school management/ should pay the teacher the salary of \$2.80 per hour for category 1 [\$2 296.00 per annum]; \$2 per hour for category 2 [\$1 640.00 per annum] and \$1.80 per hour for category 3 [\$1 476.00 per annum] for the duration of employment specified therein (as per policy) and in the MoA. This is tabulated thus:

Salary Scale to be given by Management/ Committee				MoENHCA Salary Scale		Total Annual salary
Category	Qualification	Rate per hour	Annual salary	Rate per hour	Annual salary	
1	FNU Advanced Certificate ECE; USP Degree ECE; LTC Teacher's Certificate ECE.	\$2.80	\$2,296.00	\$6.50	\$5, 330.00	\$7 626.00
2	USP, APTC, MLTC, Fulton Certificate in ECE	\$2.00	\$1,640.00	\$4.00	\$3,280.00	\$4 920.00
6 3	Basic Training, No qualification	\$1.80	\$1,476.00	\$3.00	\$2,460.00	\$3 936.00

6.5.5 Salary provision for the teacher shall be credited directly in to the teacher's bank account.

## **6.6 Condition for Staff Attending MoENHCA's Sanctioned Training**

6.6.1 Teachers who have been selected to attend further training as part of the Ministry's initiative shall continue to be paid their normal salaries sourced from the school grant.

6.6.2 The committee shall seek an adequately qualified person as a replacement and shall be responsible for their remuneration.

## **6.7 Transfer**

6.7.1 All the expenses incurred by the teacher who is newly transferred to any ECE school shall be borne by the committee from his/her residence to the new school in consultation with the MoENHCA.

## **6.8 Teachers' Quarters**

6.8.1 The Committee shall be responsible for the provision of teacher's quarter.

## **6.9 Staffing**

6.9.1 Teaching staff at the ECE centers/kindergartens must have at least an approved certificate in teaching at that level from any recognized institution (USP/LTC/FNU/APTC/MLTC/etc.) and must be registered under the Fiji Teachers Registration Board (FTRB).

6.9.2 The person in charge of a kindergarten should be trained for this work; or a person who by reason of other training and experience or other special qualification, is considered by the PSE to be competent enough to carry out the ECE programme

6.9.3 The appointment of teachers in any kindergarten shall lie with the manager and his committee, but every such appointment shall be subject to the prior approval of the PSE.

6.9.4 Any person without previous experience of teaching at Early Childhood level may only work directly under adequate supervision.

## **6.10 Programme**

6.10.1 Qualified ECE teachers must deliver quality programmes that are developmentally and culturally appropriate.

## **6.11 Enrolment**

- 6.11.1 No children under the age of three should be admitted to a kindergarten and no children should be allowed to remain at a kindergarten after reaching the age of six, without prior approval of the PSENHCA. A child is eligible for admission to kindergarten if the child is five years of age before June of the current school year.
- 6.11.2 If a young child with a disability, and of kindergarten age, is within the community, that child gets equal enrolment opportunity.
- 6.11.3 The teacher in charge of the ECE center/kindergarten should arrange for an initial interview with the mother/father/guardian/primary care giver prior to enrolment to gather information on the life, health and medical history of the child.
- 6.11.4 Fees levied by the committee should be of reasonable amount.

## **6.12 Monitoring & Evaluation**

- 6.12.1 Records which must be kept include admission and attendance register, accident reports, programmes 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.
- 6.12.2 Every center must check the medical record booklet to see that each child is immunized and to advise parents/guardian/primary care giver accordingly. The height and weight for underweight, obese and malnourished children are to be monitored and parents/guardian/primary care giver to be advised accordingly. If families do not have the appropriate medical documentation for their child, then the kindergarten center/teacher/management must support the family in how to access the health needs of the child.
- 6.12.3 Each ECE teacher must submit the completed and correctly filled Schools Information Management System 1 & 2 (SIMS) return form on the due date to the responsible District Education Offices.
- 6.12.4 The ESRI/SRI shall monitor & evaluate the work of ECE teacher.
- 6.12.5 Report of visit by the ESRI/SRI team should be submitted to the ECE Office in Suva and a copy to the responsible District Education Office.

## **7.0 GUIDELINES**

### **7.1 Establishment and Recognition**

- 7.1.1 No ECE center/ kindergarten may be opened until it has been given a recognition certificate by the PSENHCA.
- 7.1.2 To ensure standards are maintained according to the Asset and Monitoring Unit (AMU) requirements.
- 7.1.3 In certain circumstances, approval may be refused for the establishment of a school or the granting of a certificate of registration or recognition if all criteria are not met from the Guidelines for the Establishment and Operation of a Pre-School Center.
- 7.1.4 The MoENHCA through the PSENHCA may order the closure of any school if he/she finds that;
  - 7.1.4.1 The premises do not conform to the requirements relating to health and safety;
  - 7.1.4.2 The school is not registered or recognized;

### **7.2 Management Committee**

- 7.2.1 The committee may 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, etc.
  - 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
- 7.2.2 There is a suggested constitution and rules of a pre-school committee on pages 15 and 16 of the document ‘Guidelines for the Establishment and Operation of an ECE Center/ kindergarten’ that the committee shall follow.

### **7.3 Staffing**

- 7.3.1 Proper teacher : child ratios are to be implemented to decrease overcrowding. Therefore, at least two adults are to supervise any number of children up to 35 and one more for each 15, or part thereof, over that number.

- 7.3.2 If the school roll in an ECE Centre exceeds 15 and goes up to 30, both teachers should receive salary grant from the MoENHCA and if one more for each 15, or part thereof, over that number the teacher should also receive grant.
- 7.3.3 The staff of ECE centers should receive written confirmation of terms of employment as put out by committee or through mutual agreement, including hours of duty, sick leave, arrangements for termination of employment, methods of salary payment and amount.
- 7.3.4 The staff hours of duty to include 30 minutes prior to children's arrival in the morning to supervise children and 30 to 60 minutes after children leave in the afternoon to allow adequate preparation and planning periods and ensure all material and equipment is available to children during the entire session.

## **7.4 Programme**

- 7.4.1 Children's pattern of attendance and a choice may be made from the following:
  - 7.4.1.1 Morning session - four hours
  - 7.4.1.2 Afternoon session - two, two and a half to three hours
  - 7.4.1.3 Centers operating on a half day session basis:
    - Group 1 - 5 mornings  
Group 2 - 4 afternoons
    - Group 1 - 3 mornings – Mons. Tues. & Weds.  
Group 2 - 2 mornings – Thursdays & Fridays  
Group 3 - 4 afternoons – Mons., Tues., Wed., Thurs.
  - 7.4.1.4 Other combinations could be considered according to the need of the center in consultation with the district education officer and SEO ECE. Teachers responsible for a half day programme are involved in planning and working with two groups of children per day. Therefore, it is important for them to have at least one hour in between the morning and afternoon groups to allow sufficient time for lunch, parent contact and adequate preparation for the afternoon group.
- 7.4.2 If possible, it is also advisable to plan the pattern of attendance to provide one afternoon without children. This will allow the staff adequate time to maintain records which provide a valid basis for study of children and planning for their development. Maintenance and preparation of material must also receive attention at this stage.
- 7.4.3 There is a Curriculum Guideline titled 'Na Noda Mataniciva' that Kindergarten teachers are encouraged to use but with implementation advise from the MoENHCA's Curriculum Development Unit.

**8.0 EFFECTIVE DATE.....18<sup>th</sup> November, 2013**

**9.0 REVIEW DATE.....18<sup>th</sup> November, 2016**

**10.0 KEY SEARCH WORDS**

Curriculum Guideline, ECCDE, High Scope, Kindergarten, Montessori Programme, Play Group, Regio Emilia, Waldorf

**11.0 APPROVED BY THE HONOURABLE MINISTER FOR EDUCATION, NATIONAL HERITAGE, CULTURE & ARTS HONOURABLE FILIPE BOLE**

  
.....  
**SIGNATURE**

  
.....  
**DATE**

**APPENDIX A**  
**MEMORANDUM OF UNDERSTANDING BETWEEN**  
**MINISTRY OF EDUCATION and THE GRANT RECIPIENT**

**PREAMBLE**

This Memorandum of Understanding regarding the Early Childhood Education Salary Grant outlines how the salary grant allocation would be processed by the Ministry of Education in respect to their collaborative agreement with the management as employers. It will have to be observed together with the MOA signed between the teachers and management.

**BACKGROUND**

There is a Salary grant of \$2.3m recently approved by Cabinet for Early Childhood Education. This allocation would be for the salary of close to 800 teachers ECE teachers. Priority is given to remote and rural schools.

**1.0 PROCESS**

- 1.1 “All grant receive by State is VAT inclusive amount”; that is, all grant recipient will have to meet the VAT increase within the approved grant and this also applies for the ECE salary grant.
- 1.2 The categories of the salary grant are as follows:
  - 1.2.1 \$5,330 per annum for FNU and USP Graduates in B.Ed in Early Childhood with Teaching Certificate or LTC/FNU Advanced Certificate in ECE (\$6.50 an hour)
  - 1.2.2 \$3,280 for diploma & certificate holders from USP, APTC and MLTC (\$4.00 an hour)
  - 1.2.3 \$2,460 for non-certificate holders or basic training (\$3.00 an hour)
- 1.3 The salary grant would be deposited into the teacher’s account. If the teacher does not have a personal account, arrangements can be made for personal collection of cheques on demand of personal IDs for verification.
- 1.4 The salary grant for teachers in the second and third terms would be released only upon submission of the following documents:
  - 1.4.1 Audited Financial Report for the previous year
  - 1.4.2 Minutes of the AGM for the previous year
  - 1.4.3 FTRB Registration(s) and qualification(s) of the teachers
  - 1.4.4 Work Agreement with Management Committee (MOA)
  - 1.4.5 Attendance Register Details: name, date of birth, gender for all Students.
  - 1.4.6 Completed acquittals as per given template for Terms 1, 2 and 3 payments to the ECE teacher.
- 1.5 The Senior Education Officer ECE is responsible for the following:
  - 1.5.1 The identification and placement of teachers in schools after consulting all relevant stakeholders.

- 1.5.2 Monitor the submission of documents required for the disbursement of the grants.
- 1.5.3 Prepare and follow up of submissions for the release of the salary grant.
- 1.6 It is the responsibility of the teacher to ensure that he/she :
  - 1.6.1 gets his/her own FTRB registration done and submitted to the management/employer(s)
  - 1.6.2 submits to the management/employer (s) the attendance register that is stated above as a criteria
- 1.7 It is the responsibility of the management to:
  - 1.7.1 Pay for the FTRB registration of their teacher
  - 1.7.2 Pay the teacher salary and 8% for FNPF
  - 1.7.3 Submit the documents in 1.4 on time.

**2.0 VALIDITY**

This memorandum of understanding comes into effect from the date of signature. The two parties would be able to put an end to it in common agreement.

**2.1 SALARY GRANT RELEASE**

- 2.1.1 Term I to be paid after receipt of completed MOU
- 2.1.1 Term II to be paid after receipt of all requirements as per part 1.4
- 2.1.1 Term III to be paid after receipt of all pending requirement as above.

**2.2 Ministry of Education**

- 2.2.1 Name (DPE/PEO).....  
(on behalf of the Ministry of Education)
- 2.2.3 Date.....
- 2.2.4 Signature.....

**2.3 School Management/ECE Centre Employer**

- 2.3.1 Name .....
- 2.3.2 Designation .....
- 2.3.3 Schools Name .....
- 2.3.4 (School Site ...../Stand Alone .....) Tick whichever is applicable.

2.3.5 Number of students in ECE Center.....

2.3.6 Date.....

2.3.7 Signature..... School Contact/Phone .....

(signed on behalf of the Management/Employer)

2.4 Witness

2.4.1 Name (SEO/ECE).....

2.4.2 Signature.....

2.4.3 Date.....

**3.0 Other Very Important Details**

3.1 Kindergarten Teachers' names, qualifications and bank details

Name	FTRB No.	Bank	Account No	Phone	E-mail	Signatures

## **APPENDIX B** Minimum Infrastructure Requirements

### **EDUCATION (ESTABLISHMENT AND REGISTRATION OF SCHOOL) POLICY 2011**

#### **(KINDERGARTEN, PRIMARY, AND SECONDARY SCHOOLS)**

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

The following requirements are laid down under Regulation 6.4 of the above policy.

#### **GENERAL**

1. All buildings shall comply in all respects with the Building Health Regulation and National Building Code.
2. Storage space must be provided for materials and equipment.
3. Adequate windows and doors are to be provided for good lighting, ventilation and easy access to the outside in case of emergencies.
4. It is compulsory to all classrooms and other rooms to have two doors due to safety reason.

#### **PLAYROOM AND INDOOR AREA**

1. If a pre-school kindergarten is intending to build its own school classroom or building there may be a local hall available which can be used temporarily until such time when a special building is erected.
2. There must be a minimum floor space of 10sq feet (approx.9290cm<sup>2</sup>) per child and the number of children accommodated in any one room or hall should not exceed 35 at the maximum and not less than 10.
3. Floors must be free of splinters or covered throughout by clean mats or floor covering which are clean and in good condition without any tear and frayed or broken edges.
4. Adequate windows and doors are to be provided for good lighting, ventilation and easy access to the outside in case of emergencies. 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.

5. Storage space must be provided for materials and equipment [lockable cupboard and shelves].
6. Proper sanitary facilities must be provided. Toilets should be no more than 10"-12" high. (30.5cm). In case of ordinary size toilet pans, use a wooden box for children to climb on.
7. There may need to be one toilet seat to 15 children or part thereof; if otherwise due to development or funding constraints then proper organisation on its use should be maintained.
8. Standing taps and or a shower with proper drainage/wash basins should be provided for washing hands. Soap should be available at all times for washing hands. Clean hand towels should also be provided and hung within children's reach.
9. There must be ample supply of furniture and play equipment to cater for the number of children attending the center. The kindergarten furniture and equipment should be of a size suitable for small children. Specifications on the size and height of furniture are included in [APPENDIX B].

#### **PRECAUTIONS IN CASE OF ILLNESS OR INJURY**

1. Drinking water must be available at all times, safe and free from contamination. Clean well and river water must be boiled before use.
2. All drinking and eating utensils must be kept in clean and hygienic conditions.
3. A First Aid Kit must be available with the basic essential items including cotton wool, lint, disinfectants, antiseptic cream, band aid and bandages (small & large). The First Aid kit must be accessible to the teachers and a separate kit must be prepared for excursions. Both kits must be kept out of reach of children.
4. It is recommended that a suitable room or space be provided, satisfactorily furnished and equipped (bed, blanket, pillow, mat) for use in case of illness. This should be screened off or isolated from the play area.

#### **OUTDOOR PLAY AREA**

1. Outdoor play is important for the development of children's gross motor skills and decision making so children should spend adequate time outdoors and well as indoors.
2. All ECE centers or kindergartens should have an outdoor play area and equipment that should be sufficient, secure, safe, and clean and maintained in good condition and an age appropriate height for children.

3. 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.
4. The outdoor play area should be well drained, surfaced and amply shaded, fenced in to keep animals and other people out and the sandpit must be covered after use to protect from dogs and cats.
5. It is encouraged that the area 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.

### **PRE-SCHOOL/KINDERGARTEN EQUIPMENT**

1. All equipment should be safe, clean and in good repair.
2. Furniture provided should be of a size suitable for small children.
3. Adequate and suitable equipment is very important to the successful operation of a kindergarten. Therefore, sufficient play equipment to cater for the number of children in the group should be available.
4. The following is a guide on the amount and type of equipment necessary for a center where 35 children attend on a half day basis:

## **APPENDIX C      NECESSARY EQUIPMENT FOR A KINDERGARTEN**

### **A. Furniture and Cleaning Equipment**

1. Four 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 woodgrain table tops are recommended but optional.
2. One high table 20" x 36", and 24" high – white formica top- optional.
3. One large lock up cupboard (more may be provided should there be more storage space needed.)
5. Open shelving – approx. 3' high and 1' deep, and 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.
6. Large group mat (s) for music, discussions, stories, etc.
7. Two double-sided painting easels approx. 2' wide and 4 high.
8. Boxes for jars of paint on each end of easels

9. One wastepaper basket in playroom and 1 garbage tin outside.
10. Sasa or broom (s) for sweeping the floor.
11. Toilet brush.
12. Scrubbing brushes (1-2)
13. Mops or cleaning rags.
14. Two buckets for cleaning.
15. Washing soap, toilet soap and toilet paper.

### **B. Library**

Build up a library of good books slowly rather than buy a lot of cheap books all at once (vernacular & English)

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.

### **C. Outdoor Equipment**

- a. 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.
- b. 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.
- c. Climbing frame – metal pipes: treated pipe log, large cable tools, etc.
- d. Hollow outdoor blocks; whisky cases; other wooden cases.
- e. Large Tyres
- f. Planks
- g. Balls – large and small
- h. Ladders swings with metal or wooden frames and tyre sets
- i. Carpentry table or cable reels with hammers etc.
- j. Water trough/basin with plastic containers sieves, funnels, cups, hosepipe lengths, tulip seed-cases, seeds, plastic aprons.
- k. Water paint – tins and cans, brushes, balancing boards, scrabbling net, wheel toys (tricycles, wheelbarrows, etc.) Boxes/cartons of various sizes, garden tools, spades, rakes, watering cans, hand towels.

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

## APPENDIX D

## SAMPLE: MEMORANDUM OF AGREEMENT

### MEMORANDUM OF AGREEMENT

#### Preamble

This document consists of three pages: 1. The Memorandum of Agreement between Management /Employer(s) of ECE Centres and Teachers (p.1); 2. Statement of Service ( p.2); and 3. the Signature Page ( p.3 ).

#### Name of Kindergarten Committee And Name of Teacher

1. This agreement is made between \_\_\_\_\_ and \_\_\_\_\_
2. This agreement validates the performance of teaching duties at \_\_\_\_\_ from the \_\_\_\_\_ to the \_\_\_\_\_ beginning with a three months probation period.
3. The agreement is valid for \_\_\_\_\_ year/s from the date of employment but will be revoked immediately after the teacher has been counseled three times by the employer for violating any terms and conditions agreed upon or if the management/employer(s) fail to honour the agreement by paying the full amount of salary and FNPF contribution agreed upon or if the teacher is found guilty by a court of law for criminal activities.
4. The Kindergarten teacher will report to the Head Teacher of the school if the kindergarten is on school site and to the Manager or one nominated by the committee of the kindergarten if the kindergarten is a stand alone facility.
5. The kindergarten teacher's hours of work will be 30 minutes before students arrive at school and 30 minutes to 1 hour after children go home. This will depend on the agreed kindergarten time.
6. The kindergarten teacher shall perform the services detailed in the attached "Statement of Service " in relation to the Kindergarten Guidelines.
7. The Kindergarten teacher is entitled to leave conditions as specified in the Leave Regulations for Civil Servants as stipulated in the PSC Terms & Conditions of Employment.
8. The school management/employer(s) will pay the Kindergarten teacher the salary of \$2.80 per hour for category 1 (\$2,296p.a.); \$2.00 per hour for category 2 (\$1,640p.a.) and \$1.80 per hour for category 3 (\$1,476 p.a) for the duration of employment specified therein (as per policy).
9. In the event where the teacher is required to perform extra work after normal hours, the committee/employer(s) will pay the teacher hourly rates which the teacher is entitled to for those extra hours (Category 1 -\$2.80 Category 2- \$2.00; Category 3-\$1.80 (as per MoENHCA policy).
10. The management/employer(s) should ensure that the FNPF monies due to the teacher is paid in full by December 31<sup>st</sup> each year of employment.

11. In the event of the Committee/Employer (s) is found default in paying the teachers' salary and FNPF contribution, the teacher is at liberty to seek legal assistance for the recovery of his/her full entitlement from the committee/employer(s) at their cost and not of the teacher.
12. This agreement is subject for reviewing when necessary.

### **Statement of Service**

1. Carry out roles and responsibilities befitting an ECE professional e.g. successfully teach all children, promote high personal standards and continually expand their knowledge.
2. Arrange regular staff meetings in order to plan an effective programme of experiences and activities for all children.
3. Daily supervision and organization of duties for all staff.
4. Supervision of all necessary records – attendance, roll & register, programme plan, evaluation & initial interview, developmental records, enrolment forms and waiting list.
5. Daily preparation of materials, cleaning and setting up of room(s) before children's arrival and at their departure.
6. Regular maintenance of material and checking for broken and missing parts.
7. The arrangements of duties for mothers on roster.
8. The daily receiving of parents and children or the delegation of the same.
9. A regular and adequate supply of consumable material used by children, e.g. paper, paint, etc.
10. Recording of staff absences by keeping of a staff attendance book.
11. Keeping a petty cash book.
12. Attend committee meetings and give report on kindergarten activities, challenges and issues.
13. Initiate and support parent participation programmes and activities, e.g. guest speakers, films, working bees (work with committee) etc.
14. Keep child study notes, enrolment forms, etc., in a safe place in the centre.
15. Safe keeping of all information and confidential reports relating to children and their families.

16. Be a professional in carrying out duties and how you conduct yourself at all times.

**Signatures**

1. Name : \_\_\_\_\_

( **Manager/ Employer** ) Signature : \_\_\_\_\_ Date : \_\_\_\_\_

2. Name : \_\_\_\_\_

( **Kindergarten Teacher** ) Signature : \_\_\_\_\_ Date : \_\_\_\_\_

3. Name: \_\_\_\_\_

(Witness)<sup>1</sup> Address of Witness:

\_\_\_\_\_

Left Thumb Print of Witness: \_\_\_\_\_ Signature: \_\_\_\_\_ and stamp

Occupation : \_\_\_\_\_ Date: \_\_\_\_\_

<sup>1</sup> The witness is someone who could be a Justice of Peace; School Principal or Head Teacher; Education Officer; Turaga-ni-koro; PA; Medical Officer; Talatala; Priest; Lawyer; Civil Servant above the rank of an Administrative Officer.