



Pacific
Community
Communauté
du Pacifique

Pacific Regional School Leadership Capabilities

A gift from Pacific school leaders for Pacific school leaders



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Suva, Fiji, 2025

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Acknowledgements

The Pacific Regional School Leadership Capabilities was developed through a regional co-design process by school leaders, educational administrators, teacher educators, educational researchers, and elders. The voices expressed through this document capture the experiences, knowledge and aspirations of Pacific educators for improved school leadership in our region. The compilation of the Pacific Regional School Leadership Capabilities involved Pacific educators from Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Republic of the Marshall Islands, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu. Each country gifted to the region a treasured value drawn from ancient knowledge systems to guide future school leaders in their service to our Pacific children.

The capabilities outlined in this document for school leaders echo the aspirations and vision of the Ministers of Education within the

architecture of the Pacific Regional Education Framework. Policy Area 4 of the framework envisages the establishment of a regional benchmark for developing qualified, skilled and certified professionals who can demonstrate their competencies against approved standards. This ensures that school leaders are supported, through a range of modalities, in developing new skills and knowledge to create better outcomes for students. It also responds to the need to develop regional standards for school leadership and sector management and provide professional development for school leaders and middle and senior managers with a focus on supporting teachers to meet the needs of students.

We express our gratitude for the gifts of wisdom and knowledge that member countries have generously granted to create this regional guide for Pacific school leaders.

Year 3 students in Samoa participating in a phonics lesson as part of the Samoa Systematic Synthetic Phonics programme.



Rationale for the Pacific Regional School Leadership Capabilities

→ What is the purpose of these Leadership Capabilities?

The Pacific Regional School Leadership Capabilities (PRSLC) is a collection of knowledge, skills, and values gifted by Pacific education leaders to our region. The collection of knowledge, skills and values expresses our combined aspirations for what we all hope for our school leaders. The PRSLC represents the best of us, and it is gifted for all our member countries to take from it what they need and when they need it.

The PRSLC is designed to enhance what is already in the national school leadership standards (NSLS) of member countries. The PRSLC is designed to encourage, support and complement existing leadership practices and knowledge. Fifteen countries contributed to the regional co-design of the new PRSLC, reflecting our diversity, uniqueness, and hope for our children. This PRSLC reflects the gifts from the 15 countries that participated in the School Leadership Summit, in Nadi, Fiji in August 2023.

The PRSLC signals a departure from the previous Regional School Leadership Standards, in two ways. First, the PRSLC takes a capability approach in the understanding that leadership is nurtured, mentored and developmental. Second, the PRSLC, is a truly regional framework, with the number of countries involved, and it is offered as a guide to support country school leadership development. The PRSLC recognises the diversity of the region and that a one-size-fits-all approach is no longer sufficient. As a regional tool, the PRSLC can only offer guidance and encouragement. It is based on this rationale, that we propose that in the new PRSLC, the use of the term 'capabilities' is adopted.

It was suggested during the leadership summit that the standards should be developed in such a

way that it reflects varied contexts in the region. The countries recognised that while contexts may vary between the countries in the region, the focus should be on success and support leaders to understand how they can strive to improve student achievements. Additionally, it was also suggested that a bottom-up approach should be adopted where each member country will need to establish their own national standards first, which could then be used to inform the PRSLC. It was further suggested during the leadership summit that the new PRSLC should be broad and overarching and consider common values in the region.

During the leadership summit, the participants were asked 'What is missing in the current standards?' The participants highlighted that the following were absent: Cultural and spiritual values, professional values and attributes, resilience – natural disasters and COVID-19 were all missing in the components under the four pillars. The participants also wanted to make sure that 'instructional leadership' was featured in the new PRSLC. The participants all agreed that the 'pillars' should reflect Pacific values, with the possibility of each pillar being framed as a value.

The PRSLC is designed for the Pacific school leader and for aspiring school leaders. It is also designed for teacher education institutions, school management team, community and island/provincial leaders, schoolteachers, and staff.

THE FUNCTION OF THE NATIONAL SCHOOL LEADERSHIP STANDARDS

National school leadership standards are generally designed to respond to multiple factors that set the dynamic nature of schooling within the school, community, and society.

- Most countries have existing NSLS and defined specifically to fit country context. This has been a significant development in supporting our school leaders. At the national level, school leadership standards are often tied to staff appraisal, to staff professional development, and various other organisational policies and regulations. There are existing mechanisms within national jurisdictions to enforce 'standards' for their school leaders.

At the national level, the Ministry of Education or Department of Education has the authority to 'assess,' to 'measure' and to clearly define the leadership domains into relevant key performance indicators that are supportive of national Education Acts, regulations, and policies. We contend that it is at the national level that standards can be better defined and monitored as it can speak directly to the context of the school leaders and the teachers.

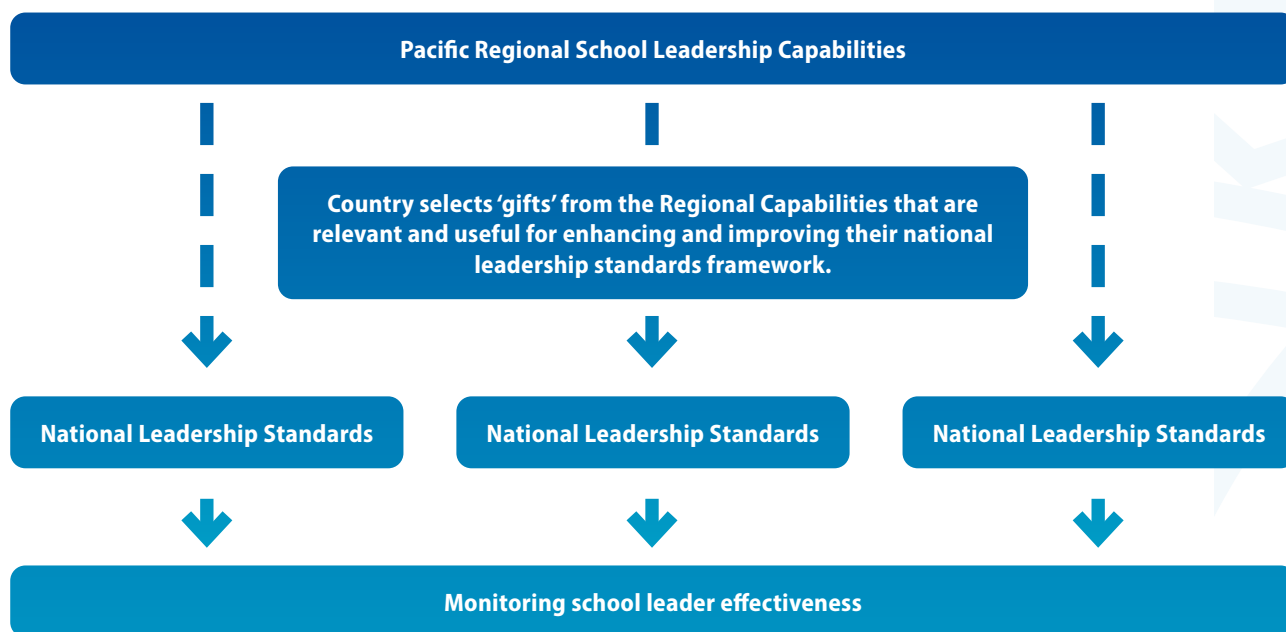


Figure 1 The schematic diagram above illustrates the relationship between the NSLS and the PRSLC.

→ Terminologies and definitions

Capabilities:

are traditional and contemporary leadership skills and abilities that encompasses core Pacific values, cultural and spiritual beliefs.

Domain:

describes the key knowledge, skills and values that collectively define the leadership capability.

Knowledge and understanding:

knowledge, ideas and learning that the school leader is expected to demonstrate under that domain.

Professional action:

refers to the behaviours, actions, and performance of a leader under a defined domain of leadership capability.

Skills and abilities:

competencies that the school leader is expected to demonstrate under that domain.

Standards:

a set of agreed criteria and guidelines outlining expected levels of competencies that are adaptable to diverse school contexts.

Values, beliefs and personal commitment:

Pacific values and beliefs in which the domains and capabilities are defined. Values refer to a person's principles or standards of behaviour reflecting what is important at a personal, cultural, and professional level.

Our Pacific values

→ Why is it important for school leaders to think about values?

Values influence how we solve problems, make decisions, and relate to people. When policy statements are clear on certain issues in the school, the school leader can refer to the policy to guide problem solving and decision-making processes. However, when policies are not clear or school leaders meet problems beyond their operating policies, they will need guidance on how to solve problems. This is often the case when school principals deal with problems that may be related to teachers and with the community – where policies may not exist. It is therefore important for school leaders to be aware of their core values and how they use these values to solve problems and make decisions.

As Pacific school leaders continue to deal with more challenging problems in remote schools,

urban communities, during natural disasters and addressing increasingly diverse learners in their schools – the school leader must pay more attention to his or her values and principles.

The following section presents a collection of proverbs and values gifted by 15 member countries. The proverbs and the values are presented as guiding ‘stars’ for Pacific school leaders that they may draw from, use, and be inspired by as they try to grapple with the everyday challenges of leading schools and communities.

The following Pacific values and proverbs are also being used to guide the key leadership domains that define the new regional school leadership capability and standards presented in the subsequent section.



A Year 9 teacher and student of Sacred Heart College, Fiji, conducting a science experiment together.

→ List of Pacific proverbs and values for school leaders



A young boy and girl attending class in Palau.



Cook Islands

PROVERB OR VALUE

*Kia mau te selenga, kia mau te
napenga, Kia mau!*

(Tongareva – Northern)

*Ngurunguruā, 'i'i, e tangata!
Karakia ki o Rongo! Te unga roa
e, e toki! No taku vaka Toa, vaka
Taunga, vaka Ariki*

(Rarotonga – Southern)

Te Reo Māori Vaerua (spirituality)

Akono'anga (traditional knowledge)

Ao rangi (environment)

Ora'anga (wellbeing)

DESCRIPTION

Hold on to the ties of your heritage, to the ties to your identity. Hold on to the knots that connect us together. Hold on to it – tight!

We hear the murmurs and challenges of the people, that lead to wisdom. We pray for strength and humility. We lead with our axe, as the platform of their voices. For our tribe and our vaka.



Federated States of Micronesia

PROVERB OR VALUE

Wahr seisei, wahr tipwitipw

DESCRIPTION

The proverb emphasises the importance of unity and cooperation. When people are united and work together, they thrive and grow. On the other hand, when they are divided and grow apart, their strength diminishes. It is a powerful reminder of the value of staying connected and united. Tied together, growing; growing apart, withering.



Fiji

PROVERB OR VALUE

*Vinaka vakaniu,
vinaka taucoko* (iTaukei)
narial ki tarah (Hindi)

DESCRIPTION

A useful tree that reflects the holistic qualities of a good leader.



Kiribati

PROVERB OR VALUE

Te oi n aomata

DESCRIPTION

They are genuine leaders or *te oi n aomata*. *Oi n aomata* (real and authentic) is the Kiribati description of a person who possesses good qualities appropriate for a leadership position.

These qualities include a good reputation, ethical and knowledgeable (wise). The community recognition of a person is weighed as to whether they are *oi n aomata* (real authentic true) or not. This *oi n aomata* is "*ata te riai*" which is translated as 'knowing what is proper in the Kiribati culture.'



Palau

PROVERB OR VALUE

Berrokel osengel (inclusive)

melemalt (trustworthy/honest)

omengull (respect)

duch el reng (perseverance)

Melemalt (honesty)

Kaumerang (trust)

bekongerachel (responsible)

bekururau (generous)

melangesmad (care for others)

ulsemuul (effective)

kaiuedanges (encouraging/motivating)

DESCRIPTION

Omengull (respect) – Having respect for yourself and all of those around you is at the core of being a Palauan leader.

Berrokel Osengel (inclusive) – Being an inclusive leader is to include everyone in the decision-making process. It is to ensure that voices are heard and considered when making decisions that affect various stakeholders.

Melemalt (trustworthy) – A trustworthy leader is one that everyone believes in and puts their trust in to do what is best for all those involved. A leader with this core value will ensure that everyone's best interest is at heart.



Nauru

PROVERB OR VALUE

Eredu, aijo iat ami

DESCRIPTION

respect and integrity



Niue

PROVERB OR VALUE

Fakalofa, fakalilifu

DESCRIPTION

Fakalofa (love) – reflects our love for God, country, and people and to serve to the best of your ability. *Fakalilifu* (respect) – reflects that respect underpins everything that we do in service..



Papua New Guinea

PROVERB OR VALUE

Wok wantaim lewa bilong yu

DESCRIPTION

Serve with your heart. In everything we do, we serve from the heart with total sincerity.



Marshall Islands

PROVERB OR VALUE

Wodde jepel

DESCRIPTION

Valuing the importance of working together because "togetherness" brings strength and ease to the task that is at hand.



Samoa

PROVERB OR VALUE

Tautai matapalapala. O le upega e fili le po ae tatala le ao

DESCRIPTION

Tautai matapalapala refers to a fisher with a specific skill in the art of fishing. Used in this context of leadership it refers to a “resilient, sturdy leader” who is equipped with the core values of service with humility, tolerance, integrity, visionary, strategic, honest, thoughtful, collaborative; to navigate the winds and currents of change. *O le upega e fili le po ae tatala le ao* refers to a leader whose finishing net is knotted at night but untangled in the morning. It is a metaphor that relates to the roles of a “great fisherman” who has the core values to be a resilient, sturdy leader.



Solomon Islands

PROVERB OR VALUE

Yumi wan pipol, umi save duim

DESCRIPTION

Respecting diversity across our community, we are one people. Leaders to lead all learners to develop as individuals and possess the knowledge, skills, and attitudes to earn a living and to live in harmony with others and their environment. We envisage a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life. *Yumi wan pipol, umi save duim* is unity. *Yumi wan pipol* as a value is like a bird that soars above the sea and the land aided by its wingspan flapping in unison to enable the bird to soar in the sky. It ensures a multicultural, religious, and racial Solomon Islanders/Pacific to move in unison.



Tokelau

PROVERB OR VALUE

Tutia te po ke ao

DESCRIPTION

‘*Tutia te po ke ao*’ is translated as ‘let me persevere through the night until daylight.’ This saying is in a prayer which is chanted by fishers during opensea fishing expeditions, asking for the strength, patience, steadfastness and perseverance to make it till daylight. *Tutia*, or resilience, embodies perseverance, patience, strength and steadfastness, the qualities relevant when offering services to family or others.



Tonga

PROVERB OR VALUE

Ala ‘i sia, ala ‘i kolonga

DESCRIPTION

Description: Someone who is highly capable, strategic, and confident to carry out all kinds of responsibilities.



Tuvalu

PROVERB OR VALUE

Aava, alofa

DESCRIPTION

Description: *Aava* (respect) – when we accept someone as they are and for who they are. To be respectful and to care about others. At the heart of respect is caring. *Alofa* (love) – The key to leadership is to lead with love. Leading with love means knowing and caring about what inspires and empowers people. It is about caring enough to know what is important to them and helping them succeed.



Vanuatu

PROVERB OR VALUE

Landomava (Ambae language of respect)
TambeTambe (Ambae language of obedience)
Tamat (language of respect in Northwest Malekula)
Mkarien (responsibility in Northwest Malekula)

DESCRIPTION

Description: Respect is important in moulding behaviour so students respect each other and their teachers. Students these days are hard to control in the classroom. Contact hours between parents and their children is low, especially with fathers. When we bring cultural meaning of responsibility into schools, it will help students to be responsible as they were responsible back in their homes and community; responsible for themselves, towards their peers, school leaders and teachers, and school facilities.

Pacific Regional School Leadership Capabilities

—→ What are the School Leadership Capabilities Statements?

The capability statements are based on Pacific proverbs and values. Each capability statement is presented as a guide for each leadership capability. There are five leadership capabilities that are presented as extensions to the original Regional School Leadership Standards drawn up in 2012.

Within each leadership capability, there are sets of domains that provide key components of the

leadership capability. Following each domain are sets of professional actions further defined by values, skills, and knowledge.

The current list of Pacific school leadership capabilities and domains can be added to, depending on leadership context, times, and needs. Pacific educators and school leaders are invited to take and add to the Pacific school leadership capabilities to suit national context and plans.

—→ Pacific Regional School Leadership Matrix Capability Statements



Year 9 students of Sacred Heart College, Fiji, collaborating on a group science experiment.

There are five new regional Pacific school leadership capabilities:

1. **Capability One:** *Wok wantaim lewa bilong yu:* Leadership that is Pacific.
2. **Capability Two:** *Te oi n aomata:* Leadership that is resilient and sustainable.
3. **Capability Three:** *Ala 'i sia, ala 'i kolonga:* Leadership that is student focused and instructional.
4. **Capability Four:** *Yumi wan pipol, umi save duim:* Leadership that is strategic and collaborative.
5. **Capability Five:** *Enginkehlap:* Leadership that is cooperative and community focused.

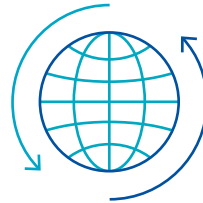
Figure 2 Pacific Regional School Leadership Capabilities



CAPABILITY ONE

*Wok wantaim
lewa bilong yu*

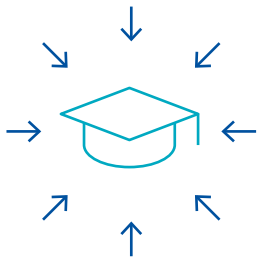
Leadership that is Pacific



CAPABILITY TWO

Te oi n aomata

Leadership that is resilient and
sustainable



CAPABILITY THREE

*Ala 'i sia,
ala 'i kolonga*

Leadership that is student
focused and instructional



CAPABILITY FOUR

*Yumi wan pipol,
umi save duim*

Leadership that is
strategic and collaborative



CAPABILITY FIVE

Enginkehlap

Leadership that is cooperative and
community-focused

CAPABILITY ONE

Wok wantaim lewa bilong yu

Leadership that is Pacific

Capability one is founded on the proverb *wok wantaim lewa bilong yu* – gifted from Papua New Guinea. The proverb encourages the Pacific school leader to ‘serve from the heart,’ affirming the role of leadership as people centred. With a strength-based approach, the school leader is encouraged to look within and draw strength from their cultural and spiritual values. One can lead others when

one can lead herself or himself. The Pacific school leader is encouraged to look after their health and wellbeing and to build and maintain harmonious relationships with all stakeholders. The Pacific school leader is grounded in Pacific values and ways of seeing the world – that is holistic, relational, respectful, and connected to people, to land and to the ocean.

Domain

Professional action

VALUES, BELIEFS AND PERSONAL COMMITMENT

Te reo Māori vaerua¹:
Kia matakū ra kotou i te
Atua²

– spiritual and cultural values

Cultivating **respect** for recognising spiritual and cultural values and embracing the different perspectives, customs, beliefs, traditions, and practices that are present in the communities in which a school leader is called to serve.

Omengul³

– respect

Having **respect** for yourself and all of those around you is at the core of being a Palauan leader. Mutual respect is considered a valuable feature in Pacific leadership practices.

Respect as leaders must be earned and in turn, this is reflected in values and practices such as communication, the culture of hospitality, respecting visitors and understanding the context and the context behind the context.

Ultebechel e klengar eou el
reng⁴

– humility

Demonstrating **humility** is a core leadership value that promotes inclusion and respect for others. Being humble shows a leader’s ability to value all stakeholders and consider their hopes and aspirations.

Vinaka vikaniu/Vinaka
taucoko (iTaukei), **narial ki**
tarah (Hindi)⁵

– strong-willed

A **strong-willed** school leader embodies a strong and useful tree that bears bountiful fruits that benefit the community; the seeds from these fruits hold the promise of stronger and more useful plants. The strong tree reflects the **holistic** qualities of a good leader.

1 A gift from the Cook Islands

2 A gift from the Cook Islands: God-fearing taken from 1 Samuel 12:24 of the *Holy Bible*

3 A gift from Palau

4 A gift from Palau

5 A gift from Fiji

Domain

Professional action

SKILLS AND ABILITIES

Omengull and **bekongerachel**⁶
– relationality

Leadership capable of self-reflection, self-care and maintaining healthy body, mind and spirit.

Leadership is relational, focuses on **building trustworthy relationships**, being open-minded, having interpersonal courage and demonstrating empathy.

Leadership is people-centred, and the **decisions** made by the leaders should benefit the communities.

Leadership manifested in communal settings, **responsibilities are shared** and entrusted upon others to lead in various aspects.

Leadership that is **inclusive, supporting others** who are foreigners to our land to appreciate our context and value our people as custodians of the land.

Vanua⁷ – connectedness to environment past, present and future

Leadership that **promotes stewardship** of Oceania, looking after tangible and intangible heritage, and in the process, creating a culture of the conservation of cultural heritage.

Leadership that is visionary, in the **safeguarding** of our environment, associated knowledge systems and traditional skills for our children's future

KNOWLEDGE AND UNDERSTANDING

Ora'anga⁸
– health and wellbeing

Leadership that understands the **interconnectedness** of physical, mental, emotional, social, and spiritual dimensions of wellbeing.

Akono'anga⁹
– traditional knowledge and lifelong learning

Leadership that understands the value of traditional knowledge in preserving **cultural identity** in the face of environmental and social challenges.

Leadership that understands **relationality**, and our connection to people, land, and ocean.

6 *Omengull* is respect, while *bekongerachel* means responsible – core guiding values for relationality (relationship). A gift from Palau

7 *Vanua* is Vosa Vakaviti, iTaukei language, for land, people (past, present and future), ocean, sky, environment. A gift from Fiji

8 A gift from Cook Islands

9 Traditional knowledge, honouring history, and value of wisdom in the knowledge past, present and future (lifelong learning). A gift from Cook Islands.

CAPABILITY TWO

Te oi n aomata

Leadership that is resilient and sustainable

Capability two is founded on the proverb *te oi n aomata* – gifted from Kiribati. The proverb encourages the Pacific school leader with the proverb ‘*te oi n aomata*’ to be real or authentic, to be true to self, that includes a good reputation, being ethical and wise. The foundation to sustainable development and resilience, is based on the Kiribati wisdom of ‘knowing what is proper in the Kiribati culture’ that is, the foundation of sustainable development and resilience is culture. In a changing

world, our Pacific school leader is encouraged to be resilient, steadfast, and to champion education for sustainable development.

Leaders are needed most during times of crises, change and uncertainty. The Pacific school leader is encouraged to have clarity of vision and to be agents of change. The Pacific school leader is encouraged by Palauan values to be *melemalt* (trustworthy), *berrokel osengel* (inclusive) and *duch el reng* (to persevere).

Domain

Professional action

VALUES, BELIEFS, AND PERSONAL COMMITMENT

Berrokel osengel¹⁰
inkludum evriwan¹¹
– inclusive

Being an **inclusive** leader is to include everyone in the decision-making process. It is to ensure that voices are heard and considered when making decisions that affect various stakeholders. This will give people a sense of ownership of the decisions made which in turn will achieve greater buy-in by all involved.

Melemalt¹²
– trustworthy

A **trustworthy** leader is one who everyone believes in and puts their trust in to do what is best for all those involved. A leader with this core value will ensure that everyone's best interest is at heart.

Duch el reng¹³;
finefinau¹⁴
– perseverance

Demonstrate **perseverance** by pursuing the achievement of educational goals despite obstacles such as budget constraints, changing ministry regulations and diverse student needs. The leader will collaboratively find innovative ways to overcome these obstacles and if an educational goal cannot be met because of these obstacles, the leader will collaborate with all stakeholders to either amend the goal or to replace the goal with one that is more manageable.

10 A gift from Palau
11 A gift from Vanuatu
12 A gift from Palau
13 A gift from Palau
14 A gift from Samoa

Domain

Professional action

SKILLS AND ABILITIES

Unimane¹⁵

– vision development and ownership

Engage stakeholders in the development of a **shared vision** for the school. Promote vision and mission statements in appropriate areas.

Apply collaborative leadership and strategic planning to **engage diverse voices** within the school community to co-create a vision that reflects shared values, aspirations and priorities.

Lead **school vision evaluation** and re-development and formulate an achievable vision that recognises future changes in the school environment and the social and economic challenges affecting the community.

Exemplify the vision and utilise monitoring and evaluation processes to **plan for future vision**.

Ata te riai¹⁶

– people-centred ethical leadership

Cultural competency and cultural adaptability – develop the knowledge, skills, and attitudes necessary to effectively interact and engage with individuals from diverse cultural backgrounds.

Support individuals to be **accountable** and take ownership of their work, fulfil their commitments, and accept responsibility for their successes and failures. Mechanisms for feedback are available and used effectively. Act with integrity and value authenticity.

Promote **transparency** by empowering stakeholders to feel informed in understanding the rationale behind decisions and providing them with opportunities to participate in the decision-making process.

Focus on emphasising **inclusion and equitable** engagement with all individuals regardless of gender, religion, economic status, and political beliefs.

Encourages **collaborative and participative leadership** through open communication mechanisms where all stakeholders, including teachers, staff, students, parents, and community members, feel comfortable sharing their ideas, concerns, and feedback.

Apply collaborative approaches to **problem-solving** that leverage the collective expertise and creativity of teachers and stakeholders.

Support **collaborative approaches to decision-making processes** based on ethical principles and promote the common good.

15 A wise, knowledgeable, and experienced leader. A gift from Kiribati

16 'Culturally appropriate practice'. A gift from Kiribati

Domain

Professional action

Fakalalakala¹⁷ – promoting innovation and transformation

Promote innovative solutions that draw upon the diverse talents and insights of the teachers and stakeholders. This **promotes autonomy** by allowing involvement in the decisions that affect team members. Stimulating teachers' creativity is a crucial step in achieving innovation.

Fosters innovation, inspires change, and **promotes a culture of creativity** and excellence within the school community.

Lead and facilitate the necessary innovations and changes to reflect the changing demands and expectations of the school including **the use of research-based evidence to guide activities** within the school as part of its effort to improve efficiency and effectiveness in the achievement of the school goals.

Transformational leaders **maintain a positive attitude** to set a notable example or lead by example. Set exacting standards for the teachers, the same standards that are set for school leaders daily.

Mentoring and guidance of future leaders

Being a leader is a gift and that leaders should be able to share that gift, be it skills, values, experience, or norms with others in the community through **mentoring the next generation of leaders**.

Encourage the emergence of potential middle managers and **support their transition** into leadership roles within the school and the community at large.

The value of praising **people publicly and reprimanding them in private**. Affirming the value of respect and relationality. Establishing a system of 'restorative practice' that will ensure the affirmation of the value of respect and relationality.

School leaders **establish good relationships** with their team members so that they can learn about their needs and provide individualised support. It is helpful to recognise the accomplishments of teachers and staff to encourage them and provide motivation. Giving specific praise may impart ownership of their responsibilities and help them realise their value to their team.

KNOWLEDGE AND UNDERSTANDING

Education for sustainable development

Leadership that understands the foundation of **education for sustainable development** and resilience for the Pacific is founded on our culture.

Leadership that is transformational

Leadership that understands the role of education in **promoting growth and change**, to improve schools and communities

Fostering resilience through inclusion and equity

Leadership that understands resilience is strengthened when we **encourage diversity** and individual experiences in schools.

Leadership that understands resilience is strengthened when we design support systems that are **inclusive**, and **address inequities** related to gender, ethnicity, disability, and income.

17 A gift from Tonga

CAPABILITY THREE

Ala 'i sia, ala 'i kolonga

Leadership that is student focused and instructional

Capability three is founded on the proverb *Ala 'i sia, ala 'i kolonga* – gifted from Tonga. The proverb refers to a person who is skilful, talented and able to respond to a range of tasks and responsibilities. School leaders are second only to teachers, in affecting change in student learning.

School principals have direct responsibility to ensure all relevant areas that contribute to effective teaching

and learning for high student performance are realised. The Pacific school leader is encouraged to be an effective instructional leader capable of providing an inclusive learning environment for all students. The Pacific school leader is also encouraged to master the use of school data to inform the teaching and learning programme in the school, including targeted continuing professional development for teachers and efficient curriculum management.

Domain	Professional action
VALUES, BELIEFS, AND PERSONAL COMMITMENT	
<i>Yumi van pipol, umi save duim</i> ¹⁸ – unity	Respecting diversity across our community, we are one people. Leaders to lead all learners to develop as individuals and possess the knowledge, skills, and attitudes to earn a living and to live in harmony with others and their environment. We envisage a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life. <i>Yumi van pipol, umi save duim</i> is unity.
<i>Eredu, aijo iat ami</i> ¹⁹ – respect and integrity	Respect is important to mould behaviour and control students. Through respect, children's behaviour in the classroom can be supported and nurtured. This also important because parents are spending less time with their children, especially fathers. To foster an environment of respect where each individual gives respect and is respected in return. To use the value of 'respect' within one's culture as the foundation upon which the value of respect is maintained within the school community. The leader will ensure ongoing communication between the school and students' parents in creating a culture of respect within the school community.
<i>Mkarien</i> ²⁰ – responsibility	When we bring the cultural meaning of responsibility into schools, it will help students to be responsible as they were responsible back in their homes and community. Responsible for themselves, towards their peers, school leaders and teachers, school facilities.

18 A gift from Solomon Islands

19 A gift from Nauru

20 *Mkarien* – Ni-Vanuatu, gift from northwest Malekula

Domain	Professional action
<i>Te tautai 'apo</i> ²¹ – trustworthy	A trustworthy leader is one that everyone believes in and puts their trust in to do what is best for all those involved. A leader with this core value will ensure that everyone's best interest is at heart.
<i>Bekururau</i> ²² – generous; <i>Lapw kopwou</i> ²³ – untying a woven basket	A generous leader is kind, willing to give and share his basket of knowledge with others.
<i>Melangesmad</i> ²⁴ – care for others	Care for others

SKILLS AND ABILITIES

Promoting a holistic student learning experience	<p>Develop and implement school policies and procedures that focus on improving a holistic student learning experience, caters for students' emotional, physical, cognitive, and spiritual wellbeing.</p> <p>Support teachers to carry out practices for improving student learning that includes aligning learning outcomes with curriculum expectations, use of student data in designing learning activities, plan for intervention, especially for those students' needing assistance and recognising diverse learners</p> <p>Support teachers to carry out continual monitoring of student growth and progress, through strengthening student assessment processes and materials that are valid, reliable, and robust; review and evaluate the outcome of teaching and learning practices; provide timely and valid feedback to students to encourage engagement and participation in their learning.</p> <p>Promote the use of research-based evidence to guide relevant effective teaching and learning strategies that recognise diverse learners, that each student is an active learner and focus on improving student learning.</p>
Managing a relevant and holistic curriculum	<p>Developing a good understanding of the curriculum standards and other curriculum-related documents to help teachers identify appropriate and relevant learning goals and outcomes.</p> <p>Promote flexibility in the implementation of the curriculum outcomes to allow for creative, responsive approaches to delivering the curriculum effectively to diverse learners. This includes supporting teacher classroom practices such as lesson preparations that cater for diverse learners and experiences.</p> <p>Encourage the offering of a holistic curriculum that caters for diverse learners, special talents and alternative pathways including music, sports, arts, technical and vocational education, and training.</p>

21 A gift from Tuvalu

22 *Bekururau* – A gift from Palau

23 *Lapw kopwou* – A gift from Federated States of Micronesia

24 *Melangesmad* – A gift from Palau

Domain

Professional action

Use of information and communications technology (ICT) for learning

Take a leading role in the **implementation and safe use of new and emerging technologies** to enhance and improve teaching and learning in the school. The leader will ensure that integrity is always upheld with the use of new, including existing technologies and that the safety of students is maintained.

Use of research evidence to support appropriate use of technology, including for extracurricular activities that will promote creativity, innovation, and worthwhile learning for all students.

Supporting teachers' continual professional development and learning

Develop a school-wide strategy for continuing professional development and learning for the entire staff. The continuing professional development strategy is informed by student learning data, assessment of teacher performance and school goals and vision. Provide and support equitable access of staff to development opportunities within or outside the school to improve their professional practice to meet expected performance standards.

Promote peer learning among teachers, sharing teaching resources, teaching practices and new learnings. Promote opportunities for teachers to actively reflect and continually learn to improve teaching practices. Recognise, acknowledge, and celebrate the achievements of individual teachers and teams in the efforts to foster trust and creativity among staff to work cooperatively to achieve school goals and to build their own capacity.

Lead in the **development of induction and mentoring programme** for new teachers, including the mentoring of teachers to take up new management and leadership roles in the school.

KNOWLEDGE AND UNDERSTANDING

Leadership that is instructional and student-focused

Leadership that understands the critical role that school leaders have in promoting **strong focus on student learning outcomes**, by shaping conditions for effective teaching and learning.

Continuing professional development

Leadership that understands the value of **continuing professional development and learning** for teachers. Through continuing professional development and learning, teachers are supported in developing teaching and learning goals and in their professional learning.

Inclusive learning environment

Leadership that understands the value of creating an **inclusive learning environment** where every student feels safe and valued; promoting cultural diversity and fairness, emphasising students' abilities, and cultivating a school culture that encourages empathy, trust, mutual support, and respect.

Leadership that understands the value in promoting opportunities for critical dialogue and education on issues related to **gender equity** for both boys and girls. Providing extra support for students who need it to achieve equal outcomes.

Leadership that understands the value of an **inclusive education approach** to supporting students with various conditions, including emotional, behavioral, cognitive, and physical impairments. Inclusive education also provides support for gifted students with advanced abilities.

CAPABILITY FOUR

Yumi wan pipol, umi save duim

Leadership that is strategic and collaborative

Capability four is founded on the proverb '*yumi wan pipol, umi save duim*' gifted from Solomon Islands. The Solomon Islands' proverb refers to a leader who respects diversity across our communities. The proverb encourages the leader to lead all learners to develop as individuals and possess the knowledge, skills, and attitudes to earn a livelihood and to live in harmony with others and their environment. The proverb encourages Pacific school leadership to be strategic and collaborative.

Pacific school leaders are diverse, some work in urban areas while others work in small remote villages far from the capital. Our region is diverse, multicultural yet united by the Pacific Ocean. The unique geography and economy of scale of our region requires school leaders who can manage limited resources wisely. The role of Pacific school leaders has increasingly required that they have skills in disaster risk management. Reliable data and timely information are critical for fostering strategic leadership, particularly in times of crises including natural disasters.

Domain

Professional action

VALUES, BELIEFS, AND PERSONAL COMMITMENT

Alofa²⁵ – love

The key to leadership is to lead with love. Leading with love means knowing and caring about what inspires and empowers people. It is about caring enough to know what is important to them and helping them succeed.

Aava²⁶ – respect

Respect is when we accept someone as they are and for who they are.

Respectful means to care about others. At the heart of respect is caring

Alofa mo te aava – love and respect

Love and respect foster harmony and unity within Pacific communities. Individuals strive to maintain peace and harmony in relationships, resolve conflicts through dialogue and reconciliation, and work together towards common goals for the collective well-being of the community.

Wodde jepel²⁷ – working together

Valuing the importance of working together because "togetherness" brings strength and ease to the task that is at hand.

Ngurunguruā, 'i'i, e tangata!²⁸

We hear the murmurs and challenges of the people, that lead to wisdom.

25 A gift from Tuvalu

26 A gift from Tuvalu

27 A gift from the Republic of the Marshall Islands

28 A gift from Cook Islands

Domain

Professional action

Karakia ki o Rongo! Te unga roa e, e toki! No taku vaka

Toa, vaka Taunga, vaka

Ariki²⁹

We pray for strength and humility. We lead with our axe, as the platform of their voices. For our tribe and our *vaka*.

Stretpela³⁰ – honesty

Honesty, integrity, and transparency are principles that will support a leader to be caring, to be collaborative and involve others in leading. It is one of the fundamental values for a leader.

Ngāue mateaki³¹ – commitment

Commitment, dedication, passion, and loyalty are the signs of leaders who care for his or her people – who serve with heart and mind. Leaders who are passionate and committed to their work often inspire others to be committed as well.

SKILLS AND ABILITIES

Resource management

Ensure that the school's financial resources are integrated and aligned with priorities identified in the school's strategic and annual work plans. Manage and account for the use of available resources to support effective learning and teaching as well as to provide adequate teaching and learning resources. e.g., textbooks, furniture, etc. Ensure that a replacement plan is in place to ensure the sustainability of all resources.

Management of human resources and staff appraisal to ensure teacher growth and development. To continuously support, assist, ensure and engage in the development of our own performance management system. To ensure staff have a clear and shared understanding of the process and guidelines of our appraisal system.

Manage and evaluate the efficiency and effectiveness of the use of the school's human, physical and financial resources, in accordance with school and national requirements, to achieve the school's educational goals (student achievement) and priorities identified in the school's plans.

Education data management

Management of school data – with staff collaborate to support a data-informed culture that empowers all stakeholders to effectively manage and use data for making decisions, enhance the impact of instructional practices for improving student outcomes.

Work collaboratively with teachers to promote **collection, analysis, and use of classroom data** to inform professional development and learning programme for teachers and for designing of targeted learning programme for all students.

School operational management

Create a student-focused organisational structure that reflects the school's values and enables the management systems, structures, and processes to work effectively in line with school policies and system requirements.

Facilitate the implementation of student-focused school programme and activities that promote and respect the school structure, promote positive values, and enhance the achievement of the school goals.

29 A gift from Cooks Islands

30 A gift from Papua New Guinea

31 A gift from Tonga

Domain	Professional action
School planning	<p>Development of school plans by collaborating and actively engaging all stakeholders in the development and review of strategic and annual work plans for the school. Promote the school's strategic and annual work plans.</p> <p>Implementation, evaluation, and review of plans in collaboration with teachers and parents, actively monitor and evaluate the implementation of the school's annual work plan and strategic plan. Identify and address key challenges to ensure the accomplishment of the school vision.</p>
School policy	<p>Take leadership in ensuring compliance with Education Act, Education regulations and education policies by demonstrating professional conduct through; compliance with professional ethics and taking responsibility for all as a public servant.</p> <p>In collaboration with teachers and parents, design specific school-based policies to ensure compliance with education regulations and requirements.</p>
School financing	<p>Development of school budget by working collaboratively with teachers and the school community.</p> <p>Appreciating the importance of effective monetary management in ensuring the delivery of high-quality education and supporting the success of every student.</p> <p>Establish mechanisms for managing grants and fundraising through project proposal development, compliance monitoring, and reporting to education authorities including the Ministry of Education.</p>
Disaster risk management	<p>In collaboration with the school community, parents and relevant stakeholders develop school-based Disaster Risk Management plan. Taking a team approach and working collaboratively with teachers and the school community is a valuable approach to disaster risk management.</p> <p>In collaboration with teachers and school community ensure the effective management of health and safety policy. Work collaboratively with teachers and the school community to ensure clear and consistent communication are shared by all in times of crisis.</p> <p>Implement (the process is 'alive'), evaluate and review (when necessary) the school's plans, policies and procedures for the security and safety of all staff and students in the school and ensure the maintenance of a clean, healthy, and friendly school environment.</p>
KNOWLEDGE AND UNDERSTANDING	
Leadership that is strategic	<p>Leadership that understands the value of clear and compelling vision, and with passion, commitment, and dedication that inspire teachers, students, and parents to become engaged and motivated.</p> <p>Leadership that understands that effective communication, including good listening skills and an open mind, are critical to ensuring vision and goal of the school are shared.</p>
Leadership that is collaborative	<p>Leadership that understands the value of working together, sharing decision making, building trust, empowering others through carefully designed participatory processes that can be based on open communication, modelling collaboration, and extending collaboration to other education stakeholders.</p>

CAPABILITY FIVE

Enginkehlap

Leadership that is cooperative and community-focused

Capability five is founded on the proverb *Enginkehlap* gifted from the Federated States of Micronesia. The proverb emphasises the importance of unity and cooperation. The proverb encourages the Pacific school leader to think about the role of education as a shared responsibility with the school community and stakeholders.

When people are united and work together, they thrive and grow, and schools have a significant role in uniting communities and villages. The support parents, communities including churches, cultural

groups, local donor groups, alumni associations, non-government organisations, social clubs, businesses, and landowners. There are also key government ministries that work closely with schools, including the government agencies for health, policy, social services, culture, local government, and other essential services. Increasingly, there are also development agencies working directly with schools on donor-funded school projects. The Pacific school leader is encouraged to learn and to engage with a range of communities and stakeholders to support improvement in their respective schools.

Domain	Professional action
VALUES, BELIEFS AND PERSONAL COMMITMENT	
Wodde jepel ³² – inclusive collaboration	Create opportunities to cooperate with other stakeholders and the school community, being inclusive in decision making and in working together with community.
Fakalofa ³³ – love	Reflects our love for God, country, and people and to serve to the best of our ability.
Fakalilifu ³⁴ Omengull ³⁵ – respect	Reflects that respect underpins everything that we do in service. Having respect for yourself and all of those around you is at the core of being a Palauan leader.
Kijenmij ³⁶ – patience	Being patience is an important value for a leader to have, especially when working with a diversity of stakeholders.
Mwakuri n te tiim ³⁷ – teamwork	An important value for leadership is teamwork, working collaboratively with others and allowing others to be part of the work.

32 A gift from the Republic of Marshall Islands

33 A gift from Niue

34 A gift from Niue

35 A gift from Palau

36 A gift from the Republic of Marshall Islands

37 A gift from Kiribati

Domain	Professional action
Loto toa ³⁸ – courageous	Leaders need to be courageous, to be brave and confident to make decisions, to move forward and sometimes to do challenging work.
SKILLS AND ABILITIES	
Effective communication	<p>Implement timely and transparent interactive two-way communications strategy. Allow for time for tok stori/talanoa/conversation spaces. School leaders are encouraged to be open and honest about school finances and other decisions made.</p> <p>Sustain the use of appropriate communication tools to actively provide information to parents and the community about the achievement of students, as well as school effectiveness, and to seek feedback from parents and community about the quality of learning and their ambition for education.</p> <p>Part of engaging the community in shaping the school's values and culture also reflects the need for a clear localised approach in solving disagreements between the school and the community. Most importantly, for a successful school-community partnership, the school needs to be accountable to the community.</p>
Community cooperation	<p>Promoting and facilitating community involvement – Implementing a variety of opportunities for the engagement of parents and the community in school activities including the development of effective strategy for parents and the community to support student learning.</p> <p>Establishing school-community partnerships to engage local experts in supporting instruction and other school-based activities or seeking the support of elders for instruction to revive traditional skills and knowledge.</p> <p>Strengthen parent-teacher cooperation where teachers are visible in the community and in community events. In community and school partnerships, the value of reciprocity is an important guide to parent-teacher cooperation to strengthen school parent teacher associations.</p>
Cultural competency	Develop holistic understanding and appreciation of cultural norms and protocols. Sensitivity to the local community including parents, local leaders, people, and churches. Apply cultural norms and protocols to build and sustain relationships with communities and stakeholders. Sustain the use of cultural norms and protocols to ensure equal opportunities for discussion and decision-making.
KNOWLEDGE AND UNDERSTANDING	
Leadership that fosters cooperation	<p>Leadership that understands the need to be responsive, to work in cooperation with parents, guardians and the community in a way that is respectful of local cultural values and belief systems.</p> <p>Foster and enhance working relationships with all stakeholders ministry of education, government and school boards, district, provincial and private education authorities, non-government organisations, local donors, private sector and alumni. Support working together across schools and across agencies to bring about the best results for students.</p>

Guide to using the Pacific Regional School Leadership Capabilities (PRSLC)

—→ How can countries use the PRSLC?

The Pacific Regional School Leadership Capabilities envision leadership in school to be Pacific, one that embodies a unique blend of traditional knowledge, cultural values and religious beliefs and fundamentally engaging fully in community affairs. The PRSLC has gone a step further in complementing the aspirations of the existing national leadership standards by incorporating Pacific knowledge and values as important cornerstones for leadership development in the region.

MoEs could selectively integrate the regional capabilities into their national leadership standards. By choosing relevant capabilities or domains, they can enhance their existing standards and address specific needs within their educational context. The regional capabilities are intended to add value to national standards, not replace them. MoEs can use these capabilities to fill gaps or strengthen areas where they see the most benefit.

SPC will work closely with ministries of education in aligning and contextualising the PRSLC to meet national contexts.

—→ How can regional and national teacher education institutions use the Pacific Regional School Leadership Capabilities?

The Pacific Regional School Leadership Capabilities are intended as a guide to continually reflect upon and improve effectiveness as leaders throughout all the stages of school leadership careers. The teacher education institutions in the region should incorporate these capabilities in their teacher education curriculum. Regional teacher education institutions should shift also as part of their teacher education programmes to introduce school leadership courses to adequately prepare aspiring schools for the school leadership roles.

For instance, national teacher education institutions can use the PRSLC to develop a school leadership programme that has five courses following the five capabilities. This can lead national universities into further developing each course with units, following the domains of leadership from each capability so that these courses and units are built into a fully accredited academic school leadership programme. Such a programme is intended for pre-service and in-service training of school leaders in national universities.

→ How can individual school leaders use the PRSLC?

While there are many influences on a school leader's professional development, these capabilities are intended to serve as an important tool for school leadership teams as they consider their growth and development as leaders. With these capabilities, schools will clearly define the traits and skills expected of effective school leaders. School leaders are encouraged to use these capabilities to benchmark their leadership effectiveness. The aim

is to promote effective leadership at the school level not extrinsically intended to serve as an evaluation instrument for performance management for remuneration. Individual school leaders can use *tok stori*, *talanoa* or any other form of Pacific ways of knowing and learning, to hold professional development and learning conversations/*tok stori* on a particular domain, or knowledge, or capability depending on the need of the school.



Students from various Suva schools in Fiji, exploring interactive materials at the Fiji Ministry of Education booth during the International Literacy Day celebrations in September 2024.

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