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SOE, USP.
2006

Baltic and Black Sea Circle Consortium
Institute of Sustainable Education
Daugavpils University

*Education and
Sustainable Development:
First Steps Toward Changes*

Volume 1, 2006



Daugavpils: Saule
2006

Education and Sustainable Development: First Steps Toward Changes
Volume 1, 2006

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ISBN - 9984-14-303-1

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Editorial

The decade from 2005 to 2014 has been declared as the United Nations Decade of Education for Sustainable Development challenging the researchers and practitioners to contribute to this important field. We are glad to present the 1st annual collection of articles issued by Institute of Sustainable Education that was established at the Faculty of Education and Management (Daugavpils University, Latvia) in 2004. The collection is an international peer-reviewed edition and also the first publication of the BBCC (Baltic and Black Sea Circle Consortium), founded in Vechta University (Germany) in May, 2005 during the 3rd International JTET Conference "Sustainable Development. Culture. Education". The consortium is targeting toward the educational research and international dissemination and implementation of the results in line with the tasks of education for sustainable development.

The idea of the collection was conceived during the JTET Conferences and, therefore, the Consortium network members gained the possibility to disseminate the results of their educational research. This is the first year of Consortium's work and this collection shows the first steps we are taking toward our aim of sustainable development.

The collection should not be evaluated as a full picture of interrelationships between the education and sustainable development. This is rather an attempt to put together the fragments of a mosaic constructing both the awareness and understanding of this complex issue in the mindscape of educational scientists in different countries and, at the same time, showing the results of their research in the context of sustainability. As one can notice in the collection, there are not so many articles, which analyse concepts of sustainability, ESD and Sustainable Education as such. Authors have rather chosen to integrate these concepts in their own research topics, trying to find the links, making the bridges and passages between their own area of study and the overarching theme of sustainability.

The collection consists of two parts: the first part contains the articles of educational researchers from different countries oriented toward the education and sustainable development, while the second part of the collection represents the project led by William Greene from Southern Oregon University "Teacher education for the future project: A collaborative study of diverse perspectives from Fiji, Korea, the United States, and Latvia". Researchers from USA, Fiji, South Korea, and Latvia investigated perceptions about the future directions for teacher education and compared these internationally.

Articles of educational researchers come from eight countries: Estonia, Finland, Germany, Hungary, Latvia, Lithuania, Sweden, and USA. The collection of 24 articles starts with the subsection, which introduces the concepts of 'sustainability', 'education for sustainable development', and 'sustainable education'. Researchers have made an attempt to analyse the perception of these concepts in the society, discerning the strengths and weaknesses of these perceptions. The collection proceeds with the articles picturing the bonds between the education and sustainable development in the context of teaching and learning and recognizing the challenge both for the form

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TEACHER EDUCATION FOR THE FUTURE: A CASE STUDY OF FIJI AT THE UNIVERSITY OF THE SOUTH PACIFIC

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Abstract

Is teacher education equipped to face the challenges of a rapidly changing world, or will it be "business as usual" in our education faculties? Education in young nation states like Fiji faces major challenges in an era of unprecedented globalisation. The impact of current global socio-economic developments is being experienced at all levels of society, and teacher education is not immune to these influences. The study on which this paper is based therefore investigated issues surrounding teacher education for the future, providing an exploratory case study of one institution in one country: the University of the South Pacific (USP) in Fiji. It is a preliminary study contributing to a larger multi-national study of five other research sites. The main research question that is addressed here is: What are the perceptions of USP student teachers (STs) and their counterpart school-based mentors (referred to in Fiji as 'Associate Teachers' or ATs) in the following three areas: (1) The aims of education, (2) How teacher preparation and classroom practices reflect those aims, and (3) How teacher preparation can be responsive to future needs and problems locally, nationally, and globally.

Introduction to the Context of Education in the Fiji Islands

Overview

The Fiji Islands are 333 islands in the Southwest Pacific Ocean spanning latitudes 15-21 degrees south and longitudes 177-180 degrees east. They lie east of northern Australia, and north of New Zealand, and are spread out over an area of about 230,000 square kilometres. Most of Fiji's inhabitants live on the two main islands, Viti Levu and Vanua Levu. The current population is about 838,088 with the indigenous Fijians making up about 54% of the population, and the Indo-Fijian population about 38% (Government of Fiji, 2005). The indigenous Fijians settled in Fiji about 3,500 years ago. The first Indians arrived as indentured labourers in 1879 as part of British colonial policy. Many decided to settle permanently in Fiji after their contracts expired, and other groups arrived as settlers who tended to set up small businesses in commercial areas.

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Fiji was colonised by Britain in 1874. Formal schooling was also introduced around this period. Political independence was gained in 1970, but since then Fiji continues to be integrated into the global economic system, and all the social effects that now come with newer forms of economic globalisation.

Fiji's education system is centrally controlled with a strong external examination focus. National and local educational policy and structures tend to follow global movements, albeit with local idiosyncrasies consonant with local cultures of practice (Tuinamuana, 2002). Recent examples of policy borrowing are the plans currently underway (with Australian and European Union funding) to introduce an Outcomes Based National Curriculum. Fiji has also dabbled in other "innovative" practice, such as internal assessment, in a bid to deal with an education system that is perceived by many to be overly exam-oriented. The dominant pedagogical model is the "banking" model, as articulated by Freire (1972), with a strong emphasis on transmission teaching (Bacchus, 2000).

There is also a history of heavy dependence on foreign aid and "expertise", particularly of an educational nature, a situation that has been widely critiqued (for example, see Luteru & Teasdale, 1993; Baba, 1987). Nonetheless, Fiji's education system continues to be affected by global factors that interact in interesting ways with local realities, as this paper will suggest.

Dominant societal views of the goals of education

Dominant societal views of the goals of education can be best articulated by analysing the Terms of Reference (TOR) prepared for the major 2000 review of the Fiji Education system, the *Fiji Education Commission 2000*. The TOR were arrived at after consultations with community stakeholders. An analysis of the TOR shows the following:

- A view of education as a means of meeting the need for "high quality and innovative human resources".
- An assumed link between education and economy issues via globalisation and competition. Education is seen as important as Fiji is entering the "globalised and more competitive economy of the 21st century". A belief that the formal education system needs to change in order to "meet the challenges that the country is likely to face in an increasing globalised and competitive economy".
- An emphasis on the role of education in contributing not only to "economic development" but also to the "moral, social, and cultural development of the nation".
- Education is seen as being equal to schooling. There is an assumption that education in this form can/should contribute to increased understanding between cultural/ethnic/racial groups in the country.
- Education is seen as being of national as well as of individual importance; thus ALL members of society should take an active interest in it.
- A concern with the double role of education as contributing to both personal futures of children and concurrently to the "economic, moral, social and cultural development of the nation".

- An assumption that a new and improved education system will "allow Fiji Islanders to develop economically while also preserving the key elements of the cultural heritage and the value systems of this nation" (Government of Fiji, 2000: 17).

The general message seemed to be: Let us sit down and consider/assess/improve our education system, for through education we can become better integrated into a world economic order and then solve many if not most of our society's problems. This view of education is not a unique one – it forms the basis of an optimistic, liberal view of what education can do for society. This liberal view of education is quite often employed in the rhetoric of western-style democracies, in public pronouncements and texts about the relationship between education and the wider society. It is an optimism that does not always trickle down into the day-to-day experiences that a major portion of society has with education and schooling.

This same philosophy also seems to underlie the optimism of the *Fiji Education Commission 2000* document. The terms of reference make direct reference to the UNESCO report:

The UNESCO International Commission on Education for the 21st century has recently released its landmark report titled "Learning: The Treasure Within". This report and other reviews have pointed to the clear and urgent need to fundamentally reorient national educational systems to meet the emerging national, regional and global challenges (Government of Fiji, 2000: 17).

The University of the South Pacific

The University of the South Pacific (USP) is "co-owned" by 12 Pacific Island nations: Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, and Vanuatu. It has three main campuses: the main Laucala campus in Suva, Fiji; the Samoa campus housing the School of Agriculture; and the Vanuatu campus comprising the Law School and Pacific Languages Unit. Each country has its own centre and sub-centres that deal with distance learning, flexi-mode teaching, and community education. The University is financed primarily through contributions from each of the 12 member countries based primarily on student numbers. Between them, the member countries contribute about 70% of the recurrent income of the University.

One of the main functions of the USP at its inception in 1968 was to "meet perceived manpower training needs of the region" (Benson & Singh, 1997: 2). As such, a major priority was the training of secondary school teachers. The USP's School of Education began offering a 3-year Diploma of Education to meet this demand, and this programme was later supplemented by a 4-year concurrent Bachelors degree plus Graduate Certificate in Education. In 1975, an in-service BEd was introduced to offer degree status to teachers who were diploma-trained.

In the 1980s, the Fiji government ceased sponsoring students for teacher education, as it appeared that Fiji had produced enough teachers. Since most of the students were from Fiji, it thus became necessary for the USP to rationalise its offerings.

The Diploma was phased out in 1985 and the University's Education Department within the School of Humanities took on a more academic orientation offering several other programmes in addition to its teacher education emphasis.

By the 1990s, however, the situation had changed somewhat. The military coups of 1987 meant that large numbers of qualified teachers were leaving the country, and the Fiji government decided that the country needed to train more teachers. In 1994, the USP introduced a 3-year Pre-service Bachelor of Education programme to prepare senior secondary school teachers. Along with the 1-year Post-Graduate Certificate in Education, the BEd Secondary programme became USP's main teacher education programme with yearly enrolments of 200-plus students. The BEd Secondary pre-service programme has now been replaced by a 4-year concurrent Bachelors degree plus Graduate Certificate in Education.

Primary teacher education, on the other hand, is a fairly new initiative at USP. The BEd primary in-service degree offered by USP was introduced in 1999. The overall purpose of the in-service training programme is to increase the "professionalism" of Fiji's primary school teachers (USP Planning and Development Office, 2002). A more detailed set of outcomes have been voiced by the teacher graduates themselves and include: better teaching strategies, better understanding of the teaching/learning process, greater employment marketability and mobility within the education sector, flow on benefits to the graduate's school in terms of staff development and flow on benefits to the graduate's wider school community (Burnett & Lingam, 2005).

Philosophy and organisation of the USP Teacher Preparation Programme. Expected student outcomes

Research carried out by Tuinamuana (2002) shows that teacher education at USP appears to exist without an overarching, articulated philosophy. There is no defined philosophy in the handbooks nor do these refer to a particular model of teacher education. There are vague references to issues of quality but there is no other documentary evidence to suggest that the faculty works with either a particular model or specific philosophy. This was also confirmed in interviews with staff in the faculty (Tuinamuana, 2002). It is significant that most of the teacher education staff interviewed as part of the study were not aware of any overriding philosophy or model with which teacher education worked. The following two extracts, where K is the interviewer, provide typical examples:

Extract one

K *Do you think that our department works with a particular model? Do we have a philosophy of teacher education?*

L4 *I think the department should be able to clearly have a statement or vision of what kind of teachers we want to train in our BEd programme.*

K *Does it have that?*

L4 *I don't think it has.*

K *So we are the same as the ministry? [Referring to an earlier comment made by L4 that the Ministry of Education did not have a policy for professional develop-*

ment of teachers] *We don't have a set of professional expectations, goals that we are working towards?*

- L4 We have not, because if we had these, then we would streamline our courses, and the content of our courses.... If we had a clear statement of "this is what our students should be in terms of professionalism, behaviour, attitudes when they leave the school" [USP], then we would have a model or models that would implement that kind of vision.

Extract two

- K *What about a philosophy of education? Do you think the department has a philosophy of teacher education? A formal one?*
- L1 I think we do have a mission and the mission is that we must train quality teachers for the Pacific region and we also have a sort of philosophy that we must have good teacher education, quality teachers so that they can tap the natural resources within the region.... We have little things written in our handbook. I think the same kind of thing we also do – prepare quality teachers, but we do not know what we mean by quality teachers.

Common methods used to teach the courses

BEd Primary

Face to face delivery at USP's main campus in Suva has been the only means of teaching the content of the programme since its inception in 1999. Since it is an in-service degree designed for currently employed teachers, most of whom study part time, traditional lectures and tutorials are conducted on the main campus after school hours usually between 4pm and 6pm during a weekday. One component of the course consists of a school-based practicum. In its current form it is an unpopular requirement among students some of who have been teaching for up to 20 years (Burnett & Lingam, 2005). There have been occasional summer school sessions held for some of the courses in the longer school vacation periods. Currently a major USP initiated/Australian government funded project is underway to convert all courses for distance education delivery in order to fulfil obligations to the Pacific as a regional institution.

BEd/BA&BSCGCE/PGCE

The courses that make up these programmes are offered via a mix of on-campus face-to-face mode, and distance education mode. The main methods used are: lectures, workshop tutorials, microteaching, print materials, and in-country tutorials.

The Role of Field Experiences

BEd Primary

The BEd (primary) in-service degree consists of 14 courses, one of which is an in-school practicum. Since 1999, the practicum has been offered as a one-semester course. The in-school experience is split into two blocks of approximately 4 weeks each. Its

purposes are the same as the practicum requirements for the pre-service secondary teaching degrees offered by USP (see Sutherland & Thimmippa, 2001), which might be summed up as the demonstration of the skills and understandings obtained from the other courses in the programme. Students are required to maintain a reflective journal, keep detailed lesson plans, show an overall practicum work plan and engage in and document a small school/community project. University personnel visit each student once per block in a supervisory capacity. Each student is assigned to an "associate teacher" in the practicum school who also acts in a supervisory capacity.

The practicum, based as it is on the pre-service secondary practicum model, is considered inadequate for BEd (primary) degree students. Therefore it is currently being reconceptualised to make it more meaningful and effective:

- for remote and isolated students who will complete the programme in distance education mode;
- for part time students who are already teachers in the "practicum school", in some cases for up to ten years;
- for teachers with up to 20 years experience, some of whom are in executive positions.

BEd/BA&BSCGCE/PGCE

The practicum is a central part of all secondary teacher education programmes, and is organised differently for each one. There is currently a working group looking at reviewing practicum arrangements. Some of the issues that are of concern are:

- Escalating student numbers have put pressure on current arrangements.
- Full time faculty are usually overloaded with other work and cannot always find time to assist with the practicum.
- As a result, the University draws extensively on the support of part-time staff. There are issues surrounding appropriate training and resources to be used in this.
- Logistical factors because of the nature of the USP region.
- Mentors or Associate Teachers (ATs) are themselves often un-trained teachers.
- Tendency for student teachers to show technique approaches in their teaching. For example, there is often a focus on the "form-filling" assessment requirements of the practicum, and less emphasis on learning and developing as a teacher (Tuinamuna, 2002).

Method and Design

Research questions

This study is interested in how practitioners view issues that provide a rich illustration of some of the challenges currently affecting teacher education. It is an exploratory study; therefore, the questions are articulated in fairly broad terms so as to not constrain responses inside predefined categories. The study explores the following issues with participants:

1. The aims of education;
2. How teacher preparation and classroom practices reflect those aims, and
3. How teacher preparation can be responsive to future needs and problems locally, nationally, and globally.

The study was carried out by four researchers from USP who are all connected with the teacher education programmes.

Data collection

The following data collection stages were followed:

Stage 1: Ethical considerations

USP surprisingly does not have an Ethics Committee as such, but the research team were careful to ensure issues of confidentiality and use of the data were carefully considered and explained.

Stage 2: Selecting participants

Considering (1) the purpose of this exploratory study, and (2) that the interest is in a diversity of responses rather than in a representative sample of all educators at this point, participants who were considered to be exemplary or outstanding in their practice were targeted. The following criteria were used to define "exemplary" teaching: evidence of being a reflective practitioner, competent pedagogical skills, adequate understanding of subject matter knowledge, a commitment to the teaching profession, and willingness to make a long-term commitment to the current project. This information was accessed via discussion with faculty staff who nominated a number of exemplary student-teachers based on the above criteria.

It was easier to use this purposive sampling style in the selection of student teachers (STs). In the case of associate teachers (ATs), there was very little control over who was selected, as the schools were not part of our jurisdiction. The full list of all student teachers out in schools was obtained, and then the above criteria were used to select, as far as was practicably possible, a set of eight exemplary primary and secondary teachers. Then the quality of the AT for each student was considered before making a final decision. All the participants were selected from within the Suva-Nausori region. The schools were therefore all located in urban or semi-urban settings (Suva is the capital city of Fiji, and Nausori is a town located about 12 miles west of Suva. They are both on Fiji's main island, Viti Levu).

Eight teaching teams (1 ST plus 1 AT per team) were then established as shown in Table 1:

Table 1. Characteristics of teaching teams

Years	Classes/Forms	Age	Number of teaching teams
Years 1-4	Classes 1-4	Age 6 to 9	3 teaching teams
Years 5-8	Classes 5-8	Age 10 to 13	3 teaching teams
Years 9-13	Forms 4-7	Age 14 to 18	2 teaching teams

The targeted content area in selecting the secondary teaching teams was social studies or similar (e.g., civics, government, or history).

Stage 3: Completing surveys and team meetings

STs and ATs were asked to individually complete a survey requiring written responses to questions about the major themes of this study. A copy of the survey is attached as Appendix. Each teaching team was then asked to schedule a time to meet in order to discuss their responses with each other. A three-person discussion between the AT, the ST and one researcher from USP was then organised. This discussion was audio-recorded and later transcribed.

It was intended that, as soon as possible after completing Stage 3 above, the researchers would convene a debriefing meeting with all of the student teachers who participated. However, it was felt that the initial meeting between the researcher and each AT/ST team provided a rich set of data with which to work at this point in the research process.

Data Analysis

Simple textual analysis techniques were employed to sift through the transcribed discussions. The transcriptions were analysed for thematic content. These themes were then used to validate survey results to provide additional insights concerning the aims of education, the role of teacher preparation, and the global implications of ideas expressed among the societies represented. The analysis also sought to identify any differences between the responses of the STs and the ATs.

Findings

It was found that there were few significant differences between the responses offered by the two groups surveyed in this study (i.e. the STs and the ATs). All the STs were in fact experienced teachers, so this was perhaps not very surprising. Furthermore, there was very little input from ATs about their own supervisory work with the ST, or their own assumed greater experience. This reflects the situation in Fiji where, quite often, the AT does not always possess high formal qualifications, experience or mentor training, to offer full mentoring services to USP's STs. Thus in the discussion of findings below, the responses of the STs and the ATs, as two groups, are not separated. Rather, the data is presented and discussed using three categories below as aligned with the research questions for the current study.

Category One: Aims of Education

Two major themes emerged in this category. Firstly, it was widely agreed that education should prepare students to become productive members of society in the following ways: first, for employment to create change in living standards and, second for the creation of a better society by creating change in attitudes and beliefs.

The second major aim of education articulated by the participants was the promotion of the holistic development of students including the spiritual, the intellectual,

the physical and general character development. The following interview extract provides a sample:

AT3: *Schooling is important in order to be qualified academically, but also as a person, as a whole, to build character, morals... and to be independent in life.*

Participants were divided as to whether the aims of education should be the same for all students. One group said that there was a need for equal opportunities and access to education in order to create equality irrespective of the students' different backgrounds. A slightly smaller set of respondents argued that as far as the aims of education were concerned, these had to be contextualised to meet students' needs, abilities and interests. A number of participants responded with both 'yes' and 'no', arguing that there was a need to have a set of common educational goals applicable to all, followed by extra specialised educational goals according to student's differences where considered appropriate by the teacher.

In commenting on how schools could be organised to address these aims, a number of responses emerged. Schools could: focus on both academic and vocational aspects; decentralise curriculum decision making; improve school management; improve resource management (human and physical); involve parents and the community; and consider the needs of the labour force.

Category Two: The Roles of Teachers and Teacher Preparation in Meeting Defined Aims

Participants then moved on to a discussion of how, within the defined aims of education, we could best prepare students for a future world. There was a strong emphasis on the need to provide a "balanced" education: academic content, moral values, and skills (e.g. self-discipline, teamwork). Participants also said that teachers should see themselves as "carers", focussing on their humanistic role. This also included the teaching of cultural values and respect for other cultures, a focus that was seen to be particularly important in Fiji's multi-cultural and multi-ethnic context, as the following interview extract illustrates:

ST5: *Ensure that the child is being educated, not only academically, but socially.... The child is able to fit into his community, appreciating others, appreciating that there will be differences in the community. There will be different values apart from his, and other cultural references. In the Fiji context, I think that it is very important that the child is able to develop socially.*

Some participants noted the need to make the curriculum more instrumentally relevant by preparing students for the world of work i.e. for the "real world". The issue of technology was also raised as an important issue, with participants saying that a future world required technological competence in addition to the humanistic focus mentioned earlier.

In order to consider the issue of change, participants were asked to comment on ways in which the roles of teachers had changed over the past 100 years. As might be expected in the context of Fiji where authoritarianism has been a significant feature

of educational practice, participants commented at length on the movement from a teacher-centred to a child-centred focus. Comments were also made about the changing views of the child in society, with discussions focussing on how today's students are more aware of their rights. Consequently, many of the respondents suggested that teachers were now finding that they needed to deal with a range of social issues concerning youth and change.

In light of these changing roles of teachers, participants were asked to comment on what they thought should be the most important aim of teacher education. The major themes emerging in response to this question were: to teach teachers to be facilitators of learning; teacher education needs to help teachers become aware that the world is rapidly changing, and a response is needed; create passion for teaching, and; prepare teachers to deal with student behaviour problems. There was much discussion over the last point with general agreement that teacher preparation programmes should focus on moral values, and look at ways of behaviour management without the use of corporal punishment.

Emerging from the above, was a discussion on the actual content of the teacher preparation programme, and on the content/organisation needed to meet the defined aims of education in a changing world. There was an overwhelming focus on the need to include values within a holistic and relevant framework. Some of the participants used the term 'family life' (this is an extra-curricular subject taught in Fiji schools), others referred to the need for 'religious education' and 'meditation'. In this category, participants advocated what may be termed a 'spiritual' focus in addition to the academic. The following extract provides an interesting example of the point made in the above paragraph:

AT3: *I firmly believe that moral values should be included.... It is in our Bachelor of Education programme.... Even I have so many years of experience as a teacher, I was able to look at myself ... and acknowledge that I need to upgrade my values as a teacher.*

Category Three: Responding to Future Needs

Recent global and local events were seen to have affected teachers' roles in society. All the participants agreed that the role of the teacher is now much broader, and in addition to the traditional academic focus, now includes social, cultural and spiritual issues. The following examples were presented as impacting on teachers' changing roles: child abuse, religious fanaticism, natural disasters, role of women, a recently introduced performance management system, and multiculturalism. To illustrate, in response to the question, "Have major events, both globally and locally, influenced your beliefs about teachers' roles?", the following extracts provide a sample of the responses received:

ST 1: *Yes definitely! The role of women, for example, has changed. Also, religious fanaticism, and natural disasters bring out changing beliefs about what is important in life.*

ST 3: *Yes. Recent allegations against teachers on child abuse enabled me to be aware of my role and professional conduct as a teacher.*

ST 4: *Yes. Teachers should be promoters of multiculturalism in their classrooms, schools and within their communities. We should be instructors of moral and religious values. We should be restorers of trust in our workplaces and the larger community.*

AT 3: *Teachers no longer play the same roles as one who guides and assists students to excel academically, but to nurture students to excel socially and spiritually.*

Participants were asked whether their teaching philosophies had evolved since their first year of teaching. All the teachers answered in the affirmative. The major theme emerging here was the shift to a learner-centred, humanistic philosophy. STs in particular seemed to have a sense that, as a result of their learning experiences at USP, their new found skills and understandings were extremely valuable. Comments were made which suggested that the STs' former skills and understandings were being replaced by new learning, and that they were far more aware now of their own growing professionalism. It was evident that teachers were "hungry" for professional development opportunities, and many of the STs indicated that they had had to make financial, social and family sacrifices in order to enrol in the teacher preparation programmes at USP. Some of the primary STs expressed a desire to complete postgraduate study after their BEd.

Furthermore, participants also noted that in trying to achieve their stated aims of education they sometimes felt powerless against the force of unsympathetic head teachers and other administrative leaders, as well as against the predominantly top-down approach to curriculum development and implementation taken by the Ministry of Education. Participants noted that these pressures sometimes forced them into using a "banking" pedagogy (transmission model of teaching) as opposed to the more innovative and child centred pedagogies emphasised in their training.

Participants then commented on possible implications on their changing philosophies for changes in teacher preparation programmes. It was generally agreed that teacher education was an essential part of preparation for teaching, and that teachers needed to be prepared for the demands of a changing world. However, participants also said that theory without practical knowledge is inadequate. There was also a suggestion made that more focus needs to be placed on addressing new and emerging issues which affect education such as HIV/AIDS. Finally, the point was made that teachers need to learn to be open to change and to constructive criticism in order for teacher preparation to be of any lasting value.

Conclusion

As an exploratory exercise, this investigation into teachers' perspectives and beliefs and the purposes of schooling and teacher training has produced some rich data with which to plan the next stage of the research process. Teachers' responses suggest that there are at least three major ways in which teacher education, both pre-service and in-service, needs to respond to the changing demands made within this era of unprecedented globalisation and change.

Firstly, globalisation is increasingly impacting on the local Fiji employment market. Not only that, it is impacting in a very uneven way across the community, advantaging some groups and not others. The impact is perhaps most marked by the uptake of new technologies. There is an increasing disparity between rural dwellers who rely heavily on weakening old market economies in marine and agricultural resources and the urban dwellers employed in large public services, connected to the world through the internet, largely immune from the vagaries of the market place. There is also a disparity between those whose educational experiences allow them the choice of relatively highly paid work in areas such as the Middle East, Australia, New Zealand and Canada and those confined to the village. How might teachers and teacher trainers respond to this rapidly changing and very uneven "new" world of work? How can transition from school to work for students be facilitated in what many call "new times" and how can issues of equity and opportunity be maintained?

Secondly, there are indications that a move towards a more holistic and values-based approach is needed. This means perceiving the purposes of schooling as going beyond that of human resource development for the local or global job market. In Fiji, recent past tensions, which have been perceived to be partly ethnic in nature, have pointed to the need for better relationships between groups in society and a need for a shared set of national values and identity. How can teacher training programmes effectively equip primary and secondary teachers to be "carers", that is, with expertise in values education, human relationships and morals in a multicultural society such as Fiji?

Thirdly, and perhaps closely connected to the previous two, are the changing views of the child in Fiji's society. Older "authoritarian" views of child behaviour and their relationship with significant adults including teachers are giving way to more open and democratic relationships and child behaviours. The tensions between the two are often found in the uneasy relationships that exist between younger and older teachers, new graduates and head teachers/principals, and their different perspectives on behaviour management and how best children learn. The tensions are also seen between those who advocate for human rights, specifically the UN Declaration on the Rights of the Child and others who desire to maintain specific cultural practices and beliefs concerning adult child relationships. How can teacher education programmes equip teachers to negotiate these, at times, strongly argued positions on both sides of the tension? How can teachers uphold universal human rights and at the same time maintain a desirable and uniquely local cultural approach to education?

These are not easy questions to consider, especially in new nation states such as Fiji whose colonial history, politics, economics and demographics combine to provide a complex backdrop to education and social change. However, it should be quite clear that, if teacher preparation is going to be responsive to changing local, national and global circumstances, then these are questions that must be addressed in transparent ways sooner rather than later.

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Appendix: Survey questionnaire

Teacher Education for the Future: Case study of Fiji at the USP - Survey

This study is being carried out in a number of countries around the world. The purpose is to investigate educators' perceptions of the aims of education, how teacher preparation and classroom practices reflect those aims, and how teacher preparation can be responsive to future issues and problems locally, nationally and globally. Your opinion on each of these issues, either as a pre-service trainee teacher, an experienced teacher upgrading qualifications or as an experienced teacher involved in practicum supervision, would be greatly valued.

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Please complete each of the questions below. As a matter of course, all details you supply will be kept confidential and be used merely for the purposes of highlighting for us as teacher educators in Fiji what you feel to be important issues.

The aims of education

1. What do you think are the most important aims of schooling? Why do you feel those aims are the most important?
2. Should the aims of schooling be the same for all students?
2 a. Yes or No?
2 b. Explain your response.
3. How should schools be organised in order to address the aims that you mentioned above?

Beliefs about appropriate teaching and learning methods:

4. Do you think your teaching has/will have an effect on the life choices your students will make in the future?
4 a. Yes or No?
4 b. Explain your response
5. What are your beliefs about how best to prepare students for a future world?
6. Please list some examples of specific teaching approaches and methods that emerge from your beliefs listed above.

The role of teacher preparation for schools of the future:

7. Are the roles of teachers different now than, say, a generation ago? Please explain.
8. Have recent major events, both globally and locally, influenced your beliefs about teachers' roles? Please explain.
9. What do you think should be the most important aim of a teacher preparation program?
10. What content should be included in a teacher education programme so that this aim is achieved?

[The remaining 3 questions are for those of you who have had more than two years' teaching experience]

11. Has your teaching philosophy and practice evolved since your first year of teaching?
11 a. Yes or No?
11 b. Explain your response
12. Are there any implications of your response to question 11 for future teacher preparation?
12 a. Yes or No?
12 b. Explain your answer
13. How do you plan to continue developing your approach to teaching so that it reflects your beliefs about what is important for your students?