Health Promoting Schools as Education for Sustainability in Fiji

Sustaining HPS through Curriculum Delivery

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Why Education for Sustainability?

* DESD coming to an end (2014)
* MDGs being reconsidered as SDGs (post-2015 Development Dialogue)
* EfS is considered more holistic and people-centered than ESD
* ESD debated as too development focused (SD)
Sad truth about add-ons in education:

* May lack focus
* Primary concern is curriculum content (+ assessment)
* Staff/student/parent commitment
Benefits of integrated curriculum approaches

**If HPS is aligned with the curriculum,**

* May reaffirm significance of HPS to parents, students and teachers
* Strengthens students’ learning experiences
* Reinforces curriculum content, context and assessment
* Provides rare opportunity to bridge between the 3-H’s
* i.e. passive ‘learning to know’ (cognitive-head), meets active ‘learning to do’ (psychomotor-hand), and informs beliefs, attitudes, values and behaviour (affective – heart)
A “Healthy” society is at the heart of sustainable societies

Healthy populations are essential to ensuring Sustainable Societies, Sustainable Economies and Sustainable Environments
The need to move beyond Education about Health

* Integrating HPS across the curriculum is critical
* Ensures holistic learning
* Addresses the issue of content-driven

* i.e. information ≠ knowledge.
How do we do this?

Step 1. Curriculum Mapping or: Constructive Alignment
Step 2. Designing Learning Activities & Experiences
Step 3. Measuring/Assessing Learning Activities & Experiences
Step 4. Teaching Content + hands-on learning experiences
Step 5. Curriculum Evaluation
# MAPPING THE CURRICULUM

## Curriculum Philosophy of HPS: HPS for what?

<table>
<thead>
<tr>
<th>HPS for what?</th>
<th>Is the vision of HPS achievable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we hope to achieve?</td>
<td>Have the 3 Rs been considered?</td>
</tr>
<tr>
<td>What are the ‘hoped for’ outcomes?</td>
<td>Relevance, Readiness and Resources</td>
</tr>
<tr>
<td></td>
<td>Are the outcomes measurable?</td>
</tr>
<tr>
<td></td>
<td>How does the vision inform curriculum practice? i.e. teaching, learning and assessment.</td>
</tr>
</tbody>
</table>

## The Intended Curriculum: What kinds of learning opportunities are we planning?

<table>
<thead>
<tr>
<th>How much of the vision links to content knowledge?</th>
<th>What kinds of learning experiences do we want students to have within the HPS program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What about skills, beliefs, attitudes, values, and/or behaviour?</td>
<td>Who is involved in curriculum planning of HPS?</td>
</tr>
</tbody>
</table>

## The Enacted Curriculum: How are teachers implementing these learning experiences?

<table>
<thead>
<tr>
<th>Do teachers, parents and students share the vision of HPS?</th>
<th>Are teachers involved in the planning of HPS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have teachers been trained?</td>
<td>Have they been consulted in the dev. of materials, content and resources?</td>
</tr>
<tr>
<td>Do they have support? Resources?</td>
<td>How flexible or rigid is the HPS program?</td>
</tr>
<tr>
<td>Is this an added pressure on their normal teaching load?</td>
<td>Do teachers feel ‘free’ or ‘restricted’?</td>
</tr>
</tbody>
</table>

## The Assessed Curriculum: How are we assessing the learning outcomes of HPS?

<table>
<thead>
<tr>
<th>What are we assessing and why?</th>
<th>Are teachers involved in the planning of assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are we assessing student learning?</td>
<td>Are teachers adequately prepared/versed in the kinds of assessment tasks required?</td>
</tr>
<tr>
<td>Are cognitive, affective and psychomotor domains assessed equally?</td>
<td>What is the role of the wider community in assessment and evaluation?</td>
</tr>
</tbody>
</table>
1. Education about Health – (content-driven)
2. Education for Health – (futures – driven)
3. Education through Health – (active learning experiences)

Aligning the curriculum means equal emphasis on all three goals.
What does this look like?

Education about Health

Education for Health

Education through Health

What we want:
Holistic learning experiences with lasting impact on student’s present and future lives.
Mapping Health against the Key Learning Areas identified in the NCF

NCF KLA’s
1. Language
2. Maths
3. Expressive & Creative Arts
4. Healthy Living & P.E.
5. Science
6. Technology
7. Society & Economic Development
sustainability is about well-being and the ability to not just survive through life’s challenges but to do well and to feel a sense of accomplishment, dignity and self-determination.
Sustainability is about Resilience

**Resilience Literacies (RL)** - A set of attributes and competencies that enable an individual/community to:

* **Believe** in the personal ability to effect positive life changes;
* **Respond** to unpredictable life challenges (i.e. adversity and stress);
* **Resist** change that may bring about instability;
* **Appreciate** change as inevitable but manageable; and,
* **Thrive** (do well).

**Attribute 1:** Self-esteem – sense of self-worth and pride in self and abilities

**Attribute 2:** Self-efficacy – belief that you are the master of your own destiny

**Attribute 3:** Self-determination – ability to make decisions for yourself, to reason these choices without feeling pressured to think, be, do a certain way

**Attribute 4:** Agency – to make choices and to enact these choices

Competency 1: Beliefs, Attitudes, Values (affective domain)
Competency 2: Knowledge (cognitive domain)
Competency 3: Logical Reasoning (cognitive domain)
Competency 4: Skills (psychomotor domain)
Competency 5: Contextual Application/ Synthesis (combination of all 4)

Resilience Literacies Model

- Self Esteem
- Agency
- Self Efficacy
- Self Determination
- Worldview: Beliefs, Attitudes, Values
- Logical Reasoning
- Contextual Application
- Knowledge & Skills

(Koya, 2013)
The HPS initiative is filled with promise and premised on the hope for a better future. A future where all Fiji nationals have access to quality basic education that contributes positively to the development of a critical national consciousness towards a shared vision of a sustainable future that ensures quality of life for all.
Sokota – An Art, Health, EfS Initiative

Taki

How much OIL does your family use in a week?
What is in our meat?

Limit your meat consumption
know where your meat is from and how it is produced!

Growth hormones in meat affecting our children’s growth

An increase in antibiotics poisons and other drugs are also found in our meat

The high demand for meat is driving the farm from traditional to industrialized meat
The beautiful sounds of things that slowly kill us

An original 3 minute video by
Laisiasa (Dave) Lavaki – Sokota 2013

http://www.youtube.com/watch?v=RMDZ5j7Mmpo
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