EDUCATION FOR THE FUTURE

PEDAGOGICAL APPROACHES IN THE ASIA-PACIFIC REGION

FIJI CASE STUDY

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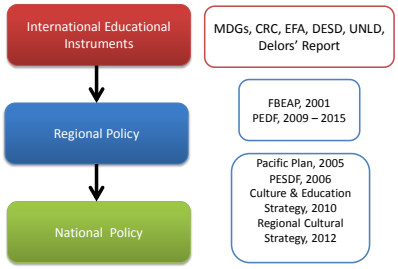
About Fiji

- 300+ islands
- Population 837, 271 (2007)
- Fijian population: 56% iTaukei, 37% Indo-Fijian
- 1874 Ceded to GB
- 1970 Independence
- Political crisis 1987, 2000, 2006 to-date

Education in Fiji

- Education in the Colonies 1874 – 1970
- Education Commissions 1909, 1926, 1969, 2000
- 2005 Education Summit
- History of 'content-full', 'examination-driven' education system
- Five national examinations now abolished with one primary exit exam (yr 8) and two secondary exit exams (yr 12 and yr 13)
- Fiji Education Sector Programme in partnership with AusAid 2003 – 2008
- Adoption of Outcomes-based Education (OBE)
- New Internal Assessment (IA)
- Introduction of Assessment of and for learning (AfL/AoL)
- National Curriculum Framework, 1st Edition 2007, 2nd Edition 2013

Policy Context



National Policy

Acts	
1. Education Act, 1978	3. Fiji Teachers Registration Promulgation Act, 2008
2. Examination Act, 1978	4. Volatile Substance & Abuse Act (draft)
Policies	
1. Policy on policies of the Ministry of Education	14. Policy on Child Protection
2. Professional Development	15. Community use of government school grounds
3. Study/Training Leave	16. Early Childhood Education
4. National Management of HIV and AIDS at the Ministry of Education Fiji Schools	17. Effective Implementation of Inclusive Education in Fiji
5. Customer Service	18. Establishment and Recognition of Registration of Schools
6. Drugs and Substance Abuse	19. National Curriculum Assessment and Reporting
7. Enterprise Education	20. School Information Management System
8. External Exams and Assessment	21. School Excursions
9. FPSSIS Policy	22. School Zoning
10.Grants Distribution	23. Research Policy
11.National Sports Policy	
12.OHS Policy	
13.Behaviour Management in Schools	
Resource Guides	
1. A Guide to school planning	
2. A guide to school review	
3. A guide to self-assessment in standards monitoring in schools	

Policy treatment of pedagogy

- **FBEAP 2001:** 'teaching methods & learning styles' (areas of concern p.5).
- **PEDF 2009 – 2015:** encourages 'Pacific pedagogies'
- **Fiji Policy on Professional Development 2011:**

1. Requirement of 20 PD hours/yr. to qualify for renewal of licenses issues by Fiji Teachers' Registration Board (FTRB)
2. PD needs to be mapped out at the school level and strategies to meeting these needs identified

- **Fiji Guide to School Planning 2013:**

1. 2 – 3 year school plans mapping school needs
2. Classroom planning, student centered learning, individual lg. needs, evidence-based 'best' tg – lg practice.

Education Statistics

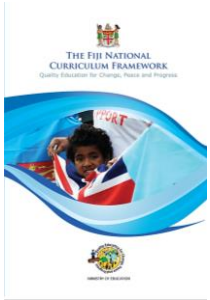
STUDENTS ENROLLED AND NUMBER OF TEACHERS AS AT 31 MAY

Type of Information	2006			2007			2008			2009		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
Primary Education												
Number of Primary Schools			719			720			724			721
Number in primary education	72,505	67,624	140,129	69,579	64,256	133,835	68,508	64,214	132,722	67,204	62,240	129,444
Number of Teachers	2,214	2,797	5,011	2,344	2,787	5,131	2,279	2,828	5,107	2,322	2,851	5,173
Student Teacher Ratio			27.96			26.08			25.99			25.02
Secondary Education												
Number of Secondary Schools			162			162			169			172
Number in secondary education	32,390	34,000	66,390	33,731	35,804	69,535	32,934	35,970	68,904	32,029	35,043	67,072
Number of Teachers	2,014	2,127	4,141	2,014	2,127	4,141	2,163	2,164	4,327	2,135	2,138	4,273
Student Teacher Ratio			16.03			16.79			15.92			15.70
Teacher Training												
Number of Schools			4			4			4			4
Number in Teacher Training	347	366	713	399	478	877	426	468	894	274	359	633
Technical Vocational Schools												
Number of Technical Vocational Schools			63			66			66			69
Number in technical & vocational schools	1,477	638	2,115	1,685	841	2,526	1,879	984	2,863	1,639	748	2,387

Source: Ministry of Education

http://www.spc.int/prism/fjtest/Social/education.htm

Promising Developments



The NCF is designed as a contextual response to address this need. The NCF is designed to meet the learning needs of all children and students from pre-school to year 13. It provides direction to our curriculum for the future. A social constructivist approach which emphasizes the importance of culture and social context for cognitive development is advocated in our national curriculum (p14).

NCF Curriculum Principles

Research Aim & Objectives

- *Research Aim:*

To undertake an assessment of the predominant pedagogical approaches adhered to in Fiji.

Research Objectives:

- Identify and critically analyze diverse features of pedagogical approaches in Fiji and harness lessons learnt;
- Identify, based on evidence, examples of innovations within existing pedagogical approaches which can inform future educational practices in view of changing learning requirements;
- Formulate policy recommendations for the development of pedagogical approaches that respond to the changing learning requirements in Fiji,

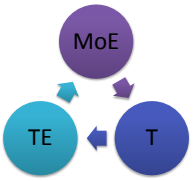
Research Questions

1. What are the pedagogical approaches used in Fiji schools?
2. Do existing pedagogical approaches feature any innovative practices that are proven to be affective for learning? What are the practices and in what ways they are considered (in)effective?
3. What is the current understanding of the changing learning environment in Fiji? And, what are the features of future pedagocial approaches that respond to this changing learning environment?
4. What is the current policy treatment of quality education and the role of pedagogy within this understanding?
5. How can education policies, related to the improvement of quality education, be implemented both at the national and institutional levels?

Research Methodology

- Mixed-methods approach
- Theoretical Paradigm: Interpretivism
- Underlying assumption: teachers' prior knowledge (epistemology) and personal philosophies of teaching (philosophy) inform pedagogical practice (pedagogy)
- Contextual understanding of tg. – lg. in the 'world' of the Fijian school/cl.rm.

Sample



- 10 Ministry of Education Officials
- 10 Teacher Educators
- 30 Primary School Teachers
- 50 Secondary School Teachers

Methods

- Use of a research team (non-obtrusive sch.obs)
- Document/Policy Analysis
- Questionnaires (a) Teachers; (b) MoE; (c) TE's
- Classroom Observations
- Talanoa

Analysis

- Mixed-methods
- Numeric data analyzed, coded, tabulated, graphically represented
- Narrative data assessed using Hycner's Explication Process (1999)

Ethics

- Application for Research Permit
- USP Human Research Ethics Guidelines
- Research Team Prep.
- Informed Consent

Demographics

Education Officers/Policy Makers

Age	
40 – 49	2
50+	4
Gender	
Male	3
Female	3
Designation	
Primary Education	1
Maths Education	1
Curriculum Policy & Planning	2
Health Promoting Schools	1
Teacher Registration	1
Number of years in this position	
Less than a year	1
1 – 4 years	5
Highest level of education	
Bachelors Degree	1
Masters in Education	3
Master of Science	1
Master of Arts in Education	1
Masters in Governance	1

Teacher Educators

Age	
30 – 39	2
40 – 49	2
50+	3
Gender	
Male	4
Female	3
Number of years as a teacher educator	
1 – 4 years	4
9 – 12 years	1
13+ years	2
Highest level of education	
Masters in Education	4
PhD	3

Primary Teachers

Age	
25 – 29	2
30 - 39	12
40 – 49	6
50+	
Gender	
Male	8
Female	12
Designation	
Classroom Teacher	20
Head of Department	
VP/AP	
Teaching experience	
1 – 4 years	3
5 – 8 years	4
9 - 12 years	3
13+ years	10
Highest level of education	
Certificate in Teaching	9
Diploma in Teaching	6
Bachelors Degree	3
Postgraduate Diploma	1
Masters Degree	1

Secondary Teachers

Age	
25 – 29	8
30 - 39	32
40 – 49	8
50+	2
Gender	
Male	15
Female	35
Designation	
Classroom Teacher	34
Head of Department	13
VP/AP	3
Teaching experience	
1 – 4 years	3
5 – 8 years	9
9 - 12 years	10
13+ years	28
Highest level of education	
Diploma in Teaching	12
Bachelors Degree	25
Postgraduate Diploma	10
Masters Degree	3

Prevailing Pedagogical Approaches

- General belief that the NCF considers changing eduscapes
- Education for what?

MoE	TE	PT	ST
• Academic excellence • Improve pass-rates • Citizenship • Social cohesiveness • International competitiveness	• Citizenship • Social cohesiveness • Academic Excellence	• Social cohesiveness • Citizenship • Academic excellence	• Academic excellence • Citizenship • Improved pass-rates

Cont…

1. **Mixed levels of awareness & understanding of policy**
2. Teachers more aware of NCF & TE's least knowledgeable
3. View that policy awareness, monitoring & implementation of policy is weak
4. **Teachers' express desire to be innovative**
5. Major constraint 1: content-full syllabus (time limitation & rigid schedules)
6. Major constraint 2: new IA model (no. & freq.)
7. **Pedagogical practice varies – dep. on sch. & context**
8. **Obs. shows that maj. of trs. apply balances tr-centered/st-centered approaches**
9. **Prioritization of group work, creative projects, alternative assessment**
10. **Value of +ve tr. – st. relations**
11. **Emphasis on constructivism**
12. Belief that technology is useful & necessary but resource-empty schools
13. Pred. pedagogical app's incl. values ed/rel. ed/ virtues ed, community service, arts, interest groups, sports, clubs and cultural activities
14. **Lack of discussion about pedagogy in the teaching profession**

Cont…

Treatment of non-cognitive skills:

1. **All participants emphasized a value for NCS - maj. ranking frm. imp to critical**
2. 1/5 of trs believe NCS is inadequately treated in policy
3. 1/3 of all ppts. believe NCS are inadequately covered at schools
4. **Integrated 'across-the-curriculum' approach** is the pred. approach used
5. **Subject inclusion:** rel. ed, values ed, PE, Music, Arts and extra-curricular activities

Teacher preparedness:

1. 1/3 of ST believe TT did not adequately prepare them for the pedagogical realties of the Fiji cl.rm
2. All PT felt this way
3. **Gender inclusive, culture inclusive and special & inclusive pedagogies are considered important**
4. **Desire for more training to teach NCS**

Innovative Practices

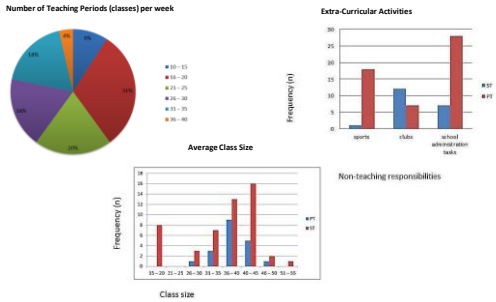
Innovative pedagogy defined:

- **Contextualized tg. – lg.**
- **Self-directed lg.**
- **Critical/creative thinking**
- **Continuous st. feedback**
- Evaluation & research
- ICT & new media
- Tr-centered + st. centered app's

Classroom Practice:

- +ve relationships
- confidence
- Preparedness
- +ve cl.rm. environments
- Variety of activities
- Abilities directed lg. experiences
- Dev. Of resources
- +ver reinforcement
- 'over' friendly/laxity
- Distracted by non-tg. Resp.
- Large classes
- Sm. Cl.rms
- Lack of resources
- Language
- Poor time management
- Note taking
- Lectures
- Rote-learning

Teachers' Workloads



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Examples of innovative practice through the Arts:

1. Tadra Kahani – annual national perf. Festival
2. Kula Film Festival
3. Voices of Change – music festival
4. Suva Primary School Teachers' Arts Association

Cont…

Teacher pressures cited as limitations to innovative/creative pedagogical practice:

1. **Syllabus**
2. **Assessment**
3. **Sch. expectations**
4. **Parent expectations**
5. **St. expectations**
6. **No-child left behind ideology**
7. Lack of resources, technology, finance, textbooks and space
8. No incentive for trs.
9. Trs. Resistance to change
10. Parental support

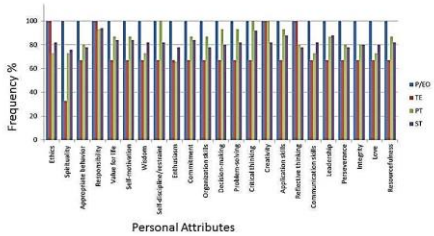
Features of a 21st Century responsive pedagogical approach

Education for what post-2015? Higher education + employment

1. Need for holistic development of child/st.
2. Value for both CS and NCS – current gaps btw.
3. Inline wt. 2006 study
4. Decentralize curriculum decision-making
5. Reduce content – emphasize process
6. Futures-thinking education is critical
7. Content & process complementary

What should futures-education in Fiji look like?

Personal Attributes as lg. outcomes



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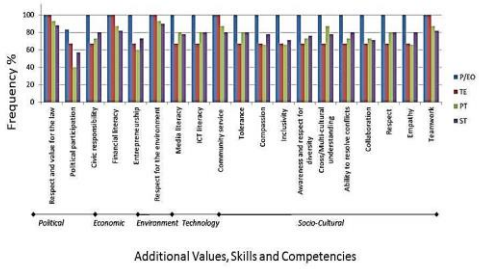
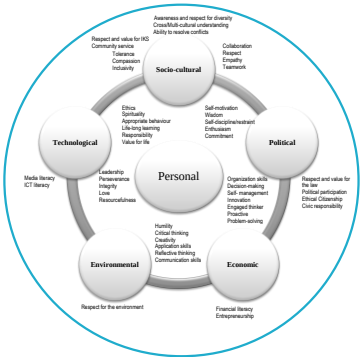
Values, Skills and Competencies



Dimensions of Futures-education in Fiji



Recommendations

1. Increased involvement of trs in policy review & planning
2. Policy awareness & training on implementation
3. Need for further research
4. Education Summit – cross/multi-sectoral consultation
5. Improved T.Ed and TT
6. Ongoing PD opportunities
7. Resources, space & technology
8. Tr. Workloads & incentives
9. Review of IA
10. Reduction of content

Towards Sustainable futures-thinking education …