Introduction: Pacific Perspectives

Schools around the world are expected to promote economic, cultural and intellectual development among their students. The nature and development of education in the Pacific region is a subject of much interest, given the region's unique cultural, linguistic, and historical context.

Abstract

Nurses in the year 2000

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Changing Views of Culture Learning, Teaching, and Knowledge in Service Primary Teachers
The parcel of land is experiencing changes in ways of knowing.
The study focuses on the influence of teaching and learning. For a person with this perspective, knowledge is an essential component of understanding. Knowledge, in this context, refers to the understanding of a concept or skill, which is acquired through experience and learning. The study examines the relationship between knowledge and teaching methods. It aims to identify the most effective teaching strategies that can enhance the acquisition of knowledge in students. The study highlights the importance of a well-structured curriculum and the role of the teacher in facilitating learning. It concludes that effective teaching strategies can significantly improve students' understanding and retention of knowledge.


Conclusions:

Anecdotal evidence from teachers and parents suggests that classroom learning and discussions focused on current events and issues are effective in promoting critical thinking and problem-solving skills. Teachers and parents expressed concern about the lack of engagement in classroom discussions and the need for more hands-on, interactive learning activities. The implementation of technology in the classroom was seen as a way to enhance student engagement and facilitate interactive learning experiences.

Cultural Learning

Cultural learning involves the acquisition of knowledge and skills through exposure to diverse cultures and perspectives. Teachers and parents reported that cultural learning is an essential aspect of education that helps students develop a global perspective and appreciation for cultural diversity. However, they also expressed concern about the lack of resources and support for cultural learning activities in the classroom.

Personal Learning

Personal learning involves the acquisition of knowledge and skills that are relevant to individual students' interests and goals. Teachers and parents reported that personal learning activities can help students develop a sense of motivation and purpose in their education. However, they also expressed concern about the lack of resources and support for personalized learning activities in the classroom.

Results:

In this study, we explored the impact of classroom learning and discussions on student engagement and critical thinking. We found that classroom learning and discussions focused on current events and issues were effective in promoting critical thinking and problem-solving skills. However, we also found that cultural learning and personal learning activities were underutilized and needed improvement.

Analysis:

The findings of this study suggest that classroom learning and discussions focused on current events and issues are effective in promoting critical thinking and problem-solving skills. However, cultural learning and personal learning activities were underutilized and needed improvement. The implementation of technology in the classroom was seen as a way to enhance student engagement and facilitate interactive learning experiences.

Future Directions:

Further research is needed to explore the impact of technology on classroom learning and discussions. Additionally, resources and support for cultural learning and personal learning activities should be increased to help students develop a global perspective and appreciation for cultural diversity, and to help students develop a sense of motivation and purpose in their education.
class, (699) that the interaction of we ask our Lectures during
section in the interaction of we can solve we other
ay and participate our questions and together find a other
With my group of friends for study we all plan in our life.

The most interesting finding, however, in terms of culture, was
Learn from other teachers (697)

(Gaining information about other people's views
The discussion in groups, where teachers and students, and often
or in my group work, listening to other people's
views.

b. Personal Learning

(597)

and studying using radios and TV. (73E)

Currents here is a mix... In one of Phim's lectures now he-

(74F)

want to ask and the answer will be given to you. (74F)
want to ask the questions, the mixture, and studying using
radios and TV. Currents here is a mix...

In the Philippine culture, this learning ag group is what

Culture, Learning, Teaching, and Knowledge...
Children's Learning

I see children's learning as active and collaborative. 

The teacher described children's learning as active and collaborative by others.

Children's Learning and interaction

Stimulate landmarks to learn independently.

I recite to read [words are cut off here]:

Simulated by the next generation:

Try to recall all these words: [words are cut off here].

This is how I believe the concept:

A few teachers mentioned the process of application of the concept.
In summary the predominant conception of children’s learning involved children as active learners in, for example, group work, although imitation and being directed by others was also considered as an important way to learn. It is interesting to note that not all the teachers held views about children’s learning that were consistent with their ideas about good teaching. There was obvious conflict in some of the interviews when they talked about good teaching; this is discussed below.

**Teaching**

The views of teaching that emerged during the interviews included teacher-centred, mixed and child-centred approaches. The role of technology in teaching, and parent involvement in teaching were also discussed.

**a. Teacher-centred views about teaching.**

Many of the teachers talked about telling and transmission as constituting good teaching. The two quotations below are typical of a teacher-centred transmission view of teaching:

*Where you have achieved your outcomes and the children are happy.* (54I)

*Good teaching to me is when your student knows, understands and has grasped what you have been telling him. That’s good teaching.* (58F)

**b. Mixed views about teaching.**

Many teachers held mixed views, which seemed to be conflicting. For example, one teacher indicated a transmissive view of teaching:

*Parents, they are depending on me to feed them [the children] with knowledge in school.* (62F).

This transmissive view conflicts with the teacher’s view that learning is best through group work, socializing and interacting.

Another teacher indicated that ‘good teaching is reflecting on what we are doing and imparting to students’ (38I). But this teacher also wants students to interact, talk a lot and share ideas.

**c. Teaching as child-centred.**

Other teachers’ descriptions mention strategic variety: guiding children, group work, independent learning, changing teaching styles depending on what works, and teaching for values.

*I believe in the new teaching now where the teachers guide the children, lead them, trying to bring them from their learned knowledge so that we don’t spoon-feed the children.* (61F)

*So a good teacher... tries to create activities and group work that all individuals try and grasp knowledge.* (24I)

*Make the child learn the whole concept and also make the child to apply it to the real situations. Not only give the notes and let the children familiarize themselves, could they apply it also.* (28I)

In summary, the categories above indicate that teachers hold views ranging from teacher to child-centred conceptions of teaching and that some teachers hold mixed beliefs about teaching.

**Technology and Teaching**

Many of the teachers noted the effect of aspects of technology on their teaching. Television, the internet, mobile phones and other technological devices are becoming more available in schools and communities, even in rural areas in Fiji. This is helping children to be innovative and to take greater charge of their own learning. It is also causing some teachers concern in that they are aware that children know more so they need to keep up and improve their teaching and make use of new technologies themselves:

*[This] new system is really helping us ... They have seen a programme, they have innovative ideas in their own programmes in their school and the exposure they get to ICT and innovation.* (54I)
Culture and learning

Knowing and knowing (Nodelman-Sparks, 2006)

How do you know? (Nodelman-Sparks, 2006) (599)

Knowledge is something that you know about a topic. If you have any doubts, you can always check on an internet search engine or library books.

Discussion

Children's learning.

In summary, knowledge is defined as power.(673)

Knowledge is something that is possessed, is enjoyed, and is active.

Knowledge is a powerful tool that we can use to improve our lives.

Benefits of knowledge

In summary, knowledge was discussed in terms of the power it can give individuals.

Children's learning.

In the classroom, knowledge is powerful because it allows children to learn and grow. Teachers can use knowledge to help children develop their skills.

Knowledge is the key to success. Children who have knowledge are more likely to succeed in life.

Conclusion

In conclusion, knowledge is a powerful tool that can help children achieve their goals. By using knowledge, children can learn new skills and develop their abilities.

Children's learning.

In the end, knowledge is the key to success. Children who have knowledge are more likely to succeed in life.
Towards a Hybrid Pedagogies: Western and Indigenous

In the context of colonialism, the focus on knowledge was also expressed in terms of control and domination. This view of education was characterized by the imposition of a Eurocentric curriculum that emphasized the acquisition of knowledge and skills necessary for economic and social advancement. However, the indigenous knowledge and practices that were integral to the cultural and linguistic identity of the community were often marginalized or ignored.

This perspective needs to be reimagined in the classroom. The challenge is to create a space where the cultivation of knowledge and skills that are meaningful and relevant to the community can flourish. This requires a pedagogical approach that is culturally responsive and inclusive.

A culture of learning, teaching, and knowledge

As we move forward, it is essential to recognize that teaching and learning are not separate but intertwined processes. The pedagogical approaches that are adopted should reflect the values and principles that are important to the community.

Teaching

Teaching, in this context, involves the facilitation of learning in a way that is meaningful and relevant to the learners. It is important to create a space where learners can engage in the process of knowledge construction and sharing.

Through a hybrid pedagogies, we can create a space where the learners can participate in the process of knowledge construction and sharing. This approach involves the integration of cultural, contextual, and cognitive perspectives to create a meaningful learning experience.

In conclusion, the hybrid pedagogies approach provides a framework for creating a learning environment that is culturally responsive and inclusive. It recognizes the importance of integrating different perspectives to create a meaningful learning experience that is relevant to the learners.