

Health Promoting Schools as Education for Sustainability in Fiji

Sustaining HPS through Curriculum Delivery

Cresantia Frances Koya Vaka'uta, PhD
Head of Secondary Education | Curriculum & Research
School of Education
Faculty of Arts, Law & Education
University of the South Pacific
SUVA.

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)

HPS as an add-on educational initiative

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)

HPS as EfS

- * 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 \neq 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

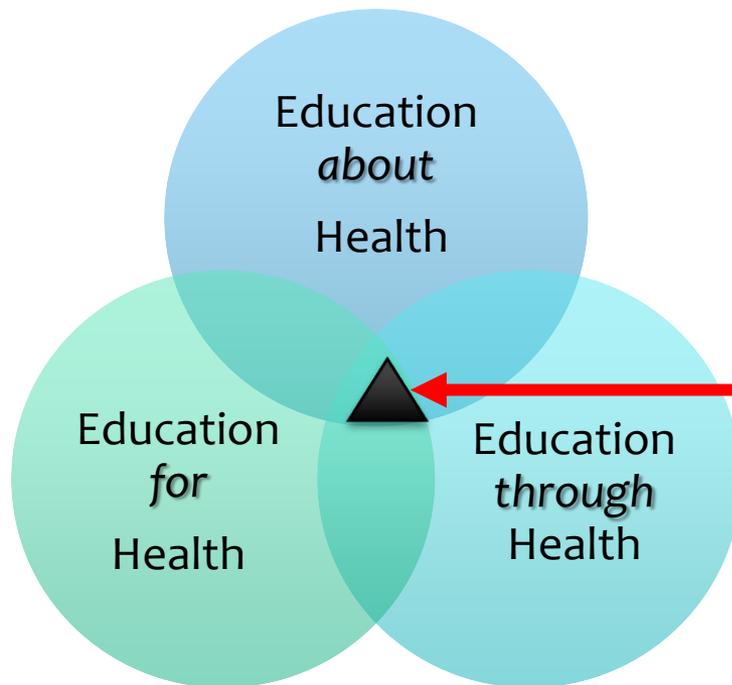
| Curriculum Philosophy of HPS: HPS for what? | |
|--|--|
| <p>HPS for what? What do we hope to achieve? What are the 'hoped for' outcomes?</p> | <p>Is the vision of HPS achievable? Have the 3 Rs been considered? Relevance, Readiness and Resources Are the outcomes measurable? How does the vision inform curriculum practice? i.e. teaching, learning and assessment.</p> |
| The Intended Curriculum: What kinds of learning opportunities are we planning? | |
| <p>How much of the vision links to content knowledge? What about skills, beliefs, attitudes, values, and/or behaviour?</p> | <p>What kinds of learning experiences do we want students to have within the HPS program? Who is involved in curriculum planning of HPS?</p> |
| The Enacted Curriculum: How are teachers implementing these learning experiences? | |
| <p>Do teachers, parents and students share the vision of HPS? Have teachers been trained? Do they have support? Resources? Is this an added pressure on their normal teaching load?</p> | <p>Are teachers involved in the planning of HPS? Have they been consulted in the dev. of materials, content and resources? How flexible or rigid is the HPS program? Do teachers feel 'free' or 'restricted'? Do teachers feel like they are being assessed?</p> |
| The Assessed Curriculum: How are we assessing the learning outcomes of HPS? | |
| <p>What are we assessing and why? How are we assessing student learning? Are cognitive, affective and psychomotor domains assessed equally?</p> | <p>Are teachers involved in the planning of assessment? Are teachers adequately prepared/versed in the kinds of assessment tasks required? What is the role of the wider community in assessment and evaluation?</p> |

Educating for Healthy Societies

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?



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

Health as Sustainability

- * 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).

Koya (2013, p. 209).

Resilience Attributes

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

Koya (2013, p. 210).

Resilience Competencies

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)*

Koya (2013, p. 210).

Resilience Literacies Model



(Koya, 2013)

The HPS promise

- * 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?



© Marie B. Koya, Sokota – 2013.

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 changing
farm fresh into industrialized meat

© Marie B. Koya, Sokota – 2013.

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>

Contact

cresantia.koyavakauta@usp.ac.fj

cfkoya@gmail.com