

have developed in the country over the years. These are village/rural, urban and international. At village or rural level, custom and language are still traditional. At the urban level, there is a mixture of people from different cultural backgrounds and there is a breakdown of traditional customs and local vernaculars are being replaced to a large extent by Pidgin. At the international level, we are exposed to outside customs and experiences, knowledge acquisition and international languages such as English.

Recent curriculum re-directions in Solomon Islands are aimed at greater integration of academic, vocational and cultural knowledge. The main aims of these proposed changes will be to achieve an education system that integrates the individual and society, encourages a strong sense of indigenous identity and at the same time maintains an international identity and, importantly, promotes the cultural and social foundations of education. These changes, we hope, will redirect our school curriculum towards greater relevance and community participation.

References

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THE IDEAL TEACHER EDUCATION CURRICULUM FOR THE PACIFIC

Editor's Note: The following was developed at a June (1995) Pacific Teacher Education Consultation held at the University of the South Pacific in Suva, Fiji. It is a result of a variety of presentations, group discussions and feedback sessions.

The participants, including six teacher training college principals, took the view that a teacher education curriculum should be guided by an ideal teacher profile. The profile developed would, of course, need adapting by each country. Participants felt, however, that there was sufficient commonality across the region to develop the profile.

An 'Ideal' teacher education curriculum should produce a teacher

1. who has a holistic view - who is concerned for the overall physical, mental, cultural and spiritual development of the child.
2. who recognises the cultural underpinning in the various disciplines and uses these to advantage.
4. who has a thorough understanding of human development in the Pacific, and of the roles of education in Pacific societies.
5. who views education as preparation for life, not merely for employment, so that she/he develops each child's potential to become a worthy member of society.
6. who has sufficient flexibility not only to draw on the strengths and inspiration of his/her cultural roots, but who can cope with and educate children for societal and technological changes. (The ability to balance western and traditional cultural values and methodologies would be valuable.)

8. who has the necessary problem-solving and research skills to be a reflective teacher.
9. who sees him/herself as a positive role model for the children and for the community in which s/he serves.
10. who has appropriate "learning to learn" skills to cope with changes in the environment.
11. who has a thorough and up-to-date knowledge of the school curriculum.
12. who is able to successfully function in multiple class or very large, single class contexts.
13. who will seek ongoing professional development.
14. who will be able to evaluate both learning and teaching and assist in evaluation and revision of the teacher education curriculum.

B. Participants added that the curriculum needs to cater for

1. early childhood education
2. special education
3. multiple-class teaching
4. teaching on outer islands
5. culture-based content and methodologies.

C: Close collaboration between curriculum developers, administrators, field staff and teacher education and teacher was seen as essential.

CURRICULUM CHANGE IN SOCIAL STUDIES IN VANUATU

Colin Hindson

Introduction

As educators, we spend a great deal of our time emphasising the need for constant review of our school curriculum. We suggest various models, all with interesting diagrams with boxes and arrows and spirals so the processes are clear. We expect a rational process will be followed, resulting in some practical product-revisions, rewrites or new materials. Of course we know that the models don't always work as expected, but generally, theory does get translated into practice.

The author spent three years working in Vanuatu as a Social Science teacher trainer and curriculum adviser, and outlines below some unusual problems and difficulties which arose with the curriculum revision process there.

The Vanuatu experience is a unique one. The country has a single system of education, but with two languages of school instruction, English and French, a result of the joint Condominium rule of England and France in pre-1980 colonial days. About two thirds of the schools and students are English-speaking, and one third are French-speaking. Most students attend primary school, (Years 1-6), but only about 20% proceed to lower secondary schools, (Years 7-10) after a Year 6 examination. Following another examination at Year 10, approximately 20% then proceed on to Years 11 and 12.

There is an assumption that much the same is taught in the francophone and anglophone schools-the Year 6 examination and the Year 10 examination are virtually common for both languages. The exception is at Years 11 and 12 where the curriculum is different and children sit for separate examinations. The picture is confused by the fact that both francophone and anglophone schools may exist side by side around the country. Some schools are dual-lingual, i.e. English and French streams in the one school, with separate staff. Francophone and