LEARNING OUTCOMES IN THE PACIFIC

MARY VADEI

EDUCATIONAL QUALITY AND ASSESSMENT PROGRAM (EQAP)

SECRETARIAT OF THE PACIFIC COMMUNITY (SPC)

26 MEMBERS – THE PACIFIC COMMUNITY

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www.spc.int

American Samoa
Australia
Cook Islands
Federated States of Micronesia
Fiji
France
French Polynesia
Guam
Kiribati
Marshall Islands
Nauru
New Caledonia
New Zealand
Niue
Northern Marianas
Palau
Papua New Guinea
Pitcairn Islands
Samoa
Solomon Islands
Tokelau
Tonga
USA
Vanuatu
Wallis and Futuna

Framework for Pacific Regionalism (2015)

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Pooling/sharing resources
Regional Cooperation
Regional Collaboration
Regional Integration

PACIFIC LEADERS VISION

A region of
peace, harmony, security, social inclusion and prosperity,
so that all Pacific people can lead
free, healthy and productive lives.

OBJECTIVE 1
Sustainable development that combines economic, social and cultural development in ways that *improves livelihoods and well-being and use the environment sustainably*

OBJECTIVE 2
Economic growth that is inclusive and equitable

OBJECTIVE 3
Security that ensures stable and safe human, environmental and political conditions for all

OBJECTIVE 4
Strengthened Governance, Legal, Financial and Administrative Systems

PACIFIC VALUES

- Depend on integrity of our vast oceans , Cultures, tradition and religious beliefs
- Good gov., democratic values, rule of law, promotion of human rights, gender equality and just societies/ Peaceful, safe, security, well-being, inclusivity, equity, equality / Effective, open honest relationships, inclusive/ enduring partnerships based on mutual accountability and respect.

"THE BLUE PACIFIC"
An expression of Pacific Regionalism

New processes are key to the new Framework

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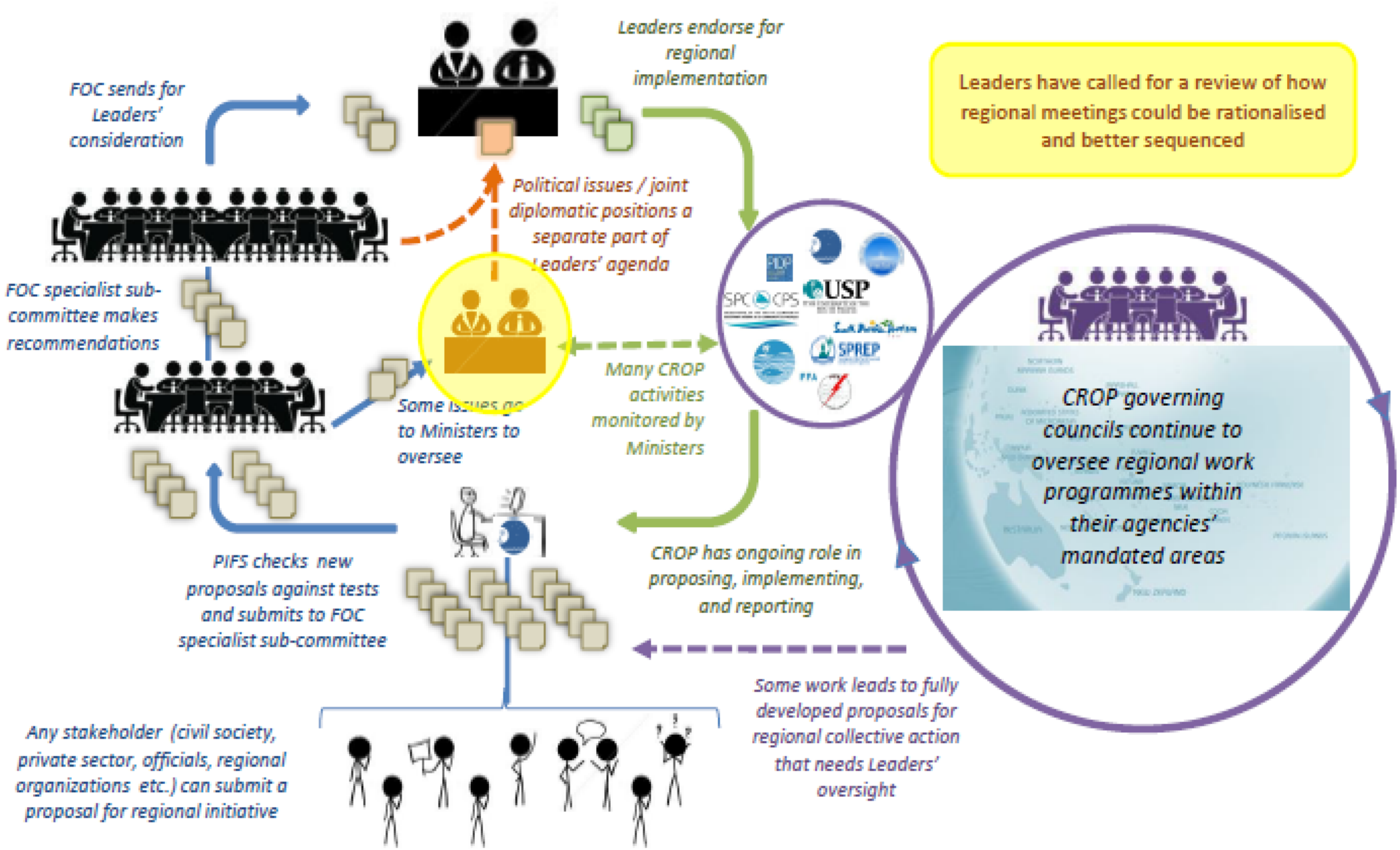

Leaders have called for a review of how regional meetings could be rationalised and better sequenced

ADOPTION OF THE LEARNING OUTCOMES APPROACH

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Inaugural Pacific Island Forum Education Minister Meeting (FEdMM) (2001) endorsed the *setting up of a PRQF covering basic, primary, secondary, TVET and tertiary education, benchmarked against international standards and qualifications*

Ministers' decision was also prompted by declining quality of Pacific education – *socio-economic development needs knowledgeable, skilled and competent citizens*

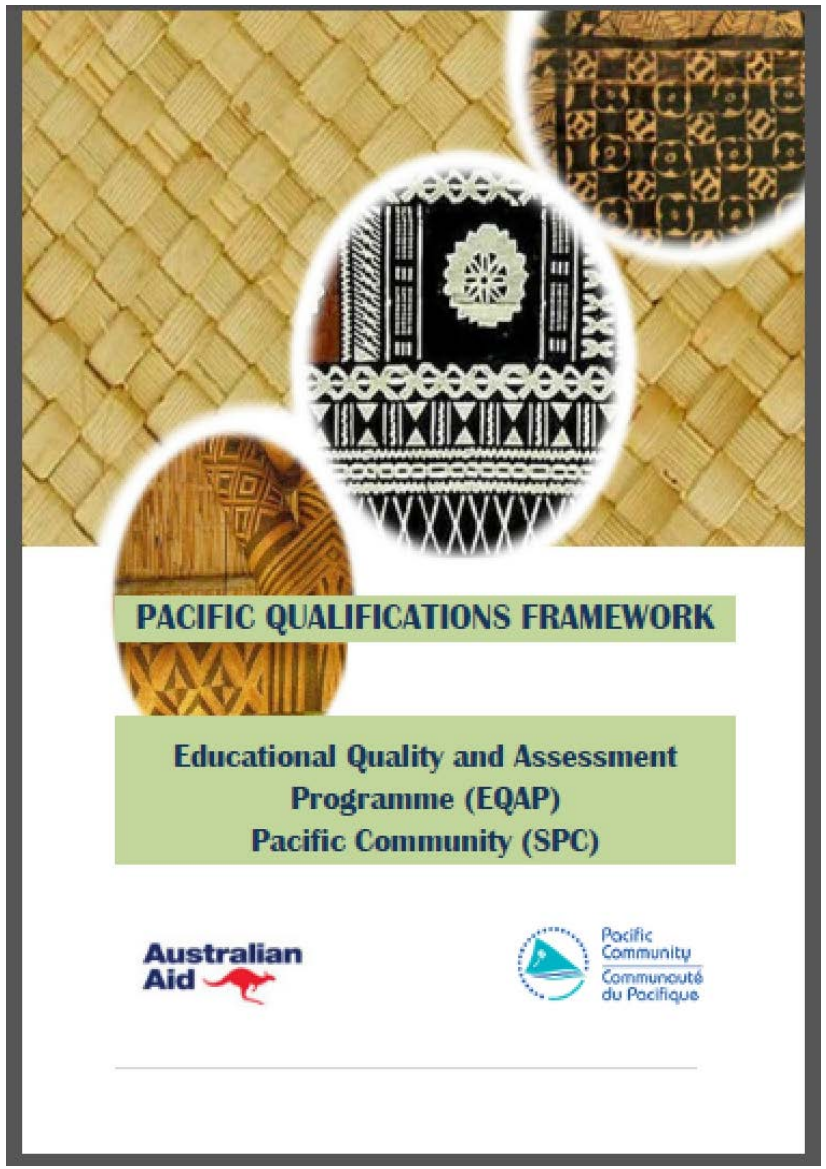
2004 – SPBEA/EQAP was appointed to coordinate the development of the PQF, funded by Australian govt

2009 – 2016 → national frameworks/NQFs, countries using NZQF, WASC (USA territories), Qld (Aust), PQF

PACIFIC QUALIFICATIONS FRAMEWORK

2013 – outcomes-based approach in senior secondary level (Year 13) for the regional qualification, followed by verified and accredited national qualifications.

Central to all these were conversations around standards, benchmarking, and alignment, (learning outcomes)→ intents, processes, results, comparability, governance



10	Doctorate
9	Master's
8	Bachelor with Honours, Post-Graduate Certificate, Post-Graduate Diploma
7	Bachelor, Graduate Certificate, Graduate Diploma
6	Diploma/Advanced Diploma, Associate Degree
5	Diploma
4	Certificate
3	Certificate
2	Certificate
1	Certificate

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The PQF is an enabling instrument that is supported by regional agreements and international conventions and protocols

The qualification type definitions and credit profiles for each qualification framework level enhance transparency and understanding of the relationship between qualifications

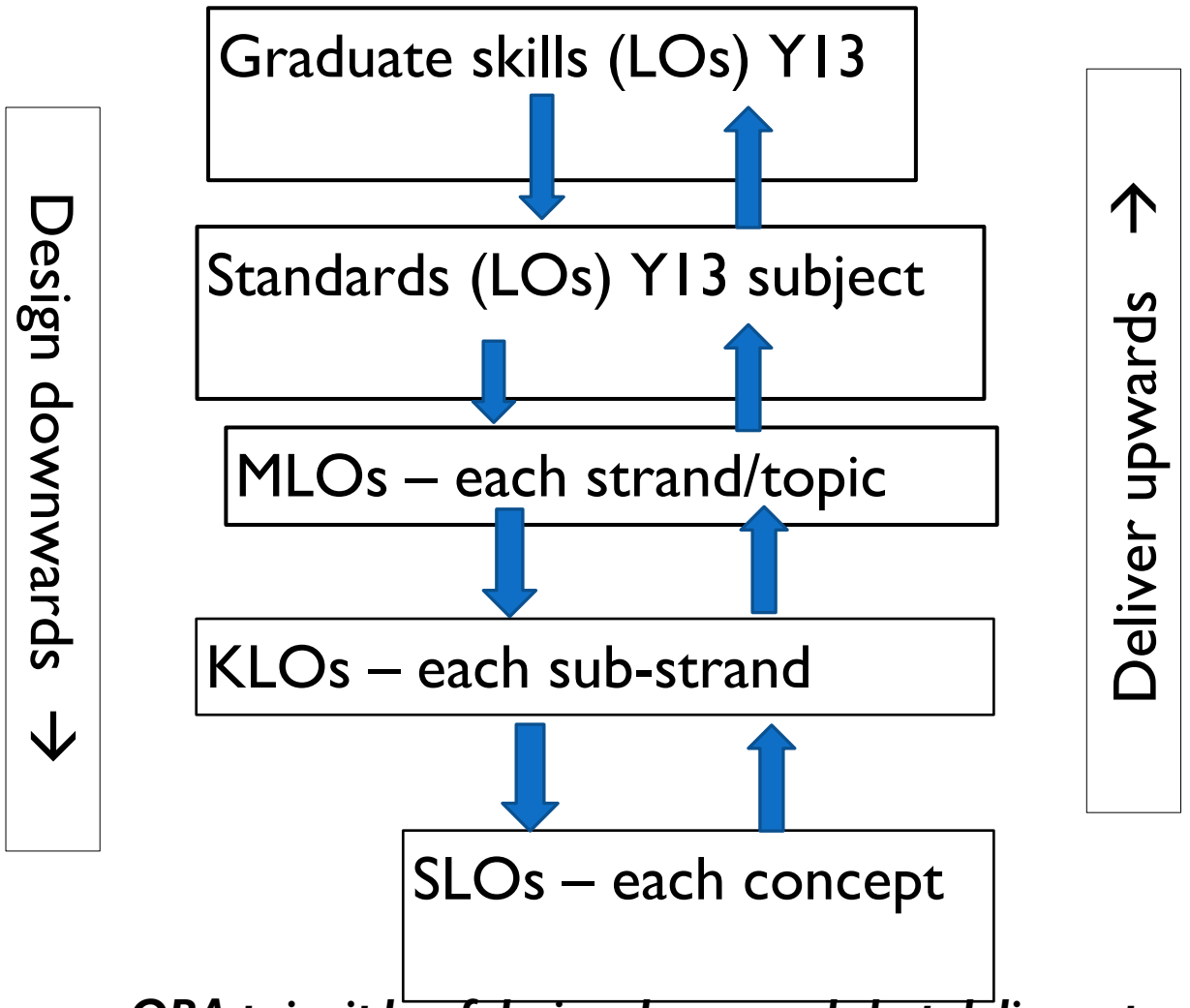
USING LEARNING OUTCOMES

As intents (desired goals/ends, content), **Of** learning, teaching, training processes, **For** results, qualifications, life skills, comparability, governance, policy → ***improved learning achievement, portability of learning, mobility of labor, overall improvements to systems***

A pragmatist approach – technical rationality (means-ends). Reflection-on-action – behaviourist, constructivist, interpretivist, critical theory

- 2001, 2004, 2009 – 2012 LOs in VET
- 2013 – present: higher education
- 2013 – 2016: top level of secondary
- 2017 – present: down through schooling levels

EXAMPLE FROM GENERAL EDUCATION – Y13 (SPFSC)



- ***The learner is at the center of the process***
- Student centered, activity based teaching
- Criterion referenced assessment and reporting
- Pre-assessment moderation replaces Summative scaling
- Report achievement levels to learners and parents
- Reporting is possible at different levels for different purposes, etc.

OBA principle of design downwards but deliver upwards

CONSTRUCTIVE ALIGNMENT IS KEY IN OBA

Strand 1: Animal Behaviour

Major Learning Outcome

Students are able to demonstrate understanding of **biological concepts and processes** relating animal behaviour to biotic and abiotic environmental factors and how the behaviour **contributes to the organism's survival.**

Sub-strand 1.2 Orientation and Navigation

Key Learning Outcome: Students are able to demonstrate understanding of animal orientation and navigation processes and how these influence movement and survival.

SLO#	**Specific Learning Outcomes:** *Students are able to*	Skill level	SLO code
1	Define innate and learnt behaviour	1	Bio1.2.1.1
2	Identify/State an example of innate or learnt behaviour in a given context	1	Bio1.2.1.2
3	Describe the features of innate behaviour, giving an example	2	Bio1.2.2.1
4	Describe the features of learnt behaviour, giving an example	2	Bio1.2.2.2
5	Describe navigation systems using solar / sun compass, stellar / star patterns, magnetic field lines, chemical trails / scent, landmarks	2	Bio1.2.2.3
6	Explain how navigation using solar / sun compass, stellar / star patterns, magnetic field lines, chemical trails / scent, landmarks contribute to migration and survival	3	Bio1.2.3.1
7	Discuss the effectiveness of navigation using solar / sun compass, stellar / star patterns, magnetic field lines, chemical trails / scent, landmarks for named animals	4	Bio1.2.4.1

ASSESSMENT

1.1a

In North America, monarch butterflies carry out one of the longest insect migrations. The butterflies spend the summer in Canada and the northern states of America, then migrate 4000km south to spend winter in Mexico.
The migratory behaviour of the monarch butterfly can be described as innate. It is not a learned behaviour.

Define the term **innate behaviour**.

Innate Behaviour

Unistructural	
1	
0	
NR	

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1.1b Name and describe a change in an environmental cue that could trigger the monarch's migration.

Multistructural	
2	
1	
0	
NR	

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1.2	A biological clock is also known as a body clock. For a successful long distance navigation, a biological clock is also needed. Explain why.	

Relational	
3	
2	
1	
0	
NR	

THE CHALLENGES – ISSUES OF EVOLUTION

- Measurability: Objectivity vs Subjectivity; product vs process; transversal skills; indigenous/traditional skills
- Privileged position of the outcome designer/writer – where is the learner?
- Balancing of interests – an assumption/risk in rapidly changing contexts
- Organising/sustaining systems of feedback between education, training and labor market
- Support for reform - Teacher training institutions – black boxes?

ENHANCING INTERNATIONAL COOPERATION

- Cooperation follows collaboration – collaborate through knowledge sharing, research
- International collaborations in different forums to develop guiding policies and guidelines, endorse these at international gatherings, discuss and adopt at regional and national levels, and apply; and keep the feedback loop sustained.
- Groundswell / Oceanswell of extensive collaborations: regional → national collaborations: EQF, APQF, CQF/CARICOM, PQF, etc. Can there be a WQF? Keep the collaborative conversations and documentations going → "QFs rule the world"