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My CV is my curriculum: The making of an international educator with spiritual values

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My CV is My Curriculum: The Making of an

International Educator with Spiritual Values

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MY CV is My Curriculum: The Making of an International Educator with Spiritual Values

(RS PUNIA)

The Abstract

This autobiographical self-study presents my living educational theory of lifelong learning as an international educator with spiritual values including belief in cosmic unity, continuous professional development for personal and social development of life in general. The landscape of knowledge includes India, UK, Singapore, Hong Kong, Fiji, Samoa and Mauritius in several roles including a lecturer, teacher trainer, change agent in curriculum, staff, school development, a training technologist in corporate learning and a student in the University of Bath.

A living educational theory approach begins by asking questions of the kind, how do I improve my work? Practitioners produce accounts of their learning. A living educational theory is living in two ways: people and their theory changes as a result of learning and they are living what they learn. New knowledge emerges in the process. A useful epistemology of lifelong learning of an international educator has emerged from this inquiry.

Taking responsibility for my roles and contextualising problems and solutions to problems to match the contexts were the essential dimensions of my lifelong experiential learning. These dimensions originated from my spiritual belief in cosmic unity of life and ethical aims of education.

The originality of my contribution to the knowledge base in the living educational theory approach to action research is how I integrated my spiritual and ethical values with technical knowledge to enhance the quality of my professional development and the development of technical and vocational education in the international context.

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Dedication

This work is dedicated to my spiritual Master Maharaji Charan Singh who directs my understanding of inner Life.

Emerging from the new sciences (Bateson, 1979; Goodwin 1994) from the early part of the twentieth century onwards came the emphasis on understanding the whole called ecological, holistic or systemic thinking (Capra 1996).........This way of thinking has focused attention on systems being integrated and searches for patterns to facilitate understanding of how systems interrelate and make sense(Clark 2000, p. 4).

How is the search for a sense of wholeness to be achieved in a world whose speciality is specialisation, whose language is linear and literal, whole sense of symbolic is derived from cartoon and caricature? How is the sense to be expressed in a world made horizontal by sheer immensity of our knowledge about the world? Linda olds Metaphors of interrelatedness (Clark 2000 p. 3).

Within the body He himself resides;
Yet He cannot be seen, that invisible one.
Under the sway of mind,
Fools know not the truth,
And search for him outside.

(Charan Singh Maharaji, 1979)

Acknowledgements

I am grateful to all my employers for giving me the opportunity to improve myself and serve my fellow beings. I am particularly grateful to Dr. King the late speaker of the British parliament in 1958 who intervened on my behalf in securing maintenance grant for two years to pursue a Diploma in Building at the Reading College of Technology. Without this intervention this dissertation might not have been written. I have disseminated Dr. King's kindness amongst thousands of students in my professional Life.

Life consists of relationships. Many educators have influenced my professional life. I mention only a few names with gratitude. Dr. Waters in Hong Kong was my role model for professionalism in the construction industry in the seventies. Sarwan Singh, the ex-principal of the Fiji Institute of Technology, introduced me to the classic literature to extend my technical interests to educational interests. Professor Calderhead of the University of Bath encouraged my interest in research on Teachers' Thinking and Dr Whitehead of the University of Bath introduced me to Action Research to understand my professional self. I learnt the importance of understanding the self before understanding the world from Krishnamurti. My spiritual master was my role model for spiritual living. These people transformed my life.

I am particularly thankful to Dr. Whitehead for encouraging me to pursue the difficult task of converting my professional experience into professional knowledge. I undertook this task with some reservations. The dissertation involved much work but it has made significant contributions towards my personal and professional development and towards the knowledge base in technical and vocational education, international aid and international education to live and work together.

Our shared perception of the need for 'character development' in professional life led Dr. Whitehead to supervise this dissertation presenting the living educational theory of lifelong learning of an international educator with an integrated character. The learning process in producing this dissertation has enriched my understanding of my professional self and improved my ability to share my personal knowledge with other professionals.

This dissertation is an expression of my professional learning. No criticism is intended towards any person and organisation mentioned in this dissertation.

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Chapter One

The Inquiry Problem with its Significance and Conceptual framework

> Self-knowledge is the beginning of wisdom and therefore the beginning of transformation or regeneration (Krishnamurti 1975, p. 43).

This self-study began with my intention to understand my embodied lifelong learning as an international educator more fully, and to develop my ability to share this knowledge with other professionals and academics. The development of discursive consciousness (Elliott 1998) of my embodied experience has been a long and an ongoing process comprised of mutual interaction between the self and the context. This introductory chapter presents the professional significance; the conceptual framework and meanings of the main concepts used in this study.

Personal and Professional Significance of the Study

The desire to understand my personal and professional self fully first arose in the eighties when I noticed that in addition to my technical competence, my character seemed to influence clients considerably **(see appendix 3).** Although I was interested in understanding my I/self through a proper inquiry, I did not have the opportunity, knowledge and skills to undertake this task. The recent interest in the studies of the lives of educators (Cater and Doyle 1996; Goodson and Hargreaves 1996) and the emergence of self-study as a new research methodology (Soler et al 2001; Whitehead 1993) provided me with the opportunity to undertake this task. In addition to offering me the opportunity to understand my professional self more fully this dissertation has the potential to make the following professional contributions.

First, we know little about the professional lives of educators generally. This dissertation provides useful knowledge of my professional life in a variety of roles and contexts.

Secondly, my three dissertations (Punia 1978, Punia 1992 including this dissertation) make useful contributions towards the professional literature on technical and vocational education in the international context. My MA dissertation (Punia, 1978) integrates curriculum, educational technology and staff development to provide a useful guide for the planned development of education. My MPhil Dissertation (Punia, 1992) presents the application of research on teachers' thinking to generate a model of school-based curriculum development as a form of collaborative action research. In Punia (1978 & 1992) I constructed mental models to enhance efficiency in the execution of tasks. This dissertation presents a mental model of my professional self as an international educator.

Thirdly, this dissertation is a timely response to a current professional need in education. We need living educational theories of lifelong learning of professional educators to understand and promote lifelong learning in education in the future. According to (Bloomer and Hodkinson 2000) *"In an age that rhetorically espouses lifelong learning, the longitudinal development of individual learning careers must be the central academic and policy concern."* (P.596). This dissertation presents successful lifelong learning of an international educator with the following abilities identified in (Young 2000). According to Young (2000) successful lifelong learners can:

- **Conceptualise what they do and know by seeing it as part of the whole;**
- **Apply what they know in situations and in the process be able to review their previous knowledge;**
- **Connect what they know to knowledge of other specialists, whether in institutions, educational workplaces or elsewhere (Young, 2000- p. 109).**

Fourthly, this dissertation offers a new strategy of international aid in education to enhance sustainability of aid and to promote international cooperation. This dissertation shows how I used collaborative action research with international teams to solve local problems. This approach improved the sustainability of development work and provided project participants with the opportunity for their professional development.

Fifth, technology alone does not solve the human problem of working and living together. Without such commitment action research has little meaning. This dissertation shows how I integrated my spiritual values with technical competence to generate mutual cooperation and trust.

Sixth, this dissertation shows that in the context of lifelong learning in all contexts teachers will become professional educators with specialisation in continuous learning and teaching using their own knowledge and strategies. They will no longer be technicians executing other people's ideas and strategies. This dissertation presents my living educational theory as such a professional educator.

Last, but not least this dissertation offers my living educational theory consisting of my personal actions, learning and change to provide an epistemology of international education in the context of international aid.

The Conceptual Framework

The following organising framework is derived from personal experience and relevant professional literature such as Senge (1990), Covey (1992), Senge et al (1999), Whitehead (1999), Bloomer (1997), Young (1998, 2000) and several other educators. Covey (1992) and Senge (1990) hold a mechanistic view of life and knowledge to present propositional knowledge. Like me, Senge et al (1999) and Whitehead (1999) present an organic view of life and knowledge. Senge et al (1999) present development through tensions in the positive and negative forces in contexts. Whitehead (1999) conceptualises self-development in eradicating contradictions between one's espoused theories (values) and theories-in-action (practice).

In (**figure one**) I perceive my professional self as the outcome of dialectical relationships amongst my various selves/biographies, contexts and roles (Carter and Doyle 1996). In the light of my spiritual values and changing professional concerns the three components moved forward to maintain harmony and to create my CV of lifelong learning.
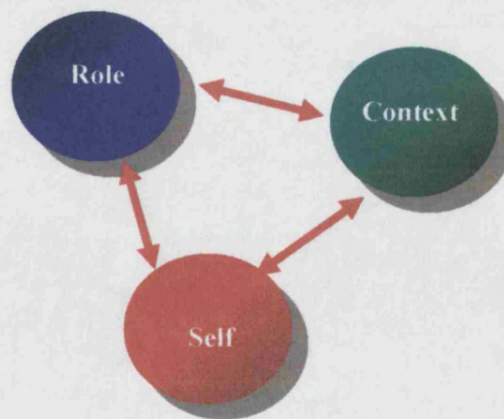
Figure. 1- The Conceptual Framework

Figure 2 presents the dynamics of the conceptual framework, explaining the interaction amongst its three components during my lifelong learning and the direction of change. It presents the journey of dualistic thinking towards holistic thinking.
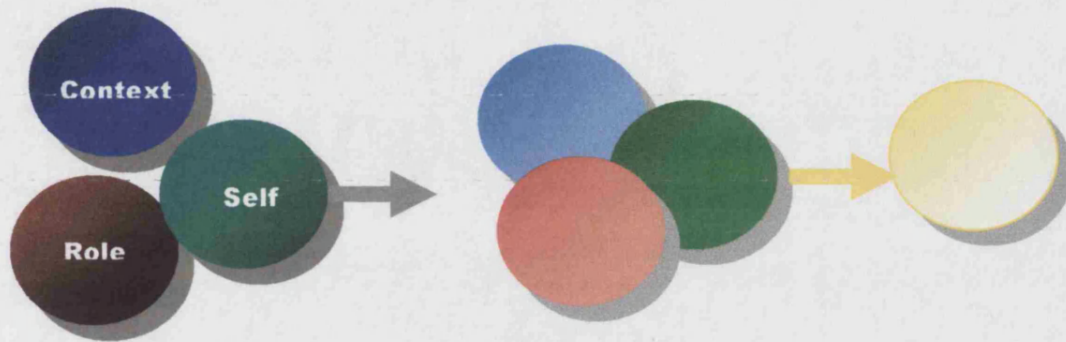
Figure 2- Dynamics of the Conceptual Framework

To provide movement the perceived context exerted positive and negative influences on my self/biography in interaction with my various roles. The disjuncture (Jarvis 1999) between the role requirements and my biography provided need for continuous growth in my self/biography. The spiritual values and professional concerns provided the energy and direction for the development of my professional selves.

The journey in my personal and professional growth began with the perception of duality between my I/self and my context with separation amongst I/self, role and context as shown in the left side of **figure 2** above. It gradually moved towards an overlap between the three components in the middle part of the **figure 2** and finally to seek unity of the personal self with the universal self/context as shown in one circle on the right side of **figure 2**. However, this unity between the self and the context remains incomplete and **figure 2** is an attempt to simplify my spiritual perspective on life explained in the next paragraph.

A close observation of life indicates that the difference between the personal self and the universal self is a mental construct. We are part of the whole, but our mind experiences duality. As such interaction amongst the three components in **figure 2** implies struggle/living contradiction providing motivation to learn and to accumulate knowledge. Search for knowledge ends when the personal self understands its true nature and looses its individuality into the universal self. According to the spiritual literature and my spiritual

master this is the ultimate goal of spirituality. The meanings of the salient concepts used in the above framework are explained next.

The Main Concepts Used in the Framework

The Context

In this section I have attempted to define the term context; explain the need for sensitivity towards contexts and offer my way to develop this sensitivity. With rapid social, political and technological changes in the world, sensitivity to context has assumed special importance (Crossley and Jarvis 2001& Kakabadese 2001). Kakabadese (2001) expressed its importance as follows.

Continuous attention to context is a must. Responsiveness to context requires a mindset of continuous development, whereby the individuals in conjunction with their colleagues, need to be ready to adjust and change their skills and approach according to their needs and demands of stakeholders. Searching for leaders who display pre-determined capabilities means little in today's world". (p. 4).

Understanding context is like understanding life itself. The context is difficult to define and different writers have defined it differently. In this dissertation I have adopted a *cosmic perspective*. In this conception the whole context of our existence is universe. Within the universe, the planet earth provides context to the various countries; countries provide context to various institutions providing context to departments to classrooms and so on. Hence, context is a dynamic concept at various levels of the structure of the whole. Furthermore, the perceived context, including perceived opportunities and constraints, varies from individual to individual. The perceived context governs individual actions and it is liable to change with learning.

In addition to political and economic dimensions, culture is a significant dimension of a context, but it is another difficult concept to define. I understood culture of a country from its historical past and by observing the shared ways of living in the present. See **appendix 19** for my modest understanding of the contexts of the countries I inhabited as an international educator. The common problem of these countries was to live and work together with cultural differences amongst their people.

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The work of international consultants becomes meaningful only in specific cultures. For instance, I found it very difficult to encourage teachers in Western Samoa to use the questioning technique in teaching. In their culture children were not encouraged to ask questions: children were expected to obey the instructions of authority figures. Jackson (1993) also suggested that any manager working in a different culture should examine the '3 c s' of context, content, and conduct. This dissertation presents an interesting case study in which I learnt to be sensitive to contexts with exposure to extensive international experience. For me contextualising means defining and solving problems with adequate contextual understanding, which is always incomplete. In my professional life my contextual knowledge expanded greatly from classrooms to departments to institutions to countries to global living.

The Curriculum

The following historical account of personal experience of curriculum development is intended to assist the reader to understand my work in various roles at different times and places presented in the forthcoming chapters. The reader will find various models of curriculum development presented in the following narrative in forthcoming chapters of this dissertation.

Curriculum as a concept has changed dramatically from its beginning in the context of formal education to the concept of life-long learning in all contexts. It has changed from curriculum as preparation for life to curriculum for making life (Tickle 2001, Marland 2001). It has taken me a lifetime to understand curriculum as a field of study. Professional educators might be called curriculum developers engaged in the identification, creation and use of learning opportunities for themselves and for others. This dissertation aims to show that my CV is the living curriculum in my lifelong professional learning and in this context curriculum has no boundaries as conceptualised in (Sears and Marshall 2000).

Historically, during my professional life, the concept of curriculum in formal technical education began with the prescribed content/knowledge in the form of topics and subtopics often called syllabuses. Later curriculum format changed according to the Tyler model (1949) and its later variations (Wheeler 1967, Kerr 1968, the TEC model 1974, Taylor and Richards 1985). Tyler (1949) conceptualised curriculum as planned learning experiences in schools including four interrelated components: objectives, content, method and evaluation. For centralised curriculum development and for goal-oriented vocational and technical

education this model provided a good fit but it failed to fit the teachers' perspective of curriculum development. For example, it did not cater for variations in contexts and teacher abilities (Punia, 1992).

Stenhouse, (1975) was critical of the Tyler model (1949) for general use in education and he introduced alternative models such as the 'Process' model and 'Research and Development' model which later developed into Action Research (Elliott 1991). Recently in competency-based assessment, (Hodkinson and Issitt, 1995; Mansfield and Mitchell, 1996) the onus of curriculum development is placed on the student.

During my studies for the EdD at the University of Bath, I became familiar with the work of such writers as Kessels & Plomp (1999), Young (1998), Elliott (1998), Whitehead (1999) and Bloomer (1997). Kessels and Plomp (1999) integrated the 'systems approach' with the 'relations approach' in industrial training. In Curriculum for the Future Young (1998) introduced the concept of integration of different types of knowledge in schools. Elliott, (1998) conceptualises curriculum as a social experiment in solving real life problems in secondary schools and Whitehead (1999) conceptualises curriculum embedded in the work of professionals as a form of self-study as in this dissertation. In the context of FE/HE students, Bloomer (1997) conceptualised curriculum as interaction between the student and the learning contexts generated by teachers.

With the advent of the concept of lifelong learning, curriculum is no longer perceived as learning in schools. It includes learning throughout one's life and in all contexts. Whitehead (1999), Bloomer, (1997), Young (1998), and Quicke (1999) have proposed curriculum for lifelong learning in various contexts. I have drawn on Whitehead (1999) to conceptualise curriculum from the educator's perspective as his developing CV in the form of a living theory. According to Whitehead (1999) my research generates a theory of myself when the unit of inquiry is my living I/self when I study my practice as I try to understand and improve it. Thus, this dissertation presents the living educational theory of my present I/self/biography defined under the next heading.

I/ self

Philosophers and psychologists have conceptualised I/self differently at different times and it remains a contested concept. In this dissertation I have attempted to construct the nature of

my professional self with **continuity** in time, **unity** in several of its dimensions, **embodiment** of various traits and an **agency** with a free will to act. In this dissertation I have restricted the use of the term I/self to my embodied knowledge, skills, attitudes, values and a philosophy of life acquired from my lifelong learning as an international educator. The present self is the integrated self from the past selves in various roles and contexts with awareness of the present and aspirations for the future.

Many philosophers and psychologists have studied the nature of self. I present only few of them to illuminate my perception of the self. Naimy (1992) in his classic book on spirituality states that I/self is both the process and product of life and it provides a focus and an organising framework to it. According to him:

A foundation head is I whence flow all things and whither they return. As is the fountainhead, so is the flow. A magic wand is I. Yet can the wand give birth to naught save what is in the magician. As is the magician, so are the products of his wand". **(Naimy, 1992).**

Pervin (1984) and Hampson (1984) provide the psychological perspectives on I/self. They introduce I/self as a dynamic concept. Hampson (1984) stated:

I is the part of self that decides how me will behave next. Once we begin to carry out the actions decided by the I they immediately become part of our history, part of me, so I can never be captured, it has always become part of me by the time we are aware of it. (p. 189).

Several educators have used this concept in curriculum development from a personal perspective in different contexts (Whitehead 1999; Bloomer 1997; Bloomer and Hodkinson 2000; Green 1991). Whitehead (1999) used I/self to capture personal and professional growth from a personal perspective. Bloomer (1997) and Bloomer and Hodkinson (2000) conceptualised curriculum as the interface between the student and the learning context. I found Green (1991) a pragmatic guide to present my account of personal reality (my I/self) in the context of my professional life as an educator with a particular perspective (Harre 1998). Green (1991) wrote:

Looking back, recapturing their stories, teachers can recover their own standpoints on the social world. Reminded of the importance of biographical situation and the ways, in which it conditions perspectives, they may be able to understand the provisional character of their knowing, of all knowing. They may come to see that, like other living beings, they could discern profiles, aspects of the world." (p. 12).

By looking back and by remembering the past, I have attempted to bind my past experiences as a professional educator in several countries and roles to create patterns of my professional self in the stream of my consciousness.

Professional Educators/Doctors of Education

There is no generally accepted understanding of professional educators. To provide an identity to my professional self I made use of several terms including professional educators, doctors of education, scholars of education, organic intellectuals and transformative educators described next.

The Doctorate in Education was recently introduced in England to meet the needs of professional educators engaged in research. The new qualification is available with a variety of names. For instance, some universities and the National Qualifications Framework (NQF) make no distinction in the criteria used for awarding PhDs and EdDs. Based on personal experiences Thorne and Francis (2001) examined the (NQF) to distinguish between the PhD and the professional doctorate. They found that the framework did not take into consideration the career position, the mode 2 knowledge and personal qualities of an EdD/ professional student with considerable practical experience. According to the (NQF) typically holders of EdDs and PhDs, are expected to meet the following criteria.

- **Deal with complex issues, usually considered to be of a professional nature, often make informed judgements in the absence of complete data, and be able to communicate their ideas and conclusions clearly to specialist and non-specialist audience.**

- **Act autonomously in planning, implementing and analysing work regarded as being of a professional or equivalent level.**

- **Take a leadership role and demonstrate innovative approaches to tackling and solving problems.**

- **Where appropriate, continue to undertake pure and/ or applied research at an advanced level, contributing substantially to the development of new techniques, ideas or approaches;**

- **Possess the knowledge, technical capacity, qualities and transferable skills necessary for employment in situation requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable contexts of a professional or equivalent nature.**

I interpret the above text to mean that such a person possesses a high level of technical knowledge, skills and attitudes, conducts research, applies this knowledge to solve problems independently in leadership roles and clearly communicates his ideas and conclusions with specialist and non-specialist audiences. In other words such a person can perform and manage complex tasks independently in various contexts. This is one of the definitions of a competency with emphasis on technical expertise (Mansfield and Mitchell, 1996). These descriptions emphasise technical competence with little concern for personal character and self-knowledge.

Boyer (1990) introduced the term **scholars**. According to Boyer (1990), *"Scholars are academics who conduct research, publish and then perhaps convey their ideas to others and apply what they have learnt"*. He identified new forms of scholarships beyond the scholarship of discovery (research) including scholarship of teaching, integration and application. He also provides useful criteria for the assessment of **professoriate** including the production of a dissertation on the basis of research, development of his/her field, integrity of his/her being and excellence in his/her performance. Schon (1995) pointed towards the need for a new epistemology to match Boyer's conceptualisation of the new form of scholarship. According to him the new scholarship implies action research and he concluded: *" The new form of scholarship advocated by Boyer and others lies much closer to practice. They proceed through design inquiry, in the Deweyn sense. "* (Schon 1995-p. 34).

Whitehead (1989) has been emphasising personal development as an integral part of professional development in his living educational theory approach to action research for a long time. He prefers to use the term **professional educator** integrating technical competence with character. Tickle (2001) used the term **'organic intellectual'** to express need for continuous personal and social development. According to him:

Professional intellectuals, such as teachers and priests, are seen as those handling stable, transmissible and 'at times even stagnant knowledge'. Organic intellectuals, on the other hand are seen as constantly interacting with society, struggling to change mind, engaged in the evolution of knowledge, raising issues in the public domain and defending decent standards of social well-being, freedom and justice. (p. 161).

In Boyer (1990), Whitehead (1989) and Tickle (2001) the focus is on personal growth and a search for self-fulfilment, which is both broad and deep. Within that search, subject knowledge and utilitarian capabilities are just two elements of 'identity' rather than the sole or primary ones. It takes a long deliberate effort to become the desired person. The following outline of the content and structure presents my lifelong learning.

Content & Structure of the Dissertation

This dissertation includes ten chapters. To keep the dissertation within the limits set by the university and to explain my professional self more fully I have presented additional information in appendices 18-21. My studentship in India and England to become a technician builder and to obtain a Teachers' Certificate is presented in **appendix 18.** This chapter establishes the foundation for my future professional development presented in the main text of the dissertation. Cultural images of various countries I visited are included in **appendix 19.** These images show that different countries were at different stages of political, social and economic development. As such people in these countries identified and solved their problems differently. There were no universal solutions to human problems. **Appendix 20** is divided into two parts: part one presents my interaction with other professional people to learn skills of lifelong learning and part two aims to validate my perspective of my professional self in the literary works of other writers. **Appendix 21** provides a list of case records. This list includes some of my other professional work, which might be useful for use elsewhere.

Chapter 1: The Inquiry Problem with its Significance, Conceptual Framework and Structure of the Content

This first chapter establishes the need for this study and presents a conceptual framework and structure used to construct the living educational theories of my professional life in various contexts and roles.

Chapter 2: The Research Methodology used in This Inquiry

The second chapter presents details of the **inquiry method:** justification for the use of a narrative inquiry; data used in the inquiry, and the criteria which might be used for the validation of the knowledge generated in answering the following three questions about my past and present selves.

1) Who am I?

2) How did I become that?

3) Why did I become that?

Chapter 3: The Making of a Lecturer in Singapore (1965-8) and Sheffield Polytechnics (1968-71)

This chapter answers the question: how did I learn to become a lecturer teaching constructional technology and management in two polytechnics during the first six years of my career. Part one presents the narrative of acquiring the content-knowledge to qualify as a professional builder. Part two deals with learning pedagogy. In the early period of my professional life I was mainly concerned with my professional development. This chapter presents useful professional knowledge of learning to teach construction technology in the FE/HE sector.

Chapter 4: The Making of a Teacher Trainer in Hong Kong (1971-81)

This chapter presents my living educational theory as a successful teacher trainer in a highly supportive context. Phase one deals with my life at the Morrison Hill Technical Institute (MHTI) from 1971 to 1974 in the department of teacher training and the phase two deals with setting up the Hong Kong Technical Teachers' College (HKTTC) to train vocational teachers in Hong Kong (1974-81).

Phase one answers the question: how did I learn to become a successful trainer of teachers in a new context during the first three years? I successfully managed to establish personal contact within the new context, learnt to perform my new role using connective curriculum linking propositional knowledge with first-hand experience (Young 1998). As a result of my contributions to improve the quality of teacher training I was promoted to a principal lecturer and offered another contract to return as the director of curriculum and teaching-learning resources.

Phase two answers the question: how did I learn to be a director of curriculum and teaching-learning resources at the HKTTC? My professional creativity of this phase is found in learning to integrate curriculum planning, teacher development and educational technology in my role as the director of curriculum development in HKTTC and in acquiring a discursive consciousness of my first-hand experience recorded in my MA dissertation (Punia 1978). A professional teacher trainer with ten years of practical experience and a discursive consciousness of his professional experience emerged at the end of this phase. In

this chapter I was mainly interested in acquiring and disseminating technical knowledge valuable to find suitable jobs in industry.

Chapter 5: The Making of a Consultant/ Advisor in Curriculum and Staff Development at the Fiji Institute of Technology (FIT) 1981-86

In this and in the next chapter I was employed by the Commonwealth Secretariat as an advisor in curriculum and staff development in two countries in the South Pacific. I began this assignment with a little knowledge of my new role, and the new context. This chapter answers the question: how did I learn to be a long-term resident consultant in curriculum and staff development in FIT?

In this project I learnt to lead a local team in establishing School-based Curriculum Development (SBCD) based on teachers' thought processes. In this project I had to become a highly creative and a productive professional educator (Ashcroft and James, 1999). I generated my role as a change agent when the aid agency and the host institution were not familiar with this role. I conducted research on teachers' planning, used research findings for generating a new model of school-based curriculum development (Punia 1992), integrated curriculum development with staff development (Stenhouse 1975, Punia 1985), created mutual trust through my ethical character (Covey 1992) and technical competence to lead the institute. This chapter provides useful professional knowledge required for the making of international change agents. In this project I became aware of the need for an integrated character based on spiritual values necessary to complement technical competence in the work of consultants.

Chapter 6: The Making of a Consultant/Advisor in School/Institute Development at the Western Samoa Technical Institute (WSTI) 1986-1990.

This chapter answers the question: how did I learn to rebuild (WSTI) as a member of an international team? I was hired to improve curriculum and staff development but I became involved in rebuilding the institute as a whole. My special contributions and learning in curriculum development included the use of 'connective curriculum' (Young 1998) in offering new training programmes to trade and technician students; integrating staff development with curriculum development and integrating curriculum development with student and social needs. This chapter presents useful professional knowledge for school development under the leadership of a change agent.

At the end of the two CFTC projects I emerged with vast embodied multi-disciplinary knowledge and an influential character. However, I had not developed the ability to share my work with the academics. Later I spent one year at the University of Bath to produce my MPhil dissertation (Punia 1992) to enhance the discursive consciousness of my work in the above two projects.

Chapter 7: The Making of a Consultant in Human Resource Development (HRD) in Mauritius (1992-98)

This chapter is divided into two parts. The first part deals with four years at the Industrial and Vocational Training Board (IVTB), a newly established training organisation, as a consultant in curriculum and staff development. Part two deals with one year at the Mauritius Institute of Management and Public Administration (MIPAM), a newly established organisation for management training, as a consultant in training technology in management development.

The first part answers the question: How did I use competency -based curriculum at IVTB in curriculum and staff development? The first part of the chapter provides useful professional knowledge of the problems and promises in using competency-based curriculum development. An interesting case study is presented to demonstrate the successful use of this model to solve a national performance problem. This case has a high transfer value in other contexts.

The second part answers the question: how did I develop a training system suitable for inservice managers to improve their performance on their jobs? In this project I introduced several creative teaching-learning strategies for adult learners including the use of collaborative action research for training programme designs and inquiry-based learning in classrooms. This organisation managed to establish a systematic approach to management training and achieved credibility from its clients within one year, which was a remarkable achievement of a new organisation.

At the end of this assignment I had gathered a vast practical experience of the use of training in improving performance in the public and private sectors of Mauritius. However, my experience remained implicit and incomplete without the theoretical knowledge acquired from the EdD programme at the University of Bath. The next chapter shows how I reflected

on this experience to make it explicit and developed the ability to communicate it with academics.

Chapter 8: The Making of a Doctor of Education at the University of Bath (1998-2000)

This chapter answers the question: how did I learn to be a professional educator/doctor of education? In this chapter I learnt to relate my embodied professional experiences with the theoretical knowledge acquired from the EdD to generate my personal and practical knowledge and to communicate this knowledge with the academics. I have presented my reflections on learning from four EdD assignments to show my discursive consciousness of the process and the product of learning from the following topics.

- International Education in search of the problem.
- In search of a Problem-based Research Methodology.
- To what extent will top-down or centralised initiatives in determining the nature of teaching, the curriculum and assessment be success?
- A relations approach to relevance in curriculum development in vocational education and training.

At the end of this chapter I (my professional self) seem to have fulfilled the requirements for a doctorate in education as specified in the National Qualifications framework. The next chapter presents a holistic image of my present self from the synthesis of the previous chapters.

Chapter 9: The Emergence of an Organic/Transformative Educator at the University of Bath (2000-2003)

This chapter answers the question: how did I learn to be a transformaitve and an organic intellectual? I have used the term an 'organic intellectual' to mark my continuous professional growth and a transformative educator to indicate depth in personal and professional changes.

My emergent self is based on technical competence presented in the previous chapters but it extends beyond technical competence to add character development and commitment for continuous learning for personal and social good. The emergent attributes of my professional self include vast technical knowledge; sensitivity towards contexts; a sense of responsibility towards tasks and clients. My vast practical knowledge enabled me to match solutions to

contexts and my spiritual values enabled me to take responsibility for making improvements. These attributes are the emergent standards of my professional learning, explaining how and why I learnt so much and made considerable contributions through collaborative action research as a consultant/change agent. At this juncture I reconsidered the limitations of the conceptual framework used in the above analysis.

Chapter 10: MY Epistemology of Practice as a Consultant and an Emergent Living Educational Theory.

In this final chapter I reflect on the content of the previous chapters to explain my emergent living educational theory. This theory emerged from my continuous dialogue amongst my various selves, roles and contexts as an international consultant who lived by the principle of oneness and interrelatedness of the universe. This theory has the potential for cooperative living and continuous learning.

This chapter is divided into two parts. The first part presents the what, how and why of my professional self to practitioners. Part two is addressed towards the academic audience to present my living educational theory. It includes the:

1. Origin and growth of my spiritual belief.
2. Integration of my spiritual values with my professional growth.
3. Professional dialogue as an emergent epistemology.
4. Professional value of this thesis.

Chapter Two

The Research Methodology

> Self is narrative configuration, a telling, an unfolding and
> developing story. (Bullough Jr. 1998)

This chapter presents the research questions, the research methodology, data used in the inquiry, the criteria used to ensure quality of knowledge and the process of compiling this dissertation.

The Research Questions

The retrospective inquiry aims to present a living educational theory of my professional self (Whitehead 1999). In this approach to action research the focus is on individual development in the process of improving his practice. One way to describe this kind of action research is that it is an autobiography, writing about one's own story of continuous learning from professional life, which is becoming, a participatory and a living process. To construct my living educational theories in several roles and contexts I have explored the answers to the following three related questions.

- **Who am I?**
- **How did I become that?**
- **Why did I become that?**

The first question seeks to construct an image of my professional role including my knowledge, skills, attitudes, beliefs and philosophy of life. The second question seeks to explore the process of becoming i.e. the curriculum vitae (the course of life) of my integrated self. The third question aims to tease out the values and the philosophy of life embedded in the making of the self.

Research Method

To create my own methodology (Dads and Hart 2001) and to validate my use of autobiography I have drawn on Green 1991, Whitehead 1999, Connelly and Clandinin, (1999); Bruner, (1990); Clements, (2001); Sikes, 2001; Maclure, (2001); Ghaye and Ghaye, (1998); Maslow, (1973); Crotty, (1998); Harre' (1998) and Collingwood (1938). I have drawn heavily on the work of Connelly and Clandinin (1999) on narrative inquiry and the

work of Bruner (1990) presenting a cultural psychology perspective on autobiography and self. Ghaye and Ghaye (1998) provided a useful guide for critical reflections on practice.

Burner (1990) presents the nature of self, the use of story and other requirements for the study of self. According to him self is defined by the individual and by the culture in various actions of participation. He states:*"self, then, is not a static thing or a substance, but a configurating of personal events into an historical unity which includes not only what one has been but also anticipations of what one will be"* (p. 116). His requirement for a study is to attend to the practices in which the meaning of self is achieved and put to use. For Bruner (1990) life is an art and story telling provides a good fit for its expression.

For Connelly and Clandinin (1990), "story is both the phenomenon and the method". It is a holistic process integrating the process and product. Maclure (2001) explained identity/self as a form of argument as follows.

Identity should not be seen as a stable identity-something people have-but as something they use to justify, explain and make sense of themselves in relation to other people, and to the context in which they operate. In other words identity is a form of argument. As such, it is both practical and theoretical. It is also inescapably moral: identity claims are inevitably bound up with justification of conduct and beliefs" (p. 168).

Maslow (1973) and Crotty (1998) are particularly pertinent to justify my use of particular type of data and self study. According to them:

In learning to be and become a human being, a particular human being it is the learning that accompanies the profound personal experiences in our lives... the unique instances, not the result of drill and repetition...(educational) moments..... very poignant combinations of the emotional and cognitive which have insights that remain forever. In such experiences we discover who we are, what we are, and what we might become (Maslow, 1973, p. 159).

Learning through research is a first person exercise. Each one of us must explore our own experience, not the experience of others, for no one can take that step back to the things themselves on our behalf (Crotty 1998, p. 85).

Critical incidents are particularly pertinent to construct an autobiography of the self. For instance, according to Sikes et al (2001):

Critical incidents occur during the period of strain. The account involves a set of claims about the self...critical incident involves a challenge to this identity. By examining such incidents, we gain an insight into the processes by which identities are built by individuals at particular points in their life cycle (p. 114).

By looking back and by remembering the past, I have attempted to bind my past experiences as a professional educator in several countries and roles to create patterns of my professional development in the stream of my consciousness (Green 1991). Whitehead (1989) provided me with the living educational theory approach to action research. In this form of action research, educators produce their own accounts of their professional learning during their professional work.

The Data Used in the Inquiry and Its Interpretation

To create this retrospective study I had to use the data available to me at present. The data used in this inquiry is mostly in the form of documentary evidence from others and myself. Generally I am the data and its interpreter in the light of my experience, professional literature and professional colleagues as critical friends. The evidence is further supported with genuine cases, critical incidents, stories and my living standards of professional judgement in interaction with others. In my view this data is sufficient to find answers for my questions.

In a planned research and with the use of multi-media this inquiry might have become more interesting and appropriate to capture some of my embodied values and to provide glimpses of my character. **Appendices 18, 19, 20 and 21** provide additional information to support the narrative in the main text of this dissertation. Generally the analytic accounts seem congruent with embodied image of my present professional self.

Limitations of the Methodology

Like other research methodologies, an autobiography of the self has limitations. One needs to be cognisant of these limitations and take appropriate steps to mitigate their influence. Self as a story is not a historical truth but something one chooses to call the narrative truth. It is due to two characteristics of the human mind. The first is human reflexivity, human capacity

to turn around on the past and alter the present in its light or to alter the past in the light of the present. Secondly we have the intellectual capacity to conceive of other ways of being, of acting and striving. Therefore, in retrospective autobiography *"our interest, rather, is only in what the person thought he did, what he thought he was doing it for. What kind of plight he thought he was in"* (Bruner 1990, p. 120). Clements (2001) coined the phrase 'Fictive Voice' for what we believe to be true memories, which in fact can be false or recreated purely through own perspectives or interpretation of them with the deployment of hindsight.

To mitigate the limitations of my narrative inquiry I have used a variety of data from a variety of contexts to observe patterns. Insights from profound experiences, unique instances, educational moments make up the content of this inquiry. Other literature has been used to validate my interpretations, wherever possible.

However, I am aware of the limitations of my methodology and my accounts presented in this dissertation. First of all these accounts do not include my personal life, all sources and sites of learning and all positive and negative influences on my work. Secondly, these accounts are retrospective. Thirdly, there are always other stories within a story which have not been explored (Schon, 1991). Fourth, first-hand experience cannot be captured in words and repeated. That is why Fullan (1999) wrote that there would never be a theory of change, a dynamic process difficult to capture and communicate fully. To learn to change is to experience change. Furthermore, it might be argued that this inquiry is not a full self-study, as I had to rely on other literature and critical friends to validate my experience. First-hand experience without naming and framing remains incomplete. This inquiry aims to generate new knowledge from my first-hand experiences.

Criteria used for Quality Control in my Accounts in this Dissertation.

This dissertation presents my personal perspective on my professional self. My self is the product of my international life. As such I am both the particular and the general. In this context this work has the potential for a degree of generalisation. Furthermore, I validated my interpretations in the work of other scholars in (appendix 20), critical friends and other professional literature.

There are several ways of understanding generalisability, which is a contested concept. In social science research findings cannot be generalised. Each moment of life is moving and it is essentially unique in time and place. Whitehead (1985), Elliott (1990) and Robinson and

Norris, (2001) provided me with some guidelines to deal with the criteria that might be applicable in my inquiry.

Elliott (1990, p.59) writes: " *I would certainly want to argue that experiential case studies, employing a symbolic and holistic mode of description, can be externally valid. And I claim that here validity rests on their usefulness as project models for others in exploring their own unique situations*". Whitehead (1989) suggests that generalisability of knowledge is embedded in its value for practice, use of a systematic approach to inquiry and in a shared form of life including peer and stakeholder reviews. In my view the terms like reliability, validity and generalisability used in empirical research are inappropriate for this type of inquiry. Each inquirer must search for criteria for his work. To ensure the quality and adequacy of my accounts I used the following checklist from Whitehead (1989).

- Is use of methodology justified? .
- Are values shown and justified?
- Are propositional contributions from other disciplines critically accommodated?
- Are assertions made in the claim clearly justified?
- Is there an inquiring and critical approach to educational problem?

Based on personal experience and the above literature I have used the following criteria to evaluate my work.

- I prefer to use the term **transferability** to replace **generalisability**. The large part of the content of this inquiry has possibility for application in other contexts. A systematic approach to this inquiry and a peer review of this knowledge allows easy transfer of knowledge. However, application of knowledge from one context to another is a matter of judgement and faith (Robinson and Norris, 2001) and it is a creative process.

- I have attempted to ensure a degree of **reliability/credibility** through comprehensiveness and coherence of accounts. Patterns in a variety of voices, roles, contexts over a long time indicate some reliability of these accounts. Several peer reviews have been used to validate the accounts in this dissertation. However, limitations of words to capture reality, which is a living and a holistic entity and use of selected data are serious limitations of this type of inquiry.

- **Creativity** is a contested concept (Ashcroft and James 1999). To explain creativity I offer a few examples of personal creative experiences. During my first-hand experiences of professional work I experienced creativity in the form of insights from intense observations and an inquiring mind. The translation of these tacit insights into discursive knowledge has been another form of the creative process. This dissertation has resulted from such a process. Creativity also meant the ability to apply theory into practice to acquire technical knowledge in (chapter 3). Integration of the new knowledge with the known knowledge is another example of creativity.

- **Originality** in human knowledge is also a contested concept. Life consists of complex interactions. I am the world and the world is me. Originality of my mind in this dissertation might be located in lifelong learning from owning and contextualising learning opportunities from international living. This dissertation presents epistemology of international living of an educator who emerges as a model of international mindedness. Furthermore, I would wish to be remembered for having walked my talk, being open to listen, learn and love other beings. Of course there is nothing original or new about it. There are other educators who share my values and character.

- **Reflexivity** includes self-criticism including strengths and weaknesses of the accounts and suggestions for improvements (Mingers 2001). Reflexivity is a higher form of learning. However, self-reflection is an essential but not a sufficient condition for learning. Reflection needs external support and control. The EdD programme has provided me with this support to generate these accounts. However, I tend to have an inquiring mind, which tends to be aware in the present to generate insight. At the end of this dissertation I became aware of the limitations of the framework used in this inquiry. In the last chapter I have attempted to suggest an alternative perspective to understand my 'self' more fully.

This dissertation provides many types of knowledge and ways of knowing. For instance, it includes examples of experiential, presentational, propositional and practical ways of knowing and knowledge (Reason 1999, Krough, et al 1998). It also includes functional, interpretative, relational and reflective knowledge identified in Park (1999). *"For relational knowledge, the more important values are caring, sincerity and trust; for the reflective, autonomy and responsibility and values of science include fruitfulness, accuracy, consistency, simplicity and scope* (Park 1999-p.152). I like to think that this dissertation

offers a seamless epistemology of, creating, recreating, extracting and uncovering all forms of knowledge used by an international educator to create an epistemology of working and living together in the global context.

This dissertation offers knew knowledge to a variety of audiences, including academics, practitioners and myself as the inquirer. It offers useful mental models and new possibilities for research for the academics. Successful solutions to educational problems might be useful for practitioners engaged in tackling similar problems elsewhere. I am the greatest beneficiary of this inquiry, which has extend my professional knowledge significantly and transformed my outlook on my professional life as a whole. This work might also serve as a mirror for other international educators like myself to examine their professional lives.

The Dissertation Development Process: An Outline

I began this dissertation without any knowledge of conducting such an inquiry. I had to devise my own research methodology, conceptual framework and presentational style. I consulted a vast literature and many people in the department of education of the University of Bath. Under the guidance of my supervisor I worked hard and learnt much but very slowly.

There were three main stages in the construction of this dissertation. During the first stage of development I gathered the available data and produced the narrative of my professional learning. It was an expanded CV with necessary evidence. The title was "**My CV is my curriculum: The making of an international educator**". This dissertation explored the question: how and why did I use my professional life for personal and social good? I interpreted the data in the light of my theoretical studies at the University of Bath and my personal knowledge. I validated my interpretations of the narrative with other academics. According to a critical friend this dissertation provided enough evidence to support the following conclusions.

(1) I had learnt a great deal in rising from a senior instructor to a consultant in the process of teaching and learning.

(2) I had made considerable contributions towards the development of technical and vocational education in the international context including improvements from classroom teaching to improvements in national teaching/learning systems.

(3) I had valued technical and vocational education as a moral craft, not a commodity to buy and sell.

Thus, I seemed to have lived a worthwhile academic life with a spiritual/ethical perspective on life. My professional life was my professional message. My first problem was to capture my lifelong learning in 40,000 words. My first draft finished with 60,000 words. I had to transfer three chapters into the appendices.

After working for one year on this work I was not sure of the value of this work to satisfy the requirements for the award of an EdD and the value of this work beyond personal satisfaction. This dissertation had a little to share with the academics. So I decided to extend this work further in stage two to change the dissertation from telling a story into a living educational theory of my lifelong learning. I learnt the difference between telling a story (He, 2002) and finding meanings in the narrative. I had to consult vast literature to give meaning to my personal experiences over 40 years. It was a difficult and an ongoing task.

In the second stage I began with the development of a conceptual framework with specific questions to capture my present and past professional selves, roles and contexts. In this format each chapter became independent and a part of the whole. I began to see my dissertation made of my living educational theories in a variety of roles. In this context the various chapters provide professional knowledge in the making of a student, lecturer, teacher trainers, consultants, doctors of education, transformative educator and so on. The term 'making' means learning. This strategy extended the value of this work towards professional knowledge base in education. The dissertation began to speak to the academics in the universities. It explains what, how and why of my present professional self and many other selves embedded in the present self.

According to my supervisor, I had produced a writerly text to present my dissertation, which was not clear in its presentation. I had to change the Writerly text into a Readly text with a clear message to the reader. **The third stage** involved guiding the reader in understanding my message in the main text of my dissertation. Much work had to be done to improve the clarity of the text. Enhancing the quality of this type of dissertation is a continuous process. I have decided to finish the process at this point.

Chapter Three

The Making of a Lecturer at the Singapore Polytechnic (1965-68) and the Sheffield Polytechnic (1968-71)

> When the unit of inquiry is the living 'I' Whitehead (1989), 'I' study my practice as I try to understand and improve it. My research generates a theory of myself (Mcniff & Whitehead 2000-p. 14).

This chapter presents my living educational theory as a new lecturer in construction subjects in two polytechnics. At that time I was mainly concerned with the acquisition and transmission of technical knowledge, skills and attitudes in direct teaching. This chapter is divided into two parts: (1) the Singapore Polytechnic experience mainly concerned with the acquisition of a professional qualification in Building (content-knowledge) and (2) the Sheffield Polytechnic experience mainly concerned with the development of pedagogical-content-knowledge (Shulman 1986). I improved my professional self mainly through self-study (Hamilton et al, 1998).

Part One: A Lecturer at the Singapore Polytechnic (1965-68)

> Self -study is about the learning experience that is embedded within teachers creating new experiences for themselves and for those they teach (Hamilton et al 1998, p. 6).

Immediately after completing the Technical Teachers' Certificate at the Huddersfield Technical Teachers' College and obtaining a technician qualification in Building, (**appendix 18**), I joined the Singapore Polytechnic as an instructor and a technician. I left this place as a lecturer and a professional builder with commendations for excellence in teaching from the external moderator from the UK. However, this success was marred by the tragic illness of my son indicating hazards of working in developing countries. The first part presents mainly my living educational theory of qualifying as a professional builder through self-study (Hamilton et al 1998) and the use of the connective curriculum (Young 1998) integrating theory with practice.

Recruitment

Soon after graduating from the Huddersfield Technical Teachers' College, I got my first teaching post at Singapore Polytechnic as a senior-instructor in construction technology and management in the school of Architecture and Building. The head of the school, an architect from Great Britain, interviewed me while he was on leave in England. I accepted this post mistaking it for senior-lectureship in England. In fact the post was equal to an assistant lectureship in England. This incident shows that I was a novice in teaching as a new profession.

The Context outside the Polytechnic: Living Environment in Singapore

I lived in a very unstable and dangerous environment. The first day I reported to the Polytechnic, Singapore was seceded from the rest of Malaysia by the then Prime Minister of Malaysia. The Polytechnic was immediately closed from fear of riots. At home my 2-year daughter was ill and she had to be hospitalised for a week. There was always a risk from Indonesia of war with Malaysia. Occasionally there were bombs planted here and there. Lee Kuan Yiu, who became the Prime Minister of independent Singapore, worked extremely hard in the early days when there were dangers to Singapore from several directions, including from Mainland China.

The Context within Singapore Polytechnic and the school of Architecture, Civil Engineering and Building.

The Singapore Polytechnic existed before polytechnics emerged in the UK. At that time 90% of the teaching staff were expatriates from many countries. For instance, the Principal of the Institute was a Canadian and the head of my school was from England. I was placed in the school of Architecture, Civil Engineering and Building.

I was situated in the Building Section with six lecturers and sixty students on a three-year full time course leading to a technician diploma and a four-year full-time course leading to a professional diploma. The lecturers were responsible for planning, teaching and examining their own programmes under the leadership of a senior lecturer. The polytechnic had a good infrastructure including buildings, equipment and Library.

My Role and Contributions towards Personal Development and the Development of Teaching in the Building Section

I enjoyed considerable autonomy to choose my own subjects to teach construction technology, construction economics and management to preservice students on both full-time programmes mentioned above. Highly motivated students and experienced teaching staff provided incentive and support for professional growth. Such a context was a blessing for a beginner in the teaching profession.

I enjoyed congenial relations with colleagues, students and the management. My significant professional contributions in teaching included the introduction of construction economics as a new subject and a commendation for a good examination paper from Prof. Sidwell of Herriot Watt University, who was our external examiner. At that time I was mainly interested in qualifying as a professional builder. I was mainly concerned with the self. Concerns for the task and the impact had not surfaced fully (Fuller and Bowen 1975).

Becoming a Professional Builder through Self-Study

Qualifying as a Chartered Builder was the highlight of my stay in Singapore. I was not fully qualified as a Professional Builder when I arrived in Singapore. Unlike the technicians, the professionals such as architects, quantity surveyors and builders are the leaders of professional knowledge. In addition to teaching building subjects I also prepared myself for the final part two examination of the Institute of Building to become a qualified builder. I took this examination from the UK while teaching in Singapore Polytechnic and passed it in my first attempt with four "A" grades. On passing this examination and with a professional qualification in teaching I was promoted from a senior instructor to a lecturer. This personal experience taught me that teaching in the FE/HE sector involved a high level of content knowledge and the ability to communicate it clearly. More importantly I learnt that effective teaching also implied continuous learning.

Passing this examination without any formal education and training was an outstanding achievement of a new teacher. I had known colleagues who passed this examination after several attempts. I used the following learning strategy to pass this examination in the first attempt.

I already possessed a recent and a relevant industrial experience under a mentor in the UK. I gathered the appropriate theoretical knowledge from books and articles on constructional

management in professional journals. Teaching management subjects at the same time provided me with skills for the integration, consolidation and communication of the content knowledge. Past examination papers and the examination regulations provided me with the criteria used to assess the students' work in the examination.

Unknown to me at that time I had successfully planned and implemented my own curriculum to generate my own professional knowledge in understanding and improving my teaching practice. Thus I had created my own living educational theory to become a professional educator in Building (Whitehead 1999). This type of curriculum making is needed for the lifelong learning of students and teachers in the future (Whitehead 1999, Young, 1998 and Bloomer, 1997). However, it took me many years to develop the present discursive consciousness of this phenomenon from further experiences and formal learning. At the end of this experience concern for pedagogical-content-knowledge replaced the concern for the content-knowledge.

A Dramatic Exit from Singapore

Working overseas in developing countries can be a hazardous and an enjoyable experience. For instance, I remember my Singapore experience for considerable pleasure and pain. My success in qualifying as a professional builder brought immense pleasure and the serious illness of my young boy changed that pleasure into an extreme pain. After two years in Singapore I had a family tragedy. My son, who was born in Singapore, became seriously ill and later died after many years of family suffering. This tragic incident brought me back to England in 1968 to a lectureship at the Sheffield Polytechnic in the UK, the country of my permanent residence. I was only thirty years old without previous overseas teaching experience and knowledge of the promises and problems of working overseas. Prior knowledge of the problems and promises in overseas work might have averted the mistakes I made in my life.

Part Two: A Lecturer at the Sheffield Polytechnic (1968-71)

> There is nothing more important to an individual committed to his
> or her own growth than a supportive environment (Senge, 1990).

Although I came to Sheffield Polytechnic from Singapore Polytechnic with a professional qualification in building and a Technical Teachers' Certificate in teaching, I added

considerable depth to my teaching at the Sheffield Polytechnic. This section presents accounts of my reflective teaching (Ghaye & Ghaye 1998) to improve the quality of my pedagogical-content-knowledge (Shulman 1986; Mortimore 1999).

Recruitment

The following narrative shows that the Sheffield Polytechnic seemed to have developed an excellent system to select members of the teaching staff but failed to understand the principles of human resource development as an integrated system comprised of carefully recruiting, inducting, supporting, appraising and training staff. The Sheffield Polytechnic interview remains a memorable event. I was invited to Sheffield one day earlier than the day of the interview. I had been booked to stay the night in a four star hotel where in the evening my future colleagues came for a few drinks and a social chat. Next day I met several of my future colleagues again for informal talks. Later in the day I had a formal interview with the head of the school who took me to meet the Principal who offered me a lectureship in the school of Building and Civil Engineering. The authorities in the polytechnic carefully matched me with the available post but later failed to keep me in the department through lack of an adequate support and career prospects.

My Role

This section presents my evolving sensitivity towards student learning needs and my desire to enhance my repertoire of teaching models. I taught construction technology, construction economics & management to full-time students studying for the Higher National Certificates, Diplomas and for the final parts 1 &2 examinations of the Institute of Building. Unlike the Singapore Polytechnic where I taught only the full-time pre-service students, in the Sheffield Polytechnic I taught both pre-service and in-service students from industry. Teaching pre-service and in-service students requires different levels of content-knowledge and different teaching strategies. Usually teaching full-time technical students without industrial experience is considered less problematic. These students do not challenge lecturers' technical knowledge of their subject and their use of the transmission model of teaching. In-service students tend to challenge their lecturers with their recent industrial experience and demand authentic learning situations from their lecturers. Thus I became aware of the need to acquire a repertoire of teaching-learning strategies to match the varying needs of students.

My Professional Contributions

A lecturer's professionalism in his content-knowledge is often assessed by his ability to communicate his content-knowledge with his professional colleagues. I designed and successfully offered a short training programme on 'the Estimating Practices in the Building Industry of the UK' for professional Builders, Architects and Quantity Surveyors from the building industry. This course was a good indicator of the quality of my content-knowledge and pedagogical-content-knowledge in building subjects at that time. My other major contributions are listed below.

(1) I was able to achieve the highest number of passes in the Institute of Building examination in quantity surveying in England. I had developed my personal strategy to teach this subject.

(2) I received commendation from an external examiner for the quality of my examination paper in Quantitative Analysis. (See a similar commendation from an external examiner in the Singapore Polytechnic).

My Developing Professional Judgement in Teaching

Although I had developed a considerable expertise in subject matter in constructional technology, I had much to learn about pedagogy. The following episodes of my developing professional judgement in teaching are indicators of my professionalism in teaching at that time. These episodes represent important dilemmas in teaching. From these incidents I learnt the following lessons which might be useful for new teachers.

1. Human relations are a prerequisite to successful communication.
2. Generation of authentic criteria to assess students' learning remains a contested issue.
3. I had to learn to manage the context.
4. Teacher performance evaluation in classroom teaching was a contested issue.

(1) Tension in Relationship with a Student

The first incident illustrates the need for establishing personal contact with new students before any teaching can take place. In fact human contact is a prerequisite in all kinds of communication amongst human beings. In this case a group of in-service adults from

industry were attending the first session in my class. There was a complete silence in the class with full attention to what I was saying. Suddenly two persons began to chat. I got annoyed and probably used harsh words to seek attention. Later I forgot all about this incident. About three months later a senior lecturer passed me a letter from a training officer of a building firm complaining about my attitude and ability to teach in a polytechnic. My colleague had full confidence in my ability. He asked me if I could handle this situation by myself or needed his intervention in this matter. I decided to deal with the situation personally.

By this time the student and myself had come to know each other better. I could not understand the reason for the student's complaint. When I approached the student for the explanation he almost broke down in tears. He narrated to me the incident of our first meeting. He told me that he got angry, as he knew little of me at that time. Consequently he sent a complaint to my department through his training officer. He was very sorry for his behaviour and promised to correct the situation. I never checked if the student corrected his mistake or not. However, I had learnt an important lesson from this incident. I must be particularly careful in my behaviour towards new students.

(2) Tension in Marking Students' Scripts

The second incident concerns a long-standing issue in vocational education in determining authentic criteria for the assessment of student learning. In this incident I set an examination paper with model answers and a marking scheme. An unknown examiner moderated the examination papers at the national level. After the examinations I marked the scripts according to my marking schemes to find that all students had passed the examination. But to my dismay 25% of the students who passed the examinations obtaining minimum marks from parts of the examination questions. I failed these students on the grounds that if they entered industry they might harm their employers. When the marked scripts went to the external examiner he passed all the students with a note for me to follow my approved marking schemes in future.

From this incident I realised the strength and limitations of marking schemes often used in education to enhance the reliability in marking but with the possibility of decreased validity of the examination to assess learning. In professional practice the marking schemes are a source of tension amongst academics from education and professional educators from industry. My later experience as a consultant has shown that educators tend to look at

performance analytically and objectively whereas the practitioners assess holistically and subjectively. I have learnt to reduce this tension using both analytical and holistic criteria. Collaboration amongst the academics and the practitioners to establish the assessment criteria further reduces this dilemma. A deep understanding of student performance assessment is necessary for professional educators. A careless assessment of student performance can distort the curriculum and ruin students' lives.

(3) Performance Appraisal as a Lecturer

Teacher performance appraisal in classrooms remains a contested issue. This incident occurred at a time when teacher performance appraisal was rare in the UK and it had not become an aspect of Human Resource Development. The head of my department decided to introduce 'Performance Appraisal' in his department to assist him in confidential report writing on his staff. According to this scheme the senior staff were to appraise the teaching of the junior staff. I argued that the lecturers were likely to be better teachers than their senior colleagues who spent less time in teaching and more in administration. Furthermore, the senior staff had no teaching qualifications. I proposed to conduct an experiment to test my hypothesis. An opportunity soon presented itself.

A team of us including lecturers, senior lecturers and the principal lecturers were teaching a short course for in-service professionals on a management course. At the end of the programme we gathered participant appraisal of our teaching. The results of the exercise were as I predicted. The lecturers obtained the higher ratings as compared to their senior colleagues. Consequently the idea of performance appraisal to prepare confidential reports was abandoned due to lack of validity. Although I had a high rating for frontal/direct teaching in the above appraisal, I had much to learn about teaching.

Tensions in Relationship with the Head of the Department in a Hierarchical Organisation Structure

I had a cordial a relationship with colleagues but a sour relationship with the head of the school. Six months after I joined the department the Principal invited me for a chat to check if I was adequately settled into my new job. I casually mentioned to him about my desire to be more involved in the activities of the department. The Principal may have mentioned it to the head of the department who, in turn, mentioned to me in a lift that he would not offer me any opportunities to enhance my career. This head of the department never invited me to his office to provide feedback on my contributions to the department. Such information usually

reached me through my colleagues who respected and affirmed my work. Within this situation I seemed to have little chance of any career development. This case is a good indicator of the fact that I had not learnt to manage the stakeholders and the context and the Head of the School probably needed to learn about Human Resource Development.

The Emergent Image of the Self as a Lecturer

I valued technical education only as a tool to enhance economic development. In the Singapore Polytechnic I taught pre-service students, whereas in the Sheffield Polytechnic I had developed a full confidence in teaching preservice and inservice students individually and in team-teaching. The short course for professionals in the construction industry was a good indicator of my professionalism in teaching at that time. However, I had not learnt to manage teaching contexts and my teaching experience was restricted to the transmission model of teaching.

Departure from the Sheffield Polytechnic to Hong Kong

I decided to leave Sheffield Polytechnic in 1971 for two main reasons. Firstly, I seemed to have little chance for career development within the department under a head who did not appreciate my contributions. Career advance was important for me for personal and professional development. Secondly, I had developed an interest in education as a separate field of study. A senior-lectureship in teacher education in Hong Kong offered me with the opportunity to develop this new interest and to further my career. The next chapter presents how I made use of this opportunity for personal and social development. This chapter closed my career as a lecturer in construction technology and opened a new door into teacher education as a separate discipline for study.

Chapter Four

The Making of a Teacher Trainer in Hong Kong (1971-1981)

> Good Luck is nothing but preparedness and opportunity coming together (Chopra 1996, p. 90).

I knew little about the professional lives of teacher trainers when I entered this new role. Even today we seem to know little about the professional lives of teacher trainers/educators (John 2002), particularly in the FE/HE sector and in the context of international education. This chapter makes a useful contribution in this direction.

This chapter presents my living educational theory as a successful teacher trainer. I made significant contributions towards the development of HKTTC and towards my professional development in many roles varying from a senior lecturer to a vice-principal and a variety of contexts from classroom teaching to the establishment of a new college of education. The success came through my preparedness to learn and opportunities coming from a supportive context (Day 1999). The entire learning experience of teacher training using the training model is divided into two interrelated phases.

- The making of a teacher trainer as a senior lecturer at the Morrison Hill Technical Institute (MHTI).
- A making of a director of teaching-learning resources and curriculum development at the Hong Kong Technical Teachers' College (HKTTC).

Phase One
The Making of a Teacher Trainer at MHTI (1971-74)

> Learning means a mind that is curious, that does not know, that is eager to find out, is interested (Krishnamurti 1987).

This phase presents my problems and promises in bridging a big gap between my biography as a lecturer in technical subjects and my role as a senior lecturer in teacher training in a new context with many uncertainties. My self-development was a form of action research

(Stenhouse 1975) in which I tested propositional knowledge acquired through formal education to generate my personal and practical knowledge. My intrinsic interest in teacher training and self-development led to significant career advancement and professional contributions in a highly supportive context.

Recruitment

The following recruitment process is a good example of lack of full understanding of the work of teacher educators at that time. I was recruited as a senior lecturer in teacher training by the then Overseas Development Administration (ODA). One person from ODA and the Director of Bolton College of Education interviewed me for this post. At that time I found this interview rather puzzling. The interviewers asked me many questions about what I was doing as a lecturer at the Sheffield Polytechnic but they asked no questions on teacher training. To my surprise they offered me the job of a senior -Lecturer.

I could not understand the reasons for their decision at that time. I can now appreciate the reasons for offering this post to me and for disregarding my experience in teacher education. In those days teacher trainers learnt their jobs by doing. This interview had been conducted to assess my potential to learn to become a teacher trainer after some training and personal experience. Unknown to me, my interviewers had recommended to my future employer to provide me with some training in the UK before I took up my assignment at the Morrison Hill Technical Institute.

I accepted the job with little knowledge of the job and of the context. On hindsight I find it a blessing in disguise, as I would have rejected this post if I had discovered the full facts about the job before arriving in Hong Kong. This and future posts were leaps into the unknown, but all of them later proved to be full of possibilities for professional and personal development. I seem to have possessed a tremendous ability to cope with uncertainties and the ability to learn and to make a considerable impact on various contexts.

Preservice Training

Training without relevance to trainee needs has little impact on trainee performance. I was allowed to design my own training programme to meet my needs. I spent four weeks in an informal study of the lives of teacher trainers, training institutions and training curricula in each of the four Technical Teachers' Training Colleges in the UK including Bolton, Huddersfield, Garnet and Wolverhampton. I spent additional time in several other

institutions engaged in training technical teachers and industrial trainers. It was illuminating to find that these institutions had different training styles with their own strengths and weaknesses, providing me with a rare opportunity to gain a comparative education in technical teacher training.

Discovering the new Context

Successful International educators learn to contextualise themselves and their work. Without owning and contextualising of the role a little personal and professional development might be possible. This section presents the narrative of how I owned and contextualised my new role in a new context.

On arrival in Hong Kong I found that (MHTI) was the first technical institute set up in Hong Kong. I was disappointed to find that teacher training at MHTI was in a small department offering a two-year full time course to train technical teachers for secondary schools and a one-year full time course to train technical teachers for the technical institutes training crafts people and technicians. About fifty students were attending these programs. There was no written curriculum and experienced staff to offer a systematic approach to teacher training. I had to decide if I should fit into the new context or return to England.

At this point I felt that working at MHTI was a retrograde step for my career development as a technical teacher with the possibility of losing technical competence in building subjects. Furthermore, I had little previous experience of teacher training and of adjusting to new contexts and cultures. I continued comparing Hong Kong with UK and feeling sorry for myself. I disliked everything about Hong Kong as a work site.

After some deliberations, I approached the Education Department to place me in the technical college in the department of building and surveying to teach construction subjects or release me from my contract to return to England. As a result of my request the department of education offered me part-time teaching at the Technical College with additional pay. My appointment at the Morrison-Hill Technical Institute (MHTI) was also to continue. This offer allowed me to be a teacher and a teacher trainer at the same time. I accepted this offer and stayed in teacher training at MHTI. Gradually I became more interested in teacher training, my students and colleagues at MHTI. The following narrative unfolds what, how and why of my professional self.

The Emergent Role

I had to assess the needs of the department and adopt an appropriate role accordingly. Myself, the local head of the department, the local teacher trainers and another expatriate from the UK were professionally trained-teachers but we had little previous teacher training experience.

Being placed in such situations overseas has advantages and disadvantages. My later experience of working with other educators and aid agencies working overseas has shown that some people use such situations as opportunities for professional and social development while others use them for long holidays. I took the first option. Unfortunately I later discovered that some future employers presumed that overseas work meant long overseas holiday.

My Contributions in the Department of Teacher training

I aimed to establish a systematic teacher-training programme to replace a piecemeal approach to teacher training. The following accounts present my action in accomplishing this aim. Based on learning from the four colleges of technical teacher training in the UK, I divided the training programs into the following three related areas as a system. This was to ensure my continued learning and growth of the system.

- **Educational Theory** comprised of educational disciplines such as psychology, sociology, philosophy and general methods of teaching;
- **Special Methods** program to teach content-knowledge and pedagogical-content-knowledge in specialist technical areas such as building, mechanical engineering, electrical engineering and so on;
- **Teaching practice** in schools.

I taught and took charge of the educational theory and teaching methods programs and the other senior lecturer from the UK, who was there before from my arrival, took responsibility for the special methods of teaching in specialised subjects. I prepared written curricula and directed implementation of the planned curriculum with considerable improvement.

My Emergent Standards of Teacher Development

The following standards of professional judgement in teacher training evolved from my experience as a trainee at the Huddersfield Technical Teachers' College (see appendix 18);

my teaching experience in the previous chapter; short training in teacher education before arrival in Hong Kong and personal values as an educator. My theory included the following principles/standards of professional judgement:

1. **The trainers should practice what they teach.**
2. **The teacher training is a planned system with the possibility for its ongoing system and trainer development.**
3. **Teaching is both an art and a science. Trainee teachers need to master known professional knowledge, skills and attitudes to transcend them with their ongoing professional growth on-the-job.**
4. **The quality of teacher training and education is largely dependent on the integration of theory with practice.**
5. **To influence students successfully teachers must show a genuine interest in teaching and in their students.**

The above principles guided me as a teacher educator for many years in Hong Kong and elsewhere and I believe that they are still valid for teacher training. I provided trainees with a technology of teaching derived from research and my personal experience and guided trainees in testing this knowledge in practice. I was using action research without naming and framing it.

Contributions at the Technical College

I continued teaching building subjects three evenings a week at the technical college where I offered an in-service training program on the 'Estimating Practices in the Building Industry of the UK' to builders, quantity surveyors and architects. Later I was offered a full time senior-lectureship at the technical college but I declined this offer. By that time I was deeply involved and interested in organising teacher training and I had successfully established professional and social contacts at MHTI as described below.

My Values and Character

The following incidents provide examples of my character as an educator. A person with full commitment towards his role and his students and colleagues is evident in these accounts. The first two episodes present my relations with my students and colleagues. The last incident presents employer appreciation of my personal and professional competence.

Senge (1990) seems to explain my influence with my students, colleagues and superiors narrated below. According to Senge, *"People follow people who believe in something and have the abilities to achieve results in the service of those beliefs* (Senge 1990, p. 360). These incidents show that learning is an intentional and a planned activity. Although I embodied some desirable traits in my character I was not conscious of them at that time. Experience alone does not teach until validated in theoretical knowledge and the experiences of others (Mason 2002).

1) Personal Relations with Student Teachers

It would seem that character speaks louder than what we say and medium is also the message. Two months after my arrival in the teacher-training department the Principal of MHTI arranged to have the departmental photo taken. Everybody had gathered at the appointed hour except myself who was held up somewhere on an official visit. The students refused to have their photo taken without me. When I arrived a little late the students clapped and were very pleased to see me. Later during the day the Principal of MHTI asked me what I had done to those students to influence them so deeply in such a short time. I just smiled, as I did not know the reasons for student reaction. It was due to my personal and professional integrity directed towards student welfare. These personal qualities emerge time and again throughout my professional life but I was not conscious of them at those times.

2) Personal Relations with Colleagues within the Department

Without full cooperation from colleagues nothing substantial can be achieved in overseas work. The second incident concerns my relationship with my Chinese colleagues. Before I arrived in my department the Chinese and the Expatriate staff had their lunch in two separate groups. During the first week of my arrival during the lunch break the Chinese staff, including the head of the department, were about to move to their left and two of us Englishmen were about to turn right into a corridor. I suddenly stopped and requested the head of the department and my colleagues to let us accompany them as well. They readily accepted the offer and from that day it became a tradition for the locals and the expatriates to lunch together. This tradition continued for the ten years I spent in Hong Kong. This spontaneous gesture had a remarkable effect on our professional relations at the work place and contributed towards high standards of work in teacher training.

3) Development of Credibility with the Top Management

The third incident concerns visibility of my professional ability to the top management of the Education Department. Without such visibility the employer support might have been difficult. The following incident shows how I achieved such visibility by accident. Soon after my arrival at the MHTI a seminar in Microteaching had been arranged jointly by the University of Hong Kong, the Chinese University, the Teachers' College and the Technical Teachers' Training Department of MHTI. I participated in this seminar on behalf of the MHTI. Unknown to me, the Deputy Director of Education was chairing this seminar. He looked at our exhibits, talked with me at length without introducing himself to me. I never bothered to check who he was. During the panel discussions he chaired the seminar and I was one of the panel members to answer the questions from the audience. Our work at MHTI seemed to be the best. I enjoyed the seminar and forgot all about it. Some months later I had a special commendation from the Deputy Director through the Principal of MHTI, congratulating the teacher training department and myself in particular.

Personal Professional Development

I was fortunate to have enjoyed learning opportunities **relevant** to my emergent needs. In addition to my one-year full time teacher training for a Certificate in Education **(see appendix 18)** and subsequent training as a teacher trainer, my formal training in teacher education continued. Two senior staff, one from the Garnet College London and the other from the Wolverhampton Technical Teachers College, provided on-the-job training for a month to the entire teacher training staff of MHTI. This program proved highly helpful in the implementation of the planned curriculum for Teachers' Certificate outlined above.

At the end of my first contract I sought and got another opportunity for further study of teacher training at the four colleges of technical education in the UK and to study for the Diploma in Educational Technology at the Plymouth Polytechnic. It was preparation for the post of a head of department in the Hong Technical Teachers' College (HKTTC) to be opened during my second two and half year contract.

The Emergent Image as a Teacher Trainer

As a result of the successes of this phase I was promoted to the rank of a principal lecturer and offered another contract with an opportunity for further professional development. At the end of this phase a principal lecturer in teacher training with an adequate formal training and three years practical experience and an integrated character had emerged. The

effectiveness of my professional learning came from my biography, and learning attitude and learning opportunities offered by my employer. In contrast to the Sheffield Polytechnic, MHTI offered me many opportunities for personal and professional growth and I made good use of these opportunities. After completing my inservice training in the UK I returned to a new post in a newly opened Teacher training college called the Hong Kong Technical Teachers College.

Phase Two

The Hong Kong Technical Teachers' College (HKTTC) Experience as a Director of Teaching-learning Resources and Curriculum Development (1974-81)

> There is no curriculum development without teacher development (Stenhouse, 1975).

After my training in the UK I returned to the Hong Kong Technical Teachers' College (HKTTC), newly established to train vocational teachers. This phase presents the living educational theory of *an extended teacher trainer* as a head of a department and as a vice-principal of a college of education. I enjoyed full autonomy to do my job according to my vision, to learn from it and to share my learning with my colleagues and trainee teachers in a highly supportive context.

The following narrative includes the organisational structure of the college, my role, contributions, standards of professional judgement in interaction with the context and the emergent image of my professional self. This chapter presents the theory and practice of the curriculum development in HKTTC by integrating the planned curriculum, teacher development and educational technology, including the use of methods and media to support teachers.

The Organisational Structure of the College

In spite of the formal hierarchical organisation structure in the college, there was a collegial spirit amongst the staff and students of the college. The management structure of the college consisted of five heads of schools, the vice-principal and the principal. Most of the senior

staff were expatriate, mostly without previous teacher training experience. The principal came from the UK with a long experience in teacher education and a Masters Degree in Mechanical Engineering.

I gave my full support and loyalty to the principal to continue the courses conducted at MHTI and to expand that work further in the HKTTC. I was involved in all aspects of the life of the new college. I was involved in training technical teachers from the technical institutes, the polytechnic and my colleagues at the HKTTC. According to the occasional remarks of my colleagues, I was contributing the most in establishing the new institution. It might be due to the fact that I was able to provide leadership and support in teacher training based on my previous experience at MHTI, formal learning in the UK and a supportive character evident in the first phase. I often wonder why the principal did not acknowledge my substantial contribution in his testimonials **(see appendix 1)** and why I did not confront him at that time.

My Role within the College

My official title was the Director of teaching-learning resources and curriculum development. This post was purpose-made for the HKTTC. In those days one of the problems of quality management in curriculum development was to match teaching-learning resources to the planned curriculum. The administrative division between teaching-learning resources and curriculum development was considered the cause of this problem. My appointment with a dual responsibility solved this problem and provided adequate importance to educational technology popular at that time. This strategy greatly enhanced the quality of training programmes offered by the college.

My department was responsible for teaching the following units in all training programmes.

1. *Teaching methodology (instructional development)*
2. *Production, storage and use of print and non-print materials (Educational Technology)*
3. *Micro-teaching workshops preparing trainee teachers for teaching in the real environments (Microteaching)*
4. *Planning and organising teaching practice (TP)/ (Clinical Supervision) within schools.*

My curriculum development role consisted of designing, implementing, evaluating and improving the following teacher training programs offered in the college and supported by other departments.

1. *A one-year full-time 'Technical Teachers' Certificate' for pre-service lecturers from the technical institutes and the polytechnic.*

2. *A two-year part-time 'Technical teachers' certificate' for in-service lecturers from the technical institutes and the Polytechnic.*

3. *A 'Part-time Lecturers' Certificate' for part-time lecturers.*

4. *A two-year full-time Teachers' Certificate for technical teachers from secondary schools.*

6. *The Basic and the Advanced Certificates for industrial instructors and training officers.*

7. *The short and in-service training programs for industry, schools, institutes and the polytechnic.*

On several occasions I acted as the Vice-Principal and the Principal of the college. I was fully involved in the general administration of the college as a member or a chairman of several boards and committees of the College. For example, I was a member of the Board of governors of the College; Principal's Advisory Board, and the chairperson of the Teaching Practice and Curriculum Development committees and so on. **(See appendix 1).** Thus I had a good management experience of establishing and leading a college.

Professional Contributions

My entire professional experience at the HKTTC consisted of establishing a new college for training technical teachers in Hong Kong using *a systematic training model* comprised of theory taught in the college and a related supervised practice in schools (Wideen et al 1998). Joyce and Showers (1980) provided a useful guide to structure the training programmes. Teacher development in the context of curriculum implementation (Punia 1978, 1992), teacher training in the context of school development (Knight 2002), personal professional development (Whitehead, 1999) and teacher training for lifelong learning (Day, 1999) developed in later years.

I made several useful contributions in the important landmarks in the history of Hong Kong. For example, besides the development of the HKTTC from its inception, I made modest contributions in the establishment of six new technical institutes, a new polytechnic, the

under-the-sea tunnel, the Mass Transit Railway system and in training the industrial trainers. I left Hong Kong in 1981 after ten years of service as a civil servant to pursue PhD at the University of Lancaster.

Standards of Professional Judgement in Various Aspects of My Professional life

The following incidents provide glimpses of my living standards of professional judgement in various roles as a teacher trainer. These incidents present myself as a teacher, curriculum developer, researcher and an administrator operating with certain values and principles of professional judgement.

Teaching the Teachers at the HKTTC

It takes a good class and a good teacher to create magic in teaching and learning. I often experienced magical moments with my highly motivated and hard working students. I shall never forget the studentship of trainee teachers in MHTI. Generally they were young, with suitable academic qualifications, lacking relevant industrial experience but they were highly motivated to learn. Here is an episode to illustrate my point.

While on teaching practice I instructed a group of teachers to plan in writing each lesson before presentation. They were to plan according to the method I had developed. They were to keep their lesson plans for inspection by their tutors and for their own later use. They also had to study the context of their schools to write a report on it. I did not expect that all of them would actually perform this task to my satisfaction. To my utter surprise, every teacher performed this task beyond my expectations.

They were shining examples of motivation to learn. In all other countries, including England, the trainee teachers never performed this task so well.

Learning to provide Leadership in Curriculum Development to ensure Quality

I believed that good quality training programmes enhanced the quality of teaching in classrooms and brought credit to teacher training. It was equally true to say that poor quality training programmes discredit teacher training. In the HKTTC we conducted many seminars, short training programmes for in-service teachers and trainers from the technical institutes, secondary schools, industry and the public sector, the polytechnic and other organisations. To ensure quality I personally managed and taught these training programmes with the training teams. The following training programme taught me for the first time the two

important lessons in the successful management of training programmes. Firstly, the success of a training programme is largely dependent on an experienced programme director/manager. Secondly, it was not sufficient to do good work: it was equally important to be seen to be doing good work. Television was a powerful medium to accomplish this task.

In this instance the station managers of the Mass Transit Railway attended a one-month training programme in instructional techniques at the HKTTC. These managers were to train their subordinates before operating the railway system. The training manager of The Mass Transit railway approached the director of education for help in this matter. Ultimately the training programme ended on my desk. As the director of the programme I planned, implemented and evaluated the programme as an integrated system, selected a team of experienced trainers from my department, coordinated and led all aspects of the program personally. I performed the role of a leader of a learning organisation. According to Senge (1990), " in a learning organisation leaders are designers, stewards and teachers" (p. 340). The training programme finished with a considerable success. All the stakeholders including the press invited by the mass transit were highly impressed and pleased with the results. During the evaluation the Hong Kong TV took some pictures of the programme evaluation. For me this was the end of my job.

The next morning I went to my bank to be welcomed by the manager with a broad smile and remark, *"I saw you on TV last night"*. Several other people made similar remarks. The same day I left for England on my long leave to study for an MA in education at the University of Lancaster. At the Airport the immigration officer remarked, *"Professor I saw you on the TV last night. Have a good trip and come back soon. We need people like you"*. I was amazed at the power of the media in creating images. It was encouraging for me to find such a high degree of appreciation of this training programme from unexpected sources.

While in England I received a copy of the letter of appreciation from the director of Mass Transit Railway to the director of education **(appendix 2)** with special appreciation of my leadership in making a success of this training program. A close friend of mine made a copy and sent it to me in England but the principal of the HKTTC never mentioned this letter to me. It shows that we cannot please everyone.

Learning to Tackle the Dilemmas of Performance Appraisal

The Hong Kong Government had instituted performance appraisal in the public sector. I believe that the officers of the Education Department practised it fairly and firmly. The following incident provides my personal learning from being involved in the operation of this scheme.

As the acting vice-principal of the college I had to appraise the performance of heads of departments. One of the heads always found excuses not to follow my instructions. I had to spend a considerable time in following up my instructions. We had good relations on a personal level and I expressed my concern to the person but to no avail. Then I started to give written instructions and to keep record of these incidents.

The day after completing his appraisal form I asked him to come to my office to discuss it with me. On arrival he commented that I was his friend and that the previous VP was his rival. At that point I put my completed form in front of him with all the evidence. I also offered to change it if he could prove otherwise. Obviously he could not challenge my appraisal which, after endorsements from the principal, reached the head office of the education department.

A few days later I had a telephone call from the Assistant Director asking me if I had evidence to support my assessment of the person. He invited this person and myself to his office. The director told me that this person had received similar reports before and that he would like to dismiss him from his post if I agreed. I had no such intentions. I aimed to improve the performance of this person. I suggested to the director to stop him from studying at the University of Hong Kong for a Masters program during office hours until he improved his performance on-the-job. My suggestion was implemented and it produced the desired results. This person probably spent an excessive time on his studies at the expense of his professional work.

During my later experiences of performance appraisal elsewhere I found many problems with this system. The main reason for the failure of the system was that some senior staff did not consider themselves competent and objective enough to assess the performance of their subordinates who claimed to be more experienced and qualified than them. It was a limited view of performance appraisal. I considered performance appraisal a learning opportunity for myself and my colleagues.

According to my experience, performance appraisal as a tool for accountability and professional development can work in the hands of trained officers with a positive attitude towards personal and social development. Generally the staff with excellent performance regard it an opportunity to inform their seniors of their good work. Those who need assistance in enhancing their performance raise all kinds of objections towards performance appraisal. Majority of people did not take it seriously.

Learning to Convert Staff Meetings as Routines into Learning Opportunities

Staff meetings often become routines and participants do not take them seriously as learning opportunities. This results in hasty decisions and actions without deliberation. As a result of the following incident I learnt to convert staff meetings into learning opportunities and to resolve tensions calmly, systematically and impartially.

I had introduced regular feedback sessions to improve the quality of training programmes. In a meeting chaired by the principal and attended by all the heads of the departments the chairman was getting feedback on various training programmes. Suddenly one of the heads of the departments reported that students reported difficulties in understanding one of the subjects I taught. The Principal noted the comment without any response and was about to move on. To this day I fail to understand principal's response to this incident.

I was shocked, but calmly interjected at this point. I asked this head of the department to tell us the numbers of the students who had complained about my teaching. He said, *"two out of twenty students."* Next I enquired about the form of the complaint and he reported that this information came to him from one of his lecturers. He further added that it was not my teaching; it was the new subject I had introduced in their programme. The story began to take a new turn.

I had introduced an innovation in response to a problem. There was a shortage of lecturers in the technical institutes at that time. The principals of the technical institutes had requested to us to allow our full-time students to teach one or two days a week. We were faced with the problem of guiding the early teaching of these student teachers. I introduced a special session for these teachers. In this session they discussed their weekly teaching problems with their colleagues and myself. It was an exciting innovation designed to accelerate and disseminate the teaching experience of the trainees who highly appreciated it. One careless remark from a colleague would have ruined this innovation.

This incident presents the dangers of using meetings as routines designed for justification of actions, not as learning opportunities. From this incident I learnt to remain calm in difficult situations and to inquire into problems systematically like a researcher. Later my colleagues also stopped trying to compete with each other and began to engage in constructive dialogues in staff meetings, particularly when I chaired these meetings.

An Unfulfilled Dream to Raise the Quality of Classroom Teaching in Hong Kong

For me the central goal of teacher training was to improve the quality of classroom teaching in Hong Kong. The following incident presents an unusual opportunity to achieve this goal and my response to this opportunity.

The top management of the education department had considerable confidence in my ability as a teacher trainer. They often consulted me in unusual training situations. One day the Principal informed me that the education department was seeking our advice on how to spend a million dollars to enhance the quality of teaching in Hong Kong. A wealthy woman was willing to donate this sum for an innovation to be dedicated to her. I proposed construction of an open classroom and a theatre to view and study live teaching. The governing body of the HKTTC approved of this idea and some progress had been made.

Later in one of the Advisory Board meetings the acting-principal suggested dropping the idea as I was leaving Hong Kong for good and nobody local was likely to participate in this venture. Consequently the project was abandoned before I left Hong Kong.

Farewell with a Gesture of Goodwill towards HTTC

The following incident illustrates my tacit belief in teaching as a moral profession in which service comes before financial gains and my firm commitment towards my roles. This belief manifested itself in my later professional work. This incident occurred a few days before my departure from Hong Kong for good.

Important clients came to negotiate a training programme with the college management. I knew that my future successor and the principal were not prepared for this meeting. Although I did not have to attend this meeting, I joined this meeting to bring it to a resounding success for the college. Later during the day the principal came to thank me for my unusual gesture.

Professional Development at the HKTTC

In addition to a substantial on-the-job experience outlined above I continued to gain additional academic qualifications to fulfil the job requirements and to enhance my career prospects. For instance, I obtained my **Diploma in Educational Technology** from the Plymouth Polytechnic in (1974) and **M. A. in education** from the University of Lancaster in (1978). I also benefited from in-service training and personal research. **The following review provides a useful image of my professional self of that time.** My academic work was directly related to practice to indicate the early development of scholarship of teaching, application and discovery (Boyer 1990). I had intuitively converted my practical experience into explicit knowledge in two of my dissertations.

From the diploma in educational technology I learnt to produce educational programmes for Educational TV, use of media to enhance the quality of frontal teaching/direct teaching, and to prepare teaching materials using programmed instruction. My diploma in educational technology dissertation presented the rationale for the use of educational technology at the HKTTC under my directorship. I published my first article in the AVA News on *'a systems approach to teaching aids'*. Although my work was well known in Hong Kong at that time, it remained in unknown in the UK.

During the one-year full time study for MA in Education at the University of Lancaster I completed three major pieces of academic work to fulfil the requirements for the award. The first two interrelated pieces of ten thousand words each comprised of the analysis of the newly introduced curriculum by the Technician Education Council in the UK. The first piece of work critically examined the rationale of the new curriculum and the second piece produced materials to train lecturers to plan units according to the TEC format. This work was later used at the HKTTC to implement the TEC curriculum.

Unknown to me at that time I had made an original contribution in my MA dissertation called Educational Technology in Curriculum Development: A Conceptual Map (Punia, 1978). In the sixties educational technology, curriculum development and teacher training appeared as separate movements to improve the quality of education (Stenhouse, 1975). These movements failed to produce the desired results due to lack of conceptual and practical integration of these disciplines amongst those involved in these movements. In my MA dissertation (Punia, 1978) I considered educational technology and teacher development as integral aspects of curriculum development. The emergent framework proved useful for

the planned development of education integrating educational technology, teacher development and curriculum development (Punia, 1992) in Hong Kong and in my later work as a consultant. I conducted my first study on Teachers' planning (Punia, 1992) in HKTTC. This study drew my attention to the gap between the theory and practice in teacher education I became interested in teachers' thoughts of teaching. This interest continued at the Fiji Institute of Technology presented in the next chapter.

I had acquired a considerable personal and practical knowledge of the technology of teaching from the academic work and personal experience. This knowledge, included curriculum development, educational technology, educational management and administration, teacher training and research, providing me with an adequate knowledge, skills and attitudes for the making of a consultant/change agent in the next chapter.

The Emergent Image of the Professional Self

My emergent image consists of an experienced teacher trainer with a vast technical knowledge and a cooperative personality who enjoyed considerable credibility within and outside the HKTTC. He judiciously blended his formal training with practical experience to create his personal and professional knowledge and used it to improve the quality of teacher training in Hong Kong.

At that time I considered myself an educational technologist (Punia 1978, Kemp 1991, Reiser 1997) and a curriculum developer according to Stenhouse (1975). According to Boyer (1990) I had acquired the scholarship of teaching. In the light of my recent studies at the University of Bath I consider myself a Problem-based Researcher (Robinson 1993) solving teaching-learning problems with teachers.

Chapter Five

The Making of a Consultant/ Advisor in Curriculum and Staff Development at the Fiji Institute of Technology (FIT) 1981-1986

> Action research is a process.......the process involves understanding the system, defining solutions, or discoveries, applying or modifying these solutions, and assessing the results of the action. (Cunningham 1993, p. 9)

When I commenced this project I knew little about the roles of advisors/consultants/change agents employed by aid agencies. We still need to know more about the lives of consultants (Maxwell, 1991; May 1991; Linet et al 1996; Lieberman 2001; Czarniawska 2001). Chapters 5 and 6 provide useful insights into my professional life as an advisor employed by the Commonwealth Fund for Technical Cooperation (CFTC) in two countries for almost a decade.

The two chapters present two case studies of international aid where I rejected my technician roles as an advisor to adopt a professional role as a change agent to solve the real educational problems with collaboration from the teachers and the management of the institutes. The processes used in these projects have the potential to improve international aid and international consultants in other contexts.

Chapter 5 offers my living educational theory as a change agent, in FIT. In this chapter I identified the real problem through research, developed and used a strategy based on research findings and solved the problem collaboratively with teachers and the management of the institute. Through my personal character (Covey 1992, Groberg 1993) and my technical competence I managed to create trust and collaboration amongst the participants of this project. I used action research (Cunningham 1993) as a learning strategy for the participants. However, the discursive consciousness of this strategy developed later.

The principal's testimonial of my contributions and character, **(appendix 3)**; lists of the specific interventions in staff development and curriculum development from my final report to CFTC **(appendix 4)** and principal's introduction to the seven booklets providing details

of the whole experience (**appendix 5**) support the following narrative. Further information was available in many other documents including advisor's monthly reports to CFTC, contributions to the Bi-monthly Newsletter of the Institute, contributions to the FIT Journal, training materials, seven booklets with records of achievements and the MPhil dissertation at the University of Bath (Punia, 1992).

The Project Context

This section shows how little the participants to the project knew of the advisory role, the project problem and its solution at the beginning of this assignment. The aid agency had assumed that the host organisation was capable of identifying its problem. However, this and the next project will show that this assumption was unrealistic. The CFTC in London had provided me with a list of duties to perform under the director of the institute as a technician carrying out other person's ideas. This section presents how I negotiated a new role as a change agent to work with, not under, the principal to identify and solve their real problem.

Recruitment as a Consultant

I had an offer from the Commonwealth Secretariat to go to Fiji Institute of Technology as a consultant. This job offer came as a surprise.

Some months earlier I had visited the Commonwealth Secretariat to enquire about work as a consultant. I gave my CV to a gentleman who showed me a few requests for aid from various overseas countries. These requests did not fit my experience. Then from underneath a pile of paperwork he fished out a request from Fiji. I suggested to him that this request fitted my background. He was not entirely convinced but agreed to send my CV with the CVs of three other candidates to the Fiji authorities to make the final selection.

I forgot all about this incident until I had a call from the Commonwealth Secretariat to inform me that the Government of Fiji had accepted me as their advisor. I transferred my registration from a full-time student of PhD at the University of Lancaster to a part-time student and left for Fiji hoping to pursue my studies from there. This registration led to occasional contacts with my supervisor. The continued contact with the University and my registration for PhD may have been one of the factors for the high success of this project. The following narrative shows how I intuitively practised skills expected of a consultant in (May 1991). These skills include trust and rapport building, organisation diagnosis, dealing

with the process, resource utilisation, managing the work and building skill and confidence in the client to continue the work (May 1991).

Making my Role in the Institute

At that time the aid agency, the host country and myself knew little about the work of consultants. My brief from the CFTC was to advise the heads of schools in mounting new courses in engineering and to be actively involved in staff development including teaching educational subjects to trainee teachers on a teacher training program conducted by a few local staff in FIT. The advisor was to be responsible to the principal of the Institute. It was evident from the job description that I had been allocated a technician role to carry out the instruction from others assumed to know the problem and its solution.

I was surprised to find that the principal was not familiar with advisory roles either. For instance, during my first meeting with him he suggested to me that he would like me to teach a few building subjects in the school of Building and Civil Engineering and educational subjects on a teacher-training programme. He saw me as an additional teacher to fill vacancies in the school of building and civil engineering. I informed him of my brief from the commonwealth secretariat and indicated that I intended to follow it. He did not like my response and was hostile towards me for some time.

The principal, like me, had just joined the institute with long administrative experience but lacked technical ability and experience to lead a technical institute. He needed my technical competence to complement his administrative ability. Later during the project this principal and myself became friends and still keep in touch with each other. This friendship developed after I was able to demonstrate my technical ability with an integrated character to provide leadership in solving the problems of the institute. It took at least 6-9 months for this contact to develop naturally. I was not aware of the importance of this task at that time. The awareness of the need for cooperation and trust between an outsider and insider for the successful completion of aid projects developed later (Covey 1994).

In the light of Hoyle (1975), Bolam (1975), Eraut et al (1975), and my experience of managing construction projects in industry, I assumed a change agent role to understand and resolve the real problem. According to this literature external change agents solve educational problems in collaboration with the insiders. Contrary to the assumptions of my

employers I decided to find the real problem of the institute before making any serious move to intervene in the present practices of the institute.

The Development Problem

In this section I explore how I identified the real problem. I had to make a choice between imposing my ready-made solutions and taking a collaborative action to solve the real problem with the staff and the management of the institute. I took the second option presented below.

Organisation Diagnosis and Trust Building

Most problems are embedded in our previous actions. I found that it was government policy to localise curriculum and staff at the FIT who were responsible for designing, teaching and evaluating their own courses without any advisory staff from the Education Department. The training programs in FIT used imported curricula from overseas countries. The localisation process was already in progress. The institute had two long-term consultants from UNESCO who had left before my arrival. They had established the organisation structure, the examination system, and a training programme for teachers but left curriculum development without any change. Like me a new the principal had just joined the institute. The project evolved within this context.

In every country and in every project stakeholders tested me for my technical ability and character before placing their *trust in me.* "*Character is what we are; competence is what we can do. And both are necessary to create trustworthiness*" (Covey 1994). I understand trust as one's willingness to rely on another's actions in a situation involving the risk of opportunism (Williams 2001). So my first task was to generate this trust. It took several months to prove my ability to advise and to write my preliminary report on my conception of the problem of IVTB before the management and the staff of IVTB placed their trust in my ability to lead. This trust later proved to be the key to the success of this project.

Ready-made solutions for undefined problems can do harm than good. I had to 'own' and to 'contextualise the problem and its solution' in collaboration with the host institution. In a new project like this one I was anxious to generate a genuine learning situation for the participants (Obeng 1994). *The real opportunity for intervention* arose through a seminar on instruction planning with the senior lecturers who themselves suggested to me to guide them

in introducing a systematic approach for curriculum development within their institute. I took the matter to the principal of the Institute who relayed it to the Academic Board of the Institute, the highest decision-making body in FIT. I managed to convince the Board members of the need for a collaborative action by the staff and the management to improve the quality of curriculum development. Within this context I conducted nine studies of Teachers' planning (Punia 1992; Yinger and Hendrick-lee 1995) to illuminate the real problem for the teachers and the management, develop and implement an appropriate strategy to solve the problem. These interventions are fully recorded in the seven booklets I produced at the end of the project **(appendix 5)** and my MPhil dissertation (Punia 1992). These booklets still have a transfer value in other contexts.

Creating a Vision of School-based Curriculum Development Problem

The nine studies of teachers' planning conducted as integral parts of teacher training at the FIT showed that there was a poor link between the planned curriculum and the operational curriculum enacted by the teachers without management support and control. The planned curriculum also had poor links with the students and social needs. I conceptualised curriculum development in achieving adequate congruence between the needs, the planned curriculum and the operational curriculum as illustrated in **Figure 3**. This theoretical model, proved useful in this and subsequent curriculum development work elsewhere.

Planned Curriculum
Effective Area
Operational Curriculum
Need
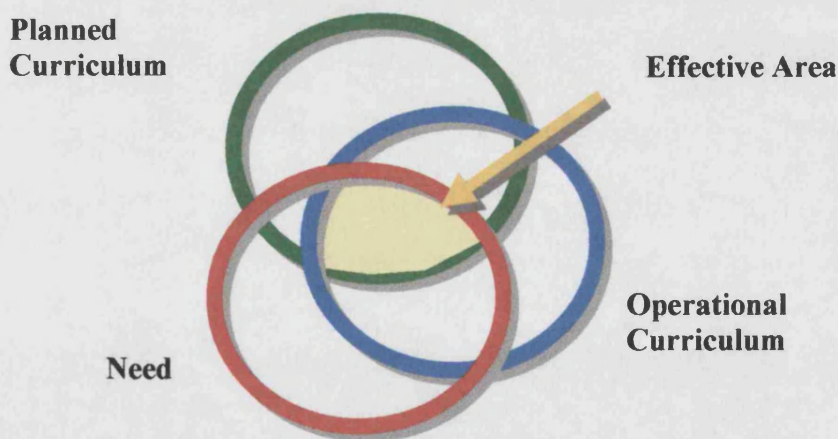
Figure 3- THE CURRICULUM DEVELOPMENT PROBLEM

Using the above framework the management, teachers and myself decided to focus on matching the planned curriculum with the operational curriculum but there was no suitable model for school-based curriculum development at that time. The Tyler model (1949) used at that time did not take into consideration teacher ability and the context. I developed the

following model from teachers' and employers' perspectives to alleviate the drawbacks of the Tyler model (1949) representing the curriculum planners' perspective.

Generating a New Model of School-based Curriculum Development

The following theoretical model of school-based curriculum development is based on the findings from research on senior lecturers' classroom teaching practices (Punia 1992) comprised of preactive planning, interactive teaching and postactive reflections (Jackson 1968). Their planning was a form of action research to generate their own knowledge (Elliott 1991, Holly 1991, Mcniff 1993). Basically the new model involved linking the planned curriculum (theory) with the operational curriculum (practice). The simplified version of the emergent curriculum development model is illustrated in **Figure 4**. This model was different from other models of SBCD present in the literature (Skilbeck, 1982; Marsh et al, 1990). This model rejects the logic of top-down and bottom up strategies for curriculum development. It links the top-down and bottom-up models of curriculum development through horizontal relations narrated in the implementation process presented below. Hence the model is applicable in top-down and bottom-up strategies of curriculum development to make mutual adjustments and continuous learning.
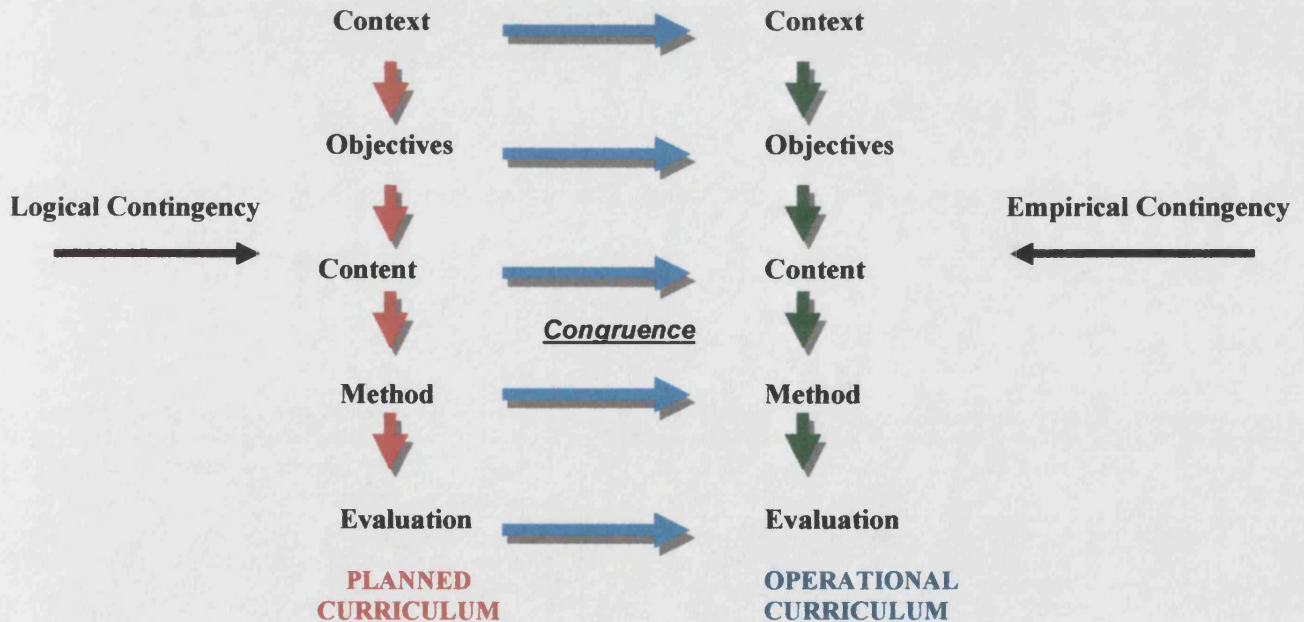
Figure 4 - The School-Based Curriculum Development Model

Implementation of the Planned Curriculum

Management of the Implementation Process

To **operationalise this model** I had conceptualised the project as a design process architects use in the construction industry. Commencing with a general vision each intervention was a response to a specific problem or opportunity arising within this vision. The first intervention included standardising the format for the planned curriculum including a clear specification of the context, learning objective, the content, the proposed teaching learning strategy and assessment of student learning as interrelated components. Second intervention linked the operational curriculum (Punia 1984) with the planned curriculum, as illustrated above.

I devised a **"Teachers' Record Book"** to record what teachers taught, their problems and suggestions to overcome these problems. The teachers and the management met regularly to ensure proper control and support for the planned curriculum. Teacher support included additional teacher training, time for planning, access to advisor and availability of good quality teaching-learning materials. **Appendix 4** provides a list of various activities undertaken in curriculum and staff development. This list is a copy of the original sent to CFTC at the end of the project.

Project Evaluation by the Stakeholders

Evaluations have many goals and forms. The evaluation in this project was more of internal audit than an independent evaluation. It aimed at learning from the project experience. In this project I focused on linking the planned curriculum with the operational curriculum. I had no time and I made no efforts to link my work with the interests of the stakeholders outside the institute. On hindsight I regard it an omission on my part. It is important to do good work and seen to be doing a good work. All improvements occurred with existing resources, making the institute a highly efficient institution.

To ensure learning and sustainability I finished this project with a formal review with stakeholders and produced a comprehensive written record of the learning processes and outcomes. At the end of the project all stakeholders met to evaluate the project in the form of half-day seminars to review the project work. The stakeholders acknowledged tremendous progress made in improving the quality of curriculum development and staff development. The management, teachers and the students benefited the most. According to the principal

the failure rate of students had dropped from 30% to 10% and many of his teachers had become curriculum planners. However, I did not verify these statements from the principal.

It was a mammoth curriculum and staff development project. This work turned a reactive institute without confidence in its work into a proactive one with confidence and justification for its work. Politics enters in all aspects of our lives. Half way through the life of this project the new Minister of Education set up a committee to evaluate the institute in response to alleged dissatisfaction with the work of the institute. The evaluation committee praised the work of the institute, particularly my contributions at the institute. This external evaluation with intentions to find faults provided the institute with a free publicity for its good work.

I had intuitively developed a technique to ensure continuity and sustainability of this project by producing records of my work in seven booklets **appendix 5**. Furthermore, I had intuitively developed a new style of evaluation called learning-oriented evaluation (Gasper, 2000). This type of evaluation emphasises stakeholder learning in addition to the achievement of anticipated objectives. I had developed a portfolio of my professional development by the end of this project (Redman, 1994). These ideas were unknown in the academic literature of that time and I was not conscious of the value of my work beyond the FIT project. The recent development of credits for this type of work for academic awards is a significant step towards professional development of practitioners.

Emergent Conditions of Success and Emergent Issues

There were several interrelated factors involved for the success of this project. The success of this project occurred due to my friendly relationship with the principal, my technical ability, character based on spiritual values and external support from the CFTC. The project revealed important issues in international aid e.g. definition of advisory roles, advisor relationship with counterparts, the nature of assistance from aid agencies. These issues still remain unresolved.

Implications of the Project for Practice Elsewhere (Generalising the learning from this project)

The work carried out at FIT had the potential for use in the neighbouring islands struggling to develop technical education at that time. My own work in the next project is an example of transfer of learning from the FIT project. The 'Commonwealth of Learning' situated in Canada could have taken up such a task more formally across many countries in the South

Pacific still struggling to improve the quality of technical education. Ripples of this project are still being felt in the South Pacific. Recently this work reached the technical education in New Zealand through informal contacts. This year (2002) I met the ex-principal of FIT who told me the following story about the IVTB project in the eighties.

One day he met one of the ex-FIT members of the teaching staff in Suva who was currently on leave in Fiji from New Zealand where he was teaching at present. This person inquired about my whereabouts from the Principal and then told him that during his interview in New Zealand the chairman of the Board had copies of the seven booklets I had compiled on the work we did during the FIT project. The members of the Board told this teacher that they had not tackled those problems in their institute and they needed guidance in implementing some of those ideas.

My research on teachers' planning guided curriculum, staff and institute development in the context of school-based curriculum development. Appendix 9 provides Professor Calderhead's comments about the value of this research for curriculum and school development. With the current interest on school improvement and effectiveness (Reynolds et al 1996) this project has greater professional significance. My recent learning from the EdD programme shows that the model in **figure 4** and **Teachers' Record Book** mentioned above provided a suitable mechanism for collaborative Action Research (McKernan 1991, Elliott 1991). Furthermore, it was a useful strategy to capture teachers' theories of practice (Ross et al 1992).

However, I was not aware of these research possibilities at that time. The above accounts are a good indicator of the limitations of learning from experience without a discursive consciousness, which I developed during my studies for the EdD. My work shows that practice can precede theory. Practice has its own logic: learning from practice occurs through insights obtained through perception, often remaining tacit. This project is an example of learning through action in which *"the knowledge, the practice was the synthesis of different kinds of knowledge and different ways of knowing. No one was freestanding or more important; they were independent and complementary. Together they provided personal theories of practice"* (Mcniff and Whitehead, 2000, p. 52).

My Developing Values and Standards of Professional Judgement

A few glimpses of my standards of professional judgement in unusual circumstances, learning from insights gained from interaction with the social context and from personal introspection are presented below. These episodes are also useful indicators of influences of my character at that time. Unlike habitual learning, my insights developed from deep observations of the phenomenon and seeing connections instantly. Hegarty (2000) deals with this type of learning more comprehensively. He wrote: *"Practical behaviour calls for a large repertoire of incomplete sets of insights, skills in selecting appropriately from them, and the ability to generate fresh insights which complete the set in an illuminating way"* (p. 46). Introspection involves the use of meditation/contemplation. However, I found that the insights remain tacit and situated knowledge unless the person translates them into known knowledge, which is a creative act I learnt in preparing this dissertation.

Learning to Appreciate Cultural and Ethical Differences (Trompenaars 1993)

International consultants need sensitivity to contextual and cultural differences. There were significant cultural differences in the countries I inhabited. **(See appendix 19 for details).** The following episode narrates how I learnt to be sensitive to cultural differences.

The administrator of FIT became friendly with me soon after my arrival and he was helpful to me in many ways. One day I saw a beautiful Fijian girl passing by and casually remarked to this person about her looks. The next day this girl arrived in my office and requested to talk with me. I welcomed her into my office as usual. To my utter surprise she said that she was willing to sleep with me. To this unusual offer I politely remarked that she was a beautiful lady and that it was man's privilege to ask her for such an act, not for her to make such an offer. Then I inquired about the reasons for her offer. She said that the administration officer told her that I wished to sleep with her. I said that I might request her if and when I wished to sleep with her and that she should not believe in anyone else. She went away rather disappointed.

Some months later the same person casually asked me how the lecturers in the UK related with their students on personal level. He informed me that some of the lecturers of FIT were known to sleep with their female students and that he wanted reliable information to deal with this situation. I casually told him that the staff in the UK probably would do the same, as long the students were adults and willing. I forgot all about it until one day the Principal

called me to his office and inquired if I knew what my friend had been doing to his students. Naturally I had no idea of the incident. The principal told me that this fellow had been fondling the daughter of one of the ministers and she came to him with a complaint. The Principal had to handle the case very tactfully. We both laughed when I told him my side of the story.

I was under constant observation. These people seemed to be learning from my character. I learnt to be very careful with what I said and did in this place with a different culture. Almost every encounter in this place was a new learning opportunity. The next episode presents an example of learning from teaching in a seminar. For reasons unknown to me I seemed to have intense influence on people.

Learning about Successful Teaching in Direct Teaching

This incident taught me an unusual way to obtain feedback and to summarise my training sessions. I conducted a seminar in one of the schools of IVTB at the "Ba Centre". *After a full day of teaching I was exhausted but I wanted to summarise the days' work. I casually told the group about my condition and requested them to summarise the work for me with my support wherever necessary. They quietly came out one by one to summarise parts of the days' work. I found that I could not have summarised my work better than they did.* I did not understand how these teachers grasped my message so well. I later narrated this incident to the principal of FIT who only remarked that I was not conscious of my abilities. Hopefully I am aware of these abilities now. Probably success came from the sincerity of my character with a sense of responsibility for my job and relevance of my message.

Learning the Importance of Incidental learning (Jarvis et al 1999)

Learning from professional dialogue amongst interested professionals is a rich source of learning. The following episodes provide examples of this kind of learning. During tea breaks the senior staff of FIT would gather around my table for informal chats. Later the principal also joined these conversations. On reflection I find that these chats were never frivolous. Mostly serious issues of life and of the institute were discussed. I enjoyed these conversations amongst professionals. From these dialogues I became aware of the significance of incidental learning. I remember the following three stories of incidental learning from professional dialogue amongst professional educators.

- **The first story presents a living educational theory of classroom teaching of the VP of FIT.**

- **The second case illustrates subconscious learning of a lecturer from FIT and my living educational theory of spirituality.**

- **The third example presents my personal learning from introspection.**

The first story provides a superb example of transfer of learning from Rugby into teaching This example came from the vice-principal of FIT who was a jovial, stocky fellow with excellent physique. In fact he was the ex-captain of the Fiji Rugby team. He informed us that as the captain of his team he never ran hard after the ball like other players who were always puzzled at his behaviour. He could always visualise the next position of the ball in the field. That was how he theorised expertise in classroom teaching. I learnt that deep learning is personal, practical and mysterious .

The second case still remains a mystery to me. A lecturer from the FIT would join our intellectual conversations with interest but would not enjoy conversations on spirituality. When I left Fiji for my assignment at the Western Samoa Technical Institute the principal of FIT kept in touch with me. One day I had an unusual letter from him informing me that the young man who joined our teatime chats was having spiritual experiences and that he was behaving irrationally to quit teaching and to pursue spirituality full time. Furthermore, this fellow wished to come to me to Western Samoa to explore spirituality from me. The principal suggested to me that I should guide him through a letter. I wrote to this person along the following lines. The gist of what I wrote to this person, on my understanding of spirituality is as follows. This letter also expresses my current understanding of spirituality.

I became deeply interested in spirituality as a subject for study at the FIT and this is my primary interest at present. Spirituality, as I understand, is about man's quest after self-knowledge. Socrates advised us long time ago to know ourselves. Some serious men in the past developed interest in spirituality and they succeeded in their quest during their lifetime. The rest of the humanity has either worshiped them or hated them. It is an understandable response from the masses. They cannot understand such people who often behave at odds with common beliefs and rituals. Most people have flashes of spirituality. A few people think of spirituality as a means to human perfection and it is a life-long learning process.

According to the principal of FIT this young man gradually recovered from a flash of a sudden insight into the unknown often experienced by thoughtful people. Unfortunately I never met this person after this incident.

The third case presents my personal experience of learning from introspection. In 1985 when I left FIT for Western Samoa for another assignment, the institute had reached the professional standards of similar institutes in the developed countries such as the UK, Australia and New Zealand. This statement is amply supported with evidence in many documents mentioned before. A few years after my departure from FIT Fiji had an army uprising ousting the democratically elected government of the time. Consequently many teachers from the FIT left the country. According to the reports coming from FIT the condition of the institute was worse than that I had experienced when I first arrived in FIT.

One day while sitting in my flat in Western Samoa I was musing over the situation in Fiji after the army uprising. I was feeling sorry for wasting four years of my life at FIT. Suddenly my internal voice spoke, " *those people who participated in the project are spreading your message in other countries and in a wider world. Your efforts had not been wasted. Rather they have a wider impact on education in the world arena. Nothing is wasted in the cosmos.* " I suddenly understood the wisdom of this voice and realised the limitations of evaluation as a concept. I realised from this flash of insight that our actions affect not only our lives but those of others as well and every action has a reaction, which may not be immediately apparent to us. I also learnt that some human knowledge is available through introspection.

Like interaction of the self with the nature, the inner dialogue of the self with itself can result in insights into the mysteries of human life. We seem to possess a higher mind. This mind responds to our questions when we are completely open and sincere in our quest. I suddenly realised the limitations of formal learning in educational establishments. Whole nature and our higher self is ready to answer our questions if we were sincere and open to learning. This incident transformed my outlook on life and learning.

The Awakening of Spiritual Intelligence

According to Chopra (1996), *"when you are doing that one thing, you loose track of time. When you are expressing that unique talent in many cases- the expression of that talent takes you into timeless awareness"*. At FIT I had occasional spiritual experiences which remained

beyond rational explanations. Chopra 1996 above offers one explanation of my condition. I can only describe the state of my being during these moments. During moments of spiritual awakening I was full of unbounded love and energy for all creation with little self-consciousness. The answers to my questions would come from my own higher mind in the form of flashes of insight. These changes in my behaviour were visible to others but I was not conscious of them **(See appendix 3.** As a result of these experiences I became more conscious of unity in diversity in the universe and the limitations of rational thinking and knowledge. I began to see my work as a service to the cosmos. Consequently I spent a considerable time providing seminars and technical advice to other institutions of Higher Education in Fiji, including Fiji school of Medicine, Agriculture College, Public Services Commission, Police Training School and N G Os. In fact I might be considered a consultant to technical education in Fiji as a whole **(See appendix 3).** However, with this spiritual awakening my attention was diverted from pursuing my PhD for personal development.

An Emergent Image of My Self

A professional educator with well-developed philosophy of life, credibility with his clients, tolerance for uncertainty and adequate technical knowledge in education and a vast embodied knowledge of his project seems to emerge at the end of this project. The present discursive consciousness of my embodied knowledge developed through the MPhil dissertation (Punia 1992, Covey 1994, Eraut 1994) and this dissertation. It has been a long and continuous process of learning.

It is interesting for me to realise now that with the present consciousness of this project I might have finished my PhD at the end of this project in the eighties. I might also be criticised for neglecting my PhD work and spending an excessive time on this project beyond my assigned duties. However, I had made a deliberate choice to pursue my spiritual interests over the academic interests. From then on my spiritual pursuits have taken precedence over my academic interests.

While still at IVTB, I was approached by CFTC to accept a similar assignment in the same region at Western Samoa Technical Institute. I accepted the assignment without making extensive inquiries about the place and the nature of the new job. This omission caused many later problems but it opened up exciting possibilities for learning at the same time. The next chapter presents my living educational theory of reconstructing a technical institute in the same region.

Chapter Six

The Making of a Consultant/Advisor in Institute Development at the Western Samoa Technical Institute (WSTI)- 1986-1990.

> Uncertainty, ...is the fertile ground of pure creativity and freedom (Chopra 1996).

This chapter presents my living educational theory of rebuilding WSTI in a very difficult situation including lack of financial resources, human resources and confidence to undertake this task. The above quotation seems to explain the remarkable achievements of this project with many uncertainties and opportunities to learn. In this chapter I learnt to rebuild a technical institute with the host country and two other aid agencies. I learnt to cope with uncertainty, work in teams, successfully install connective curriculum (Young 1998) and to match staff development with innovations. The lessons learnt from this project have the possibility for transfer in other contexts. I have attempted to be comprehensive in the following accounts.

A truly international team worked and lived together in harmony in WSTI. The opening and the closing scenes of this project present glimpses of the extent of the challenge and our professional response to tackle such a problem. I arrived in an institute in complete disarray but left it with a planned curriculum, trained staff and adequate resources to implement the planned curriculum. More importantly there was an incredible change in staff and student attitudes. However, in this highly successful project I made a serious mistake in failing to close the project appropriately as in the previous chapter. The following three independent sources of information support the following accounts in this section.

1. The record of achievements from the last principal of WSTI providing a comprehensive account of my contributions in this project (appendix 6).

2. A copy of the summary of the evolving process of the project including the emergent problems and their solutions derived from my final report to CFTC (appendix 7).

3. A letter of appreciation from the principal project officer of CFTC at the end of the project (appendix 8).

The other sources of information left at WSTI and with the CFTC included:

- Monthly reports for the CFTC

- WSTI Newsletter

- Training materials

- Theory and practice of curriculum development at WSTI

- A policy framework for curriculum development for WSTI

The following narrative includes the project context, my role, the development problem, its solution and the emergent image of my professional self.

The Project Context

The following accounts indicate the difficult circumstances in which I had to work. My spiritual values, an integrated character and vast technical competence of such work gave me the courage and patient to survive this difficult period and to make considerable contributions towards the success of this project. My choice of the word 'daze' in the following accounts is deliberate. The following sudden change in the context added to a further difficulty in ending this project with complete success.

The WSTI project made a rapid progress for three years with full support from the director and the Minister of Education. Then a sudden change occurred. The government of Western Samoa changed and the Director of Education suddenly died of a heart attack. Consequently, a new Minister and a new Director of Education took charge of the WSTI. During the four years at WSTI I worked with four principals, four Vice-principals, two Ministers and two directors. I had been assigned to train one Vice-principal while I had to training so many principals and Vice-principals and coordinate the work of an international team. A project is a living entity in which roles, people and context remain in flux. The consultants have to change with these changes. The following accounts reflect my first impressions of the complexity of the problem. The people involved in these accounts were highly intelligent, who worked under very difficult circumstances. They provided me with full cooperation in my work. Without such cooperation from the insiders I could not have been successful in my work and the insiders might not have benefited from my presence amongst them (See appendix 5).

The First Arrival

I will not forget my first entry into Western Samoa. The vice-principal drove me from the airport to my hotel in Apia, the capital of Western Samoa. The scene in Western Samoa was very different from Fiji, a bigger place and the most advanced of all the small islands in the South Pacific. My first problem started when I could not get vegetarian food in the Hotel. After a few weeks of near starvation in the Hotel I found an accommodation which was far below my standard of living. I had difficulty in finding good quality vegetarian food and suitable accommodation for me in Apia. The working conditions at WSTI provided me with the next shock.

The Daze of Introduction to the Institute

I came to WSTI when it was going through a difficult time. The principal and the staff were working under very difficult conditions. On the second day of my arrival the principal of WSTI arrived in my hotel to take me to the institute. The man about sixty from New Zealand came in a truck belonging to the institute. On reaching the institute he started to brief me on the state of WSTI. I noticed that the staff of the institute walked past us without greeting. I asked the Principal for the reason for this unfriendly behaviour. He swore and said, " *these useless fellows were on strike against me a week earlier*". I did not dare to pursue the matter further and kept on walking to observe the state of buildings.

The whole place was literally in shambles. A few students and staff seemed to be roaming around aimlessly. In the classrooms there were broken chairs and no electric bulbs and power points. The principal told me that the Samoan students and teachers stole objects from their classrooms and the workshops. I met two teachers sitting in an empty classroom in the dark. I chatted with them about the state of affairs in the institute. They fed me with more dismal information. At the end of the day I stood on a high ground to survey the entire scene and found it so depressing that I felt sorry for myself and I thought of going back to England the next day.

There were several rational and ethical reasons why I did not decide to return home that day. First, I do not believe in quitting from any challenge, which was likely to haunt me for the rest of my life. Secondly, all my previous overseas experiences were difficult initially, but finished well at the end. Thirdly, one must appreciate the fact that the countries do not invite overseas consultants unless there are problems which they cannot handle without support

from elsewhere. This is probably a good rule to remember in undertaking overseas assignments.

I hoped to share my anxiety with the director of education and the minister of education. My first meeting with these people added to my anxiety further as narrated under the next heading.

Meeting the Stakeholders

I found the following meetings with the director and the minister of education disturbing. These people showed no interest in my work. However, later it will evident that they led the project enthusiastically. For the next few weeks the principal of WSTI took me around to meet all the stakeholders involved in this project. My first meeting was with the director of education. A stocky and short guy welcomed me with a loud laugh and a remark, " *so you have come Mr. Punia.* " He further commented that many people like myself came and went without much effect on WSTI and that he was thinking of closing the Institute. I responded to the director that I was not a miracle worker and that I might do something there with his support. This person had another laugh without any further remarks and took me to meet the Minister of Education next door.

As soon as I entered the room the Minister greeted me with a stranger remark. He said, " *Mr. Punia I need money, not persons.* " I replied, " if you need money, not myself, do get in touch with the aid agency, my employer and I will be more than willing to return to my country". I was shocked at the lack of interest in the assignment by the key stakeholders and regretted not finding the full facts about this assignment before accepting it. Later during the day I wrote to the Director of Education about their strange treatment of me and for this he apologised and welcomed me formally to their country and to the institute. The above meetings indicated to me the absence of policy, resources and confidence in the education department in tackling the problem at WSTI.

During the next few weeks I met the commissioner of Labour, principal of the Secondary Teachers' College, the head of the Curriculum Unit of the Ministry of Education, heads of various aid agencies (UNESCO, UNDP, UNICEF) and the officials of several embassies, particularly from Australia and New Zealand. These meetings and personal contacts proved valuable during the life of the project. All these people had stakes in the WSTI, but they lacked confidence and resources to tackle the problem. More importantly they lacked a

common vision and someone with the technical competence to tackle the problem as a whole.

My Professional Role

It is difficult to identify my role in this project. I played many roles at different times including a teacher trainer, a project director, a consultant in curriculum and staff development, a principal, an architect for the construction of new buildings, supervisor of installation of the new equipment and tools. My vast technical knowledge and a cooperative character with embodied spiritual values enabled me to undertake these roles voluntarily. It might have been very difficult to find specialists to complete this project.

Discovering my Role

FIT and WSTI projects provide examples of some of the unresolved issues in the CFTC policy for technical aid. Like the FIT project, the role description provided to me by the (CFTC) had remote resemblance with the realities of this project. For instance this curriculum and staff development project ended as an institute building project. My job description from CFTC was as follows.

Advisor Curriculum and Staff Development Technical training with the duties and responsibilities of the post, as agreed between the government and the Fund to be as follows:

- **Supervise the work, assist and guide the Vice-Principal as appropriate;**
- **Develop curricula in all training areas;**
- **Develop instructional materials and training aids;**
- **Coordinate and direct the task of updating and revising prevocational and apprenticeship programs;**
- **Assist the development of an examination system;**
- **Such duties within his competence as may be required of him by the Principal .**

Like FIT in the previous project, in this project the education department had its hidden agenda to make use of me to suit their needs. The principal of WSTI was initially co-operative but later became unfriendly towards me. To my horror I found that the Education Department planned to retire him by the end of the year and to place me in his place as an advisor and a principal. They had worked out a clever scheme to save the salary of a local principal. To clear this misunderstanding I had to take the principal to the Director of Education to inform him that I would not and could not be the principal of WSTI as I had a specific brief from my employer in London.

In fact nobody was aware of the real problem and its solution in the beginning of the project. The following narrative of the development of this project will reveal my actual roles and the real problem of the institute.

Definition of the Problem

The State of Curriculum and Staff Development at the Outset of the Project

The following accounts indicate the difficult working conditions in WSTI at that time. These accounts are intended to indicate the state of WSTI, not the competence of people who worked there at the beginning of this project. These people were working without any support and accountability. The following narrative indicated to me that there was no approved curriculum and a student assessment system in place within the institute. This was causing many associated difficulties such as lack of staff and student motivation towards their work and lack of discipline in the institute generally.

A month after my arrival in WSTI there was the annual graduation day of the institute. It was the most pathetic scene I have ever witnessed. There were two invited guests, one from the Australian embassy and the other from the New Zealand embassy. There was nobody from the ministry of education. There were some parents and some teachers and I was sitting next to the principal. There were about thirty students. To my amazement many students came forward to receive their certificates with their arms on slings. I asked the principal, " *Sam, have they been in a battle?*" *To this he casually replied, "The fools get injured in workshops".*

A few hours after the graduation they were issuing certificates to students in the principal's office. Suddenly one member of the staff from New Zealand rushed into my room complaining about the fact that they had issued a certificate to a student he had failed. I suggested that he should go to the principal who was his countryman. He replied that it was the principal who had issued the certificate. From this incident I found that there was no formal curriculum and no approved system of examining students.

There was no discipline amongst students in classrooms. One day I found one boy throwing stones into a classroom in session. There was little discipline amongst the staff who allegedly used workshops for private work during school hours. This was the state of WSTI when I first arrived on a two-year assignment for curriculum and staff development and to train the

newly appointed Vice-principal. There seemed to be a hopeless situation indeed. With the collaborative efforts of an international team a new institute emerged at the end of my assignment. The creative process is presented next.

Assisting the Ministry of Education in the Identification of the Problem and the Preparation of a Policy Document

The following narrative presents the problems of developing countries in improving their education systems without adequate resources. These countries need active support from the developed countries. This project is the story of such a support. Before my arrival in WSTI several consultants had written reports to update the work of WSTI but no action had been taken to implement the recommendations of these reports. There were two serious problems in the implementation of the recommendations of these reports. The government had no funds and there was nobody with technical competence to undertake such a task. My appointment provided the technical support but there were no funds to update the buildings and equipment necessary to support curriculum and staff development. The government of Western Samoa approached UNDP for aid to make key teaching appointments in WSTI and approached the Australian government for funds to update the buildings and equipment.

During the first six months of the project I could do little work in curriculum development without any policy from the government and funds for additional staff and equipment required for changes in curriculum. I kept myself busy engaged in staff development. During this period I had little contact with the director and the minister of education. Then suddenly I had a telephone call from minister's secretary inviting me to meet the minister and the director next day.

The minister and the director had invited me to discuss a report prepared by the ADAB (Australian Aid Agency) for the strengthening of WSTI. The Minister informed me that previously he had other interests in the department but now he was fully committed to the strengthening of the WSTI. He provided me with a direct telephone line to his office. So my first contribution involved assistance in defining the development problem and its solution.

The government had secured funds worth 200,000 US dollars from the UNDP to recruit four UN volunteers and a project officer and worth 300,000 AS dollars per annum from Australia for three years for buildings and equipment in workshops. They had already secured aid from the CFTC for an advisor (myself) in curriculum and staff development. Thus three major

donors became involved in the WSTI project. I assisted the education department to amend the policy document named *"The Strengthening of Western Samoa Technical Institute"*, a policy report prepared by the Australian team of academics and rewrote the chapter on curriculum development policy.

Curriculum development was the nucleus of this project. My recommendations for curriculum development included offering a three-year full-time training programme to students with Form 5 secondary education **figure 5.** On successful completion of the first year students were to receive a 'Basic Certificate' in various technical and commercial areas of study. On successful completion of the second year they were to get an Intermediate Trade Certificate and on completion of the third year they were to receive a full trade certificate and a similar structure was adopted for diplomas in technician courses. This policy met the employers' needs for employment and student need for higher studies at home and abroad.

Full Trade / Certificate... Year Three

Intermediate certificate .... Year Two

Basic Certificate... Year one

Figure 5-Proposed Curriculum for Form Five School Leavers

Teaching	Teaching	Project	Work Experience
12 weeks	12 weeks	6 weeks	6 weeks
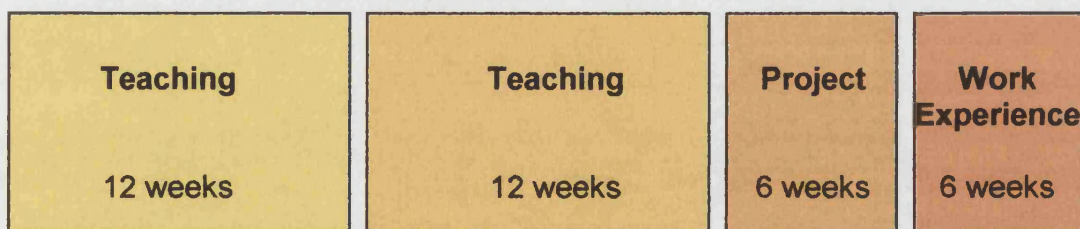
Figure 6- Structure of the Connective Curriculum

Each programme provided three types of learning experiences to students each year as illustrated in **figure 6**. First two terms of 12 weeks each provided new knowledge, skills and attitudes through direct teaching and the third and the last term was divided into two equal parts. During the first half the students learnt to integrate subject-based learning from the

first two terms by completing a simulated project. During the second half of the third term students were to be sent out for an authentic industrial experience. This was to be accomplished through a school-based curriculum where teachers were to plan, teach, assess and evaluate their own programs under the leadership of the advisor who was to establish procedures and provide training to the teaching staff.

Development of the Solution

The Theoretical Frameworks/ Mental Models used for Institute Development

The aim of my curriculum design was to provide curriculum to meet the needs of the local industry and local students. My second contribution came in providing the technology of school development. I used the theoretical model for institute-based curriculum development developed at FIT in **Figure 4** in the previous chapter. Two additional innovations were introduced at WSTI to link theory with practice and to link student needs with industrial needs. First, the planned curriculum, the operational curriculum and the context were linked to stakeholder satisfaction as conceptualised in **Figure 3** in the previous chapter. Secondly, the direct teaching in the institute, simulated project work and the planned job-experience were used to integrate the subject-based curriculum to make it relevant to the needs of the employers and the students in **Figure 6** above. The planned curriculum was an example of the **connective curriculum** later developed in (Young, 1998). In this format students learnt to link three different types of knowledge.

Implementation of the Solution

Management of the Development Process

Brilliant curriculum policy plans can fail during the implementation process without adequate support and control (Stenhouse 1975, Punia 1992). I provided support in the form of staff training, establishing social structure and procedure for action and accountability.

The extract from my final report to CFTC in **appendix 7** provides the various stages in the development of the project, including activities, problems and solutions emerging at six-monthly intervals. The overall development process in the project was similar to the design process architects use to develop their building projects. It consisted of successive focusing on emerging issues within an overall vision. The development work involved the following interrelated and overlapping processes.

- Development of vision/ policy.
- Setting up a social structure to implement the policy.
- Introduction of new courses with concurrent staff development and procurement of teaching-learning resources and construction of new buildings.
- Continuous formative evaluation of each stage.
- Communicating progress to stakeholders.

Project Evaluation

Although there were several formative evaluations of the project during its life, there was no formal summative evaluation of this project. An independent evaluation of the project from the last principal of WSTI is provided in **appendix 6.** The following accounts present my evaluation of this project. The three aid agencies rebuilt a technical institute about to close using a systematic approach to development. It required a highly collaborative culture amongst project participants. The project successfully matched the planned curriculum, the operational curriculum and the context (Punia 1992). A series of programmes for certificates and diplomas had been introduced with the written planned curriculum, trained teachers and necessary materials and equipment. Above all a professional attitude towards teaching and learning was visible amongst the students and the staff of the institute. The student numbers had increased ten-fold and failure rate amongst students dropped significantly **(See appendix 7).** Student and staff attitude towards their institute had changed dramatically. In my view the following scene at the WSTI captures the spirit of the change that had occurred in WSTI. This scene will always remain fresh in my memory.

My Unforgettable Last Day at WSTI

My last look at WSTI the day I left the institute provides an incredible yet a true image of the finished project. That day I could see new and newly painted buildings, properly equipped workshops, trained staff working to a well-planned timetable, all courses with a written and tested curriculum, a quiet and a purposeful movement amongst people. Most of all, the students who were alleged to be stealing things from the institute were watering flowers around their classrooms and the local staff who allegedly used workshops for personal benefits were stopping private people from entering their institute. When I first came to the Institute I had no space to sit and I was leaving a spacious and fully furnished office on my departure. This change was exhilarating to experience and to behold.

However, I made a serious mistake as a consultant. Unlike the FIT project I did not formalise the summative evaluation with full involvement of all the stakeholders and produce written records of my achievements. The adverse effects of this omission became evident in later years in unusual places.

Failure to End the Project Appropriately

Every thought has loose ends somewhere. In FIT I had performed a collaborative evaluation of the project and left written records of the achievements, processes and lessons learnt. However, I had not appreciated the importance of this task at that time. Consequently I failed to attend to this significant stage in the development of WSTI project. This might have caused the following misunderstanding.

Some years later I found a book in the IVTB library in Mauritius from the International Labour Organisation (ILO) on innovations in curriculum development in various countries in the South Pacific. I was astounded to find that in this book there was no mention of the CFTC assistance in curriculum development at WSTI. The author extolled the curriculum innovations at WSTI and attributed this work to UNDP. How this error occurred is not important. This incident reminds me that I had not finished my assignment properly and kept the stakeholders adequately informed (Jwahar and Mclaughlin, 2001,Obeng 1994).

My Professional Self

Advisor's Philosophy and values in the Project

I learnt to employ Taoism form of leadership in my projects. In my work I valued teamwork more than individual contributions. I found that people in teams were capable of solving their problems without difficulties when problems were more important than the individual selves. In this and the previous projects the local officers took all the credits for the successes of these projects. This strategy ensured their cooperation in owning and contextualising these projects under my leadership. The following philosophy derived from Taoism has worked for me.

> **The wicked leader is he who the people despise;**
>
> **The good leader is he who the people revere;**
>
> **The great leader is he who the people say,**
>
> **We did it ourselves .**

My Personal Contributions

This project involved teamwork. The "Record of Appreciation" of my work from the last local principal of WSTI, now the Vice-chancellor of the University of Western Samoa, provides additional information of my personal contributions towards the development of this project in **appendix 6**. It might be argued that such a testimonial is unreliable. However, during the life of this project many documents and reports were available to support the above accounts. Appendix 6 is intended to add an additional voice to my accounts.

My Learning

This project is an example of my living educational theory of institute/school building. My learning consisted of (1) context/environmental learning to seek support (2) mental model building for curriculum development (3) caring/ intrinsic motivation based on spiritual beliefs (4) use of multiple intelligence to solve the problem (5) learning to work together in communities of practice (Solomon 2002).

My Emergent Professional Image & Transitions

In chapters five and six I learnt to be a change agent, not an advisor, drawing my authority from personal character based on spiritual values (Covey 1992, 1994) and technical competence in solving problems (May, 1991; Eraut 1994). My professional creativity lay in learning from insights (Ashcroft and James 1999) and creating new knowledge from the scholarship of integration (Boyer 1990). I suggest that such advisors are technologists/ professional educators/ Doctors of Education who can define and solve educational problems in leadership roles. They are not technicians solving problems defined by the aid agencies and their clients. The EdD might be an appropriate educational programme to prepare such people. As a result of these projects I began to think more like an educator than like a trainer.

With the end of the previous two projects in two technical institutes I left education in technical institutes to enter training in two Training Boards established to improve performance in the private and public organisations of Mauritius.

Chapter Seven

The Making of A Consultant in Human Resource Development (HRD) in Mauritius (1992-97).

> Good quality training is not merely a response to needs: it creates need for training. Poor quality training discredits training generally, making it important to ensure high quality in training programmes.
> (Punia 1992).

According to Andrea and Gosling, (2001) there are five approaches to educational development: use of reflective practice, educational researchers, training technologists, HRD as a system and consultants as problem solvers. Recently the CBI in the UK produced a useful continuum for people development in organisations. This continuum begins with the development of good training and ends with a learning organisation. According to this continuum organisations and people travel along good training practice, training and development, good staff management, a cultural change, organisation development and a learning organisation. Within this context my work was mainly concerned with the establishment of good training practice as a consultant in Human Resource Development.

This chapter presents my living educational theory as a training technologist in the context of new National Training Boards established to enhance human potential in the private and public sectors of Mauritius. The chapter answers the question: how did I help the host organisations in establishing effective training systems? The Industrial and Vocational Training Board (IVTB) was established to promote trade and technician training in the private sector and the Mauritius Institute of Public Administration and Management (MIPAM) was established to promote management training in the Public Sector. Both Training Boards were new with people without previous training experience to execute their new roles. I was hired as a training technologist to support the local directors and their staff in generating and implementing emerging training policies. I was expected to provide leadership in the executions of various development projects.

The following narrative provides useful insights into the operations of the two Training Boards with different missions, operational strategies and outcomes in early years of their

establishment. This chapter shows how the two training boards worked with their consultant differently with different outcomes. This chapter is divided in two parts.

1. Part one deals with the IVTB experience with training for trades persons and technicians.

2. Part two deals with the MIPAM experience of management training in the public sector.

Part one: The Consultant at IVTB

> **Lord give me the patient to accept the things I cannot change, the energy and courage to change the things I can, and the wisdom to know the difference. A Consultant's Prayer (Robinson 2001).**

Unlike the previous two projects where I enjoyed much autonomy and client trust, in this project I worked in a constrained and a less supportive environment. Contrary to my values, this organisation operated with truth of power rather than with the power of truth (Whitehead 1994). I continued to work on the basis of my values to make significant contributions towards my professional development and the development of IVTB. The above prayer captures my strategy in this project.

Part one of this chapter provides my living educational theory of training development using the competency model. This IVTB project provided me with three useful and interesting learning experiences in the use of competency-based training.

(1) Application of the competency-based training to solve a national performance problem.

(2) Problems and promises of offering a competency-based training programme for trainers.

(3) Problems and promises of curriculum development based on the competency model.

These experiences have high transfer value in other contexts. The following documents are included in appendices to support the following accounts.

- A testimonial from the manager of the curriculum division of the IVTB providing information about my personal and professional contributions. **(Appendix 10).**

- My three-monthly reports presented to IVT Council, the governing body of the Board providing useful insights into the evolving nature of my work in 1994. **(Appendix 11).**

- A copy of the final report to the IVT Council providing information about the beginning of the project, major activities undertaken to develop IVTB with successes, failures and some suggestions for its future development. **(Appendix 12).**

- The National Trade Certification System in Mauritius **(Appendix 13).**
- The Trainers Certificate in Vocational Training **(Appendix 14).**

The following accounts include:

- IVTB organisational structure;

- My employer and my role;

- IVTB in the beginning of my assignment

- My contributions and learning experiences;

- Early rapid progress and later decline;

- Evaluation of the project.

Contextual Analysis

Organisational Structure of IVTB

It might be useful to place my role within the historical context of IVTB. Training in Mauritius had commenced with turnkey projects where the entire training system including curriculum, trainers, training materials and equipment were imported from the developed countries. Many private training centres had sprung up without any quality control. The government established the Industrial and Vocational Training Board (IVTB) in (1989) to establish quality control in training and to encourage industry to train its labour force within organisations.

According to my professional judgement IVTB had a very complex mission statement. IVTB had to advise the government in training matters; promote training in all possible means; rationalise existing training provisions and to establish quality control mechanisms for future development. One organisation without experienced people became the legislature, executive and judiciary in training matters. Excessive power in one organisation was the cause of several operational difficulties of that time.

The IVTB was situated in the Ministry of Vocational Training and Human Resources with a Minister who was also the chairman of IVT Council comprised of members from various interest groups. The council was established to deal with policy matters while the director was the executive head of IVTB with managers and assistant managers to assist him. Most of

the managers of the IVTB were highly motivated with good academic qualifications. However, they had little or no previous training experience within industry and that of their new roles. To make up this deficiency the management of IVTB hired consultants to implement its policy.

My Role and Responsibilities

I was responsible to the IVT Council for curriculum and staff development, assisting to establish systems and procedures for several emerging tasks such as the National Trade Certification (NTC) system, distance training, apprentice training, trainee performance assessment and quality assurance in training generally. I was situated in the curriculum division, the centre of IVTB, to advise all the related divisions of IVTB. The focus of my attention was to generate an integrated approach to curriculum development within a collaborative culture in action learning.

IVTB at the Beginning of the Project

The following episode presents my first impression gathered from several similar episodes. This incident provided me with the base for evaluating later progress. I found that the managers had good academic qualifications and they were committed towards their work. The following incident highlights the need for establishing procedures for various tasks.

I was asked to accompany an assistant manager of the Quality Assurance Division to witness how they conducted trade tests. On arrival at the test site I found that the boiler on which test had to be conducted was not operational, the candidate for the test was not ready for the test. Four of us including myself, the assistant manager, the candidate, a union member accompanying the candidate wasted half day due to lack of any planning. It does not include the IVTB car and a driver and the owner of the factory with the boiler.

My Contributions

At that time IVTB had two aims. First, establishing new Training Centres to provide sufficient trained workforce for industry with full employment. Secondly, to establish minimum standards in the quality of training centres and trainers. Understandably in the early days the emphasis was on quantity rather than on quality. Within this context, IVTB made rapid progress in establishing new training centres, offering new training programmes and introducing some quality control. My three monthly reports to the IVT council provide

the various activities I was involved in 1994 **(see appendix 11)**. My final report to the council provides a summary of the accomplishments of the whole project and makes a few recommendations for future development **(See appendix 12)**. An outline of my main contributions and learning experiences is provided below.

(1) Generation of a Common Vision for the IVTB

My **first contribution** came in the form of the leaflet in **appendix 13**. This leaflet later proved useful for communicating the work of IVTB to our clients. This leaflet provided coherence and inter-relatedness to the work of the various departments of IVTB as suggested in Fullan (1999) and Sarason (1990). The following experience led me to take this initiative.

As in previous projects, during my first few weeks I wished to understand the nature of my task within IVTB before starting my work. I had informal interviews with all the divisional managers, the director and the minister. A shared vision in the minds of the senior staff to develop IVTB seemed to be lacking. Without a common vision it was difficult to take any planned action and to learn from experiences as a team with a common goal. To overcome this difficulty we produced the above leaflet to present a holistic vision of the work of IVTB and to create a collaborative culture within the organisation.

(2) Trainer Development to Facilitate Change and to Enhance Quality in Training

As a consultant in curriculum development and staff development I had to convince the management of the value of trainer training and curriculum development to improve the quality of training. Initially the director did not believe in training of trainers. He used to tell me that 75% of the quality of training depends on training materials and 25% on the quality of trainers. However, the teaching staff in IVTB lacked relevant teaching-learning materials mostly purchased from overseas countries.

The **second important contribution** came in the form of two one-week induction programs I designed and executed collaboratively with the IVTB staff with a considerable impact on the teaching staff of the two training centres of IVTB acquired from the Ministry of Education. The staff of these institutions knew a little about IVTB and many were reluctant to join it. Naturally they wanted to know more about IVTB to negotiate their terms of employment. The manager of the curriculum division of IVTB sought my advice to solve this problem. These induction programmes were my response to his request. The main purpose of these programmes was to introduce the IVTB and its training system and to

answer the questions of the staff from the education department. The programs were designed and conducted with professional care involving all the stakeholders. Later all the staff of these centres joined IVTB. This episode taught us the value of employee induction into new jobs. Many similar induction programmes were successfully offered to new employees of IVTB.

3) Development of a Trainers' Certificate to provide Qualified Trainer Status

It took the first director a long time and a number of highly successful training interventions to convince him of the benefits of training the trainers. Ultimately he was so convinced of the value of training to improve quality that he asked me to design and conduct a training programme to provide 'Qualified Trainer Status'. A case study of this training programme was presented in two of my EdD assignments (Punia 2000). **The third contribution** came in providing IVTB with a highly quality training program for trainers in training centres to obtain a qualified trainer status. The leaflet in **appendix 14** presents the competence-based planned curriculum (Barnes, 1995). I designed, implemented and evaluated the programme as the programme director in conjunction with the IVTB, the Mauritius Examinations Syndicate and the University of Bath. The participants to this programme found it highly relevant to meet their professional needs. This training programme offers useful knowledge for offering similar programmes elsewhere.

4) Installing a Model for Competency-based Curriculum Development

The **fourth important contribution** came in establishing a new model for curriculum development. The following narrative presents our difficulties in implementing the competency-based curriculum development used in IVTB. We failed to establish an integrated system of curriculum development.

When I arrived, the staff of IVTB used syllabuses converted into behavioural objectives as planned curriculum, staff development did not exist to support implementation and there was no integrated assessment system to match the planned curriculum. In short there was no integrated curriculum development system in vocational education and training. Unlike the British Model ((Hodkinson and Issitt 1995), we developed a local model of competency-based curriculum development. A competency was conceptualised as an element of a job involving specific knowledge, skills and attitudes. The competencies were derived from job and functional analyses conducted at IVTB. The planned competency, content, training and assessment were integrated into an interrelated system for the planned curriculum.

In IVTB we failed to implement the integrated model due to several contextual difficulties. First, The three components of curriculum development (planning, implementing and evaluating) were scattered over two different divisions of IVTB and in two different ministries. These organisations failed to work in harmony and to understand the inter-relatedness of their functions. Secondly, Implementation required proper management of the operational curriculum. A considerable work needed to be done to improve the quality of curriculum development as a complete system when I left IVTB.

(5) Contextualising the Imported Training Programs

IVTB had commenced its work by importing training systems from several countries using different models of training. For instance, the Italians established the leather craft and shoe-making centre on a factory system of production. The school of hotel and catering was based on the French system; the Germans set up the electronics and electricity training centre; the French set up the Jewellery training centre; the British set up the design centre and so on. The curriculum, staff and equipment came from these countries and the management of IVTB needed to rationalise these programmes to fit their national training system.

I and the manager of the curriculum division spent much time in understanding and adapting the imported training programmes to fit the National Trade Certification NTC system (**See appendix 13**) imported from Singapore. The consultants from other countries resented validation of their work by another consultant. However, the work finished successfully due to impartiality and technical competence on my part. IVTB was an interesting place to study the different models of vocational education and training prevalent in various countries of the world and the problems of contextualising training systems borrowed from the developed countries. From this exercise I learnt much about the training systems used in many counties of the world. In the context of global education a new interest in understanding vocational education and training in the light of the theory of centres and peripheries is emerging (The Journal of Education and Work, Vol. 14, No. 22, 2001). IVTB provided an ideal spot for such work.

My Standards of Professional Judgement in Training Development

The following case presents a training programme used for solving a national performance problem. The following case provides clear evidence to show that training can solve

performance problems when high quality training is judiciously integrated with other factors involved in HRD. This case has a high transfer value in other contexts.

Mauritius has beautiful Botanical Gardens with unusual Fauna and Flora and it is a famous tourist spot. When I first visited the place it was not properly managed. Many bogus tourist guides moved around excessively charging and harassing the foreign tourists. Somehow this news reached the parliament and relevant ministers were asked to look into the matter. There were many stakeholders in this problem: the ministry of tourism, the ministry of agriculture, the ministry of human resources and the police department. After many months in various ministries this problem landed on my desk. The manager of the curriculum division was to design and conduct a training program for the tourist guides. It was assumed that training was to solve this performance problem. The following narrative will show that training is an element of Human Resource Development as a system made of several inter-related processes. According to me the solution to the problem did not lie in training the tourist guides alone. The whole system comprised of recruitment, training, salary structure of guides, their uniforms, placement and management had to be tackled holistically to solve this problem. The manager of the curriculum division agreed and began to co-ordinate the project with my guidance.

We began by understanding the training problem by recognising and contacting the various stakeholders. Our first task included securing full involvement of all the stakeholders. Secondly we conducted a two-day workshop amongst all the stakeholders to determine the duties of the tourist guides with various competencies, knowledge, skills and attitudes involved in their job. On the basis of this information I designed the curriculum with clear objectives, content, teaching-learning strategy, assessment strategy, evaluation and a certification strategy. The other stakeholders took care of the recruitment of suitable guides, their placement, supervision and other associated matters. We managed to find experienced guides and a scholar who had written a book on the Botanical Gardens to teach the content of the training program.

This project was an experiment for all of us with no previous experience of handling such a problem. The problem was successfully solved with excellent co-operation from so many people and ministries. Soon after the completion of this project I visited the Botanical Gardens with my son who was visiting Mauritius for a holiday. A smartly dressed young man greeted us and offered to show us around the gardens. His looked and behaved

professionally as I had assumed in designing my training program. Here was a living proof of the success of our joint efforts to solve a performance problem, not by training alone but by establishing a Human Resource Development System including an improved management and organisational culture (Wright and Geroy, 2001).

The Rapid Progress of the Early Years

Truth of power in IVTB dominated decision-making at the expense of professionalism in training. For the first two years the IVTB made rapid progress in setting up new centres and in the registration of private and public trainers and training centres under the leadership of a Minister who had a personality completely different from that of the director. The Minister was an experienced educator, with a cultured and an approachable personality. I believe that the director with tremendous drive to feed his personal ego and the Minister with political insight and a relaxed personality complemented each other. This led to earlier successes of IVTB in establishing new centres and courses. My own work flourished in this environment.

During these early days too many decisions were taken in haste and on the basis of truth of power rather than on power of truth. Action research, self-learning, teamwork, open dialogue and learning organisations (Senge, 1990; Fullan, 1999, Clarke 1999) had no place in IVTB. It was understandable to find the management being busy in establishing new processes and procedures without adequate regard for quality, which was to follow later.

Downtrend and Negative Influences on the Project

The downtrend came with the departure of the Minister to another ministry; the director's management style and a change of government in the country. The following incident illustrates the director's management style in handling a problem.

Someone from the staff of IVTB leaked out so-called undesirable information to the press while IVTB enjoyed a good image. This information given to the press later proved to be correct. The director tried all sorts of strategies to elicit the identity of the person who leaked out this information. He wanted to punish the person who furnished this information to the press. The staff got divided into factions, all kind of rumours and fears were afloat. The morale of the institute dipped very low.

The director probably suspected everyone including myself. One day I mentioned to him that the morale of his institute was low and that he should not worry about this incident unduly. I

offered him my response in this situation for his consideration. My response to the media would have been to admit the news and promise to correct the situation for the future. All organisations make occasional mistakes. The director persisted with his policy and the more he tried to suppress the news the more it spread.

Probably the final blow to the life of the institute came when the Government changed after the national elections and many other changes followed. For instance, the IVT Council and all the top positions in IVTB changed. During the last few years of my assignment the progress in IVTB had slowed considerably due to changes in policy and in management.

Evaluation of the IVTB Assignment

The successes of IVTB included establishment of a large numbers of new training centres; registration of trainers and training centres to control quality and the establishment of structures and processes for ongoing curriculum and staff development.

When I joined the IVTB it lacked a common purpose, systems and procedures to execute various aspects of its work as depicted in the beginning of this section. When I left IVTB it was fully functional with staff and teaching-learning materials to continue established routines in curriculum and staff development. This was not an insignificant achievement of the people involved in this project. However, there was much to be done to improve quality and to complete the work in progress.

Distance training and apprenticeship training made little progress as additional training strategies as I had predicted in the beginning of my assignment during an interview with the director. The IVTB project might have produced better results in a collaborative action research combining staff development with work development as in my previous two projects. The new director with a different management style did not have sufficient time to understand IVTB and myself when I left IVTB.

At the end of my contract with IVTB I moved to the Mauritius Institute of Public Administration and Management (MIPAM), as a consultant in Human Resource Development (HRD) in a project funded by UNDP. The MIPAM managed to achieve credibility for excellence in training programs in the public sector within one year of its operation, making it an interesting case study for the development of management training in public sectors.

The Consultant at (MIPAM)

> It is hypothesised that the integration of a systematic and a relational approach in design standards is responsible for curriculum consistency and subsequently for high quality corporate education. (Kessels and Plomp 1999-p. 684).

Unlike IVTB engaged in trade and technician training, this project was concerned with management training to improve quality in the public sector. This section presents my living educational theory for the development of training programmes relevant for the managers in the public sector of Mauritius under the guidance of the above quotation. This theory has the potential for transfer in other contexts.

Within a relatively supportive context, teamwork and consultant leadership, MIPAM successfully established a sound training system to earn credibility from the public sector management in one year. Good quality training programmes not only met the training needs but also generated new need for training. However, the professional development of the new training staff could not match the training system development. When I left MIPAM it was difficult to envisage sustainability of the rapid gains made in a very short time.

This section presents the training problem, the solution developed to overcome the problem, my contributions and my developing standards of professional judgements with project evaluation.

Nature of the Training Problem at the MIPAM

The MIPAM had recently recruited a director, a professor of public Administration from the University of Mauritius. Soon afterwards they recruited three management trainers and I was invited to be one of the members of the recruitment panel. During this event I met the director and other important members of the Public Sector who later invited me to join MIPAM as a consultant in Human Resource Development (HRD). The three trainers and the director were academically well qualified and highly motivated to learn their new jobs. They needed my support to start training programmes based on a sound conceptual framework.

My Employer and my Role within MIPAM

After lengthy negotiations I came to MIPAM as a consultant in (HRD) paid by UNDP. I decided to undertake this assignment for two reasons. Firstly, the opportunity emerged when

I was due to leave IVTB. Secondly, MIPAM had excellent buildings and equipment with opportunity to set up a new training system for management in the public sector. It was a new learning experience for me. I was to establish an effective system for training programme development in MIPAM and advise the director in establishing a new training institution. This was to be done in one year, almost an impossible task.

The Team Learning Problem

The director and the trainer in the Human Resource Development came from the University of Mauritius with an academic background. The other trainers possessed MBA qualifications without any training experience to improve practice. The following episodes provide insights into the knowledge, skills and attitudes of the newly appointed management trainers at the beginning of the project. It is evident that these people had little experience of training program design and that of training strategies appropriate for adult learners aiming to improve practice. I had to guide these academics to think like trainers. The team soon began to learn from first-hand experience under my leadership.

Episode 1

While designing a training program on 'customer care' the trainers and the director listed a series of topics with two-hour lectures on each topic. They had no conception of the relationship between client needs and the curriculum. They were only familiar with the transmission model of teaching, frequently used in Higher Education where lecturers tend to teach what lecturers know, not what the students need. Furthermore, they had little experience of creating appropriate learning opportunities for adult learners (See episode 2).

Episode 2

During our first training program at Rodrigues, an Island of Mauritius, I sat at the back of the class as a critical friend of the trainers. One of the trainers had planned to use a lecture to teach 'communication skills' to a group of clerks from the civil service. He was quite clear about the content but oblivious of the learning needs of the audience, who were not university students preparing for examinations. These people had come to share experiences and insights to improve their practice. Lecturing was not the appropriate strategy for these practical people. I advised the lecturer to provide a simulated experience. We enacted a typical situation from the experiences of the audience. The communication knowledge emerged through discussions following the role-play. The participant involvement in the learning process was superb. The session worked beyond our expectations.

The Curriculum Development Model used in the Development of training programmes

To enhance human performance on jobs I had developed a model for HRD in my MPhil Dissertation in (1992). According to this framework HRD consists of several interrelated components such as careful personnel recruitment, placement, induction, support and control, performance appraisal and training. Thus training was only an aspect of the HRD as a system.

I used the mental models generated in FIT **figure 4 in chapter 5** to establish SBCD as collaborative action research. In this model training needs, the planned curriculum and the operational curriculum were linked in an integrated system **figure 3 in chapter 5.** I created a collaborative culture amongst the training team, the consultant, and the top management of the various ministries. This strategy ensured relevance of training programs to enhance performance within the ministries. **This innovation consisted of client involvement in all aspects of the training programmes.** I later learnt from my studies for the EdD that Kessels and Plomp (1999) had developed a similar approach to training programme development after five years of empirical research and called it the *'Relations' Approach to Curriculum Development'* further explained in the next chapter. This form of curriculum aimed to link training with enhanced performance on-the-job.

My Contributions and Learning Experiences

In addition to providing advice to the MIPAM Board and the director in all training matters in establishing a new training board, my specific contributions included the following items.

1) Establishment of a *'relations approach to curriculum development'* with related staff and material development.

2) Planning, teaching, evaluating and improving ten one-week *training programs in 'Training Needs Analysis'* to the personnel officers of the public sector.

3) Planning, teaching and evaluating training programmes on *'Training Techniques'* for the middle management of two hotels.

4) Teaching specific topics in management e.g. Human Resource Development, personal & professional development, communication skills, Total Quality Management, customer care and so on.

5) Establishment of a resources centre and a library.

The two testimonials, one from the director **Appendix 15** and the other from the secretary of the MIPAM Board of governors **Appendix 16** provide employer's perspective on my contributions.

My Developing Standards of Professional Practice as a Management Trainer

Using action research as my learning strategy, I personally designed, taught, evaluated and improved in quality the training programme on 'Training Needs Analysis'. I used several creative approaches to improve the quality of this training programme. However, I present the following episode as an indicator of my learning in generating a suitable learning experience for managers. The following strategy worked well and it has the possibility of transfer to similar situations elsewhere.

The training program on 'Training Needs Analysis' was a new experience for me. However, I had developed confidence and ability to solve professional problems systematically by conducting on-the-spot inquiries (Stenhouse, 1975; Schon, 1987). This training programme contained two sessions on the problems of the public sector in Mauritius. I knew little about this topic to teach it through direct teaching. Consequently I decided to use a collaborative inquiry to conduct this session. The following narrative presents the profile of two sessions.

I had twenty adults of many years of experience sitting before me. I divided them into four groups with thick paper cuttings of A-four size and felt pens. I asked them to discuss the topic first and then briefly write their findings on the paper cuttings. On completion of the activity we stuck the findings of each group on a wall in front of the whole group. One person from each group elaborated their work further in the form of a short talk. Finally we looked for an emergent pattern. It was surprising to discover that the findings of the groups were almost identical, providing reasonable reliability and validity to their knowledge.

Our next task was to recommend a strategy to solve the identified problems. At this point I introduced a model of stages of development in organisations from Beeby (1966) and Punia (1992). This model identifies three stages in the development of organisations as illustrated below in **figure 7**.
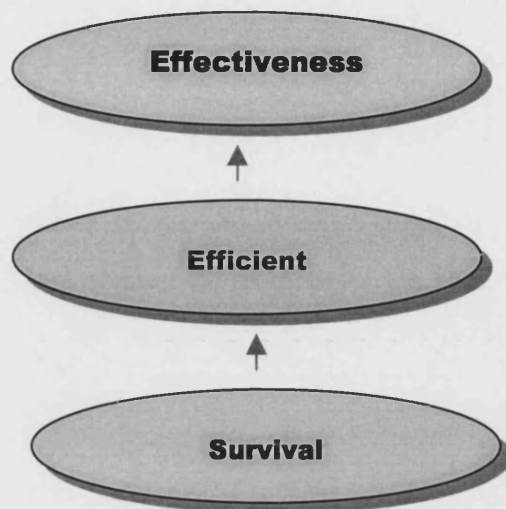
Figure 7- STAGES OF INSTITUTE DEVELOPMENT

According to this model and the group findings we interpreted that the public sector operated at the survival stage. Next we had to work out a strategy to move the sector from the survival stage to efficiency.   The groups worked at this problem and returned with suggested solutions. Again there was high validity and reliability in their suggestions. The whole session proved exciting and productive for the trainer and the trainees.

With on-the-spot inquiry we managed to create reasonably valid and reliable knowledge. The reliability and validity increased further with similar findings of the later groups. Furthermore, I found a professional journal reporting research on the problems and solutions of a public sector elsewhere with very similar findings. Lastly, one day we were invited by the Minister of Human Resources for a special meeting in his office to discuss an exciting paper from a consultant from India. This consultant was offering similar results from a study in India. The minister was pleased to hear of our unpublished work at MIPAM. I learnt that research is not just a technique to be used in academic settings to generate knowledge; it is also an attitude of mind to be adopted in learning from practice.

Project Evaluation and Suggestions for Further Development.

My final report to UNDP in **appendix 17** includes my evaluation of the project. Basically a sound training system was operational within one year. About one thousand civil servants benefited from the training programs and MIPAM had earned credibility for the quality of its training programs. A dramatic increase in requests for training from the various ministries

provided evidence for the quality of training programmes matching client needs. The MIPAM team had managed to operationalise a sound system of training in a very short time. When I left it was difficult for me to envisage how this progress could be sustained in future.

Transformations and Transitions in my Professional Growth

A professional educator with adequate technical competence and competence to work with other people is evident in the above accounts. At this stage I seem to fulfil the criteria for the award of doctorate in education provided I had submitted a dissertation to show my ability to make my embodied learning explicit to share it with academics (Thorne and Francis 2001). However, the full discursive consciousness of this learning experience developed later through the EdD studies at the University of Bath as presented in the next chapter.

Chapter Eight

The Making of a Doctor of Education at the University of Bath (1998-2000)

> **Reflection is a necessary but not sufficient condition for learning. Confrontation either by self or others must occur. Teachers need challenge and support if their professional development is to be enhanced (Day 1993-p. 88).**

In this chapter I reflect on my learning experiences from the four assessed papers to present my living educational theory of converting personal first-hand learning into propositional knowledge and converting embodied knowledge into explicit knowledge. This way theory was not used to put it to direct application: it was used to illuminate practice and to generate personal and practical knowledge. The following learning process consists of guided personal reflections on past practices in the light of current theory learnt from the taught part of the EdD programme, tutor suggestions and examiners' comments on written assignments. More importantly, it shows how I used examiners' comments to extend my knowledge.

The EdD Work between 1998-2000

I joined the EdD programme at the University of Bath in 1998 to extend my MPhil work in the light of innovations in education. It has been an expensive but an enjoyable experience with stimulating conversations with the participants and the staff of the university. At present education and society are going through dramatic changes throughout the world. A great debate is going on to construct a future but without any clear vision in sight. It is a useful and a stimulating experience to be part of this academic debate.

The academic requirements for the completion of EdD are successful completion of two taught compulsory and two optional units, and a 40,000 word dissertation. The successful completion of learning from the four one-week taught units including (1) Educational Research: philosophy and practice (2) Educational Policy (3) Curriculum Philosophy and

practice and (4) International Education and Practice brought me to the writing of this dissertation. A successful completion of each unit involved 8000 words assessed assignment.

The first paper examined International Education as an evolving concept. The second paper explored a new Research Methodology called Problem-based Research Methodology (Robinson 1993). The third paper explored the possible effects of adopting a top-down strategy in educational reforms. The fourth paper evaluated a new model of curriculum development in training. All papers originated from my current practical interests. A brief review of my learning from each assessed paper now follows.

The First assignment

In the first assignment I aimed to understand the nature of international education in the light of the taught part of the unit, my personal experience and literature review. At the end of my research I found that international education was an evolving concept. In the context of this finding I called my first assignment **International Education in Search of the problem.** The paper presented the learning process, the content and my conclusion from the entire learning process outlined below.

It took much effort and time to complete this assignment. I asked the question: what does the term international education mean to me at the end of the unit? I was not clear about the concept of international education from the taught part of the unit. For example, the title of the unit was international education but the content was on international education in the context of international schools. So I had difficulty in relating the content of the unit to my interest and past experience as an international educator.

My personal interest led me to literature review, which also failed to define the term clearly. I found that international education appeared in many forms and it was an evolving concept. Generally international education was understood as a means of political and economic exploitation of the developing countries and as an effort to bring about global social and cultural unity to match technological advances in communication technology. Probably truth lay between these two extreme views.

The literature review also indicated that formal international education as a discipline of inquiry evolved from comparative education located in universities and international education located in the practical work of aid agencies (See Watson, 1997 and Lowe, 1998)

and their consultants. In this dissertation I have challenged separation of theory from practice in the work of aid agencies. Furthermore, I have made a case for the integration of theory with practice; consultant development with international development with the use of collaborative action research.

According to the study of international schools I found that international schools were a new and a developing context of formal international education. International schools provided international education to the children of international elite. With increased economic activity across the national frontiers, the numbers of the international elite is rapidly on the increase and international schools cater for this lucrative and expanding market. These schools were engaged in developing curriculum for international living and marketing their work in international education at the same time. From the available literature from international schools I was unable to determine if international education was a marketing device, an ideology or both to promote international understanding.

My paper was divided into two parts. The first part was an attempt to define the concept of international education generally and the second part explored international education in the context of international schools. It was clear from the evidence in my paper that there was no consensus on the meaning of international education as a concept generally and in the context of international schools. The title of my paper expressed the current state of the knowledge of the topic.

The examiners suggested that I should be more critical of the literature and synthesise it adequately. Unlike some witnesses to my inquiry I avoided being over critical of international education in international schools. However, I was aware of the two divergent perspectives on international education in international schools: international education as a marketing slogan and an ideology. Personally I thought that my synthesis and creativity lay in finding an appropriate title for my paper and in presenting the state of international education as objectively as possible. One of the examiners acknowledged my contribution but the other examiner made no mention of it.

One of the examiners remarked: *"I still do not know the problem of international education."* Initially I was rather surprised at this remark when my paper clearly stated that we did not understand this emergent problem adequately. Of course, I could have presented my version of the problem in my paper. Perhaps that is what this examiner was looking for.

For me the emerging problem of international education is to seek and to create social and cultural convergence in the context of economic and political convergence already emerging due to technological advances. Many models of formal and informal international education exist but all of them require conscious and concerted efforts to improve their quality for the future development of international education. International schools are a typical example of one such model. On the whole I greatly enjoyed my work in this unit which included later stimulating discussions with other international educators.

My understanding of international education has greatly expanded with this dissertation presenting the work of aid agencies and international consultants. The work of aid agencies, like international education in international schools, also lacks adequate research and public knowledge. For example, this dissertation shows how terms like advisors, change agents, consultants were used without clear definitions and the educational problems and their solutions were attempted superficially. This dissertation with my MPhil dissertation (Punia 1992) and the EdD assignments make a useful contribution towards the literature in international education in the context of the work of aid agencies. This dissertation shows how I used collaborative action research to integrate technological development with personal development in enhancing the quality of international aid.

The second Assignment

The second assignment was called **In Search of a Problem-based Research Methodology (PBM)**. I explained, applied and evaluated PBM (Robinson 1993) in the context of FIT project in my MPhil dissertation (Punia 1992). In the process described below, my creativity emerged in proposing a new context for the application of this research methodology.

During the EdD unit on '*Education Research: philosophy and practice*' I became familiar with a new research methodology called Problem-based Research Methodology (PBM) (Robinson 1993). Although I was aware of Action Research linking theory and practice but I conceptualised it as teachers' personal research to improve their practice and professional development (Stenhouse 1975, Whitehead 1989). The Problem-based Research Methodology (Robinson 1993) seemed to provide a useful research methodology for consultants like myself engaged in solving educational problems with their clients. Thus PBM captured my interest for a further inquiry. This paper aimed to answer the question: how can consultants guide practitioners in solving their problems and study their theories of action?

Based on her consultancy work Robinson (1993) presents a researcher's perspective to bridge the gap between research and practice in education. According to the author the researchers should work collaboratively with the practitioners in helping them to solve their practical problems and in understanding practitioners' theories of practice. In PBM a problem is the gap between the present practices and the desired state of affairs. Solutions emerge from identifying and removing constraints to solve the defined problem and from achieving stakeholder consensus on the solution.

Robinson (1993) did not clearly explain the special knowledge researchers possessed to help the practitioners in fulfilling this role. DeFillippi (2001) explains the theory available to researchers in the context of project-based learning in management. According to him:

This theory is associated with the tradition called action science and associated with the work of Christ Argyris and Donald Schon (1974, 1979). Action science seeks to uncover unspoken or taken-for-granted assumptions that prevent learning or that defensively channel experience processing into unreflective self-repeating patterns. Action science intervention requires that project participants engage in significant self-reflection on their learning assumptions or theories-in-use. Such reflection generally occurs under the guidance of a facilitator (p. 5).

In the EdD assignment I reviewed my MPhil work in the light of PBM. In FIT, and in the subsequent projects, I dealt with ill-structured problems of vocational education. In the FIT project presented in Punia (1992) and in chapter 5 above, the curriculum development problem emerged with the researcher's studies on teachers' planning. A group of senior lecturers involved in one of the studies requested the consultant to take the issue to the principal to improve the current situation. The consultant took this issue to the principal who referred it to the academic board. This initiative led to discussions in the Academic Board and to a subsequent agreement to follow the consultant's lead in solving the problem. The key to the solution to the problem was the change in participant perception of the problem. The consultant, with evidence from his research (nine studies in FIT) and logical arguments, convinced the management and the teachers that curriculum development was the joint responsibility of the stakeholders. The consultant constructed a model of school-based curriculum development based on research findings, which was collaboratively implemented with success. At the end of the project the stakeholders evaluated the project under the leadership of the consultant to determine the success of this project. So the FIT project

seemed to provide a good fit with Robinson (1993) who developed a research methodology from researchers' perspective in helping practitioners in solving their practical problems. Based on previous experience I presented the following reservations about the general use of Robinson (1993).

First, my relationship with FIT was not based on a formal critical dialogue as suggested in Robinson (1993): it was based on mutual trust and respect, a prerequisite to a critical dialogue. *"Trust is based on individual's expectations that others will behave in ways that are helpful or at least not harmful. These expectations, in turn are based both on people's expectations of others, trustworthiness.... and their effective responses to others"* (Williams, 2001- p. 378).

Secondly, my experience and Olson (1987) had found that generally teachers' responses to their work were reasonable under the conditions of their work. Solving educational problems was more a case of an *add-on model* than that of any *deficit models*. Thirdly, practitioners' theories were implicit and they found it difficult to articulate them. Fourthly, finding consensus on solutions is problematic and we rarely solve problems fully. Finally, working with the practitioners was time consuming and costly. In spite of these drawbacks Robinson (1993) provided me with a useful framework to go beyond research on teachers' thinking.

In my paper I proposed an alternative context to use PBM to capture teachers' implicit theories and to bridge the gap between research and practice in education. For me teacher trainers might use PBM in clinical supervision of teachers as a normal part of their work. I had intuitively used this model in this context in the past as a teacher educator but without a discursive consciousness of it.

The study of PBM provided me with a useful methodology to solve ill-structured problems in education and to understand my practical experience as a consultant. Of course every idea can be used creatively. I made a useful contribution in suggesting an alternative context for the use of PBM with enhanced benefits. This paper offers an example of good research useful for academics, practitioners and the researcher (Reason and Marshall 1987).

This assignment was an improvement on the first paper on international education. On the whole the two examiners found this paper interesting and useful. My interest and knowledge in PBM continues to grow. Recently I found an additional resource in Jonassen (1997) who

explores well-structured and ill-structured problem solving in the context of instructional design. Furthermore, with further reflections on my FIT project in this dissertation, I found that I had intuitively set up a system for PBM while linking the planned curriculum with the operational one in **figure 4** in chapter 5. In short my understanding of PBM has expanded considerably as a result of the EdD study and it continues to develop my learning. This assignment highlights the need for theory to interpret practical experience and the use of practical experience to improve theory.

The Third Assignment

The third assignment examined the top-down policies used in educational change to assess their worth in solving educational problems. The third assignment asked the question: 'to **what extent will top-down or centralised initiatives in determining the nature of teaching, the curriculum and assessment be successful?** To answer this question based on my practical experience. I used case studies based on my practical experience as a change agent. There were several reasons for using this approach. Firstly, Fullan (1999), one of the known authorities on change in education wrote: *"Understanding change is just as much a matter of doing reform as it is studying it."* He further declares that the most profound observation is that *"there never will be a definitive theory of change."* (p. 21). Secondly, my literature review clearly showed that there was no general consensus amongst stakeholders on the various terms used in the title of this paper and the criteria for success. Hence the answer to this question would make sense in specific contexts. Thirdly, I was familiar with the substantive knowledge on the subject but I had no previous experience of using case studies to answer such questions. In the light of these considerations I decided to use the case study approach (Stenhouse 1981; Yin 1994; Stake 1995; Bassey 1999, Walker, 2002). Unfortunately I did not discuss my choice of methodology in my paper.

The first examiner approved of my approach from a consultant's perspective and found it interesting and worthwhile. He made some pertinent remarks to further enhance the quality of my assignment in answering the question using case studies. The general outcome from the exploration of these case studies was that there were no generally accepted criteria to determine successes and failures of educational projects. Generally the most powerful stakeholders decided the successes and failures based on political and economical grounds, than educational grounds. Generally top-down strategies do not succeed without adequate support and control from the top and it is an expensive matter.

The second examiner was less appreciative of this approach and he made alternative suggestions. He suggested the use of substantive knowledge on the subject. He also suggested the use of an empirical study to answer this question. The second suggestion taught me that I could have presented my first study on 'teachers' planning' conducted in Hong Kong (See Punia 1992) in exploring the same issue. This study presented vocational teachers' perspective in answering this question in the FE/HE sector in Hong Kong in early eighties.

The Hong Kong study had shown that teachers were left to implement the prescribed curriculum without adequate support and control from the management. Teachers lacked adequate time, teaching materials and adequate training in instructional planning to plan teachers' work. This study had identified some of the conditions necessary for the success of a top-down strategy of curriculum development. Many of the teachers' comments in this study were found valid in my later studies in Fiji Institute of technology (Punia 1992) and in (Ball and Bowe 1992) who studied the implementation of the National Curriculum in schools in the UK. On the whole I found the examiners' comments very useful to extend my understanding of the topic.

The Fourth Assignment

In the last assignment I examined a new model of curriculum development for training within organisations in the light of my personal experience of management training at MIPAM in the previous chapter. The topic was called **Relations' Approach to Relevance in Curriculum Development in Vocational Education and Training.** This paper answers the question: how do I ensure relevance of my training programmes to improve performance on-the-job? The achievement of relevance of vocational education and training to match the performance needs of the employers, trainees and trainers is a longstanding problem in vocational education and training. Throughout my career I had tried to overcome this problem without significant successes. This new model had the potential to overcome this problem. This model integrated technology with human relations under one system.

Based on a four-year empirical study of training in industrial organisations Kessels and Plomp (1999) proposed a *Relations Approach* to training for the industrial and commercial sector in **figure 8.** They claimed to have improved the quality of training by achieving *consistency* in planning, implementing, evaluating as an integrated system and consistency in

the stakeholder perception of performance needs and stakeholder involvement in training programs. Thus they had introduced the human dimension in curriculum development to name their approach a 'relations approach to curriculum development'. According to the authors: *" it is hypothesised that the integration of a systematic and a relational approach in design standards is responsible for curriculum consistency and subsequently for high quality corporate education."* (p. 684).

```
Systematic approach          Relational approach

        ↓                            ↓

Internal consistency         External consistency

        ↓                            ↓

         Curriculum consistency
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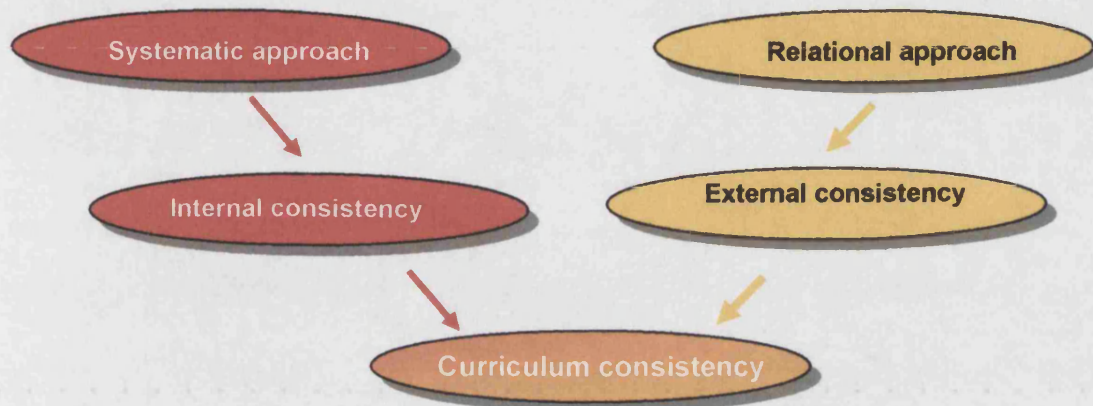
Figure 8 -Kessels/ Plomp (1999) Curriculum Development Model

They further suggested that: *"The quality in corporation education is not solely dependent on skilful application of relational approaches of the developer, but on organisational climate which an integrated educational strategy can flourish."* (p. 703).

In the light of the new model in **figure 8,** I reviewed the Trainers' Certificate in Vocational Training in Mauritius in chapter 7 and the School-based Curriculum Development in FIT in chapter 5. I found that in the first case I had failed to achieve the desired results by ignoring the human element of the Kessels/Plomp (1999) model and in the second case I intuitively made use of their model with considerable success in my project. These two cases extended the use of Kessels/Plomp (1999) model beyond the industrial contexts into vocational education and training at large.

I made my own contribution towards the use of training to solve performance problems by offering my own model for Human Resource Development **figure 9** derived from my personal experience. This model answers the question: how do organisations use training to enhance human performance? In this model I argued that the performance of employees did not depend on training alone. The root cause of poor performance was poor management

(Wright and Geroy, 2001). Training is one of the several interrelated factors such as a proper recruitment strategy, proper staff induction, on-going support, performance appraisal, training, motivation and so on. Thus, I perceived training as an element of a Human Resource Development (HRD) system comprised of several interrelated elements shown in **figure 9**. This model had guided my work at IVTB and MIPAM presented in the previous chapter.

Induction

Recruitment

Support

Training

Appraisal
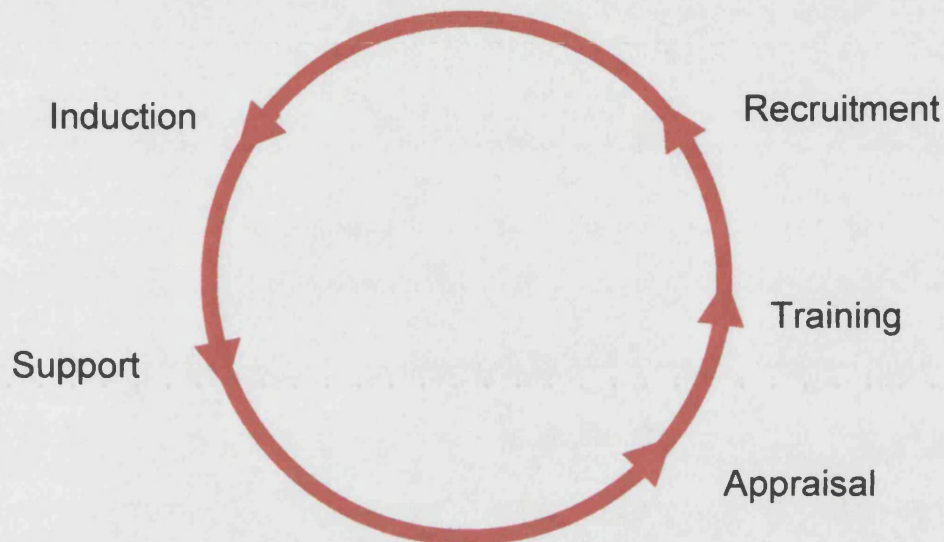
Fig 9- THE HRD SYSTEM

The Kessel/ Plomp (1999) model is not always easy to operationalise in practice but it is a significant improvement on existing popular models of curriculum development in vocational education and training with emphasis on the technology of training at the expense of the human element.

With my recent reflections on the MIPAM project in **chapter 7,** I found that I had used this model intuitively without naming and framing it. The Kessel/Plomp (1999) theory of curriculum development enhanced my discursive consciousness (Elliott 1998) of my first-hand experience at MIPAM. This inquiry enhanced my understanding of theory/practice interface in generating new professional knowledge and my understanding of theoretical and practical ways of knowing and knowledge

This final assignment was an improvement on previous assignments, indicating continuous improvement in my written work through additional practice in writing academic papers. In this assignment both examiners appreciated my paper. One of the examiners remarked that I could have said more about the relations' side of the model and I agree with his remarks. My experience of developing a training model at MIPAM would have satisfied this suggestion. The other comment from the two examiners did not make sense to me. They suggested to examining the model from the trainer and trainee perspectives as well. But, it would defeat the very tenet of the Kessels/ Plomp (1999) model to obtain consensus on the needs of all the stakeholders including trainees and trainers. Of course it is difficult to achieve consensus.

The Emergent Theory/Practice Interface and An Emergent Cognitive Skill of Lifelong Learning.

In writing up my MPhil dissertation (Punia 1992) I was often puzzled to find that I had learnt certain knowledge through practice before it became public in the literature. I believe I have largely resolved this puzzle through my EdD work. I had not learnt the relationship between the practical and theoretical ways of knowing and knowledge and the relationship between the tacit and explicit knowledge (Nonaka and Takeuchi 1995).

Learning from research and learning from action/practice are two different ways of knowing. The first type comes mostly from universities through research whereas the practical knowledge comes from insights from thoughtful action. The first type of knowledge is mostly conceptual while the later is mostly perceptual. Both types have limitations: theoretical/propositional knowledge has to be tested in practice and the practical knowledge has to be validated in propositional knowledge. In essence all human knowledge cannot be transferred to new situations directly: knowledge being of the past has to be owned and contextualised in every new situation. In this process new knowledge is created. Thus, the dance between theory and practice is an ongoing and a creative process. The theory/practice has been conceptualised in many forms: learning from experience (Kolb 1984), action research (Whitehead 1989; Elliott 1991) reflective thinking (Schon 1987). I also learnt that the basic cognitive skill for lifelong learning is primarily a matter of acquiring or increasing language facility in reading and writing (Leamonson (2000). Unfortunately for practitioners, these skills do not form an important part of their professional lives. See **appendix 20** for further details of how I acquired these skills in lifelong learning.

An Emergent Image of a Professional Educator/Doctor of Education

The above accounts together with my previous biography indicate that I possessed recent knowledge, skills and values required of an international consultant. I was aware of the learning processes involved in my own professional development. Furthermore, I was able to share my experiences with academic and practitioners alike. Thus, this chapter presents the living educational theory of the making of a professional educator/doctor of education (Thorne and Francis 2001& Powell and McCanley 2002).

Chapter Nine

The Emergent Transformative Educator at the University of Bath (1965-2003)

> 'Learning to be' is indeed continuous, lifelong pursuit, in which the self
>
> struggles to preserve continuity with past experiences and, simultaneously, to
>
> change and develop in order to make sense of current and future experiences.
>
> This ongoing tension between continuity and change lies at the heart of what
>
> it means to develop and learn across the life span (Tennant and Pogson 1995, p10).

This chapter presents my living educational theory of lifelong learning as a transformative educator in the international context. The present professional self is an integrated whole of its past interactions with its various roles and contexts presented in previous chapters and its aspirations for the future in the next chapter. Tennant and Pogson 1995 capture this process eloquently. Thus my CV is the living curriculum of my lifelong learning as an international educator with spiritual values. Generally I had a difficult yet a rewarding life for myself and for others. I fully enjoyed my professional career. Perhaps that was the purpose of my life Chopra (1996).

Working in overseas projects with many hazardous situations and without a clear understanding of my roles was a difficult task. Settling back in England without many friends and prospective employers holding a low image of overseas experience presented me with added disadvantages. I seem to have lived seven lives (comprised of living in seven countries and seven roles) rolled into one. At every new place I had to establish and dismantle a new home and a new job at a considerable financial loss. However, I loved my professional work intrinsically. Such a working environment has been very fruitful for my professional development. I discovered that to learn from life was to venture into the unknown, which is full of new possibilities for learning.

From my harsh life experiences I have gathered a vast technical knowledge, human understanding and love for all nations and people on this planet. I have contributed more towards the world than what I took away from it. I am proud to be able to make this claim for my professional work in solving educational problems with significant success. With the concept of lifelong learning, globalisation with a human face (Mataasura 2000), and self-

knowledge this dissertation might be an appropriate gift from me to my professional colleagues. It may serve as a mirror through which they may examine and understand their professional lives.

Based on the synthesis of previous chapters the following accounts outline what, how and why of my present professional self. The chapter closes with criteria/standards of professional judgement that might be used in evaluating my continuous professional development. A few aspirations for the future learning are also mentioned. A model of curriculum development in the context of lifelong learning and a model of international education in the context of international aid have emerged with possibilities for improving practice and for further research elsewhere.

Major Transitions and Transformations in Values and Concerns

Life moves as a whole within a vision. We seem to become conscious of some of its elements through personal experiences. My consciousness of the journey of life-long learning evolved from the acquisition and dissemination of technical knowledge, skills and attitudes necessary for solving economic problems as a lecturer and a teacher trainer. This led to the understanding and application of human and technology interface in solving educational problems as a change agent. The understanding of the contextual influences developed in Mauritius. Deep understanding of self-knowledge developed recently in writing up this dissertation. These changes seem to have emerged from my professional interests and needs. These transitions were cumulative and overlapping, occurring with changes in my attention. Attention might be the basic element for continuous learning. We are where our attention is present. These transitions are summarised below.

Technology ⟶ Human/Technology interface ⟶

Contextual influences ⟶ Self Knowledge.
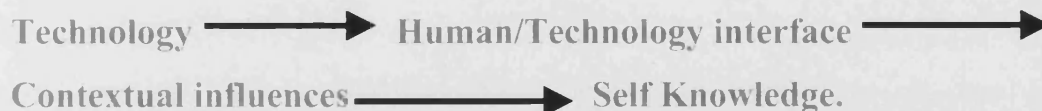
There were three major transformations in my professional life. First, I came to realise explicitly that the purpose of life was to learn for self-development. Self-development is the best form of social development. Our lives are our gifts to society and the cosmos. In this context there are no failures in life and we can use our mistakes for further learning. Secondly, a *mechanistic world-view* emphasising cognitive and behavioural aspects of human development changed into an *organismic world-view* of learning (Skolimowski 1994,

Freshwater 2002) emphasising continuous personal development in interaction with the context. Third, technical education without general education remains incomplete. The three lane educational system in secondary education adopted in England is fragmentary. The significant shifts in my professional values might be summarised as shown below.

1) **Education for making a living changed to................... Education for making life.**

2) **Learning from others in formal education to ....Self-learning.**

3) **Certainty of technical knowledge to ....Uncertainty of all human knowledge.**

4) **Duality to .... Oneness of the individual self and the universal self.**

My spiritual vision of the sacred oneness of life has not change significantly. With the passage of time this vision became clearer. This philosophy provided the base for the development of my life as a whole. The vision might have originated from my family background. My professional life provided a fertile ground for the seed to sprout and flourish as described in previous chapters. The next heading outlines my emergent values and philosophy of life.

My Philosophy of Life

Mostly my life seemed to take its own route. It was a living entity with continuity making sense of the present with intense observation in the light of past biography and intentions for the future. I tended to live in the present with an inquiring mind and with spiritual values prompting me to take action wherever an opportunity arose. I felt myself in the midst of a fair where I was one amongst the throngs of people engaged in activities significant in those moments. I became part of these activities. Life was interrelationships in people, ideas, and resources in activities. A long experience of international living in a variety of roles reinforced my present philosophy of the sacred oneness of life. This philosophy and later spiritual awakening in Fiji gave direction and meaning to my present life. Probably this philosophy explains why I transcended my assigned roles to own and contextualise social problems in difficult circumstances.

Changes in my career make no economic and political sense to me. For instance, I commenced my career moves from being a professional builder in the construction industry. Probably as a professional builder in the UK I would have been a wealthier person with a

more stable life. Similarly later career moves also make little sense for personal advantage. Only spiritual values seem to provide a reasonable explanation for these moves. That is why I call my 'self' an international educator with spiritual values.

I was conscious of the interplay between reinforcing and limiting forces on me in various contexts. Senge et al (1999) called this interplay a dance of life. Generally I seem to have made a good use of opportunities as gifts from the context for self and social development. Previous chapters have shown how I converted problems into opportunities. Learning to transcend the effects of positive and negative forces is the subject matter of spirituality. It is briefly outlined in the next chapter and I have not travelled afar to achieve that state of mind. According to the spiritual literature the ending of this dance between two opposing forces marks the real liberation of the individual self and its union with the cosmic self.

The Nature of My Technical Knowledge

My technical knowledge consists of **constructional technology and educational technology**, two independent fields of study. I use the term technical knowledge for all man-made knowledge. With growing professional and personal development these fields of study expanded into several related areas of study. For instance, construction technology expanded into constructional technology, construction economics and construction management and education as a distinct discipline was sub-divided into educational and training technology, curriculum development, teacher professional development, institute development, education administration/ management and research. This dissertation has expanded this knowledge into the realm of self-knowledge.

My embodied spiritual values provided the context for the application of this knowledge in the international context to work and live together with affection amongst people of many different nations. Thus the knowledge in this dissertation is my living personal and practical knowledge in which theory is embedded in practice, my philosophy of life, values, needs and wants. This knowledge is obtained through insights from practice made explicit through dialogue with other practitioners, academics and professional literature. This dissertation seems to present my epistemology of international living and living standards of international mindedness. Matasura (2002) wrote:

In the world in which we live today, it is indeed imperative that we continue learning-how to listen to each other, how to accept each other with all our differences, how to

develop a dialogue amongst one another. Only through an attentive and inclusive dialogue will be able to learn to live together in peace (p. 2).

This dissertation has sufficient evidence to show how I attempted to live the spirit of the above statement through my embodied values in the context of international living.

An Emergent Image of the Present Self

I seem to have a sense of responsibility towards personal and social development. In the light of the evidence from the previous chapters of this dissertation and the testimonials from colleagues (see appendices), it would seem appropriate to describe myself a transformative educator/ an organic intellectual. **My special traits seem to include a sense of responsibility towards tasks and people, technical competence and an integrated character with spiritual values.** A vast technical knowledge in education and construction technology provided me with flexibility in solving educational problems and my spiritual values provided sensitivity towards other person's needs and point of view. Embodied spiritual values provided an integrated character necessary to create mutual trust, to generate collaboration amongst team members and courage to face uncertainty. These qualities proved useful to live, work and solve professional problems in the international contexts. To express my professional achievements in terms of Boyer (1990) I seem to have acquired the scholarship of teaching, scholarship of application, scholarship of integration and scholarship of discovery.

The Emergent Standards of My Professional judgement in Continuing Professional Development

I operated within the paradigm of continuing professional development with a critical mode of development in confronting my own questions about the mysteries of learning. This dissertation satisfies the following criteria for a professional dissertation (Chambers 2001). I added the last two items to his list to indicate the importance of embodying the other criteria in one's being and sharing one's knowledge with others.

- Enhanced professional practice within a clear framework of professional values;
- Enhanced critical and reflective attitude towards practice;
- Adoption of a research-based approach to personal and organisational development;
- Understanding and articulating the interdependent and transformational relationship of practice and theory.

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- The ability to generate learning enriched working environment.
- The ability to embody and reflect the above criteria in one's being.
- The ability to share one's being with others.

The above criteria might be useful for public evaluation of my professional development but I also have my personal criteria to evaluate my learning and contributions in this dissertation and to express my future aspirations. The following list presents my personal celebrations of learning from the EdD program. It has been an expensive yet a very worthwhile learning experience with the extension of the following knowledge into my biography.

- Extension of research on 'teachers' thinking' to problem-based research methodology (Robinson, 1993), a living educational theory approach to action research (Whitehead, 1999).
- Better understanding of the interface between the propositional and practical knowledge and appreciation of the limitations of all human knowledge.
- Discovery of a new model of curriculum development from learner's perspective for an ongoing self-development in the context of lifelong learning.
- Better understanding of teaching as a profession and that of the making of professional educators/doctors of education.
- A critical appreciation of my original conceptual model in this dissertation and the discovery of an alternative conception linking secular with spiritual.
- Celebration of my learning and contributions towards the development of vocational education and training in several parts of the world under very difficult circumstances.
- Creation of a new model of international aid in the form of collaborative action research with the possibility of combining technical aid with learning and living together.
- My present self seems to be standing solidly on the four pillars of education (Delors et al 1996). **The four Pillars of education are:**

1. **Learning to know;**
2. **Learning to do;**
3. **Learning to live together**
4. **Learning to be.**

The Emergent Model of Curriculum Development of lifelong learning

This dissertation introduces curriculum from student perspective as a living dialogue between the self and its context. In the context of curriculum in this dissertation as a continuous dialogue amongst the various contexts, roles and selves it is meaningless to conceptualise the planned curriculum separately from the operational curriculum. In living they are already mingling and dancing together. This way, curriculum becomes praxis in which theory and practice are united in an embodied action. Thus a form of post-modern and post-structural form of curriculum emerges to liberate curriculum from its past in formal education (See Pinar and Reynolds, 1992 & Reynolds 1998). The curriculum studies become living theories of professional educators in various roles and contexts (Whitehead 1999).

In this form of curriculum development, my learning depended on my self *'owning'* and *'contextualising'* each learning opportunity and the quality of my previous learning. Owning means becoming responsible for self and social development and contextualising means solving genuine problems collaboratively with intent for social good. In this dissertation action taken to fill disjunctures between my selves and roles, between selves and contexts became the living educational theory of my professional self.

I began to understand that this form of curriculum is equally valuable to close the gap between my espoused spiritual values and values in action (Whitehead 1999). A more rigorous version of this conception of curriculum involves conscious living from moment to moment without making personal choices in life. It is form of meditation to understand self-knowledge. According to Krishnamurti (1987), to change oneself all that is required is be aware, to be conscious of what we are saying and implications of it. It is a better form of inquiry for self-realisation. Thus, this dissertation provides a curriculum for holistic self-development including technical and spiritual development in the context of lifelong learning. It transforms curriculum from making a living to making a desired life.

Bloomer (1997), Young, 1998, Quicke (1999) and Tickle (2001) have proposed models for lifelong learning from different backgrounds and contexts. For instance, based on a limited research on FE students, Bloomer (1997) proposed a curriculum from students' perspective for lifelong learning. This curriculum is aimed at understanding oneself fully and for the development of one's command over the generation, utilisation and critical evaluation of knowledge. This dissertation shows that to achieve such an aim can take a lifetime of learning. I suggest that we need a variety of models for curriculum development in our lives

to match a variety of learning needs. The new model of curriculum has added another model to my repertoire of curriculum development models.

The following principles of learning, derived from other theories of learning such as Vygostsky (1978) on social learning; (Lave and Wenger 1991& Tripp 1993) on situated learning, Bloomer (1997) on learning careers and Tennant and Pogson (1995) on Adult learning, support the emergent curriculum from this dissertation.

1.Knowledge is socially constructed and it is a social act.

2.Learning is personal, an expression of human agency.

3.The quantity and quality of learning depends upon our reactions to learning opportunities.

4.Learning and becoming are mutually constitutive, continually transforming.

5.Becoming a person is the result of interaction between agency (person) and structure (context) and it is difficult to predict.

This dissertation makes a useful contribution towards the literature on the living educational theory approach to action research (Whitehead 1999). It adds the living educational theory of lifelong learning of a transformative international educator with spiritual values. (Hargreaves and Lo 2000) called such educators 'principled professionals' operating on the basis of ethical values. I have come a long way from using theories of learning derived from animal learning to the development of my personal theories of learning for holistic personal development. The new model has come along way from the prescriptive Tyler model (1949) to my own educational theory of lifelong learning.

Collaborative Action Research as an Emergent Strategy to Integrate Technical Aid with International Education.

We know a little about the work of aid agencies and consultants engaged in international education and international aid (Connell, 1984; Linet 1996; Lieberman, 2001). This inquiry makes useful contributions in this direction. Based on my personal experience I have drawn attention to some of the current issues in international aid and offered a few possibilities for improvement for the future.

Perceived Problems in Aid Practices

First I present a few personal observations to illuminate the problem before proposing a solution.

First, International aid is usually focused on technical aid to solve technical problems and ignores the problem of working and living together with mutual respect. I found that learning occurred when, people were open-minded, understanding and respectful towards each other and each other's culture and point of view. This is what I call international-mindedness/ Universality/globalisation required to promote international understanding. My way to promote such understanding is to be a model of this concept in my professional life.

Secondly, consultants and aid agencies tended to sell canned training and educational programmes to developing countries. Canned educational and training programs rarely fit the needs of the developing countries. Sometimes they can do more harm than good. We need sensitivity towards the cultural and educational needs of developing countries. Education is considered as a commodity to be bought and sold. It is not used as a service to humanity.

Thirdly, The developing countries tended to seek ready-made solutions to their undefined problems. They rarely used aid to learn to solve genuine problems in collaboration with consultants and aid agencies. This dissertation proposes the use of collaborative action research to solve genuine problems.

The Emergent Solution

Thompson (1998), Pasternak (1998) offered two models of international education in the context of formal education in international schools. Thompson (1998) is based on the findings of empirical research in international schools while Pasternak (1998) constructed his model based on human values. Based on my lived experiences I propose collaborative action research amongst multicultural teams as an additional model for international education and international mindedness. This model has the possibility of combining technical aid with international understanding. This dissertation shows how I used such collaborative action research in some international contexts to inculcate what Hayden and Thompson international-mindedness (1995,1998,1999) through an inclusive dialogue Matasuura (2002) quoted before. This kind of action research has the potential of changing systems and people simultaneously. From my spiritual/universal values such as globalisation, multicultural living and continuous learning for personal and social growth, a truly international person seem to have emerged. I began to experience growth in humility, awareness of unity in diversity and compassion for all creation. Humility resulted from the realisation of the principle of the sacred oneness of creation, my inability to live according to it fully and the

limitations of all human knowledge. This humility inculcated an open attitude towards learning and interest in the mysteries of learning.

I propose ~~the thesis~~ that international aid might be better served with the use of collaborative action research by multicultural teams for stakeholder and project development and for the sustainability of projects. This form of Action Research has the potential for the generation of a new epistemology of international education. It might promote self-learning necessary for 21st century and it to rewards the self-motivated and the committed in our societies. Furthermore, action research replaces the deficit model of training for professional development with an add-on model for self-learning suitable in the context of an organic world-view.

There are some problems in the use of collaborative action research as a universal model for international aid. Action research demands commitment for self and social development. Such commitment is very rare amongst human beings. However, participation in 'Action Research can generate a degree of commitment for improvement. It may be argued that without commitment towards one's duties the popular training model also has a limited impact. It can also be argued that it is difficult to reconcile the logic of theory aimed at creating knowledge for generalisation with the logic of practice aimed at understanding the present and to generate personal and practical knowledge. This dissertation is a living model of this tension. However, the interface between theory and practice in action research integrates present with the past and the future to produce practical knowledge for continuous improvement. More importantly it has the potential for bringing educators and practitioners from international origin together to solve common human problems.

Action Research may not solve all learning problems. It is a significant improvement on the training model used for international aid in appropriate contexts. This inquiry has generated a few new interests in me to pursue in the future.

Future Aspirations

First, the living educational theory approach to action research integrates theory with practice; personal development with professional development and secular development with spiritual development as an ongoing process. This form of action research provides a useful tool for personal and professional development. In the context of international aid collaborative action research such as problem-based action research, has the potential of

bringing people together. In future I intend to promote and support action research in the context of international aid with Whitehead and his team in the University of Bath.

Secondly, practitioners do not have the time to produce written accounts for their learning. I have started to explore professional dialogue as a form of action research aimed at creating new knowledge (Senge 1990; Jenlink 1996; Raelin 2001) and to promote research-mindedness in the daily lives of practitioners who tend to regard research located in academics and universities. The dialogue as a form of research has the potential for researching lived experience (Van Manen 1990).

Thirdly, I have commenced learning to be aware of life from moment to moment without preferences as a form of meditation (Krishnamurti 1987; Miller and Aya 2002; Chopra 1996). The awareness of life from moment to moment and without preference might provide us a new methodology for deep personal understanding and more conscious living. It might be a prerequisite for understanding the world around us more fully. The next chapter presents a new perspective to understand the relationship between the individual self and the universal self.

Chapter Ten
My Epistemology of Practice as a Consultant and an Emergent Living Educational Theory

The sources of leadership success lie below the surface. They are the personal character, principles and values of the leader. The most successful leaders work to develop these roots in themselves, and the organisations they lead (Groberg 1993).

Introduction

In this final chapter I reflect on the content of the previous chapters to explain my emergent living educational theory with possibilities of contributions towards academic and professional knowledge. This theory emerged from a continuous dialogue between my various selves, roles and contexts as an international educator and my embodied spiritual values derived from my belief in the oneness and interrelatedness of life in action. This educational theory has the potential for cooperative living and continuous learning.

This chapter is divided into two parts. The first part is particularly addressed towards practitioners. This part is aimed at understanding myself as an international educator. Part two is addressed towards an academic audience to present my living educational theory. It explains my spiritual values, a relationship between my technical and spiritual development and the nature of the emergent epistemology more clearly. Hopefully the dissertation becomes better integrated and suitable for a wider audience.

Part one
A Review of the Previous Chapters

The primary aim of this inquiry is to understand and share my professional career and my present professional self/identity with its special qualities. The dissertation **answers the following three questions** about my present professional self (chapter 9) from the synthesis of several other professional selves in chapters (3-8).

- **Who and what am I?**
- **How did I become that?**
- **Why did I become that?**

The answer to the first question provides my knowledge, skills and attitudes as a professional educator with a specific identity. The answer to the second question provides the

methodology used to construct my professional identity from my lifelong professional learning. In the context of lifelong learning my CV becomes my curriculum and my narrative accounts become my living educational theory. The answer to the third question presents my philosophy of life with professional concerns and value showing my commitment for professional growth and contributions.

In chapter one I suggest that organic and transformative educators transcend technical competence proposed in the NQF framework. In chapter (9) I argue that I am an organic and a transformative educator. Organic educators are continuous learners for personal and social good while transformative educators lay emphasis on character development. The emphasis on continuous growth and character development is attributed to my spiritual belief in the oneness of life. In my view this belief provided me with commitment towards my professional work and continuous learning in the service of humanity at large.

The emergent traits in my professional self are technical competence in several different disciplines, integrity of character, empathy in human relations and spiritual belief in the oneness and interdependence of creation. Technical competence provided the flexibility needed to contextualise solutions to local problems. Embodied integrity of theory and practice and spiritual values with technical competence provided the ability to inspire **trust** necessary for collaborative action. Empathy provided the skill of empathic communication (Covey 1992) required for understanding of problems before suggesting solutions. A professional educator with a special competence emerges. This competence involves the ability to convert roles into learning opportunities. This is a proposed future role for teachers of lifelong learning, consultants and the top managers in learning organisations (see Senge 1990).

Appendix A (p.76) illustrates the salient features of the epistemology including my values, three interacting elements of the conceptual framework, various roles and contexts. My spiritual belief in the oneness of the cosmos provided motivation and direction to my professional growth and sensitivity towards the contextual needs and cultures of the people of various countries presented in appendix 19 (pp. 54-62). My professional and spiritual development is a progression from dualistic thinking with technical knowledge towards holistic thinking comprised of technical and spiritual knowledge in appendix 20 (pp. 63-72). The three quotations on page 3 distinguish between dualistic thinking, holistic thinking and spiritual thinking.

The thesis is a rich source of personal knowledge, skills and attitudes involved in several professional roles in education duly validated in other professional literature. It includes technical knowledge obtained from the integration of theory and practice; relational knowledge derived from my spiritual belief. Appendix B (p.77) provides the summary including my various roles in contexts, my questions, concerns, learning processes, professional development, contributions and emergent mental models/theories. In my view the emergent knowledge has a high transfer value for other professionals engaged in similar work in other developing countries. Furthermore, a list of case records offers a large amount of additional material of practical use. From the recent work at the University of Bath I have learnt to theorise and communicate my professional work with academics.

A new model of curriculum development for lifelong learning based on self and context in dialogue and collaborative action research (PBR) as a new form of international aid emerged as a new possibility to improve practice in future (chapter 9). A useful area for further research to explore professional dialogue (Senge1990) as a new epistemology also emerged.

This dissertation also aims to make a useful academic contribution towards the professional knowledge in the living educational theory form of action research. The focus of this form of action research is on personal development, lived experience and an ethical dimension in improving practice. My professional contribution towards this knowledge has special features. It offers a living educational theory of an international educator who lived and worked like insiders for long periods in seven countries of the globe over thirty years. I claim to have improved the quality of my professional learning and influenced the lives of a large number of people for good. And my spiritual values made a significant contribution towards this end. The above accounts might be incomplete to satisfy the university requirements for the award of doctorate. Part two is specifically addressed towards this end.

Part Two

In the abstract of this dissertation I claim that this dissertation offers an epistemology of lifelong learning of an international educator with spiritual values with a dialectical relationship between his roles, selves and contexts. In the previous chapters the nature of my spiritual values and epistemology remain unclear for the academic audience. In this chapter I have attempted to elaborate on the nature of my spiritual values, the nature of the emergent epistemology and my living educational theory. In the abstract of this dissertation I also

claimed that the originality of this dissertation is how I integrated my spiritual values in my professional practices. Therefore, part two adds the following aspects to this inquiry.

- The origin and growth of my spiritual belief.
- The integration of spiritual values into my professional growth.
- The emergent epistemology from the inquiry.
- Value of this work to stakeholders.

The Origin and Growth of My Spiritual Belief

Conscious or sub-conscious beliefs include our vision, purpose and core values of life (Senge 1990) and they are the knowledge base in living educational theories (Whitehead (1999). I aim to show that they became the basis of my commitment towards my professional roles and professional development. The following accounts of my life show that beliefs are powerful forces in driving our lives in particular directions. However, according to my master spiritual beliefs should only be accepted after a thorough inquiry. We find people with different beliefs. Some people believe in exploiting context for their benefit, others believe in working with context. Very few regard nature as a manifestation of the sacred spirit and they choose to work for the whole/cosmos. My professional life was consciously directed towards the last two categories. The following incidents in my professional life created the need to examine my tacit belief and values.

I took my belief in oneness of the universe and interrelatedness of life for granted. I assumed that everyone else also experienced this unity. An academic friend of mine recently drew my attention to the fact that this phenomenon is not so obvious. He remarked, "if it is so obvious, why everyone of us cannot see it". Later my supervisor wanted to know how I acquired my embodied spiritual values manifested in many dialogues with him.

A lecturer in Fiji Institute of Technology found some of the teachings of Krishnamurti reflected in my professional character. Another colleague once remarked that my professional work often reflected the teachings of Senge 1990 & Covey 1992 but I was not familiar with this literature at that time. During this study I found that these sources are invaluable to explicate my embodied values in this dissertation. The following accounts of my personal experience present how I became interested and inquired before accepting and learning to integrate my spiritual belief into my being.

The Origin of the Concept of Cosmic Unity

My *faith* in cosmic unity probably originated from my family background. I come from a Sikh family from India. Oneness of God as the creator of the universe and the interdependence of life are the basic creeds of this faith. According to this faith human beings have to learn to live within God's will to transcend both a conditioned and a planned way to live. Living within God's will means dedicating one's individual life to the service of the whole. However, I found a few people who lived by this belief.

I find three beliefs/theories of action in human experience. First, action based on traditions provides little opportunity for learning. Secondly, the planned action is useful for the professional learning. Thirdly, living within God's will means development directed towards service for oneness. Probably most people use all three theories of action in various degrees.

The third theory/faith may explain why I tended to flow with the opportunities emerging from life as explained in the previous chapter. My professional life indicates progression towards living within God's will. In my early professional life I did not understand and practice my belief fully and consciously. This embodied philosophy based on *faith* without understanding later became a great handicap in accepting the living educational theory approach to action research (Whitehead, 1999) when I refused to accept myself as the focus in my professional work.

From this inquiry I have learnt that it is necessary to understand the fact that we are responsible for our development and our development is the development of cosmic self/God as whole. I am aware of the fact that generally western philosophers emphasise the development of individual self while the eastern philosophers teach that individual self is the veil between reality/the universal self. They avoid the use of the individual I/self as an ego. I do not find any conflict in these apparently opposing viewpoints.

According to my understanding individual self is an aspect of the universal self and both are seated in one body. Individual selves have the potential to become the universal self/God/perfection. *It means that the purpose of human life is continuous learning to attain perfection.* All spiritual masters worked extremely hard and achieved this goal. They were conscious of self and cosmic knowledge.

In my view it is not necessary for an academic to enter into an intellectual discussion of religions and spirituality in an academic work of this kind to accept the purpose of human life. Generally religions are the teachings of the past spiritual masters who appeared at particular times and places. Some of these religions show the way to merge the individual mind/self into the universal mind/self, which is always in flux. Others show the way to merge individual spirit into the universal spirit to transcend individual and universal mind. My faith produced the following transitory spiritual experience but transformative understanding occurred only through conscious and a prolonged practice.

Emergence of My Spiritual Experiences

In Fiji Institute of Technology (chapter 5) I had some spiritual experiences without realising their significance. I called these experiences spiritual to suggest that these experiences transcended my rational thinking and self-consciousness. For example, these experiences involved intense unconditional love of every living being and my ability to communicate with my higher self in my body. During these moments I was unconscious of my individual self. It would seem that somehow my individual mind entered the universal mind.

These experiences led to the study of a limited spiritual literature. The teachings of Krishnamurti (1975, 1987, 1993), Bhagavad Gita (Chidbananda 1997, Krishna Prem 1969) and Charan Singh Maharaj (1979) outlined in **appendix 20** are only a few examples of such teachings. I found that true spiritual masters have always taught unity in diversity and interdependence of life. I learnt that the problem of spirituality is to learn and live according to the universal laws discovered by the spiritual teachers. The principles of spirituality have to be embodied to achieve personal mastery. Jagat Singh Maharaj (1959), who was a scientist, called spirituality *the science of the soul*. According to this master the principles of spirituality are there to be tested in the laboratory of our bodies. I also decided to find a living spiritual teacher/master to understand spirituality more fully.

My Initiation into Spirituality

One of the problems of understanding spirituality from scriptures is that only a living spiritual master might provide a reliable interpretation. I approached Maharajji Charan Singh, a spiritual master in India, to understand the nature of my spiritual experiences. This teacher later became my spiritual master/guru/guide. According to this master most people have occasional spiritual experiences when they happen to live in tune with spiritual laws. These occasional experiences are not significant unless they awaken one's desire to

understand and live by spiritual laws consciously. To live a spiritual life fully and to become a spiritual being demands lifelong learning under the guidance of a living spiritual teacher. According to my Master the ultimate goal of spirituality is to transcend individual mind to enter universal mind and to merge one's spirit in the universal spirit. Men and women with their minds merged with the Holy Spirit become God-men/women. They acquire and display all the attributes of the Holy Spirit.

While I was still working at the Fiji Institute of Technology I was *initiated* into spirituality in January 1985. Initiation is a spiritual phenomenon to be personally experienced. From then on I have tried to live according to the following four principles of spiritual life taught by my master. These principles are:

- Live a moral life based on the belief that we are part of the sacred oneness of life.
- No intoxicating liquors and drugs are to be used.
- A strict vegetarian diet is to be used. This is based on the fact that the lifeforce in everything living is spirit and whole cosmos is a living entity.
- Two and a half-hour of daily meditation, using the method taught by the Master is to be practised to integrate the scattered mind to join it with spirit. It is also required to divert one's attention inward.

The later professional work was largely influenced by these teachings. Many spiritual insights followed my initiation. Two of these insights transformed my life. First, while ruminating over the consequences of military uprising in Fiji I discovered the foolish conception of restricting the effects of our work to one country (see chapter 6, page 83). In the second insight in Agie Grays' Hotel in Western Samoa (appendix19, pp. 61-2), when I met His Excellency the Duke of Edinburgh, I discovered unity in diversity and how language and other symbols invented by man covered reality. These insights transformed my later outlook on life and professional work profoundly. It would appear that *profound learning is personal and it is caught, not taught.*

At present I try to live according to the teachings of my late master. As a result of the influence of my spiritual way of life I am more aware of life in the present and conscious of my inner knowledge in the form of insights. But I am far from living fully in accordance with the cosmic laws and the teachings of my Master. The above accounts seem to explain why the journey of my life began with duality but it is gradually moving towards unity as shown in Figure.2, p.12.

Relating my Spiritual Development to Professional Development

My embodied self as a whole consists of physical, cognitive and spiritual selves. Life is always whole and my life also moved forward holistically. However, different dimensions (physical, mental, spiritual and social emotional etc.) assumed special importance at different times and places. That is why I included a few photographs to present my changing physical self as an important part of the whole. Generally in the early parts of my life physical needs were more important than the psychological needs. Spiritual needs transcended psychological needs in later life. However, this dissertation focuses mainly on my cognitive/psychological self. Similarly role, self and context moved as a whole but the early part of my professional life was focused on the technology of role performance. My embodied values and sensitivity towards contexts assumed primary importance in later professional life. Self-knowledge developed last.

Within the principle of oneness and interdependence of life I gave two unusual names to the key values I used in my professional work. I call them *owning* and *contextualising* my work to create genuine learning experiences for myself and for others. The following narrative of learning to own and to contextualise my roles is closely linked with the integration of my technical interests with spiritual values. I believe that my commitment towards my professional roles originated from my spiritual belief. Owning and contextualising my roles were the means I used to achieve this commitment.

I first learnt these terms from research on 'teachers thinking' (Clark and Peterson 1986, Punia 1992). This research is based on the assumption that teachers 'own' and 'contextual' the planned curriculum prescribed by curriculum planners. Later Bloomer (1997) suggested that students owned and contextualised curriculum enacted by teachers. In the context of my professional learning I seem to be owning and contextualising the learning opportunities emerging from my professional roles in the international contexts. These opportunities became my professional curriculum. The use of these terms is also consistent with Covey (1992) and Senge (1990).

According to Covey (1990) owning means being proactive in our lives. According to him it is based on the belief that I am the creator of my life. Unlike Covey (1990) I was taking responsibilities for my work in the service of the whole as the creator and myself as an instrument of the whole. According to my personal experience and Senge (1990) contextualising is necessary to generate a creative tension in vision and reality to create

genuine learning opportunities for the participants in my projects. These values and my spiritual belief explain why I took responsibility for the problems of the developing countries as my problems, not as an onlooker but as an active participant. That was how and why I managed to convert my assigned tasks into worthwhile learning opportunities for myself and for others involved in solving professional problems in my international projects as outlined below and detailed in the previous chapters.

In chapter 3 as a lecturer I was mainly concerned with the technical knowledge. However, I also became aware of the importance of human relations (see episode. 1, p. 38) in successful teaching. In chapter 4 as a teacher trainer in Hong Kong I was mainly concerned with the application of educational technology (use of a variety of methods and media) in planned learning experiences to achieve specific learning objectives to improve the quality of my work as a teacher trainer. However, I had excellent human relations with students, colleagues and seniors. Furthermore, I consciously learnt to improve the quality of my work and shared my knowledge, skills and attitudes with my students, colleagues and seniors. At that time I felt no need for a conscious interest in spirituality and character ethic. For example, Hong Kong Technical Teachers College was located next to the Sikh temple in Hong Kong. I never visited this temple. In the first 20 years of my professional life I felt no need for my character and spiritual development consciously.

Spiritual awakening of unity in diversity in life and the need for a character ethic (Covey 1990) in professional work emerged in Fiji Institute of Technology as a consultant. In fact spiritual values became the key to the successful application of Problem-based Research Methodology (PBR) described in chapter 8. Spiritual values provided me with the commitment to solve the real problem, character to generate trust, collaboration and the desire to serve beyond my official role. From then on the development of technical knowledge became of secondary importance. Human development based on character ethic assumed primary importance for me. For example, I abandoned my registration for PhD at the University of Lancaster and began to offer my advisory service far beyond the expectations of my employer and the host country.

In Western Samoa Technical Institute (chapter 6) my spiritual values provided me with the courage to step into uncertainty and to cope with very difficult working conditions. I enjoyed full autonomy towards my roles and trust from the internal and external context. Without

such a relationship the remarkable achievements of FIT & WSTI projects might not have occurred.

In Mauritius (chapter 7) I had to work in an environment with little autonomy and support from the internal and external context. I overcame these difficulties with a moderate success but I had little success in generating interest in learning amongst the IVTB and MIPAM staff. The two training boards were new with primary interest in importing technology from developed countries and in establishing local social structures and procedures rapidly. Interest in developing strategies to own and contextualise these imported technologies had not emerged yet. I believe that in this context my spiritual values provided me with the courage and motivation to work where truth of power dominated power of truth. In spite of these difficulties I made a considerable impact in partially implementing competency-based curriculum and collaborative work.

The above accounts show that in the early parts (first twenty years) of my professional life I was mainly concerned with technology and technical knowledge. The concern for a spiritual belief and values emerged later and they became an integral part of my later professional work.

My Emergent Living Educational Theory as an International Educator with Spiritual Values

In the early part of my life in chapters 3&4, I was engaged in testing propositional knowledge to carry out specific tasks/role in international aid. My later life (chapters5, 6, 7) was devoted to a dialectical relationship amongst my professional roles, professional selves and the host countries attempting to solve genuine problems of education collaboratively. The later professional life involved a new epistemology and a new from of leadership in education in the context of international aid. This epistemology involves providing leadership in generating learning opportunities (designing, implementing, evaluating and improving processes) for continuous technical, personal, social development and international understanding. To communicate this work adequately I have to show that this type of leadership is educational and theoretical. I have to present the criteria and standards of judgement I use to assess the quality of the effects of my professional work. The following questions provide the general criteria I use to evaluate my professional development and influence on the various contexts.

1.What is my commitment towards my vision of life and values?
2.What and how much have I learnt from my professional life?

3.Do I make adequate contribution towards my assigned roles?

4.Do I clearly communicate my work with the key stakeholders?

5.Do I provide successful leadership in creating learning experiences for all?

The emergent standards of my professional learning have also been provided in chapter (9) on p.117-8. With my spiritual belief I claim to have influenced a large number of people for good and to have solved important professional problems in the international context. During this process I was continuously learning and encouraging others to do the same. *It would seem that owning and contextualising roles have the potential to generate learning opportunities to work and live together for the good of humanity at large.*

To communicate my living educational theory I have to show my standards of professional judgement in the light of my vision of life, spiritual values and purpose. I judge the quality of my work and influence in terms of my spiritual values driving my life, consistently living my values as an integrated theory and practice so that my professional life manifests my personal educational theory. This theory influenced the lives of others for their personal and social development. My values as standards of judgement are embedded in all chapters. These values seem to fall in the following categories.

1) Continuous learning (Senge 1990) by owning and contextualising roles with ability to create learning opportunities for others and myself.

2) Professional development through action research in various forms as a reflective practice.

3) Character development (Covey1992) by living my values to provide leadership in commitment towards work, mutual trust, spiritual values and a vision of life.

4) Spiritual values including owning and contextualising roles in the service of one life

The FIT project in Fiji (chapter 5) provides *a typical model of my epistemology* as an international consultant working on the principle of oneness and inter-relatedness of universe. This project becomes the standard to measure the effectiveness of other projects. In this project I transcend my assigned role to provide leadership in solving the real problem of the Institute. The process involved inquiry into the reality, establishment of a professional vision and the use of Problem-based Action Research to fill the gap between the vision and reality collaboratively with the staff and the management of the institute. The key to the success of this project was my ability to generate mutual trust between myself and the principal and collaboration between the staff and the management in a hierarchical

organisation. Trust developed through my technical ability and character ethic. Collaboration developed with the emergence of a common vision to tackle the problem. This project achieved its objectives far beyond the expectations of the stakeholders and met my general criteria of success and standards of professional judgement outlined above. My spiritual belief provided me with the will to act beyond my assigned role.

My Emergent Living Educational Theory
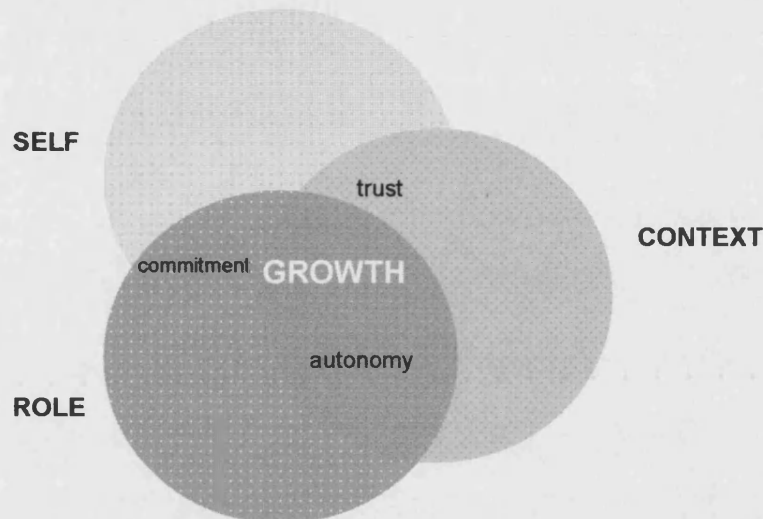
The emergent living educational theory is based on my embodied belief in the oneness of life and an organismic world-view. The overlap in role and context represents the degree of **autonomy** and responsibility enjoyed by the self in his/her role. The overlap between the self and the role stands for **commitment** of the self to own and contextualise the role and the overlap between the context and the self stands for the mutual **trust** between the self and the context. The area covered by the three circles represents possibility of **continuous growth** of the individual self and the context towards greater unity and common good. A complete unity is very rare to accomplish. In cases of its successful achievement the door to inner consciousness opens and spiritual journey begins. The emergent theory is one possible way to integrate technical and spiritual values to live and work together, to learn and serve the whole.

According to this view life moves forward holistically in which our visions, missions and purposes are always embodied in our actions and behaviour but they remain tacit knowledge. Living educational theory (Whitehead 1999) provides a suitable methodology to convert the tacit knowledge into explicit knowledge. It is important to distinguish my living theory from

the work of Senge 1990 and Covey 1992. Unlike my life based on moving with the natural flow of life, their work assumes that human beings can live planned lives towards defined visions, missions and purposes and they provide us with propositional knowledge. Living planned or unplanned lives remains a contested issue. The professional dialogue presented in the next heading is useful to live planned and unplanned professional lives.

Professional Dialogue as a New Epistemology for the Future Similar Research

It has been time consuming and expensive to produce this academic dissertation using a narrative inquiry based on reflections-on-action to understand the nature of my present professional self as a form of dialogue between myself and contexts in various roles. It may also be argued that constructing the image of my present professional I/self based on past actions may have a low validity and inconsistency in presentation with the concept of a living theory. However, my narrative of the past experiences is also the construction of my present self in dialogue with its past. When I am thinking of my past with my present self I am thinking about myself at present. Furthermore, the narrative of my reflection-on action over a long period of my professional growth provides a reliable and a useful pattern of my professional life to practitioners to examine their own lives and use the appropriate knowledge to solve their own problems.

However, professional dialogue in the form of dialectical relationship between the self with its context in reflections-in-action and reflections-on-action can enhance the validity of a narrative. My spiritual principle of unity in diversity/oneness of creation, my theory of action to flow with life and project-based learning provide context for this dialogue to occur. Within this principle project work becomes a focal point for action, unity in human relationships and professional dialogue as a means of communication. Thus professional dialogue emerges as a new epistemology from the dialectical relationship of the self with its contexts. My supervisor seems to have mastered it to conduct his role. However, we do not know enough about professional dialogue to teach it to others. It is the highest level of achievement in professionalism as a consultant. Such dialogue is an interesting area for future research.

All professional dialogue is not educational. Human dialogue occurs in a variety of forms and at various levels of success. According to my personal experience high quality dialogue occurs spontaneously and it has the potential to improve practice and generate new insights.

Creative professional dialogue uses advocacy and inquiry skills in open environments with belief in the power of truth in open environments (Senge 1990). Most of these values are evident in my living educational theory sketched above.

The conversation between Professor Bohm and J. Krishnamurti on intelligence is an excellent example of a creative dialogue (Krishnamurti 1987, pp. 509-538) Dr Moira Laidlaw witnessed such a spontaneous dialogue on pedagogical-content-knowledge between Jack Whitehead and my self and wrote:

There were moments between you (Whitehead) and Ram where life itself seemed to be unfolding in front of my eyes and I glimpsed human immortality. Those moments were, quite frankly, some of the most beautiful of my life. More glorious than a poem, more uncanny than Bach cantata, all the more memorable because they were the incarnations of what makes it glorious to be human (An E-mail message from Moira to Whitehead, 23 May, 2003).

Another example of my professional dialogue in a staff meeting in Hong Kong is provided on page 55. During this episode I used inquiry, advocacy and personal character to successfully convert the situation into a learning episode. Generally practitioners tend to use dichotomous thinking, use advocacy, adopt defensive routines and use win/loose type of communication. Thus they fail to learn from professional experience. Professional dialogue is a useful tool for team learning (Senge 1990), collective thinking and mutual cooperation amongst managers.

It is important to distinguish **professional dialogue** mentioned above from a **spiritual dialogue** of the individual self from the universal self mentioned before in chapter 5, on page 71. This kind of dialogue was a form of personal meditation with a focused attention to understand a phenomenon. To understand the nature of universal reality/self Krishnamurti recommends awareness from moment to moment without a choice but it is a difficult task. According to him choice introduces individuality. According to my master meditation increases our awareness in the present.

Constructing this dissertation from reflections on my past experience with focused attention to understand the nature of my professional self has also been a form of meditation. Every time I examine this paper new ideas spring up. This process has been greatly helpful in

bringing the subconscious knowledge to the conscious level but it is a slow process. In short professional dialogue has much to offer in understanding and improving communication in organisations.

Professional Value of this Work

This dissertation is addressed to international educators, aid agencies, professional educators and researchers. It offers the work of an international educator with a special ability and belief. He had the ability to convert his roles into learning opportunities for all the participants in his project work. A new epistemology for professional development in organisations, a model of lifelong learning and a new possibility for international aid to enhance impact have emerged from this inquiry. A large amount of technical knowledge with high transfer value is available for other professional practitioners.

This kind of inquiry might be improved with the use of multimedia, and professional dialogue to enhance validity and consistency with the living educational theory approach to action research. For an academic work of this kind it might be more meaningful and practical to deal with one role in one context. This was not possible for the present researcher in his inquiry due to contextual constraints and his aim to construct his professional self with his CV as his curriculum of professional learning.

This inquiry has enhanced my professional competence significantly. In the past I offered leadership in problem solving in curriculum, staff development and school-development as Problem-based Research Methodology (Robinson 1993) as presented in previous chapters. In addition to that now I can provide leadership in guiding self-development in learning organisations (Senge 1990), developing character ethic (Covey 1992), and personal and professional development using the living educational theory approach to action research with special embodied values. I am particularly interested in exploring professional dialogue as a new tool for management development in organisations.

Summary

Life is a mystery and it is enjoyable to live it as such with faith in the principle of oneness. I have learnt more about myself than I can share in words in this dissertation. A few outstanding discoveries of part two include that my professional self has been a principle of inter-relatedness of one life in action. This principle with the integration of technology has the potential to offer a new educational theory for generating commitment, cooperative living and continuous learning. Professional dialogue is a more sophisticated epistemology

of oneness and inter-relatedness of life and it is particularly suitable for top-level professionals and academics.

My journey towards understanding the nature of my professional self/I as a living educational theory commenced seriously with this inquiry. Self-knowledge and continuous learning are the challenges for the 21st century. This dissertation offers the experience of one professional educator to achieve these goals. This might be a useful contribution towards education as a profession. A possible emergent thesis of this dissertation might be that professional dialogue of the self with its context and with its higher self is the way to **holistic** self-knowledge. And it demands lifelong learning.

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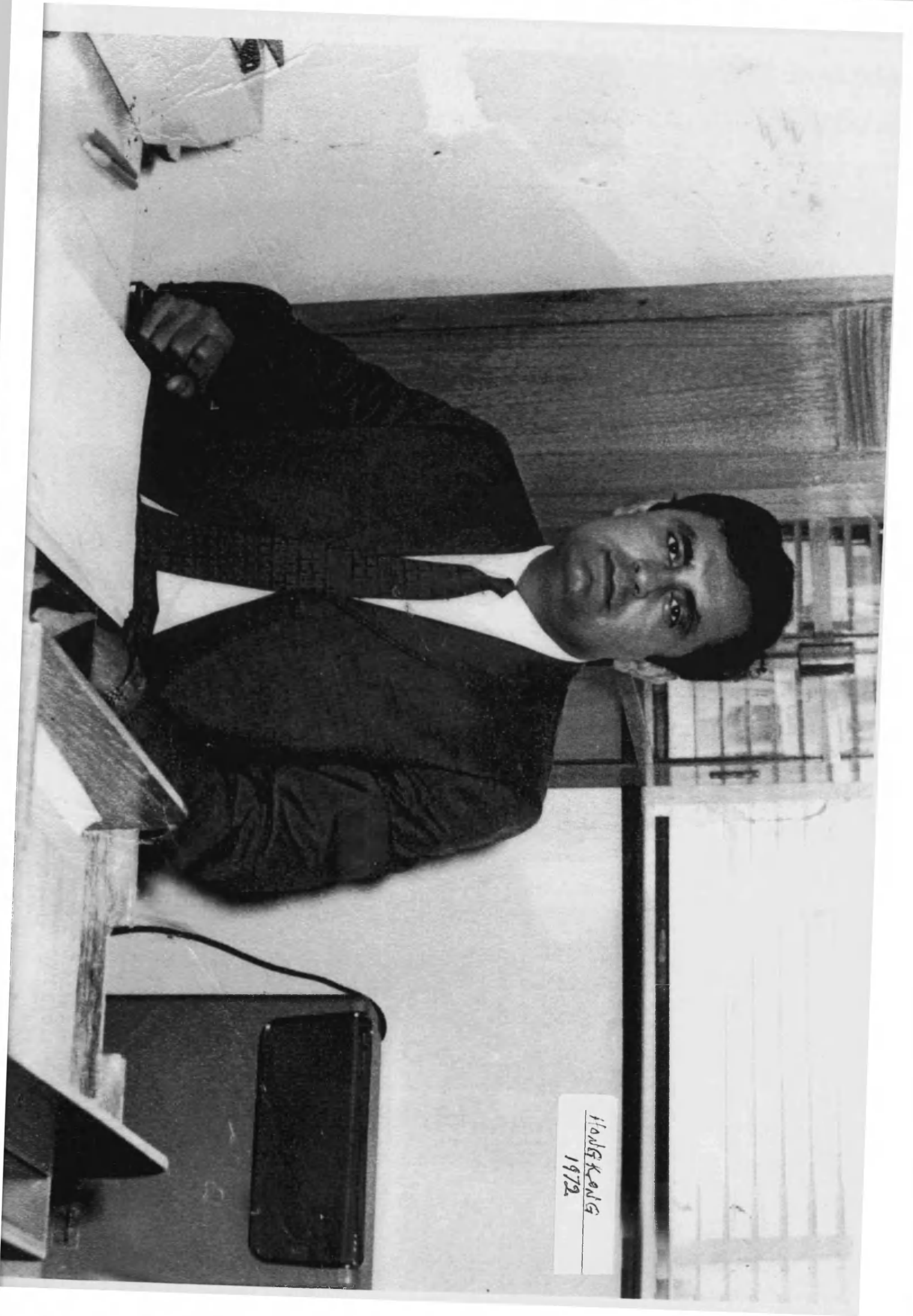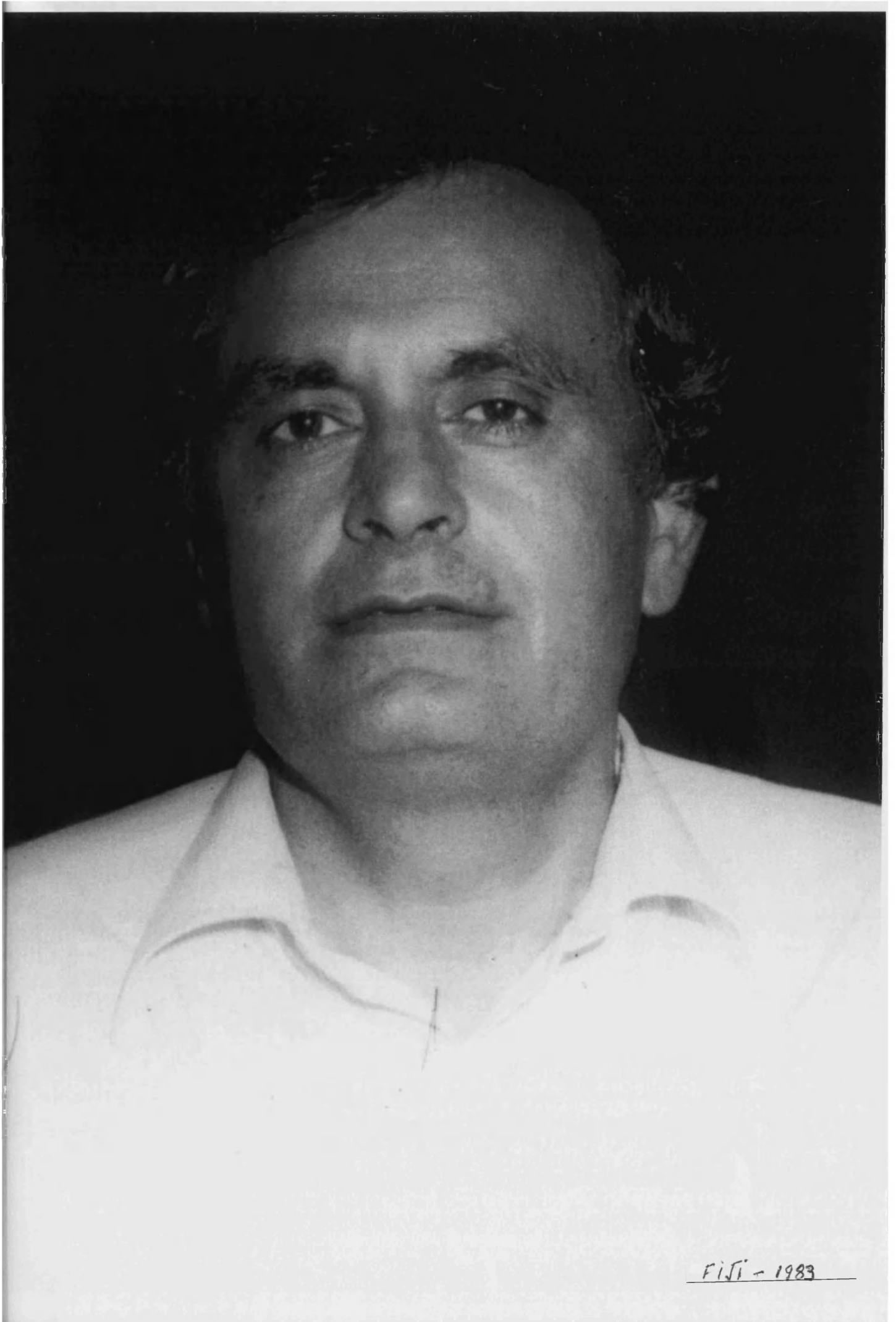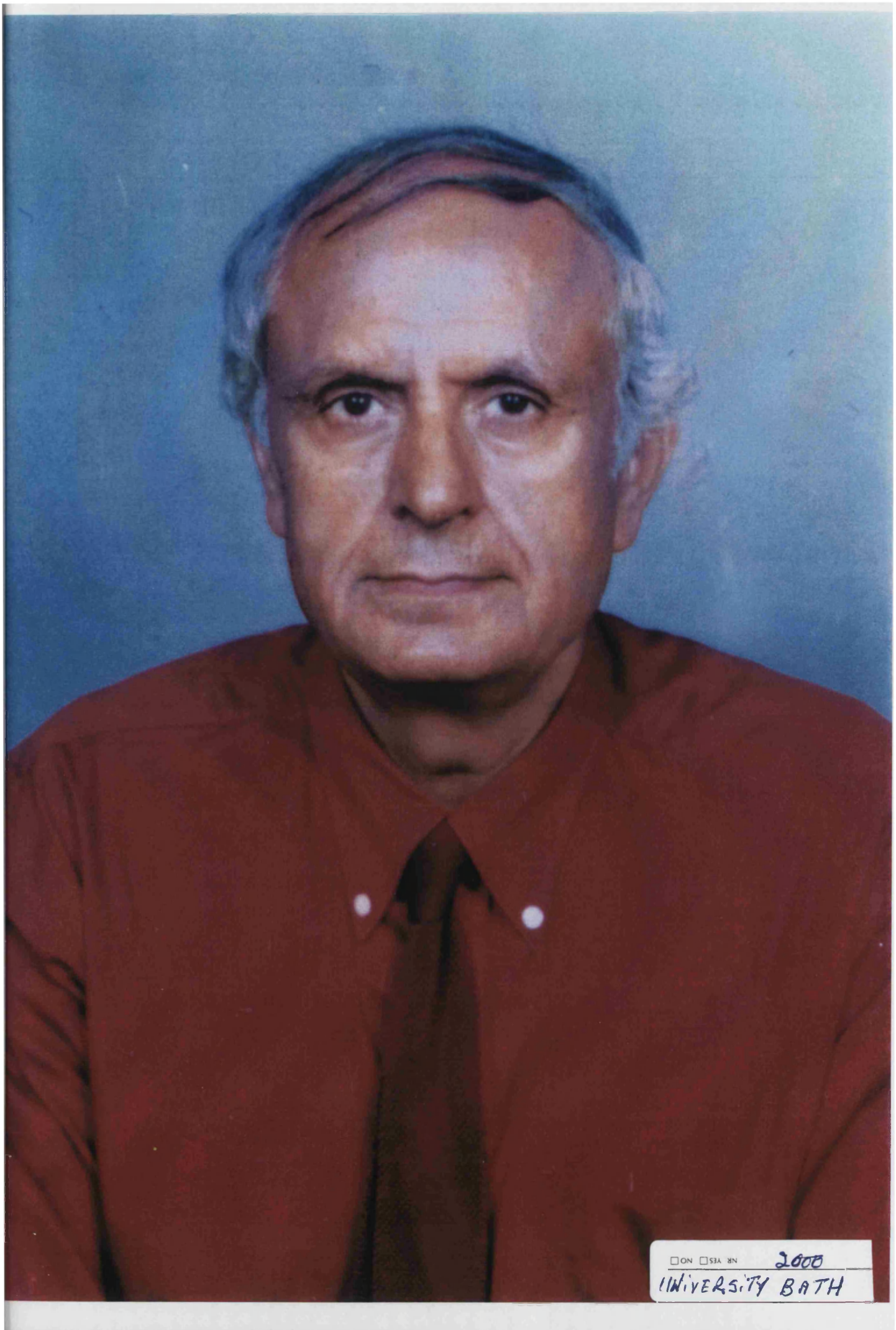Learning**, London: Kogan Page.
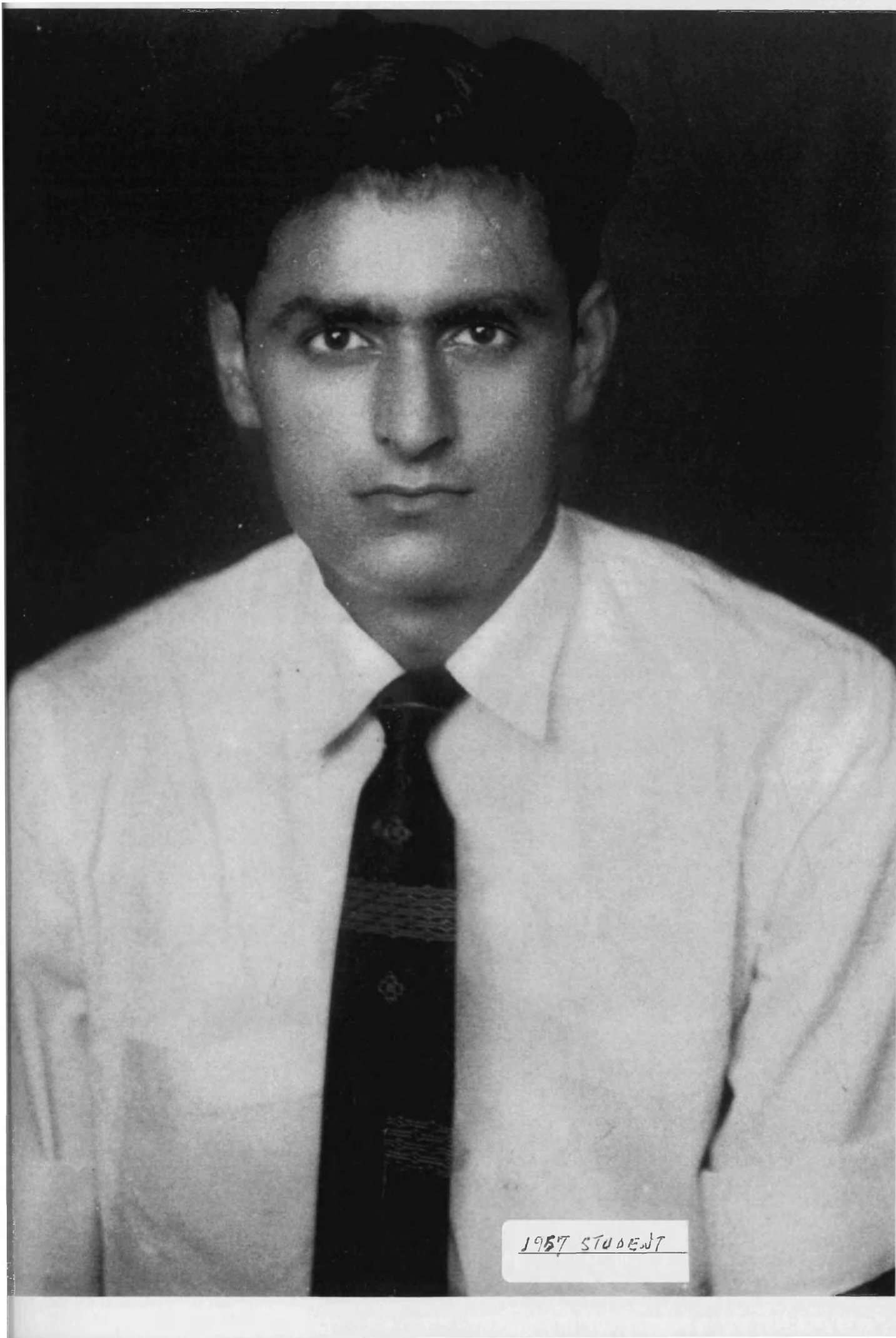
1957 STUDENT

READING
1963

NR: YES ☐ NO ☐

HONGKONG
1972

Fiji - 1983

Appendix. I.

To whom it may concern   26th November,1980.

Mr. R.S. Punia

        The above officer has been employed by the
Education Department of Hong Kong since 1971. He has
been Head of Department of Resources, since the College
was formed in 1974.

        The Department is responsible for teaching in
all courses in the following areas.
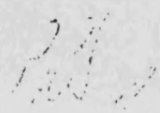
        1. Education Technology
        2. Micro Teaching
        3. Teaching Methodology
        4. Curriculum Development

        It is also responsible for the courses for
Industrial Trade Instructors.

        Mr. Punia has been the administrative head of
the College Library and the Resources Centre. Throughout
the time he has been at the College he has been a member of th
Principal's Advisory Board and many other College committees.

        Mr. Punia will be leaving the College to further
his career.

                                Yours faithfully,

                                (P.R. Smith)
                                Principal
                            H.K. Technical Teachers' College

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香港地下鐵路公司

Mass Transit Railway Corporatio

~~P.O. Box 20897 Causeway Bay, Hong Kong~~
P.O. Box 9916, General Post Office, Hong Kong.

5th September, 1977.

Director of Education,
Education Department,
Bonaventure House,
Leighton Road,
Hong Kong.

Attn: Mr. D.D. Waters,
Asst. Director Technical Education

Dear Mr. Waters,

Technical Teachers' College

On behalf of the executive of Mass Transit Railway
Corporation I would like to express our appreciation to Mr. Smith,
Principal of the Technical Teachers' College, and his staff for
their excellent services in the recent 3-week course on teaching
techniques attended by the Corporation's personnel.

The course was an unqualified success and enjoyed by all,
and I feel sure that when our employees are put to the test in
carrying out the teaching techniques taught by the College, they
will find their task that much more easier than they would have
done and we envisage their success rate to be high.

I should particularly like to express our appreciation
to the Course Leader, Mr. Pania, for his professional management
of the course and his high contribution to its ultimate success.

With grateful thanks.

Yours sincerely,

ORIGINAL COPY
P. J. R.

D.J. Rich
Training & Development Manager

cc Mr. P.R. Smith,
Principal, Technical Teachers' College

Mr. S.V. Rout, MTRC

Fiji Institute of Technology

PRINCES ROAD, SAMABULA, FIJI

Telephone 381044   P.O. Box 3722,   SAMABULA.

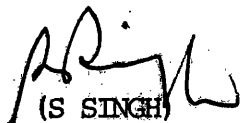*In reply please quote_____of_____*

TO WHOM IT MAY CONCERN

This is to certify that Mr R S PUNIA has been working here as C.F.T.C Advisor
for the last 4 years and has made considerable contribution towards the improvement
of curriculum and staff development. In fact, he has led and accomplished this
innovation in such an impressive and methodical manner that staff members have been
trained and prepared simultaneous to the design and development of curriculum.
Under his able leadership and direct guidance, all the 10 Schools have prepared
systematically documents in relation to syllabus, continuous assessment, record books
examination moderation, and assessment of student projects, with active involvement
of newly established Course Advisory Committees. It is entirely due to his curricu-
lum development expertise, knowledge and skill that such high degree of success has
been achieved and the strength and status of F.I.T. course enhanced, both in local
and overseas circles. He has set-up a viable system for the development of educatio-
nal technology, Teaching-learning resources, and evaluation techniques.

In the area of staff development, he brought about the revision and upgrading of
our Technical Teacher Training Course and developed a staff team to implement the
new plan. He developed and taught various, specialised modular courses to selected
categories of the staff and has inculcated the spirit and technique of self-develop-
ment among them. Refresher Courses, seminars, workshops specially designed for
Heads of Schools, senior lecturers, lecturers and new recruits have been conducted
by him very effectively. It goes to his credit that a strong team of local counter-
parts has been prepared to carry the work forward.

Apart from his work at F.I.T. he assisted with the curriculum and training
programmes at the Fiji School of Medicine, Public Service Commission, Public Works
Department and Quality circle. For his specialist knowledge, co-operative nature
and sensitivity to local needs and aspirations, he has earned the respect and
admiration of professionals and trainees alike. He has a well-developed sense of
responsibility and devotes his full time, attention and energy towards the success
of his assignments. He is a very resourceful and enlightened person and has
received positive and enthusiastic response generally.

I have been personally associated with his programme and have found him to be
highly professional in outlook, possessing ingenuity and acumen, stamina and goodwill
He keeps himself uptodate with new literature in his field and is an enjoyable and
benevolent company. It has been both a pleasure and upliftment to have had the
opportunity of frequent discussions with him on professional and general matters.
I always found him to be forthright, lucid and sincere. Besides his high profess-
ional qualifications, he has made a wholesome and elevating impact due to his
personal, ethical and spiritual inclination and standards. I record my sincerest
appreciation for the distinguished services he has rendered to F.I.T. and commend
him for his integrity, capability and dedication. I wish him every success in life.

(S SINGH)
PRINCIPAL

Appendix 4.

STAFF DEVELOPMENT COURSES ON OWN INITIATIVE - (1982 - 1985)

Training Course	Participants/Beneficiaries	Objectives/Usefulness
Technical Teachers' Certificate	lecturers, assistant lecturers	To prepare the participants for Technical Teachers' Certificate
Heads of Schools' monthly Seminars in Management	Heads of School	To solve emerging management problems
Senior lecturers weekly programme in Instruction Development	Senior-lecturers	To improve all matters associated with Curriculum Development, particularly instruction development.
Induction Programme for Newly Appointed lecturers	Newly Appointed lecturers	To make a newly appointed staff operational in his school, classroom and in FIT generally.
Seminar for Technicians	All the Technicians in FIT	To clarify their role and to provide training in specific tasks.
Diploma in Multicraft revised	Multicraft Trainee teachers	To prepare the students for the award
In-school Advisory Service	Staff in General	To guide the staff in solving their individual and group teaching problems
Supervision of Class Teaching.	All the HOS and Senior Lecturers	To prepare the senior staff for monitoring the quality of classroom teaching of lecturers.
C.P.S.C. and FIT Joint Seminar in Curriculum Development	All the senior staff	To prepare the staff in Curriculum Development matters.

Training Course	Participants/Beneficiaries	Objectives/Usefulness
Heads of Schools Monthly Seminars	Heads of Schools	To induct the Heads of Schools in problem solving techniques.
Senior-lecturers/Heads of Schools Seminars	Heads of Schools and Senior lecturers	To prepare the senior-staff in the management of change (innovation)
Moderators Seminars	All the staff involved in the Moderation of Assessment	To prepare the internal moderators in moderation techniques involved in assessment.
Examiners Seminars	All the staff	To update the examining skills of the staff
Associate Teachers' Seminar	Associate Teachers involved with Technical Teachers' Certificate	To prepare the participants for their new role
Special Methods Tutors' Seminar	Special Method Tutors involved with Diploma in Multicraft	To prepare the participants for their new role
In-School Seminars	All the members of the staff of a particular school	To develop new skills/knowledge/ attitudes in the groups as a whole as a team-building exercise.
C.P.S.C. and FIT Joint Seminar in Curriculum Management	Heads of Schools and Senior Lecturers	To develop knowledge, skills and attitudes involved in monitoring operational curriculum
Technical Teacher's Certificate Course	Newly appointed members of the FIT Staff	To develop knowledge, skills and attitudes involved in classroom teachi
day workshop on Curriculum control	Heads of Schools and Senior-lecturers	To institute a system to monitor operationa curriculum

Training Course	Participants/Beneficiaries	Objectives/Usefulness
Half-day seminar for Associate Teachers/	"	To prepare senior staff for involvement in staff development
Two-week full-time course in course design (Australian Aid/FIT Joint Seminar)	Senior-lecturers	To improve the course design process in F.I.T.
One-term (45 hours) programme in instruction development	Lecturers	To improve the quality of Instruction Development
One-day workshop in Assessment Process	Senior lecturers and heads of Schools	To identify assessment problems and to develop solutions.
Two-week workshop in teaching/learning Resource development. CPSC/FIT Joint seminar.	Senior staff	To introduce the concept of teaching/learning packages/kits
One-week workshop in Microteaching	Assistant lecturers	To develop classroom teaching skills.
One week workshop in developing "Teaching kits"	" "	To develop knowledge, skills and attitudes involved in developing teaching/learning kits/packages.
Professional Information Service	Heads of Schools	To impart knowledge in topics related to their role
Individual Advisory Service	For all members of the staff	To coach individuals in solving their professional problems.

Training Course	Participants	Usefulness
One-week Induction Programme	Newly Appointed temporary staff	To raise the quality of teaching of the temporary staff appointed to replace staff on training overseas
A 45 hours (15 half-days) programme in Instruction Development	Experienced lecturers who had been trained as teachers several years ago.	To provide training in uptodate practices in instruction development.
Two $\frac{1}{2}$-day seminars for Heads of Schools to plan development of Educational Technology in F.I.T.	Heads of Schools, V.P. and the Principal.	To ensure the quality of the methods and media available to the staff of F.I.T.
Half-day seminar in the use of partially-complete Handouts for Senior-lecturers	Senior lecturers	To develop implementation strategy for the use of partially-complete Handouts.
One day Seminars in Project Method of Teaching within each School.	All the staff of each school attended these workshops	To integrate curriculum and to improve the quality of learning experiences provided to students in F.I.T.
One day Seminars in partially-complete Handouts within each school	All the staff of each school attended these courses.	To reduce excessive use of "Talk and Chalk" method of teaching.
45-hour course in the production of Teaching/ learning kits	Teaching staff of all grades.	To improve the quality of teaching materials in F.I.T.
$\frac{1}{2}$ day seminar on Curriculum Design in F.I.T.	Heads of Schools, V.P. and Principal and other interested people.	To review the work of the past four years and to plan for the future development.
$\frac{1}{2}$ day seminar on Curriculum Evaluation in F.I.T.	"	"

Training Course	Participants	Usefulness
½ day seminar on Staff Development in F.I.T.	Heads of Schools, V.P. and Principal and other interested people.	To review the work of the past four years and to plan for the future development.
½ day seminar on Educational Technology in F.I.T.	"	"
½ day seminar on Student Assessment in F.I.T.	"	"
½ day seminar on Management of change in F.I.T.	"	"
Individual coaching in small scale research	Selected members of the teaching staff	To encourage the staff to do small scale Action Research to improve the quality of decision-making.
Helped the C.F.T.C. Advisor with P.S.C. in his seminar on Project Management.	All the Engineers from P.W.D.	To improve the quality of management process involved in carrying out P.W.D. projects.

IMPROVEMENTS TO CURRICULUM EXAMINATIONS AND ASSESSMENTS - (1982 - 1985)

Item Improved	Benefits
Technical Teachers' Certificate Programme was completely revised.	To make the course content more relevant to the needs of the trainees and those of the Job.
Diploma in Multicraft Course Prescription was prepared and implemented.	" " "
Rationalization of modes of organization of all full-time courses: change from Term to Semester System	To reduce workload on teaching staff and the employers and to increase the effectiveness of the programmes through increased continuity in student learning.
Format of curriculum and instruction plan*s* has been standardized.	To improve the quality of curriculum plans.
Joint (Industry/FIT) Boards for Course Desing have been established.	To make the courses more relevant to meet the needs of the industry.
Improved system and Organization structure for Course Design has been established.	All the interested parties are involved in the design process and a standard format is utilized to write prescriptions.
A proper system for Operation *of* curriculum has been installed in the form of "Teacher's Record Book".	Proper records will be kept of the operational curriculum (what teachers do?)
Supervision of Classroom Teaching of lecturers by Heads of Schools and the Senior lecturers has been operationalized.	To encourage the senior staff to monitor the classroom teaching inorder to guide improved quality.
Use of Educational Technology: Use of Handouts and O.H.P. Transparensis, in teaching.	To improve the efficiency (better use of time) and effectiveness of teaching (better explanations)

Item Improved	Benefits
Planned use of Continuous Assessment has been installed.	1. To maintain standards in courses 2. To reduce wastage through reduction of student failure 3. To provide feedback to improve curriculum
Planned use of moderation of assessment procedures has been installed.	" " "
Rationalization of Curriculum e.g. Diploma in Engineering: Auto/Engineering etc.	To make a better use of the existing resources of the School of Engineering and Auto, a Joint programme (Diploma in Eng/Auto) will be offered from next session.
Liberal Studies in F.I.T. Curriculum has been introduced to liberalize the curriculum.	The curriculum has been excessively Job-orientated. Two hours per week will be devoted to develop general development of students.
Integration of Curriculum through Project work.	F.I.T. curriculum is comprised of a number of units per course. Project work has been introduced to integrate the various units.
Production of Teaching/Learning Kits	Start has been made to improve the quality of materials for the various units in each course to overcome the problem of lack of relevant textbooks.
Introduction of partially-complete H/outs, Discovery/Inquiry-based teaching and project method of teaching	To improve the quality of classroom teaching with the use of Educational Technology.
Promoted systematic evaluations of student learning, teacher's teaching and evaluation of curriculum development.	To improve education through systematic evaluation of various aspects of the curriculum.
Introduced small-scale Action Research.	To improve the quality of decision-making.
Published F.I.T. Journal and F.I.T. Newsletter.	To disseminate professional knowledge.

FOREWORD

Curriculum Development encompasses all activities connected with the teaching-learning process. It pertains to the basic concept, art, practice and product of this process, and is hence crucial to the short and long term objectives and programmes of an educational institution. It focuses the attention and energy of the educational administrator and the teacher on issues such as what is to be taught and why, in what sequence and pace, to whom and to what effect, how and by whom, what lessons are to be learnt from its evaluation and for what future enrichment. It implies thorough and full involvement of people at every stage, teachers and the taught, employers and professional organisations alike. It relates directly to the real situation and builds on available resources, personnel and material, as J.J. Schwab explains:

"Curriculum in action treats real things, real acts, real teachers, real learners, things richer than and different from their theoretical representations".

For such a broad concept of Curriculum, a set of syllabi borrowed or adapted from another situation or source can be nothing more than a stop-gap measure. With this clear appreciation, the staff started methodical development of curriculum for the Institute four years ago under the leadership of the CFTC Advisor Mr R S Punia. Various In-Country courses were held under the auspices of Colombo Plan Staff College of Singapore including a workshop by the ADAB. Mammoth task of writing curriculum by objectives was undertaken. Numerous staff development courses – workshops, seminars, symposia were held to ensure that changes were introduced sequentially and progressively, and that the teachers concerned were prepared fully for their implementation. The staff took to this challenge with a professional gusto and prepared curriculum documents out of their wealth of teaching experience, responsive to the needs of the trainees and their sponsors, and with the approval of Course Advisory Committees. Ultimately, the Academic Board processed these documents and gave its seal of approval. This Curriculum along with its revised assessment procedures has been in use for over two years now.

Experience has shown that institution based curriculum development is its own richness and strength. It draws on the experience of teachers themselves who in turn get trained for the innovation, rather than being given a package from outside. It makes the staff confident of their own expertise and resources; external constraints are at worst mere irritations and not major frustrations. As far as F.I.T. is concerned, foundation has been laid for this approach to curriculum development and its implementation. The revised system has operated smoothly and efficiently, gaining commendable reports from professional circles, both local and overseas. The actual writing of curriculum documents is done by each of the ten Schools and a humble start has been made in setting up a central Unit. This needs to be developed into a full-fledged Curriculum/Staff Development Resource Centre, warranting appropriate allocation of funds and expertise.

During the last four years, written guidelines and curriculum documents have already been given to all Schools. To ensure that a standard pattern is followed, a set of curriculum booklets is being prepared. This should serve as reference material, aiming to provide to the staff three major guidelines :

Rationale and theoretical background; application and practice at F.I.T.; procedures for evaluation, perceived strengths and weaknesses and steps for further development.

The seven topics covered in this series are :

1. Curriculum Design
2. Operational Curriculum
3. Curriculum Evaluation
4. Assessment of student achievement
5. Staff Development
6. Educational Technology
7. Management of Change.

As a result of the development process, clear appreciation of the essentials of the theory and practice of Curriculum has been established. A large number of F.I.T. staff can now design, apply and evaluate curriculum documents. These booklets will provide a permanent record of our own progress and achievement. Mr Punia deserves to be commended for his foresight in planning and writing the series. I am confident that it will serve the desired purpose.

In conclusion, I wish to emphasise that the ultimate production of a document or evolvement of a practical educational system - is only one outcome of the discussions and deliberations that we have been engaged in; the other subtle and perhaps more important benefit accrued to all of us as participants is the appreciation of the existence of a strong professional spirit to bring about educational development as a team. The experience of working together has enriched each member of the team in a subtle, sure way. W.A. Reid highlights the points thus :

"People's minds are changed by the act of appreciation. They come to see things in new ways and therefore to change their views on what constitute the fact relevant to judgement. Since appreciation is educative, it is a worthwhile activity in its own right, even if recommendations of action are ignored".

I commend these seven volumes of the Curriculum series to you as a reflection and record of your own work and guideline for future progress.

SARWAN SINGH
PRINCIPAL,FIT

GOVERNMENT OF WESTERN SAMOA

DEPARTMENT OF EDUCATION

Western Samoa Technical Institute
PO Box 861 (Vaivase)
APIA

8 April 1991

Dear Mr Punia

RECORD OF APPRECIATION

Your arrival in Western Samoa in May 1986, as adviser in Curriculum and Professional Development for the Western Samoa Technical Institute, came at a difficult phase in the development of the Institute.

Your tenure of four years has coincided with very substantial development of the Institute in which you played the key role in planning, implementing and evaluation of training programs as well as ensuring that the various funding agencies and aid donors involved, have been properly co-ordinated.

Your first task upon arrival was to assess the viability and appropriateness of a developmental document for the Western Samoa Technical Institute prepared by AIDAB of Australia, and to make recommendations to the Minister of Education. Based on your recommendations the AIDAB report was amended to provide the most important framework upon which to base future developments. Furthermore you have been asked and willingly agreed to write the amended report. Your involvement and total commitment to the project "Strengthening of the Western Samoa Technical Institute" is very much appreciated.

1. Writing job descriptions, and recruiting suitably qualified and experienced expatriate staff from Australia, New Zealand, United Nations, Japan and USA.

2. Assisting the Principal in writing duty statements and recruiting local staff.

3. Systematically revised and upgraded the curriculum to reflect the needs of industry and commerce as well as students and community needs.

4. Plan and mount additional courses including diploma and Technician courses in carefully selected areas.

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5. Design and teach a systematic program of in-service training.

6. Design and teach in conjunction with the Secondary Teacher's College the Diploma of Vocational Education to train technical teachers for the Western Samoa Technical Institute as well as staff from other technical centres including non-government organisations.

7. Revised the overall course structure to clearly delineate entry and exit points.

8. Liase and make recommendations to upgrade the Apprenticeship Training scheme.

9. Production of Handbook.

10. Production of Newsletter.

11. Established Academic Board.

As a result of your commitment and direct involvement in our development the Western Samoa Technical Institute is making tremendous progress:

1. Government has approved a steady increase in budget allocation for the Institute based on an increasing student roll to cater for the mass of school leavers at the Form 5 (Y11) level, as well as additional courses.

2. The Institute has now enjoyed a much improved public and corporate image evidenced by an increasing number of terminal employment as well as industrial attachments for work experience.

3. Closer co-operation has been achieved between the Institute and industry and other kindred institutions.

4. Academic Board which governs and approves courses, examinations and exam results.

5. The introduction of the Diploma of Vocational Education to train local teachers has solved the chronic local staff shortage problem and to provide a means of certification for those teachers who have had no teacher training. Furthermore it has helped to train staff needed for smaller vocational centres such as YMCA, Boys Brigade etc.

6. By actively engaging staff in the process of Curriculum Development you have established a systematic method for designing courses and improving the teaching learning process. Furthermore staff of the Institute can now proudly claim to be experts in curriculum development a function not normally associated with teacher-training

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in this part of the world.

7. Regular staff development sessions has changed teachers
    attitudes towards their work. Professionalism is now
    evident in my staff which makes administration that
    much easier. Staff-student relationships have improved
    tremendously. Failure rate and drop out rate have been
    reduced considerably. All these stem from an improved
    understanding of the psychology of education which you
    so rigorously promoted.

Your efforts in producing the Institute's first eve
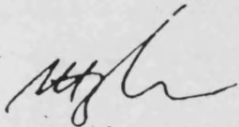newsletter and handbook are acknowledged.

Your co-ordinating role and meticulous approach together wit,
routines you established for accountability are als
acknowledged.

We would have preferred to retain your services but respec
the terms of your contract.

On a more personal note, I wish to acknowledge th
professional advice and support you had given me particularly
at the early stages of my principalship.

We wish you all the best.

Yours sincerely

Mauiliu Magele

Tr.Cert.(NZ);B.Ed(USP);M.Ed Admin(NSW).

PERIODS	PROBLEM	ACCOMPLISHMENTS	EMERGING ISSUE
May 1986 - October 1986	To establish contact with the environment and to clarify the goal.	1. Contact was established with the client. 2. Assisted the Minister of Education to establish goals. 3. Prepared proposals for aid from various sources.	to prepare a plan of action. to secure resources to implement the plan.
October 1986 - May 1987	To secure necessary resources for the implementation of the development plan.	1. Goal was established. 2. Plan of action was established. 3. AIDAB and UNDP got involved AIDAB was to update the buildings, and UNDP agreed to provide four teachers and a project coordinator. CFTC advisor was to be responsible mainly for staff and curriculum development.	To recruit the implementation team and to improve the working environment within the institute to raise the morale of the teaching staff.
May 1987 - October 1987	To recruit implementation team	1. Implementation of new courses had commenced. 2. Regular weekly workshops for inservice teachers commenced. 3. Proposal to start training pre-service teachers was accepted. 4. Job specifications for many posts were prepared to improve the organization structure.	Shortage of man-power to carry out various tasks.
October 1987 - May 1988	Acute shortage of local qualified teachers - 75% of the teaching staff were expatriats. Team building was required.	1. A sound organization structure to implement the plan was in place. 2. Improvement of buildings and equipment commenced. 3. Regular weekly staff development workshops continued to build a team of teachers. 4. Diploma in Vocational Education commenced to train pre-service teacher. 5. 50% increase in student numbers.	Shortage of local trained teachers.

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PERIODS	PROBLEM	ACCOMPLISHMENTS	EMERGING ISSUE
May 1988 - October 1988	New Director of Education and the new Minister of Education take over Education Department.	1. Diploma in Vocational Education went well. 2. Student assessment process improved. 3. Pattern for staff and curriculum development had been established. 4. The Working environment had improved.	To brief the new director of Education and the Minister of Education.
October 1988 - May 1989	To prepare a revised development plan to develop the institute into a polytechnic.	1. Diploma in Vocational Education produced first batch of local teachers. 2. Planning and Development Committee produced a three year development plan. 3. Evaluation of accomplishments was made. 4. Staff development, curriculum development continued. 5. Working environment continued to improve.	To produce a realistic development plan acceptable to aid agencies to continue future support.

PERIODS	PROBLEM	ACCOMPLISHMENTS	EMERGING ISSUE
May 1989 - October 1989	1. Additional Resources for increased number of students. 2. A rational scheme for 3-year full-time education for form five school leavers.	1. Student numbers increased three times. 2. Excellent team of teachers of international origin. 3. Adequate teaching-learning resources. 4. Planned curriculum for all courses.	"
October 1989 - May 1990	1. No development plan is approved by the Education Department. 2. Development team has been dismentled without a future plan - many expats left. 3. No new staff were to be trained or recruited due to government freeze on new appointments.	1. Failure rate dropped from 20-10%. 2. Newsletter was published to provide insight into the development work. 3. WSTI Handbook was produced to record the courses offered at WSTI. 4. UNDP extended the stay of 3 UN Volunteers.	1. Shortage of senior staff. 2. Pre-service teacher training course stopped 3. There is plan for the future development.
May 1990 - December 1990	1. No future plan and aid is in sight. 2. Australian aid finished in July 1990. 3. CFTC Consultant leaves in December 1990.	1. Diploma in Secretarial Studies was implemented. 2. Diploma in Electronics implemented. 3. The same output as last year- 300 students - was produced with less experienced staff.	"

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CABLES: COMSECGEN LONDON SW1

TELEX: 27678

TELEPHONE: 071-839 3411 Ext:

FAX: 071-930 0827

MARLBOROL

Your ref:

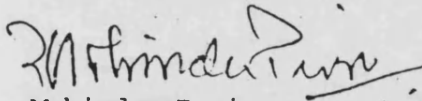*Our ref:* CFTC/WES/51   21 December 1990

Dear Mr Punia

I wish to thank you for your letter dated 30 November 1990 and your final report on your assignment as Adviser, Curriculum and Staff Development, Technical Training with the WSTI. We appreciate the detailed and comprehensive report at the three levels. We note that while the assignment started primarily as Curriculum Development and Staff Training, it culminated as an institution building exercise. We would wish to share your views and feelings about the success of your assignment and that maintaining the pace of the accomplishments would be significant for the WSTI.

Your detailed reports would form an important input into our post evaluation of this project. We hope that we will receive, in due course, the completed End-of-Assignment Questionnaire. We have taken note of your new address and your interest in future CFTC assignments. Do come and see me when you return to London.

I wish to take this opportunity formally on behalf of the Commonwealth Secretariat, to thank you for undertaking this assignment for the Commonwealth Fund for Technical Co-operation.

With best wishes for the festive season and future.

Yours sincerely

Mohinder Puri

Chief project Officer

General Technical Assistance Division

for Managing Director, CFTC

Mr R S Punia

21 Dennington Park Road

LONDON NW6

7 November 1991

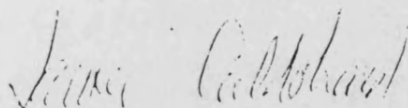## TO WHOM IT MAY CONCERN

Mr. Ram Punia

I have known Mr. Punia for about ten years. I first met him while he was studying at Lancaster University where he left in 1982 to take up a position as consultant at the Fiji Institute of Technology. He has maintained periodic contact since then, and recently registered as a research student at the University of Bath.

Mr. Punia is an able and thoughtful academic. He is an active contributor to research seminars, an insightful commentator on others' research , and is adept at drawing upon concrete examples from his own experience to illustrate his points.

Mr. Punia's research is on teachers' planning and its role in staff and curriculum development. This draws particularly on the work he undertook in Fiji, and constitutes a very useful study of institutional development, with implications for the management of educational institutions.

Mr. Punia has worked extremely hard on his research and has demonstrated a high level of commitment and determination. Both his work in Fiji and his work in this department also demonstrate his ability to work well with others, being both a keen listener and able to express clearly his own point of view.

With his abilities and his vast amount of experience in different educational institutions, I have no hesitation in recommending him to you as an appropriate person to be considered for a senior management position in teaching or teacher education. If appointed, you would also find that he makes a very amicable colleague.

Professor James Calderhead

TRAINING BOARD (IVTB)

Sir Rampersad Neerunjun Complex
Ebene, Rose Hill, MAURITIUS
Tel: 464 9770, 464 9771, 464 9772, 464 8146
Fax: (230) 464 9774

Appendix 10

TO WHOM IT MAY CONCERN

This is to certify that R. S. Punia has been working at the Industrial and Vocational Trainin
Board (IVTB) for the last four years (1/11/92 - 1/11/96) as a consultant in curriculur
development. He has made a considerable contribution towards the improvement of the IVT
generally and towards the development of curriculum and staff development particularly. Hi
first significant contribution came in the form of a leaflet outlining a framework for the furthe
development of the National Trade Certification System, Trade Testing, Distance Training an
Apprenticeship.

In curriculum development he established a conceptual framework to plan long and short tern
courses based on competency-based curriculum development. He prepared new curricula such a
Plumbing and Pipe Fitting, Panel Beating, Furniture Making, Design etc. and rationalised th
existing curricula in Hotel & Catering, Jewellery, Shoe-making and Garment Making.

In staff training his significant contribution came in the form of one week workshops in
instructional techniques designed for the Training Officers from Piton and Beau Bassin Training
Centres. These workshops came at a time when the Ministry of Education handed over these two
training centres to IVTB using new training techniques and management styles. These
workshops proved very useful in bringing about a smooth transition from one system to another
Many such inservice workshops and courses were conducted for the staff of all levels. Al
workshops were conducted professionally and were highly appreciated by those who participatec
in them.

Recently a Trainers' Certificate in Vocational Training was developed to provide "Qualified
Trainer" status to inservice Trainers from IVTB, private training centres and industrial training
centres. This is one-year modular programme moderated by the University of Bath in the UK
was designed, implemented and evaluated by Mr Punia as the course director. The first batch of
23 Trainers has recently completed this programme which has been highly appreciated by all.

Mr Punia also made significant contribution in the development of the Resource Centre by
introducing large amount of software in the form of professional books and journals and
hardware including training equipment. He was an active contributor to countless meetings held
to introduce many innovations introduced during his stay. He worked in co-operation with all
those who came in contact with him personally and professionally. As a result many IVTB staff
benefitted from his professional guidance.

I have personally known him for the last four years. After a very useful contribution at the IVTB,
I wish him every success in his future projects.

Paul LAM HUNG
Bsc(HONS), M.Eng.Sc
DIVISIONAL MANAGER   21

PROGRESS REPORT JANUARY - MARCH 1994

(R S PUNIA)

The following report outlines the significant in-going events. It does not include attendance of countless meetings with groups and individuals. On the whole satisfactory progress was made.

A   CURRICULUM

1.   Quality Assurance Management Training Programme was redesigned and programme specification was prepared for the programme coordinator.

2.   Curriculum for Pneumatics and Hydraulics was examined and modified to suit local context.

3.   A standard method to design short courses has been developed. It has already been presented to Sir Kher Jagatsing Training Centre. It will be disseminated to all other centres shortly.

4.   NTC level (2) curriculum for Industrial Furniture Making has been finalised.

5.   Several meetings were held to examine the curriculum of the Hotel and Catering programmes to accommodate these into the NTC system.

6.   Jewellery curriculum for year one training programme is being written up to accommodate the programme into the NTC system. At present written curriculum for the two training programmes in Jewellery is being developed.

7.   The training programme in shoe-making and leathercraft has been redesigned to fit it into the NTC system. Detailed curriculum is being written up.

8.   The training programme in Textile and Garment-Making is being redesigned to fit it into the NTC system. The outline of the programme has been agreed.

9.   A meeting was held to consider new training programmes in construction technology to be offered at Sir Kher Jagatsing Training Centre.

B   TRAINING OF TRAINERS

1.   A one-week workshop in management has been designed for the supervisors of PVT centres. The workshop will be held in the last week of May.

2.   A one-week workshop in "Student Performance Assessment" has been designed for Piton Training Centre. It will be conducted during 02-06 May, 1994.

3.   A one-week induction programme in instructional techniques was designed and conducted for the trainers from Electronics Training Centre, Ebene (28/03/94 - 04/04/94).

4.   DACUM and SCID workshops were attended to guide future implementation of the procedures.

5.   **Trainers' Certificate in Vocational Education** has been developed and the link with the University of Bath has been established to control the quality of the programme.   The IVT Council has approved the programme.   A Training of Trainers' Centre is being developed at NPF Building Ebene .   The programme is likely to commence in August 1994.

C   DISTANCE TRAINING

Assessment specification for auto-mechanics training programme was examined and an assessment strategy recommended.   The examination paper was also moderated.

D   APPRENTICESHIP

A strategy to implement the training system was discussed with Mr Koonjoo, and prepared and agenda for meeting with divisional heads.   Full scale implementation is awaiting finalisation of the regulations.

E   RESOURCE CENTRE

1.   Appropriate syllabuses have been ordered from RSA, BTEC and City of Guilds of London Institute.

2.   Appropriate training materials have been ordered in vocational teacher training from Ohio State University USA.

3.   Appropriate training materials in educational management training have been ordered from the Staff College Bristol, UK.

2.   Guided Mr Putty in preparing a project proposal to recruit a consultant for the Implementation Division.

3.   A report has been prepared to explain the high failure rate in the Electronics Training Centre.   Suggestions have been made to improve the situation.

4.   Assisted the divisional manager in preparing a projection for the yearly plan.

PROGRESS REPORT - MARCH - JUNE 1994

(R S PUNIA)

The following report outlines the significant on-going events and the achievements. It does not include attendance at countless meetings with groups and individuals. On the whole a satisfactory progress was made. The high-light of this period is staff training comprised of three completed workshops, three workshops planned for the future and the development work in connection with the training of trainers' centre.

A-THE PLANNED CURRICULUM

Curriculum for Furniture-Making NTC (2), Jewellery NTC (3) and Hotel and Catering NTC (3) have been finalised. Work on Garment-making NTC (3) is in progress.

B-THE OPERATIONAL CURRICULUM

A large number of part-time courses were approved and a supervisory level training programme in Industrial Furniture-Making is being supervised.

C-CURRICULUM EVALUATION

A questionnaire has been developed to capture student perception and understanding of the curriculum of their training programmes. The questionnaire has been successfully piloted at one of the Training Centres. It provided very useful information to take further action to improve curriculum.

D-STAFF DEVELOPMENT

Three one-week workshops were planned, conducted, evaluated and materials assembled into booklets to be useful for future reference. These workshops included an induction programme in instructional development for the Electronic Centre; one week workshop in performance assessment for Professor Upadhya Training Centre and one week workshop in management techniques for the supervisors of PVT Centres.

Two 2-weeks training programmes in instructional techniques have been developed for the newly appointed PVT instructors and two 1-week workshops to develop Learning Guides have been developed for instructors of ITTC's. These workshops are planned for the months of July, August and September.

Some progress has been made to prepare for the training of Trainers Centre. The preparation of the NPF Building, procurement of furniture and equipment is in the change of Implementation Division.

A programme for part-time trainers has been developed for a large number of part-time trainers in private training centres and in industry. The programme will be available as soon as the training of Trainers Centre is operational in the NPF Building.

E-DISTANCE TRAINING

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The consultant moderated examinations in Draughtsmanship, Auto-mechanics theory and a Certificate for Supervisory Studies. He sat on the Awards Committee for Auto-mechanics (theory) examinations and made suggestions to improve the next training programme.

F-APPRENTICESHIP

Suggestions were made to structure the training programmes effectively.

G-RESOURCE CENTRE

A large quantity of training material in management of training ordered previously has arrived and it has been introduced to appropriate personnel.

H-STUDENT PERFORMANCE ASSESSMENT

Countless meetings were attended to finalise examination policy, but, it still remains fluid. Advice was given in finalising the NTC (2) Examination Regulations.

R S Punia
July 1994

rsp/sp/prog7jul/pu02/07july94/1515h

(R S PUNIA)

The following outlines the significant achievements and on-going events. It does not include countless meetings with individuals and groups. The highlights of this period include three training workshops and finalisation of assessment schemes in Furniture Making NTC (2), Hotel and Catering NTC Level (3) and Printing NTC Level (3). In these training programmes students will graduate with NTC awards for the first time.

1.   THE PLANNED CURRICULUM

     The detailed curriculum for Garment making is now complete. A U N I C E F training programme in Rodrigues was designed and it is due to start this week. An outline scheme in Design at NTC Level (3) has been prepared and the detailed curriculum will be available in due course.

2.   TRAINING OF TRAINERS CENTRE

     The curricula, training materials, proposed learning environment and two leaflets designed to promote the two programmes, one for part-time trainers and the other for full-time trainers, have been prepared. The centre is being planned to be operational early 1995.

3.   STAFF DEVELOPMENT

     A two-week induction programme in instructional techniques was repeated to train (60) PVT instructors. A one-week training programme in the design of "Learning Guides" was offered to (20) training officers from the ITC's. The consultant designed, coordinated, prepared materials and taught major parts of the programmes. Formal and informal evaluation of these training programmes was excellent.

4.   THE NTC SYSTEM

A discussion paper has been prepared to establish a conceptual framework for curriculum design in NTC training programmes at levels 1, 2 & 3. The paper will shortly be discussed by the appropriate people before it is adopted as a policy document. There is an urgent need to link the level 1, 2 & 3 training programmes.

5.   THE STUDENT PERFORMANCE ASSESSMENT SYSTEM

The assessment schemes in Furniture-making NTC Level (3), Hotel and Catering NTC (3) and Printing NTC (3) were designed and have been finalised with MES. The students will graduate for the first time at the end of 1994.

R S Punia

03.10.94

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A. *THE CONTEXT*

The accomplishments reported in this paper were not exclusively due to consultant's contribution. Without cooperation from so many colleagues little could have been achieved. The consultant was active in developing the technology involved in matters outlined below. These matters are fully reported in other documents such as files, reports, papers etc.

B. *THE BEGINNING*

When the consultant arrived on 01/11/92, the IVTB had established several pre-vocational training centres for academically disadvantaged primary school leavers. The formal system for training tradespersons had not developed significantly. Four training centres (Hotel and Catering, Shoe-making, Electronics and Jewellery) had been set up as turn-key projects controlled by the expatriates. Little was known about the curricula and the awards made in these centres. A local system to develop training programmes did not exist. The real need was to develop such as a National System. The following notes outline the emergence of such a system.

C. *THE MAJOR ACTIVITIES*

1. The NTC (National Trade Certificate) system of training tradespersons was established to replace many existing certification systems. The new system divides tradespersons into three levels: level (3) for beginners; level (2) for qualified tradespersons and level (1) for master tradespersons. Much work has been done to prepare the curricula, setting up the trainee performance assessment and to disseminate the system nationally. Of course, this national system is still evolving. However, Mauritius can now claim to have established a training system of her own.

To replace informal on-the-job training, three new modes of training (Institutional-Based, Distance Training and Apprenticeship) were developed. A dozen new training centres were established, existing centres were rationalised, private centres were controlled through registration of centres, the trainers and approval of the curricula. The Institution-based training using traditional methods is well-established, but, the distance training and apprenticeship are still at infancy. In the consultant's opinion, it is too early to venture for distance training which would develop naturally when the Traditional Training matures. Perhaps one of the failures of the IVTB is lack of development of its apprenticeship training system which needs to be reconceptualised.

Most of the curricula were produced in a hurry. Soon a review of curricula should begin to make changes in the light of trials in centres and changed context.

3. COMPETENCY-BASED MODULAR CURRICULA

About 30 curricula have been developed or adapted to fit the NTC system. The curricula are competency-based and modular in structure. Care has been taken to link curricula to the needs of the Local Industry, itself in flux. Most of the curricula developed to date are at NTC (3) level. Six training programme at NTC (2) have also been prepared. Training programmes imported from other countries have been localised to ensure on-going development. The Competency-based curriculum is not fully developed yet. For example trainers do not use strategies to teach competencies and the assessment system does not measure achievement of competencies.

4. THE STUDENT ASSESSMENT SYSTEM

A great deal of time and effort was spent for establishing the IVTB/MES (Mauritius Examination Syndicate) system for assessing student performance and to establish national awards. However, it will take sometime to establish competency-based assessment system. As stated above, the competencies prescribed in curricula are not assessed wholistically.

A large quantity of teaching-learning materials including books, journals and training equipment were added to the Resource Centre which still remains at an elementary stage of its development. The consultant failed to understand why the development of a Resource Centre for Vocational Training was never important to IVTB.

6. TRAINING OF TRAINERS

Two dozen modular training programmes were designed, conducted and evaluated successfully. 300 trainers benefitted from these programmes. To a provide formal qualification to inservice trainers from IVTB, private and industrial centres a one year training programme was designed, implemented and successfully completed. The programme was moderated by the University of Bath in the U.K. and the awards is made by the IVTB and the MES jointly. The first batch of this highly successful training programme completed it recently. Like the development of a Resource Centre, the Training of Trainers is not a priority for IVTB. Without trained trainers and up-to-date materials quality will be illusive.

7. TRADE TESTING

IVTB was testing tradesmen who claimed to have obtained informal on-the-job training. Failure rate in tests was excessive due to lack of systematic training. Trade testing has now been absorbed into the NTC system, providing tradesmen opportunity to learn both on-the-job and in the IVTB trade training centres. The integration of the two systems is not generally appreciated and accepted by the industry. IVTB ought to explain it to its clients clearly.

The Apprenticeship system has been formalised. The trainees will undergo formal on-the-job training to acquire skills, while theoretical training will be provided in trade training centres. The formal training replacing the old informal method is expected to reduce failure rate and improve the quality of training. The new system is still on trial.

IVTB offers two types of short courses. Most of these courses lead to the NTC qualifications. Special courses meeting specific needs of industry are also available. Both types of these courses are designed to meet the needs of those who cannot afford to attend regular full time courses. A system to design, implement and evaluate such courses is now in place. The new system is not fully operational. IVTB should continue to develop it further and publicise it to its clients.

9. NEW TRAINING CENTRES

IVTB set up (8) trade training centres in 14 different occupations e.g. Printing, Pneumatic and Hydraulics, Precision Engineering, Garment Making, furniture Making and so on. Expansion is still in progress. In the opinion of the consultant IVTB should stop making expansion as priority. It must consolidate what has already been established.

D. *A GLIMPSE INTO THE FUTURE*

All the activities outlined above are at various stages of development. An infrastructure for an on-going development has been established. Time is now-ripe to document all the procedures. In future the focus of attention of the IVTB should shift to training of trainers, further development of the apprenticeship system, Resource Centre and strengthening of linkage between industry and IVTB.

E. *SOME SUGGESTIONS FOR FUTURE DEVELOPMENT*

1. Correct balance between quantity and quality is necessary.

2. An on-going staff development and career development for IVTB staff is necessary to build a trained team necessary for the promotion of training culture in industry.

3. To promote planned development, it is necessary to use realistic targets leading to confidence in planning.

CONSULTANT'S PERSONAL CONTRIBUTION

The main contribution of the consultant consisted of providing technical support in curriculum and staff development and to inculcate team spirit and cooperation amongst his colleagues. The specific contributions included establishment of systems in curriculum development, staff development; contributions in meetings held to make technical decisions and in recommending teaching-learning materials such as books, journals and training equipment to develop the Resource Centre. An infrastructure to develop IVTB has been established. The difficult task of improving quality through staff development must become priority in future.

More contribution could have been made with participation at management level e.g. in council meetings and regular meetings with the Director. Secretarial support in the form of a computer and a secretary would have enhanced consultants contribution even further.

When the consultant arrived, there was no local training system and a locally established Training Centre. He is leaving a national system of Training and many Training Centres established locally. He is proud to have been a part of this achievement. The difficult task of improving quality lies ahead.

R S Punia
October 1998

The National Trade Certification System in Mauritius

THE RATIONALE

The Industrial and Vocational Training Board has been set up under the IVT Act No 8 of 1988. IVTB is responsible, inter alia, for administering, controlling and operating training programmes and for implementing National Trade Certification System for members of the public. At present, the workers in Mauritius acquire skills from different institutions some of which issue their own certificates. Some workers acquire skills on the job. The level of skills attained is not clearly specified. This causes problems to employers and also to the workers because they do not have a properly recognised qualification. To overcome this problem, the NTC system has been adopted in 1992 in Mauritius.

NTC is a nationally organised system of trade testing and certification which attempts to introduce a 'bench-mark' in training and certification of tradesmen in Mauritius. The system envisages three levels of trade qualifications.

Basic level, associated with the possession by individuals of useful but limited occupational skills and experience, and probably with the need to work under supervision.

A standard skilled level, associated with the possession by individuals of a wide range of skills and experience, giving occupational competence over a range of routine and non-routine tasks, with the need for little or no supervision.

An advanced level of individual skill and experience, involving design, planning and problem solving with significant personal accountability: will often require competence in supervision or management.

The specific objectives of the NTC system are:

to rationalise the certification system in the country by relating different qualifications and achieving a coherent national framework for technical and business qualifications.

to set up standards of competence in different trades at different levels by a careful analysis of the requirements of the industries.

to introduce relevance and flexibility in training programmes.

to act as a reference for employers and employees in respect of recruitment.

Using modular approach, competency based curricula with well defined instructional objectives in theory and skills have been developed for 12 trades.

Curricula in two trades have been implemented in ITTCs and trade tests under NTC system, level 3, have been conducted.

A trade testing mechanism has been developed for the training programmes under NTC system in collaboration with the Mauritius Examinations Syndicate.

The development of competency-based curriculum will be extended to include more trades and higher levels of the NTC System.

The implementation of the curriculum will be supported by adequate development and procurement of appropriate instructional resources and by organising training programmes for trainers.

Properly designed studies will be i. .tiated to monitor and improve the curriculum through the planning, implementing and evaluating spiral.
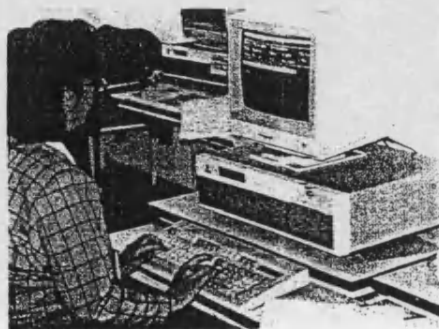
Full time institutional training programmes usually face two problems: training is mostly conducted in an institutional environment and it is difficult to match training to the individual needs of employers and employees. The apprenticeship system of training described below provides a solution to overcome these problems. The IVTB is responsible to provide for, promote, assist in and to regulate the apprenticeship of persons who are or will be employed in commercial, technical and vocational fields.

It is a system of training tradesmen/women in which an apprentice learns a trade from a qualified tradesman over a period of three years. Generally skills are acquired on the job and the related trade theory is learnt at one of the Industrial Trade Training Centres. The minimum requirements for entry into apprenticeship are (a) successful completion of Form three education or equivalent such as PVT (3) and (b) starting age of 15-20 years.

The Apprenticeship Committee was set up in 1992 to revise the Apprenticeship Act of 1968 and to suggest improvements. IVTB has prepared a proposal and curriculum to implement the revised programme. Meetings have been conducted to explain the proposals to employers who support the scheme. Legislation will soon be ready. Various trades for apprenticeship have been identified. Apprenticeship programmes under the revised scheme are due to start in Painting and in Auto Mechanics in 1993.

Apprenticeship programmes for other trades will be started in future.

In Mauritius at present there is almost full employment and there is an urgent need to train the workforce for the new phase of industrial development. Enough places are not available in training establishments to accommodate all the trainees aspiring to upgrade themselves. To enable the trainees to earn and learn at the same time and to learn at a place of their convenience, IVTB has introduced the distance training system.

It is an internationally proven self-learning system which combines the best of correspondence methods and the traditional teaching method. In this system high quality teaching-learning materials supported by multi-media are combined with good tutors to provide high quality training. Self-motivated trainees can learn at their own pace and places.

In the IVTB system audiovisual materials combined with the written text (books and handouts) and tutors for personal guidance and counselling are available.

At present a training programme in technical drafting is in progress.

Programmes for effective supervision, and automotive mechanics have been launched and a foundation course in computer-based information system will be launched in the near future. A formal evaluation of the scheme will also be made at an appropriate time to validate the present system.

1. Definition: What is it? A trade test is designed to assess the performance of workers after they have acquired a cluster of skills in a training institution and/or through on the job experience. Trade tests consist of practical and oral tests but written examinations are also included if appropriate.

To establish national standards of performance in different trades and to achieve a coherent national framework for technical and vocational qualifications in Mauritius.

Trade testing in the public sector was carried out by the Government until 1989 under the Trade Proficiency Act. Since 1989, IVTB is responsible for these tests and has carried out trade tests at the request of Ministries or para-statal bodies to test assistant tradesmen. The present system will be phased out gradually.

It will be open to all trainees and workers who have acquired sufficient skills after attending a relevant training programme of either full time or part time course, distance training or apprenticeship.

Trade tests will be conducted jointly by IVTB and MES.

A National Trade Certificate will be awarded to candidates who have been successful at all the modules within one level of the system. There will be a test and a certificate after each module as well.

Future Directions

Eventually the NTC system will be open to all applicants and tests will be carried out for all competencies within a wide range of trades.

For this purpose, the present testing facilities of IVTB and MES will have to be expanded considerably.
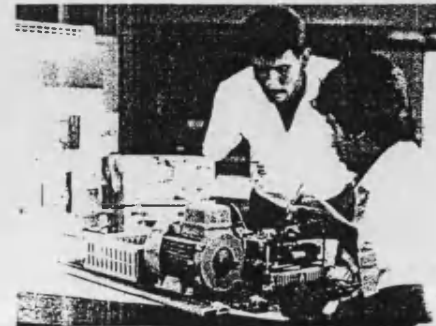
The following diagram on page 7 illustrates a tentative framework to integrate in the NTC System apprenticeship training, distance training and trade testing. The following notes explain the diagram.

After successfully completing Form three (F3) education in secondary schools or three years of vocational training in prevocational training centres (PVT), a trainee may take any one of the three options available to become a tradesman. He may join an Industrial Trade Training Centre (ITTC) for one year full time, enter a three year apprenticeship programme or join a distance training programme. All these options lead the trainee to NTC level three awards.

In full time programmes trainees are expected to learn knowledge, skills and attitudes at Industrial Trade Training Centres through direct teaching by trainers, projectwork and some work experience blended in appropriate proportions. The apprentices will learn skills mostly on-the-job and they will come to trade training centres to learn related theory (knowledge) as block-release or day – release students. The distance training programme will use a variety of training methods and media e.g. written texts, Audio and Video recordings, personal contact with trainers and so on.

To make training relevant and flexible to meet the needs of industry, the NTC training programmes use competency-based curriculum. NTC level three programme specifications include particulars of the rationale, particulars of the trainees, learning objectives, content, teaching-learning strategy and assessment plans. Each programme consists of several modules of different durations. A specification for a module includes module title, a list of competencies, cognitive and skill learning objectives for each competency and an assessment plan.

In addition to continuous assessment by trainers, the trainees have to pass the externally moderated or conducted examinations in three modules as specified in programme prescriptions. To maintain standards IVTB trade testing division and MES will conduct and/or moderate all types of student performance tests.

At present programmes are being developed up to NTC level 3. There is one programme available at NTC level 2 in industrial electricity and electronics. In due course other NTC level 2 and NTC level 1 programmes will also become available for trainees who successfully complete NTC level 3 programmes.

NTC system of training based on the development of specific competencies is a significant innovation in Mauritius. It is envisaged that a considerable development of trainers and that of teaching-learning materials is necessary to support the successful implementation of the planned curriculum. Plans are currently being prepared to develop and procure relevant teaching-learning materials and to train the trainers.

All ideas included in this leaflet are liable to changes when they are subjected to a systematic development process comprised of a planning, implementing and evaluating spiral.

DIAGRAM
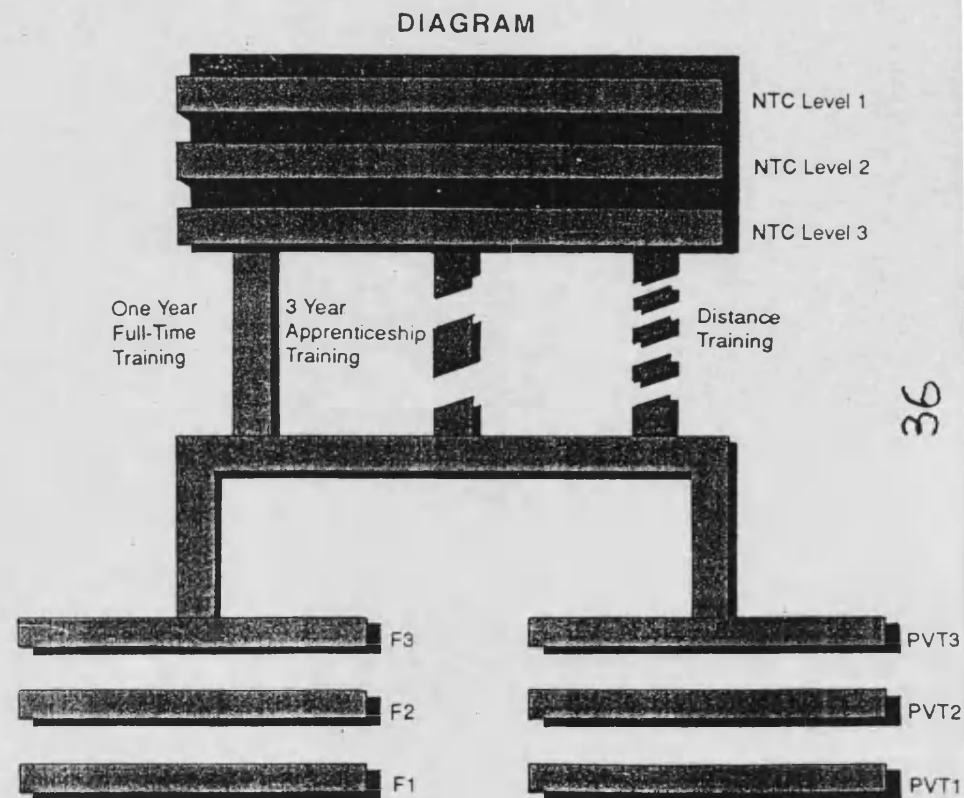
A PROPOSED FRAMEWORK TO INTEGRATE APPRENTICESHIP, DISTANCE TRAINING & TRADE TESTING IN THE NTC SYSTEM

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Rationale

IVTB is committed to excellence in training in Mauritius. Several strategies have been adopted to achieve this goal. One of them is to provide facilities for the professional training of trainers. This leaflet outlines the Trainers Certificate in Vocational Training (TCVT).

Objectives

At the end of the training programme the trainers are expected to be able to:

1. demonstrate knowledge of the training context.

2. design training programmes.

3. develop instructional strategies and materials to implement training programmes.

4. create appropriate learning environments.

5. communicate instruction effectively.

6. assess trainee performance.

7. demonstrate positive attitude towards on-going professional development.

8. demonstrate improvement in professional practice on-the-job.

Entry Requirements

In service full and part-time trainers having a degree or equivalent and a minimum of 3 years experience may apply.

Selection

All applicants need to be nominated by their employers and attend a formal interview by the IVTB.

Contents

Nine taught modules of 30-40 hours each, take 1/3rd of the time, while 2/3rd of the time involves **supervised work experience** (SWE).

The nine taught modules are :

1. Induction module

2. Vocational Education and Training Structure in Mauritius

3. Training Programme Design

4. Microteaching: Training Skills

5. Instructional Techniques and Media

6. Instructional Planning

7. Related theory of Vocational Education and Training

8. Assessment of Trainee Learning

9. Production of Instructional Materials

Supervised work experience includes Planning, Teaching, Record Keeping, Evaluating and Improving Training in learning situations.

Mode of Attendance

For taught modules, trainees attend one whole day per week for 39 weeks and three one week blocks of 30-40 hours each. SWE is an on-going process.

Duration

It is a full time one year course of three terms of 14 weeks each

Assessment Method

The course has inbuilt continuous assessment which is competency based. The course is externally moderated by the University of Bath, U.K. The course is also managed by a residential consultant.

Certification

The Trainers Certificate in Vocational Training will be awarded jointly by MES and IVTB.

Career Prospects

The certificate will provide qualified trainer status and entry to higher level training programmes such as diploma and degrees.

Course Fees

Sponsored trainees :   Rs 25,000

Non-Sponsored trainees : Rs 10,000

Modular Structure

1. Induction Programme
2. VET Structure
3. Course Design
4. Micro Teaching
5. Instructional Techniques & Media
6. Instructional Planning
7. Theory of Education & Training
8. Assessment of Student Learning
9. Production of Instructional Materials

Planning — Evaluation and Improving — Record Keeping — Teaching — SWE
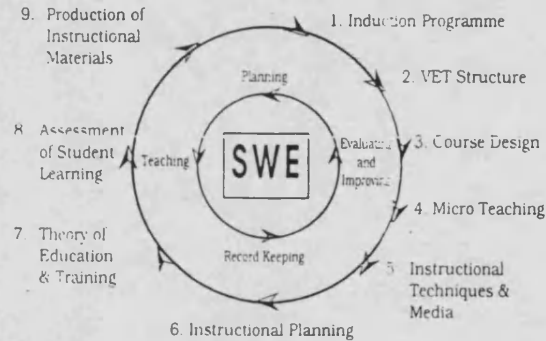
Next Intake

Scheduled for mid August, 1996. For application forms and other details. contact the Institutional Training Division of the IVTB at Sir Rampersad Neerunjun Training Complex, Ebène, Rose Hill.

Tel : 464 9770/71/72
         4648146
Fax : (230) 464 9774

Industrial and Vocational Training Board

(I V T B)

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Trainers Certificate

in

Vocational Training

The MAURITIUS INSTITUTE
of PUBLIC ADMINISTRATION
and MANAGEMENT

MIPAM

La Tour Koenig
Pointe aux Sables
MAURITIUS

Tel: 234 6535
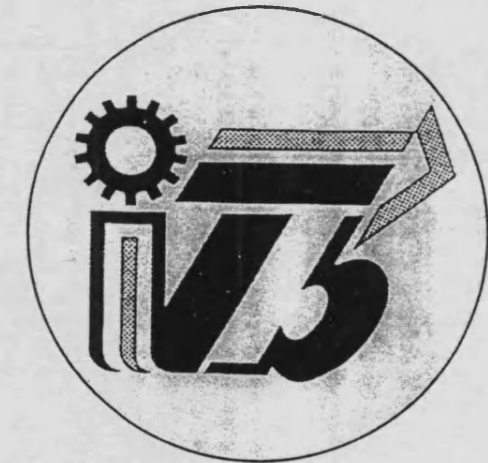*Fax:* 234 6219
Internet mail: mipam@bow.intnet.mu

TO WHOM IT MAY CONCERN

I have pleasure in stating that Dr Ram Singh Punia has been at the Institute as a UNDP Consultant during the period November 1996 to November 1997.

As we were in the process of establishing the Institute he has been involved in most of the activities pertaining to the launching of a new institution. These activities have included the purchase of pedagogical equipment and materials, the creation of the Resource Centre, the recruitment and training of staff, negotiation with client organsiations and preparation and running of courses. In particular he has been directly responsible for monitoring and running Training Needs Analysis and Training of Trainers programmes. These programmes have been carried out to the full statisfaction of our clients. Additionally he has covered modules on several of our training programmes.

During the period that Dr Punia has been with us, procedures have been established for the proper design, implementation and evaluation of courses. All our courses are launched properly, closely monitored and appropriately evaluated. By and large it can be said that the courses organised by MIPAM are known to be of good quality and in line with the best programmes offered by reported institutions.

Dr Punia has extensive experience in the field of Training and we have benefited from his presence at the Institute. He is endowed with a spirit for co-operative endeavour and has been a very useful member of the MIPAM team. I am confident that, given opportunities, he can be of great assistance to training organisations.

S K Joypaul
Director

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MIPAM

The MAURITIUS INSTITUTE
of PUBLIC ADMINISTRATION
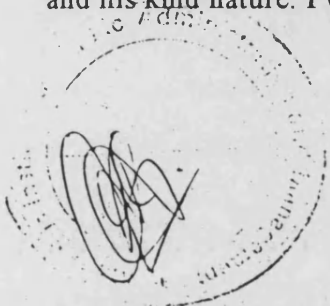*and* MANAGEMENT

TO WHOM IT MAY CONCERN

Mr. R. S. ,Punia joined Mauritius Institute of Public Administration and Management on 01/11/96 as a consultant in Management Training and Development for the Public Sector. He leaves MIPAM on 06/11/97 to return to the United Kingdom, his permanent place of residence. MIPAM is a new training institute. The Director and the three Programme Coordinators had joined MIPAM only a few months earlier. The Consultant was to train the three Coordinators and a pool of part-time Resource Persons drawn from outside MIPAM; to establish a systematic approach, to design, implement and evaluate training programmes and to advise the Director and the MIPAM Board in training matters. Mr. Punia came from IVTB as a result of UNDP aid to MIPAM.

The three Training Coordinators have largely benefited from the expertise of Mr. Ram Punia, and a system for designing, implementing and evaluating training programmes is now operational. Three Coordinators have been trained on-the-job. About fifty (50) one-week training programmes in General Management, Accounting and Human Resource Development were conducted and almost one thousand (1000) people from the Public Sector benefited from these programmes. The programmes were of high quality, providing creditability to MIPAM as a Management Training Institute. As a result, demand for training has increased manifold. He himself designed, taught, evaluated six (6) training programmes in Training Needs Analysis for the Personnel Officers from the Public Sector and Training of Trainers' Programmes for the middle managers from two Hotels (Le Victoria Hotel and Sugar Beach Resort). He produced a

considerable quantity of training materials and helped in making the MIPAM Resource Centre operational. On the whole, he made excellent contribution towards the development of MIPAM during the first year of operation. As a result, now MIPAM enjoys creditability from its clients.

As a person, I find Mr. Punia a trustworthy and amicable person with influential personality. He is liked by all here who come in contact with him professionally and socially. Many people have sought personal advice from him, given his vast experience and his kind nature. I wish him all the success in his future work elsewhere.

N. Beeharry
Secretary

October 31st, 1997

U.N.D.P. CONSULTANT AT MIPAM

Final Report (1.11.96 - 1.11.97)

The consultant joined MIPAM on 1/11/96 to start his first training programme on Training Needs Analysis. At this time there were three training programme coordinators who had just joined MIPAM without any previous experience of training. There was little in terms of any procedures to design, implement and evaluate training programmes. There were no teaching-learning resources to support training. There was inadequate social structure to support the training cadre comprised of the three coordinators and the consultant. An attempt was made to prepare a corporate plan which remains to be completed. The Director and Secretary of MIPAM were supportive and enthusiastic to make MIPAM operational. Nobody had envisaged the later success. At that time it was difficult to foresee into the future. It was within this context that MIPAM and the consultant commenced their operations.

The specific task of the consultant was to train the programme coordinators and a pool of Resource Persons to be utilized in training programmes. He was also to provide leadership in establishing a systematic approach to design, implement and evaluate training programmes to be offered at MIPAM.

The MIPAM is established to solve performance problems of the Public Sector. It seems to be a very ambitious goal to achieve with the present organisation structure. Performance problems of the Public Sector are linked to many factors outside the control of MIPAM e.g. structure of the Public Sector, management style, administrative procedures, values, culture, routines, work environment, mechanisation of the sector and so on. It is more practical for MIPAM to solve training problems of the Public Sector. It has commenced this task by providing appropriate training programmes to solve training problems of this sector. Its next task may be to assist the Public Sector in linking training to on-the-job performance. Finally, MIPAM may reach a stage where it is able to provide consultancy in solving performance problems of the Public Sector.

This report is a summary of two detailed documents: namely consultant's monthly reports and a set of principles of procedures attached herewith. The report outlines the accomplishments of the year, with present strengths and weaknesses of the design, implementation evaluation stages of the training programmes. An effort to link training programmes to on-the-job performance is also briefly mentioned. Finally a number of recommendations have been made to continue the excellent achievements of MIPAM. Special contribution of some members of the staff have been outlined. The work outlined next is the result of enthusiasm and hard work by the staff of MIPAM and that of luck (unplanned favourable conditions).

The Accomplishments

1. The three programme coordinators have been trained in all the procedures being followed currently.

2. The consultant designed, prepared materials, taught and evaluated six training programmes in Training Needs Analysis, training almost all the officers of the Personnel Cadre. He also designed, prepared materials, taught and evaluated two training programmes for Training of Trainers for two hotels.

3. A system to design, implement and evaluate training programmes is in place. Associated guidelines have been written for future use. Read appendices for details.

4. Almost 1,000 people have benefited from one-week training programmes offered by MIPAM in one year.

5. The quality of the training programmes has been good. As a result, MIPAM now has achieved *creditability* for its training programmes.

6. The Resource Centre has some training materials to support the training programmes.

7. A Certificate in Management Training and Development has been designed, but for reasons unknown to the consultant, has not been made available to the trainees.

Strengths and Weaknesses of the Training Design

All training programmes are purpose-made, a response to client's training problems. The designs include proper openings and closing routines; care is taken to accomplish a proper blend of knowledge, skills, attitudes and values. Each programme now includes panel discussions to make up the deficiencies of some Resource Persons and a session for Action Planning to link training to its future use on-the-job. Resource Persons are drawn from various sources.

The weaknesses include coordinator's lack of formal training in programme design, and the Resource Persons lacking training in training techniques. Some training programmes involve too many Resource Persons leading to poor coordination of the programmes during implementation.

Strengths and Weaknesses of the Implementation Phase

MIPAM has established good routines to take care of its clients. The venue of the training programmes and the catering service is excellent. The quality of the Resource Persons and training materials is reasonable. However, coordination of the programmes has to improve through the definition of learning objectives for each session (see my paper addressed to solve this problem) and by restricting the number of Resource Persons in each programme to three.

Library needs to be greatly strengthened to support training programmes and for the professional development of trainers. Training materials need to be bound and edited for future uses.

Strengths and Weaknesses of the Evaluation Phase

A sound procedure has been established to evaluate the design and implementation of training programmes. At present MIPAM does not evaluate the trainee's learning through formal assessment. Two studies were undertaken to assess the transfer of learning from training to jobs. It was gratifying to find that the trainees did implement changes in their own organisations, but, they did it of their own initiatives. At present top management support for trained staff is less than desirable. No doubt it will improve in future.

The weaknesses of the evaluation phase include excessive use of routines and little use of learning from the evaluation exercise. The consultant introduced evaluation for an on-going improvement of MIPAM training programmes. Unfortunately it has failed to serve this goal.

Strengths and Weaknesses in Linking Training Programmes with On-the-Job Performance

To link training with on-the-job performance MIPAM introduced Action Plans in its training designs based on careful Training Needs Analysis and two indepth studies were conducted to assess effects of training on-the-job. Effects of training can be further strengthened by the employers seeking end-of-programme reports from the trainees and by acting on these reports.

Special Contribution of the Individuals

The consultant provided leadership in all the innovations based on his previous experience elsewhere. The Director provided an excellent support through his direct involvement in opening and closing each programme. The Coordinators worked hard to get themselves established. The Secretary to the Board and to the MIPAM provided an excellent support to the training team. Special thanks are due to the Ministry for Civil Service Affairs to provide excellent support by providing clients to MIPAM and by taking active interest in the work of MIPAM. Without collaboration from these individuals and institutions it would have been impossible to achieve *creditability* from our clients. Some institutions in Mauritius after many years of existence have failed to achieve such *creditability*. I hope MIPAM will jealously guard it in future.

Some Recommendations and Suggestions for the Future Development of MIPAM.

1. Establish a clear long-term policy and an Action Plan for MIPAM.

2. External Training does not solve all performance problems. In future a self-learning culture has to be developed within the Public Sector.

3. Keep proper balance between quantity and quality in training programmes.

4. To improve the quality of training programmes, it is necessary to practice what we teach, to train all the trainers and the coordinators and to equip the Resource Centre with adequate quantity of teaching-learning materials to support training.

5. Continue employing a Resident Consultant to lead the future development of MIPAM towards its final goal i.e. to solve the performance problems of the Public Sector.

6. Continue the present course of action at least for one more year.

7. Change for award-bearing courses will need staff of the right quality and experience and a new infrastructure.

8. Establish links with similar overseas institutions and use their staff for the moderation of the work of MIPAM.

9. Systematically record and supply all training information for the Public Sector.

10. Publicise the work of MIPAM through Newsletters, Journals and Calendars of Training Programmes.

To summarise MIPAM team has achieved *creditability* for its work in one year, a remarkable feat indeed. It is now necessary to maintain this *creditability* before undertaking new ventures. Once lost, this *creditability* will be difficult to regain. The consultant is proud of being a apart of the successes of MIPAM. He wishes MIPAM every success for its future development.

Appendices

1. Consultant's Monthly Reports
2. MIPAM Principles of Procedures

R. S. Punia

Becoming a Technician Builder (1957-64) and a Technical Teacher (1964-5): Foundation of Lifelong Learning:

> **Provided one has the requisite prior knowledge, motivation is the most critical factor in learning. Ideally both intrinsic motivation-the disposition to follow one's interests, acquire knowledge and become more capable-and the extrinsic motivation-the confidence that the goals of learning are achievable and valuable- should be present (Day 1999).**

This paper presents **my prior knowledge and motivation** for lifelong learning in the various chapters of this dissertation. It will be evident that I had the need and the ability to learn and the context provided the opportunities. The success came from the combination of my needs and the availability of opportunities in the beginning and during lifelong learning. This chapter presents my living learning theories as a student before becoming a teacher. Four models of learning are present in this chapter.

- **Rote learning in India.**
- **Learning theory at the Reading College of Technology.**
- **Learning to relate theory with practice to do a job in industry.**
- **Learning to become a qualified teacher through self-study.**

There are two sections in this chapter. With a brief introduction to education in India and to the beginning of technical education in England, the first section presents my living educational theory of studentship to receive technical education at the Reading College of Technology to become a technician builder. The second section deals with my studentship at the Huddersfield Technical Teachers' College to qualify as a technical teacher.

Section One
Studentship in India and at the Reading College of Technology

Studentship for General Education in India

My journey in education started in India where I was born in 1935 in a middle-class family with farming and military background but a little educational interest. After completing ten years of schooling in public primary and secondary schools of little repute and four years of a

general degree program in a university college, I came to England in 1957 without any definite plans for my future in England.

Education in India was a means to obtain a recognised qualification to get a job. Filling the empty minds (Deal & Nollan 1982) and examining at the end of the year marked the general process of education. Curriculum content had little to do with life. For example, as a graduate in a university college I had little knowledge of the town in which I was living but I knew much about other countries of the world. When I became a teacher educator in my later life I often quoted the next personal experience to explain the difference between meaningful learning and rote learning and the problems of learning out of context.

' An inspector of schools visited our school when I was a primary school kid. The inspector wanted to sample the quality of knowledge of some of the students. The schoolteacher, knowing me as his good student, offered me for questioning. The inspector asked me a simple question. He said, " There are ten pigeons sitting on a tree. A gunman fires and shoots five of them. How many are left on the tree now. I proudly answered that there was only five. To my surprise the inspector declared my answer was *That* wrong but did not explain why it was wrong at that time.'

Many years later I realised why my answer might have been wrong. With the noise from the gun the remaining five pigeons would have flown away. I had not learnt to connect school learning with life. I was naturally good at learning from childhood but failed to have access to good schools and colleges.

I survived later education in India due to natural interest and ability to learn. As far as I can reflect I had an independent and an inquiring mind from childhood, enabling me to survive in a system lacking good teachers and other facilities. Probably that was why I made rapid progress in a better learning environment in the UK. My learning for understanding and application began in England in a better learning environment.

Emergence of an Opportunity for Studentship in the UK

After doing many odd jobs as a labourer for two years in England I managed to get scholarship in 1959 for a two-year Diploma in Building. How I managed to accomplish this task is of special significance to me. Those days Indian qualifications were not recognised in the British Further and Higher Education Sector. Fortunately I managed to get admission to a Diploma in Building offered at the Reading College of Technology but I had no financial means to pursue this full time program. To seek financial support I applied to my local education authority without success. A middle-aged Englishman working as a labourer with me on a building site suggested to me to contact Dr. King who was the speaker in the

parliament at that time. Dr King had helped this gentleman with a similar dilemma with his son's grant to pursue an educational program. Dr. King intervened in my case as well to get a two-year maintenance grant to complete my Diploma in Building. Without Dr. King's intervention I may not be writing this dissertation. I often wonder how many people this man may have helped for the good of his country and the good of humanity. This gesture from this politician affected me so deeply that throughout my professional career I have helped many young people struggling to obtain education and it became an important mission of my life.

Studentship for Technical Education at the Reading College of Technology

This part of my life provides examples of **the Training Model** used in technical education. According to this model students learnt theory from formal education and learnt to apply theory on-the-job. Educators rarely addressed the problem of connecting theory to its application on-the-job. The student had the responsibility to make the link between theory and practice. This section shows how I managed to link theory with practice in industry, which was not always possible.

I spent two years (1959-1961) at the Reading College of Technology as a full-time student for a Diploma in Building, completing the program with good grades. In fact I had the opportunity to pursue a Higher Diploma with a further local authority grant but I did not make use of this opportunity. This led to a suitable job as a trainee-estimator with a middle-sized building firm in Reading in Berkshire, UK where I worked enthusiastically under a director who became my mentor for three year. One day this director told me that I had learnt more in one year than another trainee in the same organisation had learnt in three years. This remark is an indicator of my interest and ability to learn at that time. **The early success was attributed to my ability to connect theory with practice and the availability of opportunities for related industrial experience to complement theory.**

After completing my Diploma in Building I continued to attend the Reading College of Technology in the evenings for two more years to complete the Higher National Certificate in Building and a full Certificate of the City and Guilds in Quantity Surveying. One year later I passed the final part one examination of the Institute of Building. In 1964 with adequate academic qualifications and relevant industrial experience I decided to train as a technical teacher. In addition to other circumstances, my wife prompted me to change my career. At that time I was only a qualified technician not a professional builder. In the construction industry technicians carryout the decisions made by the professionals such as architects, quantity surveyors and builders.

Section Two

Studentship at the Huddersfield Technical Teachers' College (1964-65)

> A teacher can never truly teach unless he is still learning himself. A lamp
> can never light another lamp unless it continues to burn its own flame.
> (Marland, 2001-p.47)

My professional journey as a teacher commenced at the Huddersfield Technical Teachers' College, one of the four colleges of education specialised in training technical teachers in the UK. This section presents my living educational theory to learn to become a teacher. An outline of the attitudes towards technical teacher training in the sixties and the state of teacher education today provides the context to my learning experience. The following accounts focus on the teacher training experience offered at the Huddersfield Technical Teachers' College and my responses to this experience.

Teacher Attitudes Towards Teacher Training

Before training as a teacher I contacted a few of my ex-teachers from the Reading College of Technology to seek their opinions about training as a teacher. Most of them were untrained teachers who saw no value in training to become a teacher. One of them, an ex-graduate from the Huddersfield Technical Teachers' College, encouraged me to pursue my quest. This was the typical attitude towards technical teachers' training in the FE/HE sector in those days. Even today it is not mandatory to be a qualified teacher to teach in the FE/HE sector in the UK.

At that time teacher training in technical education was poorly understood and valued in teaching. For instance, during teaching practice/clinic supervision, one of the experienced teachers remarked: **"Those who cannot survive in industry become teachers and those who cannot teach became teacher trainers".** My professional life might dispel this false belief amongst untrained vocational teachers. I doubt if I had survived as a teacher and made subsequent professional advances without pre-service teacher training. **Preservice teacher training provided me with the necessary foundation for later professional development presented in this dissertation.**

The Training Model at Huddersfield Technical Teachers' College

Huddersfield Technical Teachers' College had excellent buildings, equipment, library and workshops but it lacked a model of systematic training and staff as models of good teaching.

It may be appropriate to name their training system a **Resource-based Learning Model** with responsibility for learning on students. The Library provided me with excellent learning materials and the twelve-week teaching practice in schools inculcated self-confidence in classroom teaching. The following recollections of **negative experiences** at this college probably reflect the general development of technical teacher training in those days.

There was little theory in the form of foundation studies; different parts of the course lacked unity and teaching practice lacked a systematic approach for clinical supervision. For example, during my first teaching practice once there were six students in the class and four supervisors sitting at the back of the room without informing me about the purpose of their visit and without providing me with any feedback at the end of the visit. During my second teaching practice one tutor sat at the back of the class without introducing himself and leaving a few pages of written notes for me to read. His written comments made no sense to me.

Some tutors did not practise what they preached. For instance, one tutor would enter the class without looking at his class. Throughout the lesson he would be looking out through a side - window. In spite of these problems I learnt much from my self-learning. Some of my learning experiences are presented next.

My Experiments with Teaching

The First Daze of Teaching

In the beginning of the program trainers asked us to teach for twenty minutes any topic of our choice to our colleagues. I taught a topic I practised in industry everyday. I cannot recollect what I might have said during this short foray into teaching. I can only remember that I was utterly chaotic and very nervous during my presentation, experiencing what was later known as the first daze of teaching (Calderhead, 1984). The trainers may have purposely provided this experience to indicate that **the ability to know your subject and the ability to teach are very different.** Unfortunately still many untrained teachers do not believe in this distinction. From this incident I realised that I had to learn my subject matter more fully and learn to communicate it logically to suit the audience. It will become later that it took me a long time and hard work to make up these deficiencies. In fact I am still learning.

Development of Reflective Teaching

My early teaching was confined to the use of the transmission model of teaching used in the FE/HE at that time. In this model teachers transmitted their technical knowledge, skills and attitudes to students in frontal teaching. All teachers are not reflective practitioners. For

example, a colleague from the Huddersfield Technical Teachers' College advised me to teach the prescribed subject matter to the class and to leave learning to students. In later years as a teacher trainer I found many trainee-teachers had difficulty in teaching from student perspective and to take responsibility for student learning as it meant their continuous professional development. Reflective teaching (Schon 1987) came to me naturally. Reflection can occur at various levels (Day 1999). My early concerns were limited to reflections on learning the content-knowledge and 'pedagogical-content-knowledge'(Shulman 1986, Calderhead and Shorrock 1997, Tabachnic and Zeichner (1991).

Manifestation of Inherent Values in Teaching

Important values in my professional teaching emerged at that time. As a teacher I had to decide frequently if I should finish the prescribed syllabus within the available time or to adjust the prescribed content to match student needs and their learning abilities. I found that different teachers made different choices according to their values. From the beginning of my teaching career **I valued teaching subject matter from students' perspective**. For instance, during my first teaching practice I taught the same lesson to two separate groups of students. With one group I finished the planned lesson within the available time but managed to finish only the half of it with the second group.

From the beginning **I owned responsibility for student learning**. For instance, during teaching practice I administered regular tests to my students to check effectiveness of my teaching. I found Teaching practice the most useful learning experience providing me with the early successes and self-confidence in classroom teaching. The following values guided and still guide my teaching.

- A teacher has to learn the subject matter thoroughly and present it in a logical sequence.
- A regular feedback was necessary to improve one's teaching and student learning.
- To be meaningful to students subject matter has to be presented from students' level of readiness and their future needs.

These example of variations in the values of trainee teachers highlight the importance of teachers' values, validating Whitehead (1999) who insists on explicating one's values in one's professional development. Values are difficult to define. Halstead (1996) provides a useful definition. Values include: **"principles, fundamental convictions, ideals, standards or life stances which act as general guides to behaviour, or points of reference in decision-**

making or the evaluation of beliefs or actions, and which are closely connected to personal integrity and personal identity".

The findings of the later research on teachers' knowledge and beliefs ((Calderhead 84, 87,88 & 1996) suggest that trainee teachers enter teaching with strong preconceived ideas of teaching. I seem to have entered teaching with the natural ability to teach from students' perspective and to take responsibility for student learning due to my spiritual perspective on teaching and desire for continuous learning. These personal traits continued in later professional work.

From Daze of Teaching to Self-confidence in Teaching

Huddersfield Technical Teachers' college provided me a useful start by **giving me confidence in teaching**. This confidence came from my reflective teaching and adequate library resources for self-learning in the college. I obtained Teachers' Certificate with low grades, probably because I was unaware of the assessment criteria trainers used to assess the trainees. Different tutors seemed to have different conceptions of teaching. I considered myself a subject matter specialist with an additional ability to share it with students in a meaningful way. A transformation occurred when I decided to become a teacher. In industry I worked for a fixed time to make a living. **Teaching became a vocation,** a way of life with an opportunity to serve community.

Technical Teacher Training Today

In spite of the early difficulties in teacher training, teacher education has made **considerable advances** as a distinct field of study during the last thirty years. Teacher training models such as Joyce and Showers (1980), competency model in Dillon & Moreland (1996) and reflective teaching in Reynolds and Salters (1998) are recent practices in teacher education. Other recent examples include 'teaching as learning' Mcniff (1993), 'self-study' Hamilton et al (1998), 'reflective teaching' Ghaye and Ghaye, (1998), values in teacher preparation (Whitehead, 1999) and lifelong learning in teacher education (Day 1999). According to moon et al (2000): "Policy processes and systems are moving away from a preoccupation with universal preservice education, one of the greatest achievements of the twentieth century, to the challenges of creating opportunities for career-long education and training in the twenty-first." (Moon et al, 2000, P. 3). Today teacher education has come a long way from its beginning in pre-service education to career-long teacher training. I hope I also have come a long way from the first daze of teaching towards becoming a doctor of education.

Appendix (19)

Images of Unity in Diversity in International Living

> "All boundaries, national boundaries included, are fundamentally arbitrary. We invent them and then, ironically, we find ourselves trapped within" (Senge, 1990- P. 98).

This paper presents my living educational theory of living and working together with people of all nationalities. Senge 1990 in the above quotation has captured the root cause of the problem of working and living together. The following accounts show how various countries tackled the problem of living and working together. Most of these countries valued education to generate wealth: education to work and live together was not considered important. Few people appreciated obvious unity in diversity in different countries of the world. I have attempted to present how I learnt to see this unity in diversity. The following images of various countries I visited are strictly personal and partial. But they add an important dimension to my lifelong learning. I made no deliberate efforts to relate these accounts with the accounts in various chapters of this dissertation.

India: The Land of Unity in Cultural Diversity.

For me India provides us with a model of unity in diversity. There is so much diversity in India that it is impossible to define an Indian. Every time I visit this vast country I feel inclined to believe that this country might be moving by itself. I fail to understand the system used to guide this country. I left India, the country of my birth, for UK, in the fifties. The following accounts are based on my regular and short visits to this country to visit my parents and family in India.

India is a very large country with an area of 3,287263 sq. km and a population of 844320 thousands of people. Britain had little cultural influence on India. However, the British influence on the various technical systems, particularly on the education system, was significant. This country is still struggling to remedy the drawbacks of the earlier education system in matching the needs of independent India. For instance, in the past technical education was neglected. Education provided 'what to learn', not 'how to learn'. Education in India is still a means to secure employment in the civil service and knowledge remains a commodity to be bought and sold.

India is a sub-continent with a variety in almost everything, making one wonder about the source of its unity. Cultural values such as religion, family ties and political will for the maintenance of unity seems to bind this nation. In spite of the apparent chaos, India, as the largest democracy in the world, has survived and made a considerable economic and social progress. The country is teeming with people with little respect and value for human life. Control over population and pollution are the current priorities.

There are stark contrasts in the quality of life in this country, with many intellectual and spiritual giants on one end of the spectrum and dire poverty and corruption on the other end. I mention a few names who shared my values in life. Tagore, an Indian intellectual from the early twentieth century lived by the ideas we are exploring in the developed world (Marland 2001). He conceived education as life and not merely a preparation for life. To put these ideas into practice he had established a school in India. Today we have Sai Baba, a spiritual leader in the south of India, who has established schools and universities to prepare intellectuals with character based on spiritual values. Krishnamurti, an international personality, established schools all over the world teaching students to understand themselves before understanding the world. India has much to learn about controlling its population and pollution and it has much to offer in spiritual learning from its spiritual past.

Singapore: The Land of a Planned Educational and Economic Development

When I was in Singapore Polytechnic the problem of Singapore was its survival from internal and external threats. Singapore has survived and made significant economic progress. The following narrative presents my impressions of the first two years of the life of Singapore as an independent state.

"Singapore is a previous colony of Great Britain with an area of 625 sq. km and population of 2,690 thousands. I was present in Singapore the day it was separated from the rest of Malaysia. At that time the country was surrounded with many unfriendly nations and domestic uncertainty but it was fortunate to have an able Prime Minister. It is now known for its rapid economic progress. Singapore and Lee Kuan Yiu have become synonymous. Lee kuan was considered a benevolent but an autocratic leader. He secured significant economic prosperity for his people, but Singapore people seem to have lost the traditional family values and variety in their independent thinking. Being small and under a benevolent and a very able leader, this place is an example of planned development of education to support the economy of the country. Singapore has little in the form of its natural resources. Consequently it is

important for people to work hard and live a disciplined life to make a decent living. I did not live long enough in Singapore to create an image of a typical person from Singapore.

Hong Kong: a large Market for Making Money

I remember Hong Kong for the success of the liberal policy of the government to promote business and the hard working people and government of this country. Hong Kong provided a stark contrast to the controlled development of Singapore. The following accounts are based on my ten years as a civil servant in the education department.

Hong Kong has an area of 78 sq. Km and population of 5950 thousands of people. Hong Kong was a huge market rather than a residential place. At that time Hong Kong economy was known for clothing and textile industry which was based on cheap labour from China. People, mostly Chinese and British civil servants, were hard working and enterprising people. My student teachers informed me that the Chinese people were more interested in making money and less interested in the politics of the place. Before independence from Great Britain most of the Chinese used Hong Kong as a port of entry into the western world.

Being a British colony the education system followed the British system. Education was highly valued. At times I heard harrowing stories of some children committing suicide when they failed their primary school certificate examination. Although Hong Kong was a British colony, the civil servants were conscious of the problems of the people and they worked hard to solve them. During the ten years I spent in Hong Kong, there were significant changes in all walks of life, particularly in the education system in which I was personally involved.

The pace of life was fast and many people lived in congested places. Frequently police officers found it difficult to apprehend the criminals in the congested residential areas. During my early days in Hong Kong it was difficult to get in a taxi. Sometime a bystander would jump in and the taxi driver would drive away without any objection. Spitting and throwing rubbish on roads was not uncommon. I remember how the government ran highly successful campaigns to eradicate these social problems. Like Singapore, Hong Kong did not possess natural resources and struggle for life was hard and competitive. Consequently people worked hard for making a living. Economic prosperity seemed to be the main goal of education and of life.

FIJI Islands: A Divided Nation due to Cultural Differences

I remember Fiji for its beauty, slow pace of life and conflict amongst people from two different cultures. In the beginning I found it difficult to adjust to Fijian way of life.

Fiji Islands were a complete contrast to Hong Kong. Here life moved at a leisurely pace and there was a small population in a large area with vast untapped resources. Fiji has an area of 18333 sq. km and a population of 747 thousand people. They had no need to ape other counties for economic development. Generally people, particularly Fijians, were happy and contented with their lives. The pace of life was slow. There were no signs of what I call poverty. **I began to wonder if it was wise for me to impose my ready-made solutions to undefined problems.**

Fiji seemed to have a problem. The people from the two different origins and traditions had not learnt to capitalise on their differences to make one strong nation. The native Fijians followed their chiefs without any questions whereas ten people of Indian origin would have twelve ways of thinking and acting. The Indians and the Fijians with different cultures lived side by side with inadequate interaction to cause mild rumblings. Without a sophisticated industry in the country technical education was not the priority. More importantly, the people of Fiji needed to learn to become a nation. Few people cared to understand this problem when I was in Fiji. My understanding of this problem was as follows.

This problem of inequality amongst the native Fijians and the people of Indian origin was more apparent than real. The Indians living in towns seemed more affluent than the Fijians. They tended to live in better houses and owned modern facilities of life. The Fijians were living in less affluent conditions but they were living more contented and happy lives in villages. Indians were hard working, less contented and less secure as the land on which they lived was mostly tenanted from the Fijians who were continuously increasing rents.

Visitors to Fiji often remarked that people of Indian origin were exploiting the native Fijians. This may have been one of the causes of the later discontentment amongst the native Fijians. There were rumours that the government regarded FIT an Indian Institute. It was due to the fact that 80% of the students and staff were of Indian and of other origins. 99% of the army and the famous rugby team were made of the people from Fijian origin. From these observations it was not difficult for me to conclude that the two communities did not consider themselves citizens of one country. They made no deliberate efforts to remedy this problem".'

The principle of oneness of the country had not penetrated in the minds of the population. They failed to understand that it might be appropriate that there were more people of Indian origin in FIT and more Fijians in the army and in their Rugby team. Fijians were physically robust and less academic whereas the Indians were more academic and money-minded. Together as citizens of one country they were in their right places but they did not consider

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themselves as such. As a result this country suffered later hardships unnecessarily. This problem is not restricted to Fiji. It is prevalent in many other parts of the world. One way to tackle this problem might be through an appropriate education. At present our education systems do not teach us to live together. There is an urgent need to put it right

Western Samoa: A Land of Traditional Ways of Living

I remember Western Samoa for tensions in traditional ways and the modern ways of living. Unlike Fiji, Western Samoa had a homogenous but economically less developed society with an area of 2831 sq. km and population of 157 thousands. Again the pace of life was slow and people generally lived peaceful lives without any army to defend the country. There were vast untapped resources and Samoans overseas were financially supporting their families in W. Samoa. As a result of this state of affairs, there were no signs of dire poverty but there was little incentive to change the current ways of life.

The international consultants cannot make any lasting contributions without due regard for cultures and traditions exerting positive and negative influence on their work. I have named the process of adjustment 'contextualisation of one's work' and it is a creative process. Consultants do improve other cultures through modelling, understanding and respecting other cultures. For instance, I had to visit the prominent people in Samoa to persuade them to support the WSTI project. They found no benefits in the project. They argued that most of the graduates left for developed countries to make better living. I knew that the WSTI project was financed from the foreign aid. So I suggested that their country benefited from some of the graduates who stayed at home. Some benefit was better than no benefit. Surprisingly they accepted my argument to support the project. Below I present a few cultural traits of the people in Western Samoa

There was tension between the traditional and the modern culture. For instance, I was surprised to hear from a reliable source that the suicide rate amongst the young in Samoa was the highest in the world. This person explained to me the reasons for this also. According to him/her, Samoan society was based on outdated traditions and rituals. For instance, the elders ran the society where the young and women had little say in making decisions. This was their main frustration and cause of suicides.

The traditional ways had their own advantages. For Instance, a friend told me a story in joke but it contains a great wisdom for those who care to understand. According to this person:

"Once a Samoan and a European were sunbathing on a beach. After some time the European friend suggested to the Samoan that they should get back and do some work. To that suggestion the Samoan asked the reason for the hurry for work. The European replied that they should go to work to earn some money. The Samoan asked what did he want with the money when there was ample food around. The European said that they needed money to buy a home, then to get married and then to live happily thereafter. The Samoan asked what was the point of going through so much trouble when he was already happy lying on the beach".

I suddenly realised that many of us have forgotten the purpose of earning money. Frequently money becomes an end in itself. Few people wonder about the true purpose of human life. In other example I often found little children waving and smiling to me going past their houses whereas the western children lack such manners. These cultural traits had positive and negative effects on my work. The following narrative offers glimpses of some difficulties and pleasures of working at WSTI.

Overseas consultants and teachers have to learn not to impose their culture on the natives. Traditions are hard to change. Successful consultants take time to learn cultural differences and to work with them. In WSTI an expatriate teacher would be astonished to find teachers caning students in twenties who were little giants in size. The teachers from Australia and New Zealand often came to me to stop this practice. These expatriate teachers would learn the hard way how difficult it was to change the cultural traditions. The same boys and girls would soon become unruly in the hands of these expatriate teachers who wanted to use their liberal and democratic ways of working with them.

I found culture had a tremendous influence on pedagogy. For instance, in Western Samoa and in some other developing countries I could not persuade teachers to use the questioning technique in their teaching. Unlike the British teachers they found it difficult to learn this technique. These teachers and their students had been brought up to obey their elders. They had little previous experience of asking questions and of independent thinking. These accounts show that consultants have to be sensitive to cultural differences and to work with them, not against them.

Mauritius: The Land with Fair Division of National Resources

One of the problems of small countries is that everybody knows everyone else. As such one's professional survival depends more on one's political backing than on one's professional capability. I thought this was true of Mauritius when I lived there. I remember

Mauritius for harmony amongst people of different cultures and origins. The following narrative presents my personal views as a consultant in vocational education and management training.

Unlike Fiji and Western Samoa, Mauritius with an area of 2040 sq. km and population of 1091 thousands of people. The people of Indian, Pakistani, Chinese, European and African origins are immigrants to these islands and they seemed to live together in an apparent harmony. I understood this harmony in two ways. Firstly, in countries inhabited by immigrant population there was less prejudice against each other. Secondly, the national resources of this country seemed to be divided fairly. The Indians being in majority and academic-minded were engaged in politics; the Chinese and the Pakistanis were engaged in business. The Europeans owned vast resources in the form of land and hotels and the Creols were the seafarers of the nation. Under these circumstances there was reasonable peace and harmony at the time I was there. But there were some signs of dissatisfaction. For example, some people of the Indian origin saw themselves deprived of wealth and other communities considered themselves deprived of political power. These communities still had to learn deeply that they were not Indians, Chinese, Pakistanis, Europeans and Africans: **they were Mauritians belonging to one nation**. The politicians seemed to be aware of this issue. Education for citizenship in schools might be a useful strategy for the future preparation of its citizens to live and work together.

Being a small country, in Mauritius everyone seemed to know everyone else. Unlike the western world, personal and political contacts counted more than personal ability. At times important decisions were made more on politics than on rationality and professionalism. I valued professional autonomy. In this environment I felt uncomfortable to operate. On the whole the country made significant economic progress apparent in full employment and political stability and relative harmony amongst people. Technical and vocational education was still at a stage of infancy, but it had become a national priority.

U K: The Mother of Democracy and Technology.

The salient features of life in the UK, my adopted country, are its democratic way of life, freedom of expression, justice and love of truth. The UK has an area of 230646 sq. km and a population of 57410 thousands of people. The UK presents a contrast to India. **This country thrives on systems and impersonal ways of living and there is implied emphasis on and belief in control over nature.** This may be due to the fact that people in this country are relatively more in control of their lives. Consequently spirituality has little place in the lives of people. There is excessive emphasis on individuality, which is likely to break family as the

nucleus of social living. There are early signs of broken families causing problems for the early education. Consequently teachers are expected to undertake many roles beyond traditional teaching.

The UK had a glorious past with a superior technology including administration and communication systems introduced in many developing countries and so long ago. These countries are presently struggling to adapt these systems to match their emergent demands and it is a very complex task as evident from this dissertation. At present the UK is struggling to put its own systems in order to meet emerging social needs.

It may be better for us in the UK to live more in line with the laws of nature, and less with total belief in rationality and self-interest. Philosophers like Berman (1981) have shown the limitations of excessive reliance on rational thinking. For instance, according to Berman (1981): **" Rationality, as it is, turns out, begins to play a role only after the knowledge has been obtained viscerally. Once the terrain is familiar, we reflect on how we got the facts and establish the methodological categories". (P. 139).**

I learnt much about the educational problems of the various countries. It may be appropriate for me to suggest that the governments of the developed and developing countries are occupied with political, economical and technological advances at the expenses of human sciences. This imbalance in educational goals is one of the reasons why we have made such technological advances but we have not learnt to live and work together. International organisations such as UNESCO are beginning to address this issue but we have not found an appropriate strategy to teach this subject. My personal awakening to the problem under the next heading might shed some light on this issue.

A Vision of Unity in Diversity in Human Existence

Without matching the current global integration occurring through technology with cultural and social integration we may endanger human existence on this planet. This ought to be an important goal of international education for the future. My human problem was the failure to recognise and appreciate deep unity in apparent diversity in human life on this planet. The insight to see unity in diversity came to me from the following episode in Western Samoa.

"One day in 1989/90 I almost bumped into His Excellency the Duke of Edinburgh in Agie Grays' Hotel in Western Samoa. Duke and his party were visiting Western Samoa to assess the damage caused by a sever cyclone that hit Samoa that year. I was working as a consultant in technical and vocational education at WSTI. This day I was visiting

this hotel with a doctor friend from Burma. As we were coming out of the hotel in the corridor, the duke just came downstairs from the floor above. I had only seen his Excellency in England on the TV and had never met him in person. Consequently, when I looked at the duke I could not recognise him instantly. However, I recognised him when I had gone one or two steps beyond him. I could also hear a few Australian visitors walking behind me calling the duke your Excellency, confirming my recognition. I told this to my doctor friend who immediately turned around to look behind. I also noticed a few unarmed Samoan Police men in uniforms strolling around the hotel."

There was a sudden flash of insight. I became aware of the whole scene in front of my eyes. I saw a group of people in a small area. With labels my mind saw a duke, a doctor, a consultant, and a bunch of Australian tourists. Without these man-made models, I saw a snapshot of a bunch of human beings gathered in the corridor of a hotel at a particular time and place. At that moment I understood instantly how we fail to experience ourselves beyond our labels (Ram Dass, 1976) and how words can conceal reality. Such experiences have the potential of profound changes in our attitudes towards other people and life. I have attempted to explain this personal change in the next heading.

The Effects of International Living on My Self

As a result of international living with an open mind I learnt the limitations of human knowledge. Nobody knows the truth. Truth seems to have as many forms as people on this planet. Consequently I began to experience humility in me and respect for other people who lived their lives differently from me. Occasionally when my I-ness became faint, nothing remained but ecstasy and goodwill to everything and everyone in sight. These experiences came when I least expected them and when my mind was quiet. But, soon the turmoil and competition for human existence would take over to leave me with bitterness for human behaviour and I would begin to make judgements.

Other writers seem to validate my learning from experience. Fullan (1999) says that the more we work with wider environments, the more likely we are to discover the profound spiritual meaning of what Senge (1990) called the individual whole. Senge (1990) wrote that most of us, including myself, are entangled in economic and political prosperity at the expense of living and working together in peace and spiritual bliss. I have attempted to explain this change in more detail in chapter ten.

Appendix. 20

Validation of my Interpretation of my Living Educational Theory of Lifelong Learning

> "Human learning is the disposition of human beings and of the social entities to which they pertain, to engage in the continuous dialogue with the human, social, biological and physical environment, so as to generate intelligent behaviour to interact constructively with change" (Visser and Visser 2002- p.18).

Learning does not occur in classrooms alone. To learn is to learn from life as a whole. It is the aim of lifelong learning (Young 1998). The faculty to be reflective of what we do to learn can only be turned off to our peril. We ought to keep it on as life-long disposition. However, reflective thinking is necessary but it is not sufficient for learning. We need challenges and support for professional development. This paper aims to validate my living educational theory of lifelong learning in my dissertation. First section presents my experiences to acquire the basic skills of lifelong learning (Leamnson, 2002). The second section reviews some propositional literature to clarify and validate my emergent values and mental models integrating my world of work, knowledge, and learning presented in the various chapters of my dissertation.

Section One
Interactions with People to Acquire the Basic Skills of Lifelong Learning

> **Cognitive skill is primarily a matter of acquiring or increasing language facility and that a key ingredient is close reading of challenging literature (Leamonson 2002).**

In the first section I have presented important skills for lifelong learning acquired through dialogue with important people who supported and challenged my professional life as critical friends.

The first two cases illustrate how I learnt rapid reading and academic writing, **the basic skills for lifelong learning (Leamonson 2002)**. The next example illustrates learning to relate theory with practice in technical education through modelling. The last two examples illustrate a special form of learning: learning from dialogues between professionals in education with mutual respect, interest, trust and openness. From these dialogues I learnt to integrate technical education with general education and to integrate work improvement with personal development to generate personal and practical knowledge.

Learning 'Rapid Reading'

In those days I read little of non-technical literature because I was a slow reader. The following narrative shows how I improved my speed in reading. Without this timely guidance I doubt if I could have survived during studies for M. A. at the University of Lancaster where I had to do much reading and writing. This person arrived at the opportune time to provide me with a skill necessary for my future professional learning.

The first person influencing my professional life was an ex-student from the Singapore Polytechnic whom I met after ten years. We met by chance in a Restaurant in Hong Kong where I was working as a teacher trainer. This student told me that he taught 'Rapid Reading' to professionals and he wished to demonstrate his technique to my student teachers. This person successfully demonstrated his method to me and to the trainee teachers at the Hong Kong Technical Teachers' College. Basically he taught us to seek information actively through familiarity with the structure of the paper/book and to seek information in chunks.

Learning Academic writing as the Basic Skill for lifelong Learning.

This case occurred in 1977 while I was studying for M. A. in Education at the University of Lancaster. During the early part of this course I had to produce two major pieces of writing on a topic approved by my tutor. I had vast practical knowledge but no previous experience of academic writing. I wrote thirty thousand words for my first assignment without any focus and structure. After the Christmas break I went to the tutor in charge for help. This tutor refused to help in this matter.

In the evening in a bar with two of my friends I was not in my usual mood. One of them noticed my anxiety and asked me the reason for my uneasiness. I told him the whole story. This person was doing his PhD at that time. He suggested to me to confront this tutor with a tape-recorder and to ask him to repeat his remarks.

Next day I was still very upset when I confronted this tutor. I told him that I did not like his manners the other day and that he was talking to me like a schoolboy while I was a Vice-principal of a college of education. The man apologised for his behaviour but remained least concerned for my problem. I narrated the second encounter with the tutor to my friend who offered to help me in solving my problem.

My friend listened carefully to understand my problem and then invited me to his study. He had a well-arranged card index system to keep records of his references and notes from his readings. He took fifteen minutes to explain to me how he used his system in his writing. As a result of his timely guidance I successfully completed two of my assignments within the next two weeks. Later I managed to complete my dissertation in two months instead of the usual three months. I learnt more from a colleague than from all of my university tutors.

Learning to Integrate Theory with Practice in Technical Education.

Separation of theory and practice has a long history in vocational education and training. People in the two camps fight battles to justify the importance of their work. For instance, industry values professional experience and educational establishments prefer graduates from universities. In spite of the advent of action research in education this phenomenon is still rife. The following person was a living example of unity in theory and practice and I considered him my role model.

Dr. Waters was my adopted mentor in vocational education and training working in the Education Department of Hong Kong. His articles on construction management in the 'Illustrated Carpenter and Builder' had guided me through my final part two examination of the Institute of Building examination in 1966 while I taught in the Singapore Polytechnic. I first met him in person as the Principal of the Morrison Hill Technical Institute in Hong Kong in 1971. This Englishman spoke fluent Cantonese and he was married to a Chinese woman. Like myself this man had a professional qualification as a Chartered Builder. He retired in 1980 from the civil service of Hong Kong as an assistant director vocational education and training. After his retirement he obtained his doctorate in four years of part-time study from a university in the UK. This person had successfully developed himself academically and professionally and encouraged me to do the same.

He highly appreciated my work at HTTC and often encouraged me to pursue a doctorate in education after completing my M. A. in Education in 1978 but I kept on postponing it for years. One of the reasons for pursuing EdD is to honour his advice. I met this grand old man

last time in 1985 on my way back from Fiji to England when he reminded me to finish my doctorate.

Learning to integrate Technical Education with General Education

This case presents interactions between two professionals with mutual trust and respect for each other. He respected my professional character, technical ability, ethical values and I admired his embodied professional experience and scholarship. Both of us benefited from our professional interactions (see appendix. 3). This person had been the principal of the most prestigious grammar school in FIJI before he came to FIT. He joined FIT about the same time I arrived there. He had professional wisdom of an exceptional quality. Here is an episode to illuminate his professional wisdom as compared to that of one of his heads of schools.

One day while I was with him, a member of the teaching staff came to his office with a complaint against his head of school who had asked him to plan his lessons in writing. The principal suggested to the lecturer that he should prepare a plan, use it in his lesson and then come to him to share his experience. He further suggested that he would allow him to drop the idea of lesson planning if he found the experience useless. A few weeks later I happened to see the same lecturer sitting in front him in his office with his lesson plan stating all the benefits of lesson planning. He was successful with this teacher where his head of school had failed.

I enjoyed our formal and informal dialogues. The most memorable moments included conversations on significant personal, professional, national and international issues. At times I would be so absorbed in these dialogues, particularly those on spiritual matters, that I would loose my self-consciousness. I tend to experience such moments when I give my full attention to the present moment. Frequently he wished to record our discussions and dialogues. But those discussions and dialogues were spontaneous amongst two professionals who respected each other and enjoyed each other's company.

In these conversations we were not engaged in discussions to argue our points. We seemed to be engaged in a joint inquiry to get into the depth of an idea. We used each other's ideas to move the inquiry forward into the heights of our consciousness with exciting discoveries. I understood the nature of these spontaneous discussions recently at the university of Bath (Jenlink 1996, Raelin 2001, Senge 1990). It is a useful area for future research with the possibility to develop a new form of problem-based research methodology for professionals who do not have time for traditional forms of research.

The fourth person was the Principal of FIT. He introduced me to general education with important literature from all over the world. This literature expanded my technical education and I became aware of the need for my holistic personal development. I also became aware of the weakness of education systems dividing technical education from general education. For instance, in the UK we have fragmented the education system in schools into three parts: General Education, GNVQS and NVQS. We fail to realise that we have divided society through formal education.

Learning to Integrate Personal with Social Development in Action Research.

The fifth person with considerable influence on my present work is Dr. Whitehead from the University of Bath. I have known Whitehead for the last ten years. He is known for action research called the living educational theory of professional educators (Whitehead 1999). In this form of action research the emphasis is on personal development. In this type of research educators create their own knowledge in the course of improving their professional work.

The logic of methodology of action research is deceptively simple. Consequently I had some difficulty to appreciate the depth of action research as a living theory. My understanding developed gradually during Whitehead's supervision of my EdD dissertation. I later learnt that it was the question of the enquiry, not the technique, which provided quality and depth to this type of inquiry. Whitehead's work is based on the next two ideas. He insists on professional development by removing contradictions in one's espoused-theories and theories-in-practice. For him consciousness and changes in values are good indicators of deep changes in one's professional development.

Learning from a Professional Dialogue as a Form of Inquiry

According to Senge (1990): ' **The purpose of a dialogue is to go beyond any one individual's understanding. We are not trying to win if we are doing it right. In dialogues, individuals gain insights that simply could not be achieved individually** '. (P. **241).** Unlike discussions where participants present alternative viewpoints, in dialogues they explore ideas to move the inquiry further in open and a collaborative environment. My dialogues with the Principal of FIT and with Whitehead frequently took this shape. In one of my conversations on 'Researching Lived Experience' (Van Mannen, 1990), in the middle of my dialogue with whitehead I stopped and pointed to him that we were engaged in researching the Lived experience through our dialogue at that time. These conversations provided me the first-hand experience of 'dialogue as a form of inquiry in which the living educational theories of participants are embedded.

Section Two

Validation of My Values and Philosophy of Life in other Literature

In this section I present the work of Senge (1990), Covey (1992), the spiritual literature including the writings of Krishnamurti, Krishna Prem and those of my spiritual master Maharaj Charan Singh to make sense of my embodied ethical and spiritual values. The spiritual values and philosophy of this literature seems to have been embedded in my character and I was not conscious of it. This literature guided me in developing a discursive consciousness of my values and philosophy of life.

I came in contact with some of this literature in unusual circumstances. For instance, a member of the staff of FIT introduced me to the writings of Krishanmurti in 1985. Similarly a member of the staff of MIPAM in Mauritius introduced me to Covey (1992). One day this person came to my flat to discuss a professional problem. Having listened to me for some time he asked me if I had read covey (1992). He said that my thinking was similar to that of the author of this book and that I should read it. He loaned me his own copy of the book which I read, enjoyed and often used in my training programs offered to the administrators and mangers in the Public sector in Mauritius. I share with Covey (1992) my belief in what he calls character ethic.

Covey (1992) on Character Ethic

Based on research into the lives of famous and effective people of the last two centuries, Covey (1992) presents a coherent framework for a balanced and a holistic personal and social development. A plethora of examples from author's personal experiences are included in this book to illustrate this framework in use.

Covey (1992) distinguishes the 'personality ethic' dealing with public relations and positive mental attitude from 'character ethic' including **basic principles of effective living**. According to Covey, people can experience true success and enduring happiness as they learn and integrate these principles into their basic character. Examples of the principles include **fairness, integrity, honesty, human dignity, service and excellence**. In his framework Covey (1992) identifies three stages in human development.

1. **Dependence.**
2. **Independence.**
3. **Interdependence.**

The three stages are divided into seven habits to live by. The first three habits directed towards independent learning include:

(1) being proactive,

(2) beginning with end in view,

(3) putting first thing first.

It means that we take responsibility for our lives and we must take initiative to build it. Secondly, we must have a vision for the development of our lives and thirdly, we ought to focus on the achievement of our vision. The mastery of these three habits is a prerequisite for the next three habits leading to interdependent living. In author's language the next three habits include

- **think win/win,**
- **seek first to understand.... then to be understood,**
- **synergise.**

In my language it means to be fair in our dealings with others; to be sensitive to other person's point of view in communication and to seek unity in diversity in nature. **His seventh habit is about holistic personal development** including physical, intellectual and spiritual development. He also emphasises correct balance in work and the capacity to work.

This book is a guide for wholesome living until it becomes part of one's character. Like Covey (1992) I emphasised the importance of character ethic in management seminars and I displayed these values in my character. The living educational theory approach (Whitehead 1999) is a useful guide to integrate these habits in our character. Covey (1992) assumes that we are fully in control of our lives. However, according to the spiritual masters our lives are preordained. Both assumptions are open to discussion.

Senge (1990) on Learning Organisations

The tenet of Senge (1990) is that the " **the tools and ideas presented in his book are for destroying the illusion that the world is created of separate, unrelated forces." (p. 3).** He proposed a number of principles for creating a learning organisation. I suggest that these principles are equally applicable for individual and group learning in a variety of contexts (Mazen et al 2000, Senge et al 1999, Clark, 2000). His model **is based on five interrelated disciplines** to be studied, mastered and practised.

The first discipline is called 'systemic thinking' based on the belief that the universe is a system (whole) made of many interrelated systems. The systemic thinking is a conceptual framework with a body of knowledge and tools that has been developed over the past fifty years. According to Senge 1990:

"At the heart of a learning organisation is a shift of mind from seeing ourselves as separate from the world to connected to the world, from seeing problems as caused by someone or something out there to seeing our own actions create the problems we experience. A learning organisation is a place where people are continually discovering how they create their reality. And how they can change it." (P. 13).

The second discipline is **'mastery learning'** including continuous learning towards our higher purpose in life which is similar to the concept of 'living educational theory' (Whitehead, 1999) directed towards higher values in life. The third discipline includes building **'mental models'** comprised of deeply ingrained assumptions, generalisations, images, beliefs that influence our understanding and actions in this world. In this model we learn to understand the promises and problems of our current models and learn to build new models. The fourth discipline is about building a **shared vision** of the future. The fifth discipline includes **team learning** through dialogue. The essence of this discipline is thinking together using the kind of dialogues I enjoyed with the principal of FIT and Jack Whitehead as described earlier.

Senge (1990) presents us an image of **a new kind of leadership in education** with a promising role for educators. According to Senge 1990):

" The new view of leadership in learning organisations centres on subtler and more important tasks. In an organisation, leaders are designers, stewards and teachers. They are responsible for building organisations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models- that is they are responsible for learning"(Senge, 1990-P. 340).

I clearly perceive that we are parts of a unitary system in which we must learn and live together. At present the emphasis is on technological advance at the expense of human development. Senge (1990) and Covey (1992) seems to share my perception of the problem in human learning and they have developed frameworks to address this problem. However, these principles are in contradiction with the current human values such as individuality,

competition for economic, political and technological superiority. It implies a radical change in human values. According to the spiritual literature human conflict is not likely to disappear as long as duality (I-thou thinking) is present in human mind. All spiritual masters have said that God is one and all of us belong to Him. It is another way to say that the creation is a one living organism and we are part of it. The following spiritual masters have proposed various means to overcome this problem.

Krishnamurti on Learning from Life

Krishnamurti (1993), a spiritual leader of the present century, conceptualised learning from moment to moment without a choice aimed at understanding the true nature of the self in action. He suggested that reality is in the present and past and future are handicaps to understanding the present. According to him, the individual self/I is nothing but an image, a bundle of knowledge, skills and attitudes acquired from life experiences. This image isolates us from other people. Individual self has become the main cause of human conflict, which can only be resolved when we understand the true nature of the self through personal observation of the self in action and it is his form of meditation.

Krishna Prem (1969) and Chidbhananda (1997) on Bhagavad Gita

Do your duty to the best of your ability without concern for the rewards. This is the central message of Bhagavad Gita, the Indian classic on spirituality with several translations by the intellectuals all over the world. Few people have read this book; fewer have understood it; and only a few lived by its teachings. The greatness of Mahatma Gandhi lay in his use of this literature to live his life. According to the philosophy of this book universe is a living organism and we are part of it. Our duty is to act with full attention in the present and without thoughts for the rewards. Rewards follow as a result of multitudes of contributions and according to the laws of the cosmos. Spirituality is the science for discovering these laws and to live by them.

The spiritual literature seems to offer **two methods** to acquire spirituality: (Krishnamurti, 1987) recommended self-study of life by being aware of our selves. The alternative method involves guidance from a living spiritual master/teacher/guide/Guru who has successfully achieved the ultimate goal of human life. These teachers guide our perception of life, provide models of their message and guide their disciples on their spiritual path into the unknown (Sardar Bahadur Mahharaj Jagat Singh, 1959). There is vast literature on spirituality but only a few amongst us show interest and courage to live by its laws.

Guides for Holistic Living or Exhortatory Literature

Spirituality is based on high principles of human living. Spirituality results in personal transformation. Few people seek it and fewer succeed. It is often open to criticism for being idealistic and futuristic in visions. Principles of spirituality are in stark contrast to current philosophy of post-modern/post-structural living in economically developed countries. According to this philosophy new is the best and there is no true knowledge. In my view there are as many ways of thinking and living as there are human beings. In this diversity there is unity. We have to learn to recognise this unity.

Appendix. 21

(A List of Case Records)

Intermediate stage between fieldwork and reporting in readable form to general professional audience......this intermediate level I shall call 'Case records' (Stenhouse 1978, p. 32).

EdD Assignments

1.International education in search of the problem, (2000).

2.In search of a problem-based research methodology, (2000).

3.To what extent will top-down or centralised initiatives determine the nature of teaching, the curriculum and assessment (2000)?

4.Relations' approach to curriculum development in vocational education and training, (2000).

Dissertations

1.Educational Technology in theory and practice at the Hong Kong Technical Teachers' College: A Diploma in Educational Technology dissertation (1975).

2.Educational Technology in Curriculum development: M A (Education) dissertation (1978).

3.Ten studies of Teachers' Planning at FIT and its use for curriculum and staff development: MPhil. Dissertation (1992)

Project Reports

1.Curriculum Design in FIT (1986)

2.Operational Curriculum in FIT (1986)

3.Assessment of Student Achievement in FIT (1986)

4.Curriculum Evaluation in FIT (1986)

5.Staff Development in FIT (1986)

6.Educational Technology in FIT (1986)

7.Management of Change in FIT (1986)

8.Principles of Curriculum Development used at the Western Samoa Technical Institute. (1990)

9. Western Samoa Technical Institute: The Final Report for the Stakeholders (1990)

10. IVTB: Training Principles and Procedure (1996)

11.IVTB Monthly Reports (1996)

12.MIPAM: Principles of Procedure (1997)

13.MIPAM: Monthly Reports to the Stakeholders. (1997)

Pre- EdD Writings for Practitioners

1. Communication in Teaching: A Conceptual Framework Designed for Training Teachers (1974).

2. A Systems Approach to Teaching Aids / Media (1974).

3.Sikhism: Goals and the Means (1983).

4. Mythology of the use of training in solving performance problems of Industry, (1983).

5. A Conceptual Map for the Planned Development of Educational Technology (1984).

6. Teacher Concerns and Useful Learning experiences of the Staff of the Fiji Institute of Technology (1984).

7.Systematic Instruction planning using the Tyler Model: promise, problems according to a group of trainee teachers from the Hong Kong technical teachers college (1985).

8. A Conceptual Map for Curriculum Development in Vocational Education and Training (1994).

9.Trainers' Certificate in Vocational Training: problems and promises of developing a purpose-made training programme at IVTB (1995).

10.The Nature of Workforce and Further and Higher Education in Mauritius (1994).

11.Rationalisation of Trade Training in Mauritius: progress and prospects (1994).

12.The Competency-based Curriculum in Vocational Education and Training: the rationale (1994).

13. The Competency-based Curriculum used in Vocational Education and Training in Mauritius.

Training Modules

1. A Programmed Text: Practical Photography (1974).

2. Writing Behavioural Objectives: A Programmed Text (1974).

3. Designing TEC units (1977): A Course of instruction for FE lecturers.

4. The TEC curriculum: Analysis of the curriculum design principles (1977).

5.The Basic Principles for Instruction and Curriculum Development.

6. An Induction Programme for Newly Appointed Trainers in IVTB (1993).

7. One-week Induction Programme in Educational Management and Administration for the Mangers of the Prevocational Training Centres in IVTB (1994).

8. Production of Teaching-Learning Guides (1994).

9. Interpersonal Communication and Counselling Skills (1995): A One-Week Training Module.

10. Training Needs Analysis (1996).

11.Training Programme Design (1996) for Technical and Vocational Teachers.

12.Instructional Planning (1996).

13. Student Performance Assessment for Technical and Vocational Teachers (1996).

14. Instructional Techniques and Media for Technical and Vocational Teachers and Trainers (1996).

15.The Nature and Structure of Vocational education and training (1996 in Mauritius.

16. Microteaching Workshop in Basic Teaching Skills, (1996).

17. Evaluating Teachers for classroom teaching (1996).

18. Training of Trainers programme in Hotels.

SUMMARY: Living Educational Theory of an International Educator with Spiritual Values
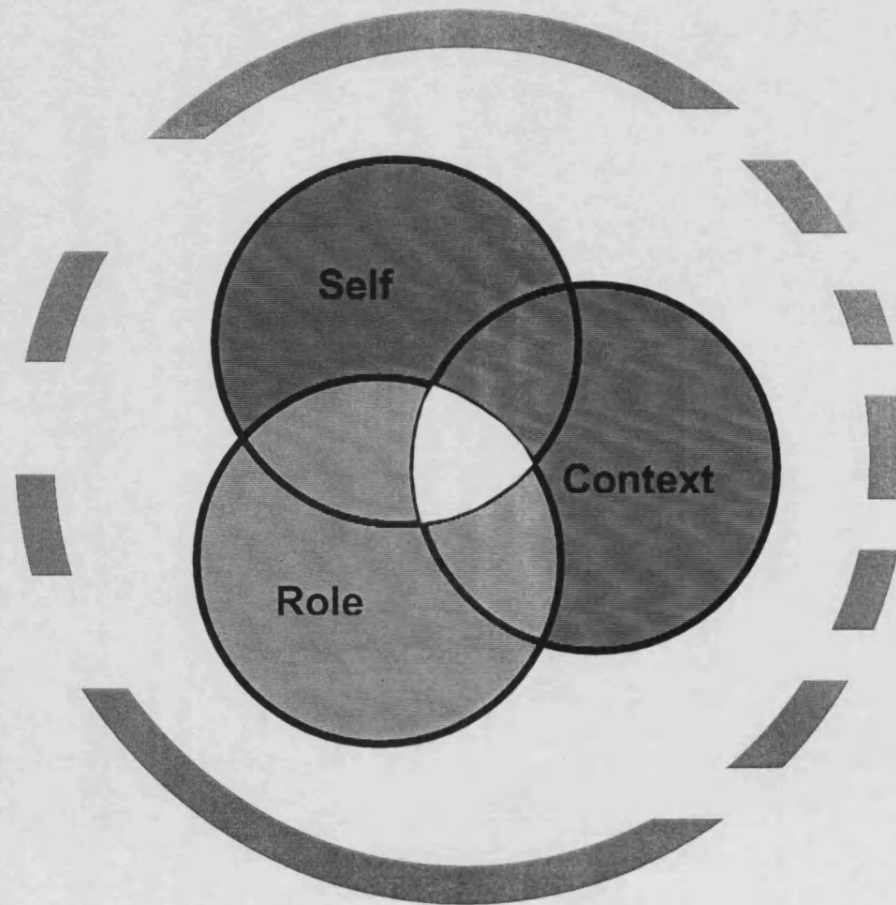
values

Interactions

Role s& Contexts

Owning and
Contextualising Roles

Lecturer Singapore & UK

Teacher Trainer Hong
Kong

Cosmic Unity

Consultant Fiji

Consultant
Western Samoa

Knowledge to share

Self

Context

Role

Consultant Mauritius

Continuous learning &
Character Development

Professional Educator

Role	My Questions	My Concerns	Learning Process	Professional development	Contributions	Practical Theories
Lecturer Singapore Polytechnic & Sheffield Polytechnic *Chapter (3)*	How do I qualify as a lecturer in the FE/HE?	Content-Knowledge & Pedagogical-content-knowledge.	Connective curriculum & Reflective teaching.	Professional Qualification in Building + Teachers' Certificate.	Expertise as a Lecturer teaching pre & in-service Students.	Successful teachers are successful learners.
Teacher Trainer Hong Kong *Chapter (4)*	How do I learn to be a teacher trainer?	Integration of teacher training and curriculum development.	Instruction Development as Action Research	Dip. Ed. Technology MA Education + 10 years experience S/L to V/ Principal.	Director teaching-learning resources & Curriculum Development + two dissertations.	Teacher Development is Instruction Development.
Consultant Vocational Education and Training in Fiji & Western Samoa. *Chapters (5&6)*	How do I support curriculum and school development ?	Integration of system development & people development.	Collaborative Action Research.	M.Phil. + 9 years experience.	School-based curriculum in FIT + Institute development @ WSTI+ MPhil Dissertation.	There is no curriculum development without Teacher Development.
Consultant Training Technology IVTB & MIPAM in Mauritius. *Chapter (7)*	How do I support a new Training Board to establish a systematic approach to Training?	Linking training with performance problem.	1.Competency-based Training 2.Relations approach to curriculum Development.	5 years experience of training technology in HRD in organisations.	Competency-based curriculum development in IVTB+ 'Relations Approach to curriculum development' in MIPAM	There is no performance change without a 'Relations Approach to training Development'.
Professional Educator Bath/U. *Chapters (8, 9, 10)*	How do I develop discursive consciousness of my embodied experience?	1. A discursive consciousness of personal experience 2. Self -knowledge in lifelong learning	1. Reflexive thinking in self-study. 2. Living Educational Theory Approach to Action Research as autobiography	5 years of experience in generating personal and practical knowledge in vocational education and training as a professional educator.	Four assessed writings of 8000words + A Dissertation of 40000 words	There is no lifelong learning without self -knowledge.