

Mind the Gap: The dissonance between the theory, policy and practice of learner-centered pedagogy

Ritesh Shah, University of Auckland

Marie Quinn, Australian Catholic University

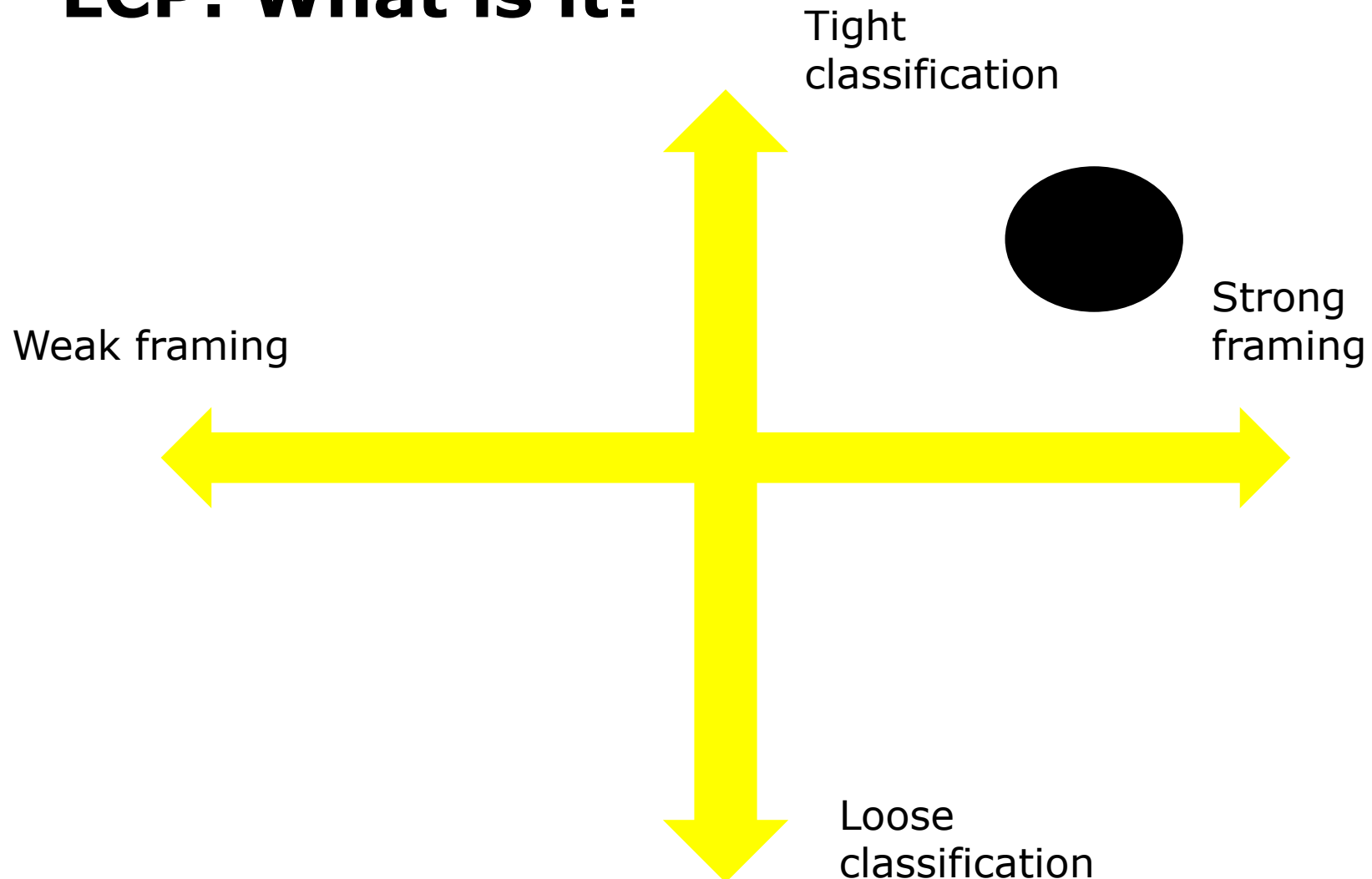
16th UNESCO APEID Conference, Bangkok

November 22, 2012

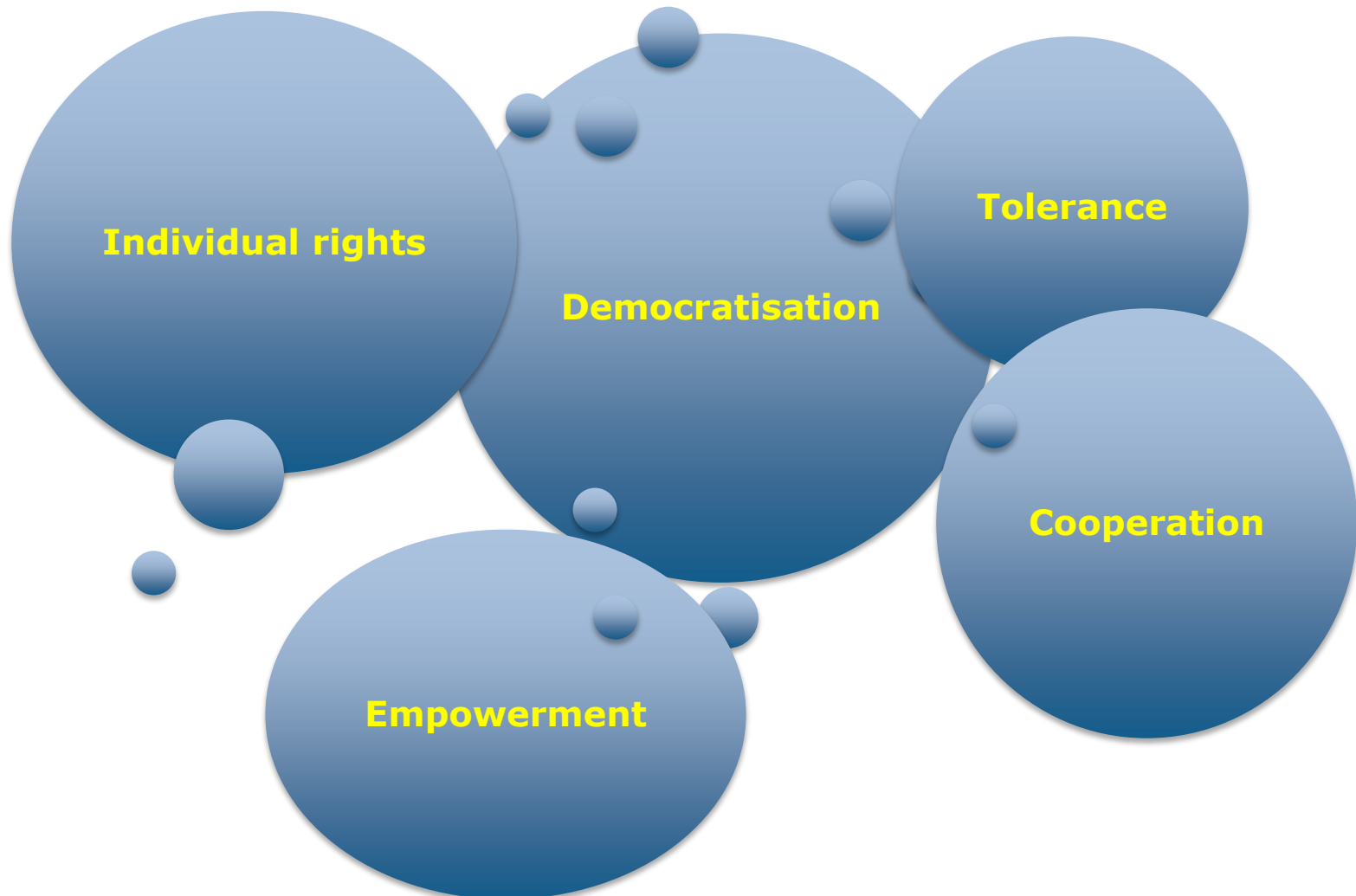
Key questions:

- *Under whose interests was LCP promoted in Timor-Leste?*
- *By whom and at what scale was this shift in pedagogy determined, coordinated, and implemented?*
- *What circumstances was LCP implemented under and with what results?*

LCP: What is it?



Why is it promoted internationally?



Framing the problem around pedagogy

*The education system that prevailed in Timor-Leste up to 1999 may be characterized as **conventional or traditional**, in the sense that it was the **teacher who imparted knowledge in the classroom through a repetitive manner and following a predetermined sequence**. This method favoured **memorizing over understanding**, and did not prepare the **citizens for critical reflection and for autonomous decision-making**.*

-National Education Policy (2007)

The haphazard implementation of LCP

Curriculum implementation (2005-2007)

- UNICEF and INFCP

Cursos intensivos (2009-now)

- Portugal Cooperation
- PROFEF (Brazil)
- INFCP

Short modules (2009-now)

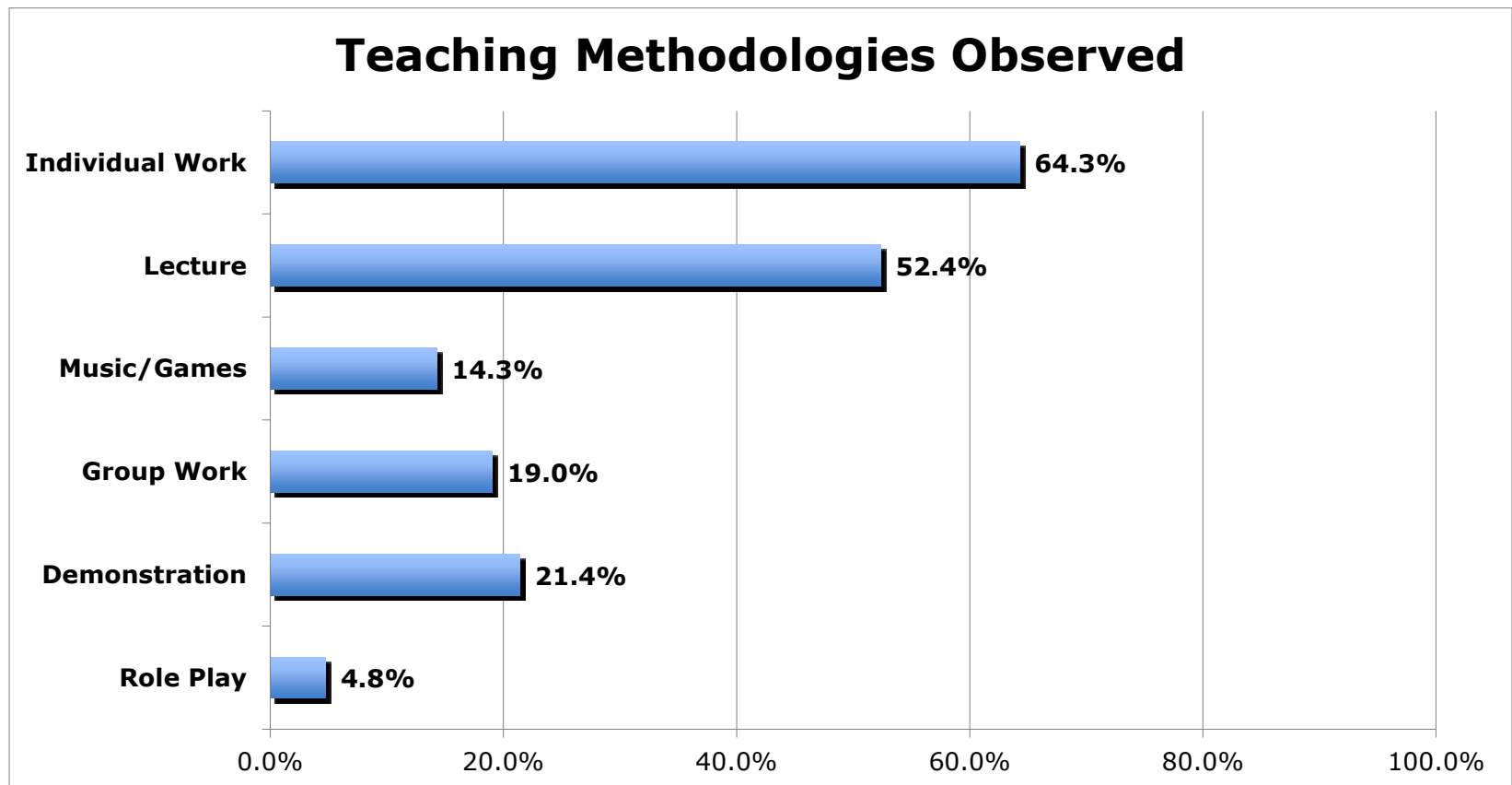
- UNICEF
- NRC

Policy: Style over substance

- *Student work is displayed and acknowledged and praised within class and changed every 3 months;*
- *The classroom has a variety of student work displayed;*
- *Learning corners are set up; and*
- *A variety of student grouping and seating is evident.*

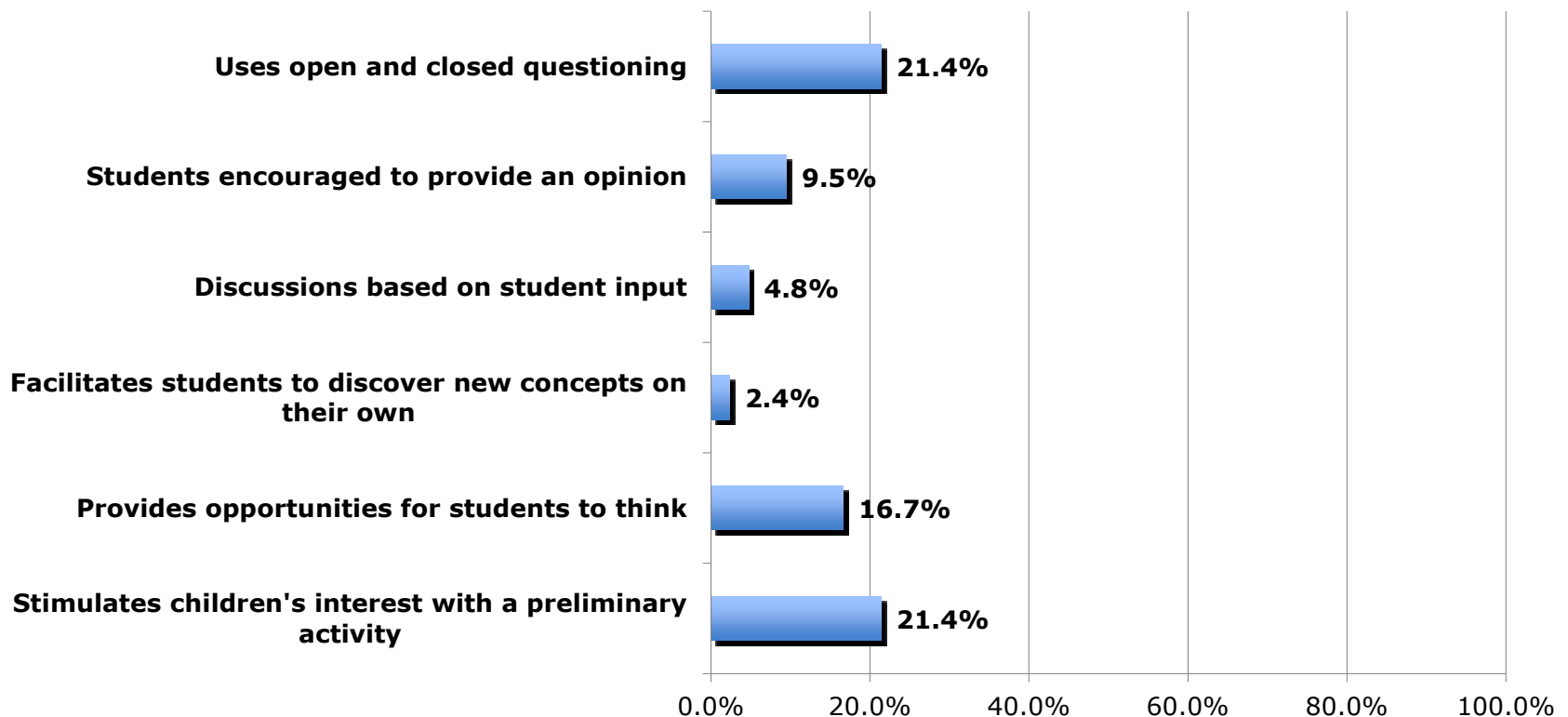
-Draft National Quality School Standards Framework (MoE, 2010 p 24, 35)

Outcomes in classrooms: “resistance” to LCP?



A tightly framed pedagogy continues

Questioning and facilitation techniques observed



Student engagement?

“Students in Timor-Leste are not given an opportunity to speak in their classrooms...the teachers talk at the students from the time they enter until the time they leave. When teachers act like this, it doesn’t allow for the ideas that are contained in students’ heads to be expressed.” [EPRV, FG]

Resistance or pragmatism?

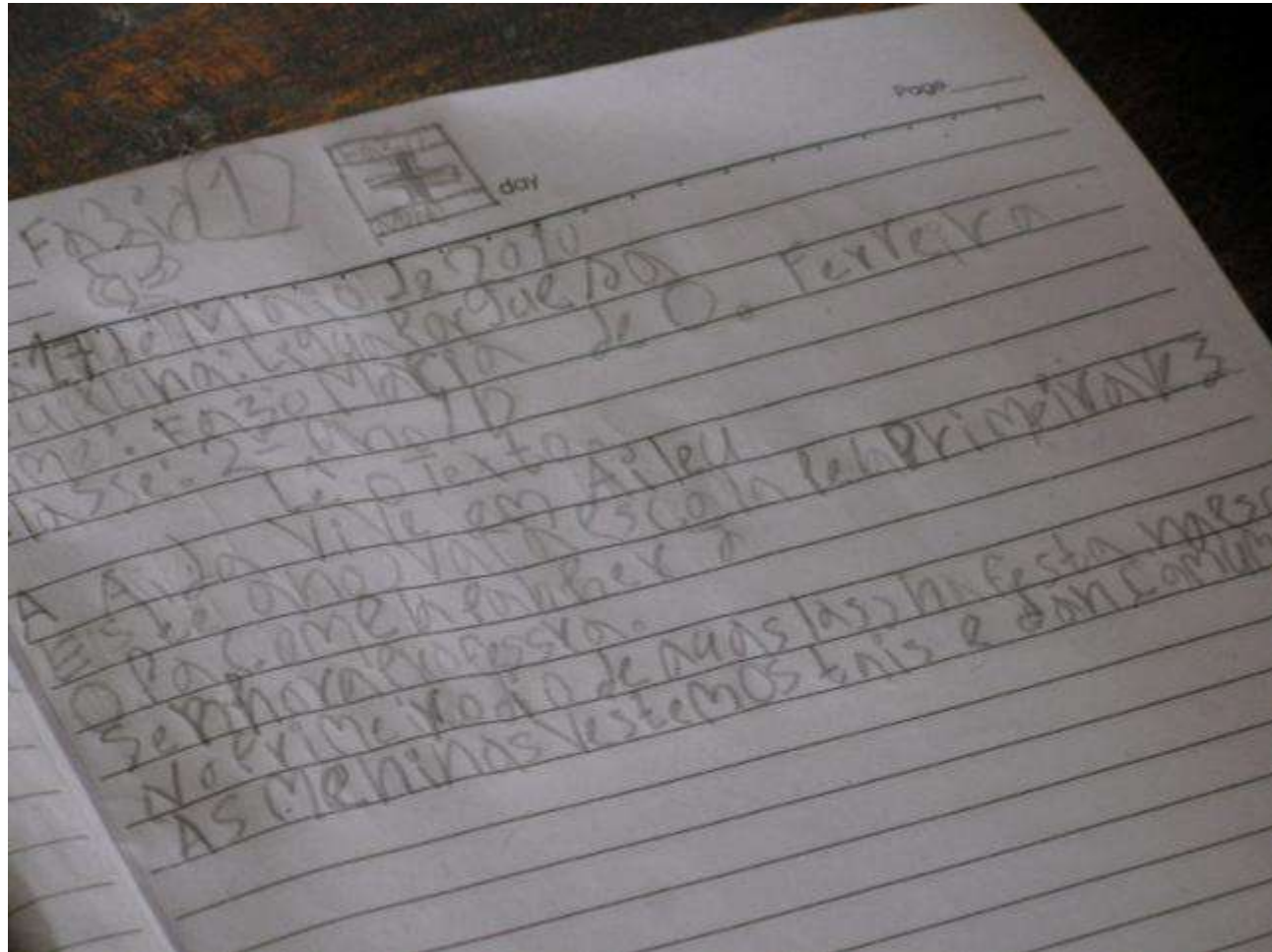
- Large class sizes
- Lack of textbooks
- Classroom infrastructure or insufficient
- Lack of confidence/skills



Translation from policy to practice



The result for students?



Conclusion

