

**BOOK REVIEW**

***Practical Tips for Teachers in Melanesia:  
A Survival Guide for Student Teachers and Beginner Teachers***

**Gabriel K. Kubul  
Longman, Sydney, 2001 (212pages, K79-80)**

Just what approaches should be taken to teacher education, teaching styles and curriculum development have been matters of considerable controversy in Melanesia over the years. Mostly textbooks from overseas have informed training in teaching methods. Now there is a text written by a Melanesian for Melanesia.

Gabriel Kubul's book is prepared for both teachers in pre-service training and teachers entering the workforce. Mr Kubul, who is now Dean of the Education Faculty at the University of Goroka, has studied at the Universities of Papua New Guinea and Auckland. He is an experienced high school teacher and teacher educator. Previously, he was responsible for organising the University of Goroka's teaching practice. These roles have given him valuable insights into the difficulties of the beginning teacher. Like most of us, he remembers vividly the difficulties of his first year of teaching, but he has gone further than most in writing about them. His experiences inform the book and make it valuable to others.

The book starts with the journey to school and getting started in a new school. What follows focuses not just on the classroom but also on what it means to be a teacher and how teachers fit into their school and community environments.

The first section of the book is valuable for students going out on teaching practice and for new teachers in a school. This section on orientation contains five chapters on appointment processes, professional behaviour, keeping records, relationships, and supervision and inspections. Whereas expatriate writers have usually paid lip service to attitudes and values, but avoided the detail as being too difficult or too uncomfortable in cross-cultural settings, Mr Kubul does not hesitate to comment. His chapter on relationships, for example, deals with real issues: How do you cope as a beginning teacher in a strange school with loneliness? With parents? With marriage? Many overseas books do not deal with such issues, as teacher's school and private lives are quite separate in most western cultures. Mr Kubul's Melanesian sensibilities tell him otherwise.

Teacher educators often shrug their shoulders at these issues and regard them as just a part of the learning process. Mr Kubul takes them seriously and provides solid practical advice. Got a problem of loneliness? Mr Kubul's advice is clear: "spend some of your time with friends or other organisations so that you become a part of the community. You cannot live as a totally independent person either socially or professionally. Establishing yourself as a member of the community will provide you with the additional security and confidence that every teacher requires" (p.50).

Next is a section on lesson planning useful for introductory courses on teaching methods. Three chapters focus on planning and preparation, teaching aids, and lesson

# Practical Tips For Teachers In Melanesia

**Tobias Bleicker**



## **Practical Tips For Teachers In Melanesia:**

**Practical Tips for Teachers in Melanesia** Gabriel Kamp Kubul,2001      **The Progressive Education Fallacy in Developing Countries** Gerard Guthrie,2011-06-23 This book provides a provocative but carefully argued addition to the theory and practice of education in developing countries The book provides an ethical and empirical justification for support of formalistic teaching in primary and secondary schools in developing countries It also refutes the application of progressive education principles to curriculum and pre and in service teacher education in such contexts The central focus of this book is the formalistic teaching prevalent in the classrooms of many developing countries Formalistic teacher centred traditional didactic pedagogic teaching is appropriate in the many countries with revelatory epistemologies unpopular and old fashioned though these methods may seem in some western especially Anglophone ones Formalism has been the object of many failed progressive curriculum and teacher education reforms in developing countries for some 50 years      Classroom Change in Developing Countries Gerard Guthrie,2018-04-09 Progressive Education derived mainly from Anglo American culture has been the primary frame of reference for student centered classroom change in developing countries for over 50 years Yet in many developing countries strong evidence shows that progressivism has not replaced teacher centered formalistic classroom practice Classroom Change in Developing Countries From Progressive Cage to Formalistic Frame presents a robust case for why formalism should be the primary frame of reference for upgrading classroom teaching in developing countries Theoretically rich yet grounded in practice the book draws on case studies from Africa China and Papua New Guinea to show how culturally intuitive formalistic teaching styles can induce positive classroom change Synthesising research and evaluation literature on classroom change in developing countries Guthrie examines some of the methodological flaws in the literature The book considers the progressive cage and looks at Confucian influences on teaching in China progressive reform failures in both Sub Saharan Africa and Papua New Guinea as well as offering a critical take on some failings in comparative education It examines the formalistic frame addresses methodological issues in culturally grounded research and offers a model of teaching styles for basic classroom research The book concludes by returning the focus back to teachers and considers the so called teacher resistance to change The book will be an essential purchase for academics and research students engaged in the fields of classroom teaching teacher education and curriculum and will also be of interest to academics aid officials and decision makers in developing countries      **Growing up Indigenous: Developing Effective Pedagogy for Education and Development** R.M. Nichol,2011-07-23 This is a fascinating account of traditional socialisation and Indigenous forms of learning in Australia and Melanesia It draws from rich ethnographic historical and educational material There has never been a greater need for a socially and historically informed yet critical account of the mismatch between traditional ways realities of life in Indigenous communities villages and enclaves and the forms of education provided in schools Raymond Nichol a specialist in Indigenous education and pedagogy surveys the links

too often disparities between ethnographic detail of life on the ground and the schooling provided by nation states in this vast region Most importantly he explores and suggests ways community developers and educators Indigenous and non Indigenous may work to bridge the gaps in social rights educational and economic development This is relevant for all Indigenous communities their survival and development Many vexed issues are discussed such as race ethnicity identity discrimination self determination development and relevant effective pedagogical learning and schooling strategies

**Transformations of Gender in Melanesia** Martha Macintyre, Ceridwen Spark, 2017-02-06 Despite the plethora of research on gender and the many projects designed to improve their status in the Pacific region women continue to be disadvantaged and marginalised in social economic and political spheres How are we to understand this and what does it mean for researchers policy makers and development practitioners This book examines these questions partly by looking back but also by continuing the effort to explain and understand gender inequities in the Pacific through reference to the concept of societies in transition The contributors discuss emerging masculinities and femininities in the Pacific in order to chart the development of these in their contexts Exploring how contemporary Pacific identities are shaped by local contexts and traditions they focus on how these are remade through interaction with global ideas images and practices including new forms of Christianity and economic transformations Grounded in recent original research in both the villages and towns of Melanesia the collection engages with the study of gender in Melanesia as well as scholarship on global modernities This collection is a welcome addition to the study of gender in Melanesia Collectively the essays present complex locally contextualised and regionally situated case studies of gender transformation occurring alongside in many instances the re codification of hegemonic gendered norms and practices Gender is not understood as simply code for women in this volume rather the majority of chapters incorporate men and masculinities in their analysis of gender relations and dynamics A highlight of the collection is the attention paid to how the politics of tradition and of modernity are expressed through morally loaded concepts of the good or bad woman or man and vice versa Kalissa Alexeyeff University of Melbourne *Melanesians and Missionaries* Darrell L. Whiteman, 2002-05-10 In *Melanesians and Missionaries* one of the best of the younger generation of missionary anthropologists demonstrates that a commitment to the missionary enterprise on the part of a solid scholar facilitates rather than hinders the anthropological study of a missionary topic This is better anthropology because Dr Whiteman is able to probe more deeply into his topic and demonstrates that he understands and appreciates both Melanesians and missionaries Charles H Kraft Professor of Anthropology School of World Mission Fuller Theological Seminary Pasadena **Essays on the Depopulation of Melanesia** William Halse Rivers Rivers, 1922 Knowledge, Culture And Power Anthony R. Welch, Peter Freebody, 2005-08-04 First published in 1992 Routledge is an imprint of Taylor Francis an informa company *Training Mother-tongue Translators with Application to Melanesia* Margaret Bean Spielmann, 1993 *Christian Worship and Melanesia*, 1980 **Planting Men in Melanesia** John Oswald Sanders, 1978 *Theological Education in Melanesia Today*

,1976     **Art and Life in Melanesia** Susan Cochrane,2007 What is Melanesian art today Who are the artists What are the subjects of their art Art and Life in Melanesia provides a timely exploration of contemporary Melanesian artists and their creative voices It covers major cultural themes including kastom Christianity Indigenisation and Globalisation Markets Festivals Diasporas urban culture and politics Each theme focuses on ideas issues and some specific arts practices drawing examples from a few localities Art and Life in Melanesia is based n many years of research in the region and will be an extremely welcome and timely addition to the publishing on this subject Dust jacket     *An American Anthropologist in Melanesia: Field diaries* Albert Buell Lewis,1998 Anthropologist Albert Buell Lewis spent four arduous years traveling through the former colonies of Melanesia as an ethnological researcher for Chicago s Field Museum The field diaries that he maintained during this period reveal the fascinating story of how Lewis overcame extraordinary difficulties to assemble the remarkable collection of artifacts now preserved in the museum In *An American Anthropologist in Melanesia* Robert Welsch has beautifully contextualized the diaries through a descriptive interwoven commentary extensive annotations and a wealth of visual materials The two volumes offer readers a firsthand account of conditions in Melanesia before the First World War a rare glimpse into a little known chapter in the history of anthropology and an inside look at how the world s great natural history and ethnological museums built their collections     **Melanesia, the Church and the Future** ,1978     **Christ in Melanesia** ,1977     *Africa* ,1929 Includes Proceedings of the Executive council and List of members also section Review of books     **Marriage in Melanesia** Ennio Mantovani,1987     *South-Pacific Journal of Mission Studies* ,2005     **The Geographical Teacher** ,1924

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