Changes in teachers’ world of work in a developing context: The case of Solomon Islands

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ABSTRACT

This study explores the perceived magnitude of changes that have occurred in teachers’ world of work in the Solomon Islands. The survey-based inquiry consisting of both structured and open-ended questions was administered to a cohort of 38 teachers undertaking a flexi-school run by the University of the South Pacific at the Honiara Campus in Solomon Islands. The findings of the study indicate that most of the changes were of considerable magnitude. In terms of changes that teachers would like to see in future, most of them indicate the need for more professional development opportunities to enable them to manage and cope better with changes in their work. The other change they would like to see is the use of ICT in all schools. These changes have implications for the continuous professional development of teachers to meet the new demands of work so that they are better able to promote and maximise children’s learning experiences and outcomes.

Keywords: changes; teachers’ work; professional development; intensification; Solomon Islands