

# NCLB AND EDUCATION IN THE PACIFIC: A DIRE NEED FOR AN INDIGENOUS PERSPECTIVE

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By

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# NCLB ACT IN THE PACIFIC, PARTICULARLY SAMOA, REQUIRES A THOROUGH REVIEW

Compliance issues of NCLB  
repeat the old tradition of English-  
only teaching.

# Closing the achievement gap

- The English-only approach neglects to build the bilingual bridge needed for our students to succeed.
- The English-only approach approved by NCLB does not recognize nor accept the native language and culture of students as pathways to learning English.

National and local NCLB advocates implement policies under certain assumptions about local Pacific schools:

- That Pacific Island students enter school equipped with the pre-requisite social and academic languages necessary to function at grade level and for all content areas

## ( NCLB Assumptions, continued)

- That Pacific Island teachers are near native English speaking models and are well trained in implementing the much needed English development programs with minimal training;

That the home environment from which the ELL students in the Pacific come from is similar and reflect the same conditions, values and practices of middle class family.

# NCLB Assumptions, con'td)

- That the society or communities in which the western schools in the Pacific are located in are western thinking and English speaking communities.

# NCLB Policies and practices must be responsive to indigenous needs of Pacific Island communities

- To impose NCLB as is, invalidates the sound belief that meaningful education starts where the child is;
- That meaningful education must first recognize, value, accept and respect the Pacific Child as an important person in the local and global community.