

Transformative Pedagogy for GNH

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Transformative Education for GNH Project

Leadership Training Course

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Transformative Pedagogy

- Teaching and learning that fosters empowerment for personal, school and societal transformation (for GNH).
- A pedagogy based on ethics and guided by the values and principles of GNH.
- Aims to foster critical awareness that leads to critical action to promote GNH.



Theoretical Framework for Transformative Pedagogy

GROSS NATIONAL HAPPINESS VALUES AND PRINCIPLES

(E.G. Equality, Fairness, Justice, Non-discrimination, Diversity, Sustainability)

CRITICAL PEDAGOGY THEORIES

(E.G. Empowering, Transforming, Liberating,)

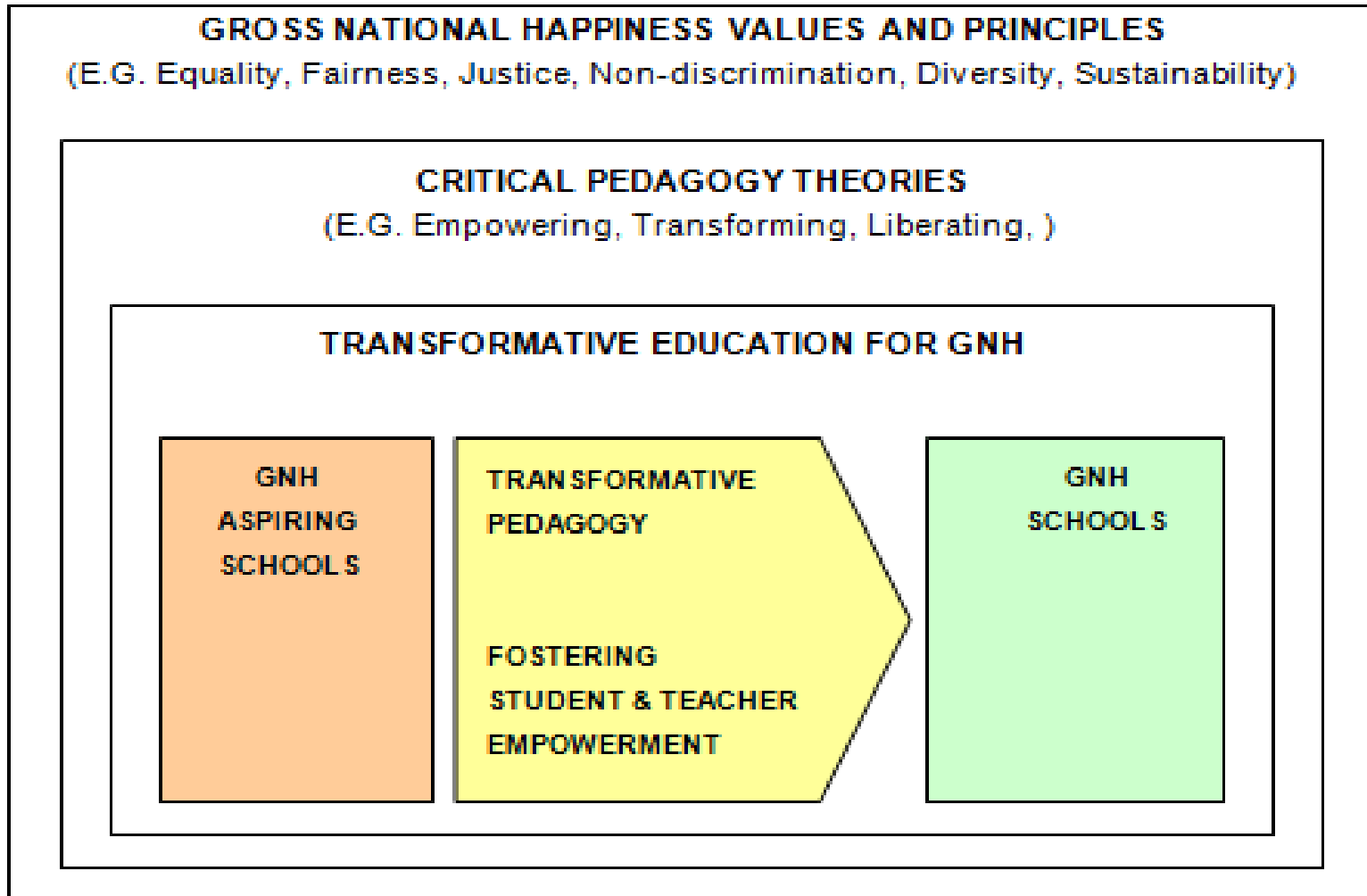
TRANSFORMATIVE EDUCATION FOR GNH

GNH
ASPIRING
SCHOOLS

TRANSFORMATIVE
PEDAGOGY

FOSTERING
STUDENT & TEACHER
EMPOWERMENT

GNH
SCHOOLS



Three Types of Empowerment

- **Latent empowerment**

Having a feeling of more drive, ability, and possibility to act to promote GNH that has not yet led to action.

- **Active empowerment**

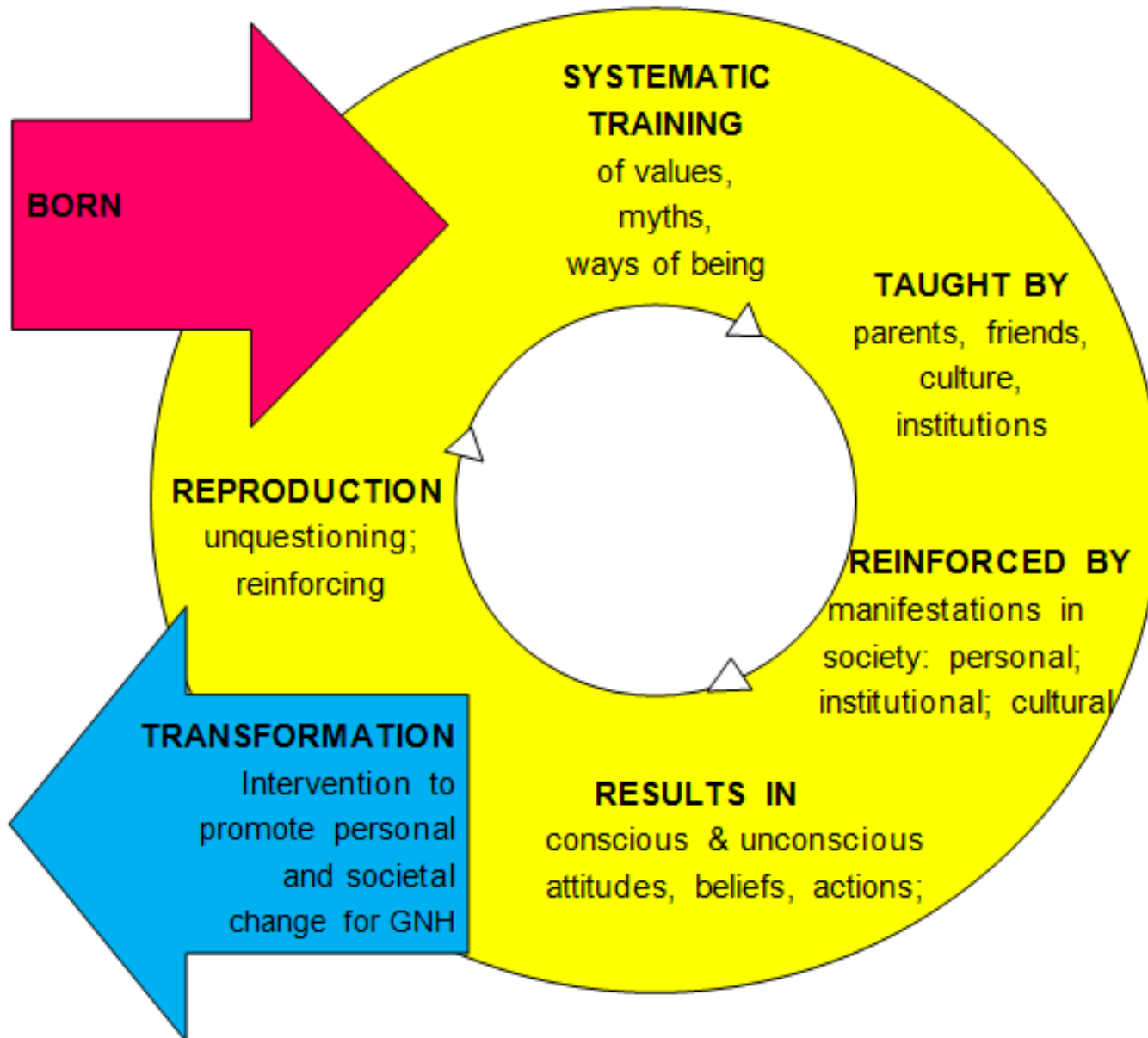
Having more drive, ability, and possibility to act to promote GNH that has led to action.

- **Transformative empowerment**

Having more drive, ability, and possibility to act on a problem of concern that has led to action and the desired transformation.



Cycle of Socialisation & Transformation



The Old and New

“Receptivity to the new for reasons beyond mere novelty and by the good sense not to reject the old because it is old – by accepting what is valid in old and new.”

(Paulo Freire 1973, Education for Critical Consciousness, p. 18).



GNH & THE SUCCESSFUL GRADUATE

WORKPLACE

1. *Choosing right livelihood*
2. *Practising right attitude*
3. *Practising right conduct in relation with others*
4. *Being an inspirational role model, a change agent and leader*
5. *Having joy in work*
6. *Being competent and productive*
7. *Being mindful*



COMMUNITY

1. *Community activities and services*
2. *Participate in cultural events*
3. *Stay involved in the community*
4. *Mutual respect & care for each other*
5. *Take care of community property and its environment*
6. *Promote equality and justice*
7. *Nurture and care*

SELF

1. *Resourceful/ Creative*
2. *Confident*
3. *Reflective*
4. *Upright*
5. *Compassionate or sensitive*

FAMILY

1. *Best school*
2. *Pure or unconditional love*
3. *Responsibility within the family*
4. *Respect and appreciation for the indigenous value system*
5. *Offer intelligence with decision making*
6. *High sense of gratitude*

CITIZEN

1. *Well informed, aware, and actively engaged in democratic activities*
2. *Resourceful and creative*
3. *Honest, resistant to corruption with a strong sense of justice*
4. *Practicing right livelihood based on ecological consciousness*
5. *Values go beyond the borders of Bhutan*

Aware and Active Citizenship

What are the characteristics of a transformative pedagogy that will produce aware and active school graduates to promote GNH?



Pedagogical Approaches

Banking/Transmissive Approach

vis-a-vis

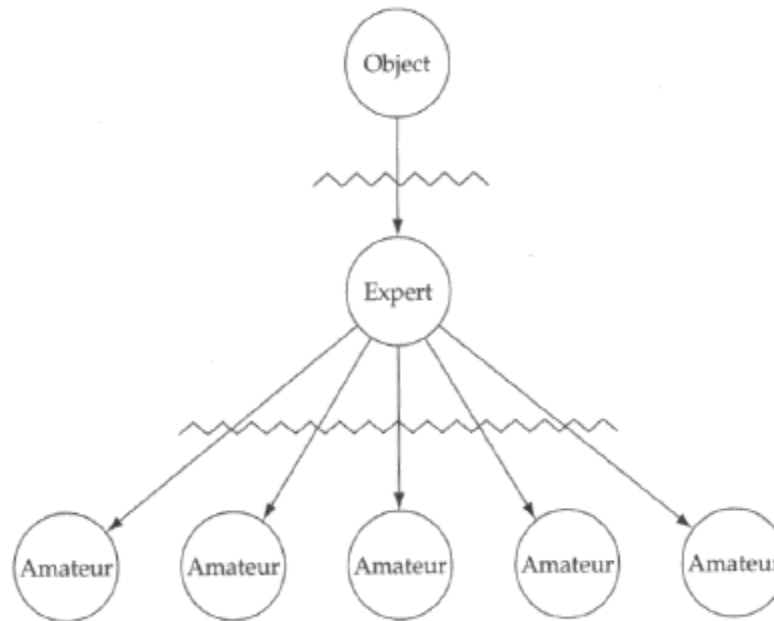
Problem-Posing/Transformative Approach



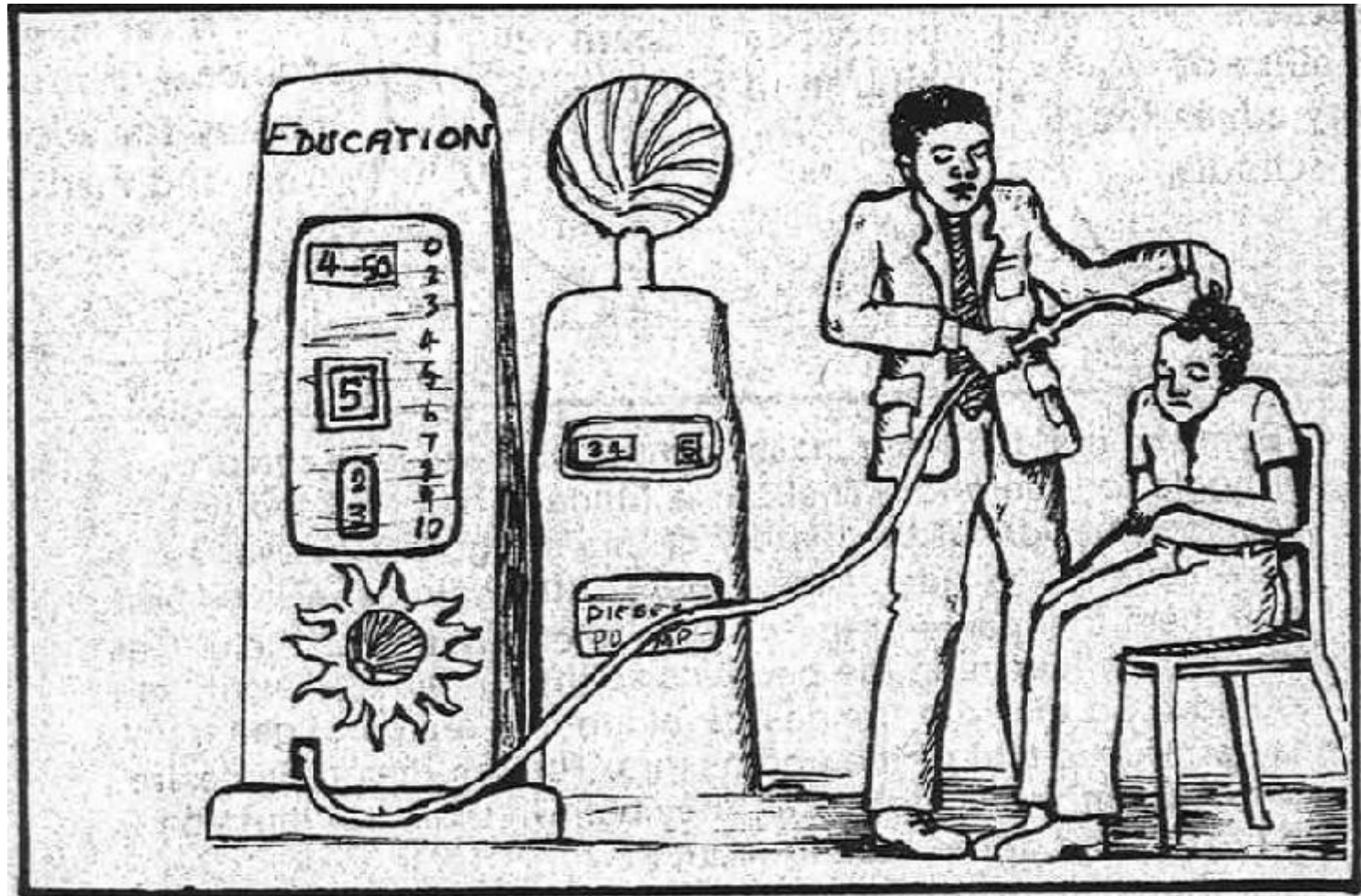
Banking Approach

1. Teachers possess all knowledge and essential information
2. Teachers are experts passing on objective truths
3. Teachers talk and students passively absorb
4. Students are empty vessels to be filled the teacher's knowledge.
5. Education as domestication and for the status quo

Figure 1. The Objectivist Myth of Knowing (Palmer, p. 100).



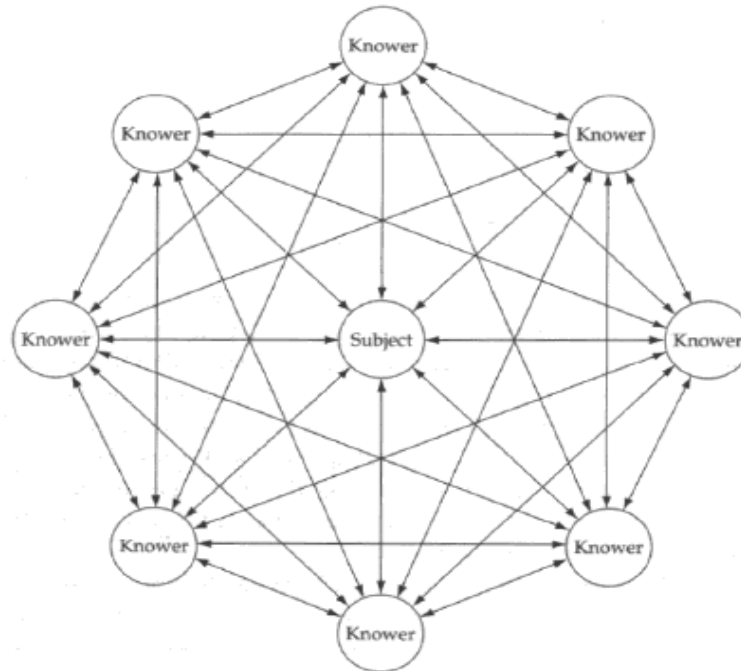
The Banking Approach



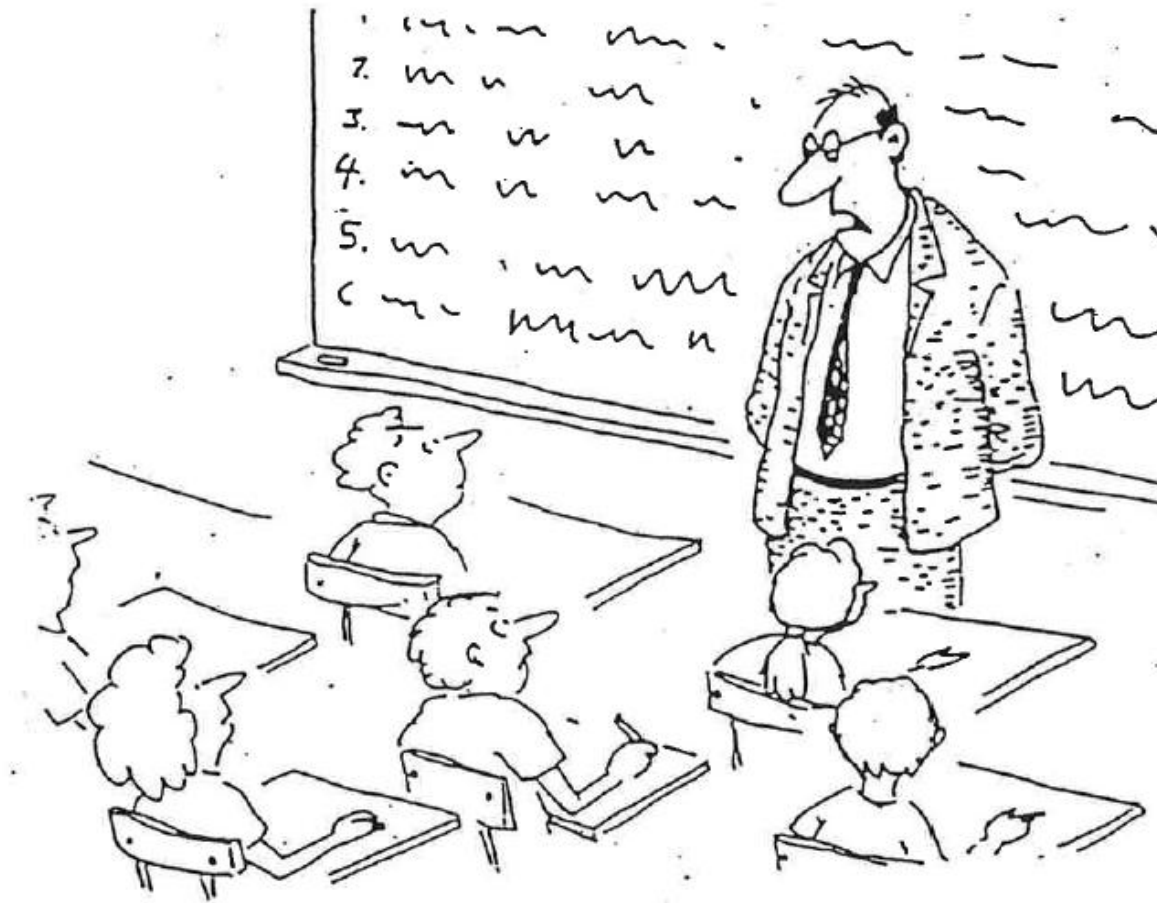
Problem-Posing Approach

1. Teacher provides a framework for creative thinking and active participation to consider problems and their solution
2. Teachers and students engage in a dialogue
3. Teacher raises questions of why, how and who?
4. Students are active, describing analyzing, suggesting, deciding, planning
5. Students are actively involved as a community of learners in the social construction of knowledge

Figure 2. Community of Truth (Palmer, p. 102).



"I expect you all to be independent, innovative, critical thinkers who will do exactly what I say."



GNH Mandala



7 Principles of a Transformative Pedagogy for GNH:

1. Ethical

2. Conscientising

3. Activist

4. Situated

5. Diversity-affirming

6. Researching

7. Participatory



Principles of a Transformative Pedagogy for Sustainability:

1. Ethical Principle

Shared GNH values and principles:

- bind together school communities .
- guide educational transformation for GNH
- provide a framework to focus actions to promote GNH

2. Conscientising Principle

Conscientisation is a praxis of reflection and action directed at transformation and involves:

- understanding the root causes of school and societal problems
- recognising that problems can be addressed and setting goals for change
- developing the capacity to take action to overcome the problem



Principles of a Transformative Pedagogy for GNH:

3. Activist Principle

- Channelling critical understanding into critical action to transform schools and society
- Activism is a reflective practice in which learning takes place in the process of making change which then informs further actions towards attaining one's desired goal. This is important in the face of uncertainty of the outcomes of actions

4. Situated Principle

- Learning that is important and relevant to life experiences of the learner and sensitive to participants' needs, backgrounds and prior knowledge
- *Generative themes* are important to guide the direction and emphasis of the learning



Principles of a Transformative Pedagogy for GNH:

5. Diversity-affirming Principle

- Diversity strengthens resilience
- Curriculum as a mirror for each student and a window into the lives of others
- Addressing the issue of whose education?

6. Researching Principle

- In order to transform schools there is a need to connect the theory and practice of GNH.
- Action research provides an approach for the design, implementation and refinement of plans to create GNH schools and societies.



Principles of a Transformative Pedagogy for GNH:

7. Participatory Principle

The participatory principle is about teaching and learning that is:

- **Experiential** - constructing knowledge and gaining skills from direct experiences.
- **Dialogical** - active questioning and an on-going exchange of ideas between the teacher and student.
- **Inquiry-based** - role of the teacher as not an expert but rather as an animator facilitating a problem-posing participatory inquiry.

