

Effectiveness of Cluster Inservice Using the Inservice Units

Mrs Esther Tony, Teacher - Taurama Primary School and Facilitator and Assessor, NCD

Abstract

The Evaluation Report is very important area at the end of the National Inservice Week (NISTWeek). It determines the contributions and participations of the teachers. It does not only enables the planners, trainers and the facilitators to find out what the teachers have learnt, but can also help them to make improvements towards more effective planning. This concept of evaluation on the Upper Primary Reform Curriculum has not been so effectively followed up.

The current problems regarding these effects are; Some schools haven't got full Reform Packages, Teachers lack of understanding to the Reform Curriculum, One day inservices were not sufficient for teachers to fully understand outcome based programming and assessment, Though teachers have gone through the important usage of the Upper Primary Reform Syllabus documents, however they need to read, understand and spend more time on planning and programming of the Upper Primary Reform Curriculum.

Introduction

I was teaching at Bavoroko Primary School when the Reform was introduced at the school in 1996. Seeing the gradual process of the reform, how it was being implemented and what problems were being incurred as a result of the reform process. It was in the midst of this reform that I transferred to Taurama Primary School. It was here that I started to do Diploma in Primary Inservice. One of the projects I did for my grading was the research on the Assessments at Taurama Primary School. This research had an impact on the authorities in the Education Department in which I was enlisted to participate as one of the Assessors in NCD primary schools and was a privileged one to be part of the Cluster Inservice facilitator. Now I am at a bigger role, i.e.; to provide evaluation of the NIST Week.

This report will concentrate on how much effort has been put in effectiveness of NIST Week Co-ordination in primary schools in NCD. In particular, this report will focus on how effective was the facilitating of NIST Week in Zone 6 at Sacred Heart Primary School in NCD.

- Whether the one day workshop was sufficient for facilitators to understand the contents;
- Whether the facilitators were well prepared for their presentations, Whether the schools were well informed what to bring,
- Whether the NIST Week committees were well informed, what materials to purchase and photo copy for teachers and facilitators.

These concerns are part of the integral of effective and well coordinated Nist/Cluster Inservice Week.

SCOPE AND COVERAGE

This evaluation was conducted at Sacred Heart Primary School, Zone 6 in the National Capital District. It was at the end of term 3, 2004 the NIST Week was held. There are five primary schools; Bavaroko, Taurama, Ted Diro, Hohola Demonstration and Sacred Heart, that took part in this cluster inservice week. Teachers teaching grade 3 – 8 were involved in the NIST week. There were two facilitators for Zone 6, so the teachers were also divided into two groups. Teachers teaching grade 4,5 & 7 were in group one and teachers teaching grade 3, 6 & 8 were in Group two. This report is focused on group two evaluation forms alone. Towards the end of the NIST week, I approached the senior Inspector, that we needed to develop evaluation form. He agreed and advised that the two facilitators come together and write some questions. Mr. Auka (Facilitator) assisted in writing up some questionnaires and showed it to Mr. Kada (Senior Inspector) and I (Facilitator). The NIST Week Zone 6 chairman Mr. Boge and the three of us (Mr. Kada, Mr. Auka, Mrs.Tony) had our signatures signed. The form was then photo copied, enough for the two groups. During the assembly on Friday, teachers were told that they will fill in the evaluation forms. Before the last session ended on Friday, the teachers filled in the evaluation forms. They were asked to answer questions honestly about how they feel about the NIST Week topic. The forms were given out, completed and returned to the facilitators. The questions were straight forward and it took only fifteen minutes to complete them. All teachers in group 2 were very cooperative and all the questions were answered. There were 55 completed questionnaires that were returned. Included among the 55 teachers were deputy head teachers and head teachers in group two. Couple of teachers were absent due to other reasons.

LITERATURE REVIEW ON THE REFORM CURRICULUM

Department of Education Inservice Units to support the implementation of Upper Primary Curriculum Reform Unit 2: Upper Primary Curriculum Reform, Study Guide (Module 1:2-3), (Module 2:2), (Module 3:2), (Module 4:2) section 1: Arts Upper Primary Syllabus (2003:3) has Secretary's message. The Secretary's message states; The current Reform in education has been in progress since 1992. The Education Reform has emphasized community based schools, the use of vernacular languages in schools, the introduction of elementary schools and the expansion of primary schooling to grade 8, and increase access of grade 9 and 10. This syllabus is to be used by upper primary (grades 6,7,8) students in primary school through out Papua New Guinea. This syllabus develops, extends, links and builds upon concepts, skills and attitudes flowing from lower primary (grades 3,4, & 5). This syllabus provides a sound foundation for further learning in the reformed school system. Students language abilities, already gained in their home environments and during the previous years of schooling, must be respected, built on and their first language should be used to promote a deeper understanding of difficult concepts when this is appropriate. The upper Primary Arts Syllabus develops the whole individual, thus implementing the policy of integral Human Development in education. Arts education encompasses cultural knowledge, skills and appreciation – essential components of nation building. This syllabus presents a national approach to Arts education as a sound foundation for future skills development, cultural expression, community involvement and enrichment.

ANALYSIS AND DISCUSSIONS

This report is focused on how effective was the NIST/Cluster Inservice Week in regards to presentation and participation on the Upper Primary Reform Curriculum based on group 2 evaluation returns at the Sacred Heart Primary School, in Zone 6 NCD.

The findings revealed very important issues affecting the reform progress in the schools. It highlights some very significant interrelated variables that have been affected as a result of ineffective awareness of the Reform. It should confirm or negate what has been stressed in the questionnaires, as this is based on the experiences and observations of the teachers, who have been at these target establishments for years. The evaluation report should indicate how this effect has affected particularly teachers and facilitators. Should this be a concern can revisiting the topics be planned for at the school based inservices and be put in place to rectify the situation.

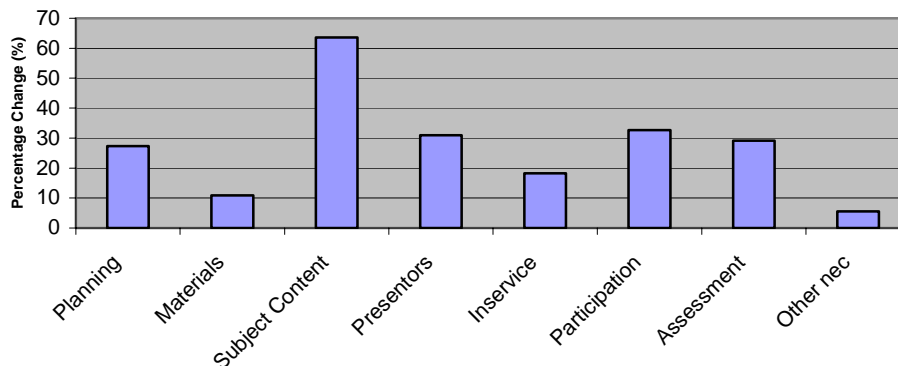
In such a CRIP funded Reform Inservices and workshops, the management (the school board) of the school intervene to encourage the teachers at the management level to quickly draw up strategies to enhance providing the awareness to the parents before the actual implementation of the Reform Curriculum in 2005 and beyond. Although this report was meant for the planners, facilitators and implementors, its purpose should be taken very seriously by findings and improvements at the management level of the Division of Education to plan for the betterment of the future NIST/Cluster Inservice Weeks. It should help the planners to grasp the essence of the NistWeek/Cluster Inservice planning and start from the recommendations that are mentioned in this report. The coverage of this report is focused on 55 teachers in Group 2 (grades 3, 6, 8) of the five schools in Zone 6 in NCD.

The analysis of the evaluation should answer the following questions:

1. Does the insufficient planning, presentation and participation affects the teachers understanding and chances of proceeding to implementation of the Reform Curriculum in 2005?
2. Does it worry the teachers for not understanding well because of the insufficient planning and presentations?
3. Are the parents fully aware of the Upper Primary Reform Curriculum implementation for year 2005?

This is the feed back from the participators regarding the inservice.

Chart 2: Response Rate



This chart reflects quite an alarming situation and this has to be taken seriously. The subject content needs to be defined and prepared well as revealed by 63.6% of the participants. The planning must be given enough time so that the inservice is of success. This was indicated by 27.3% of the teachers. The presenters were of a concern too, 30.9% have revealed this. Also 32.7% of the participants would want to see more participation in activities that enhance their capabilities while 29.1% want the assessment oriented matters to be addressed regularly. Enough time should be given to the CRIP staff to prepare; maybe 3 to 4 weeks is possible as reflected by 10.9% of the participants. The materials they provide are very important. And this allows a fair bit of time to prepare the type of materials needed in that course. Please see the individual items in the broad headings that are mentioned and work on the improvements as suggested by the participants.

RECOMMENDATIONS

These are some of the recommendations by the participants which they believe should be taken into serious consideration.

- ❖ **Recommendation 1:** There must be awareness made to the general public regarding the reform curriculum implementation in all levels.
- ❖ **Recommendation 2:** An official letter written and sent to all Board of Managements of schools telling them to support teachers in more awareness to parents regarding the upper primary reform curriculum implementation.
- ❖ **Recommendation 3:** More practical inservices be planned where teachers are actually involved; what they will be doing at their respective schools rather than theory inservices, eg: Planning programming.
- ❖ **Recommendation 4:** Sufficient time be given for facilitators workshops, so they grasp the idea well for their preparations during inservices.

- ❖ **Recommendations 5:** Feed back from the evaluation forms must be taken into full consideration for effective inservices.

MY IMPRESSION REGARDING REFORM CURRICULUM

Part A: The Moment of Reflection of the work done

Most of the teachers understood the purposes of the Nist week, because this was the time and place that they were learning more about the Primary Curriculum Reform. Especially the seven Upper Primary Reform Syllabus documents and the teacher guides. Together with the Inservice Units to support the implementation of the Upper Primary Curriculum Reform Unit 2, Upper Primary Curriculum Reform Study guide. For many teachers this was something new and more interested in their activity group involvement throughout the whole week. All this was evident through the individual and group participation, contributions, displays and completion of the exercises/activities as mentioned per Module in the study unit 2. For many the week was enjoyable because the facilitator introduced each topic using different teaching strategies such as KWL chart, PMI chart and cognitive organizers.

Table 1: QA1; Did the teachers understand the purpose of the Nist/Cluster Inservice Week?

| No. | No of Schools Respresented | Group 2: gr 3, 6 & 8 | Respondents | Answer | | Percentage (%) |
|--------------|----------------------------|----------------------|-------------|----------|-------|----------------|
| | | | | Yes/No | Score | |
| 01 | 5 | | Teachers | Yes | 53 | 96.4 |
| 02 | | | | No | 0 | 0.0 |
| 03 | | | | Not sure | 2 | 3.6 |
| | | | | | | |
| Total | | | | | 55 | 100.0 |

According to the tabular presentation, there were 55 teachers in group 2, and all responded yes. They understood the purpose of the Nist/Cluster Inservice week.

Why? Because for many this was a learning and training ground to grasp the ideas or learn more about the usage of Primary Curriculum Reform documents. There are seven Upper Primary Reform syllabuses and teacher's guides. Together with the Inservice Units to support the implementation of Upper Primary Curriculum Reform Unit 2 Upper Primary Curriculum Reform Study Guide. For other teachers this was something new and were more interested in learning unfamiliar words from the syllabuses, teacher's guides and the group activities. All these were evident through their performances as individuals and in group activities. The week was enjoyable because the facilitators managed to keep the sessions flowing using different strategies such as KWL Chart, PMI Chart and cognitive organizers. In my view point as mentioned in the introduction, not all schools had full Reform packages. Many teachers had to share the Reform Curriculum documents with teachers from other schools, in order to participate in the group activities. Why did this happen? May be they had to share the books with their colleagues in the other group.

Some reform packages may have been opened before reaching the schools. Mishandling of packages could have caused the problem or no proper record of items in the package. To my understanding the schools were well informed by the authorities on delivery date to their schools to do full stock take of the package and to the material officer any missing items. Before any cluster inservices can be conducted the division of Education with the Nist week coordinators need to check all schools that what ever resource materials needed to be used at the next cluster inservices are in place before conducting workshops for the facilitators in preparation for any cluster inservice week in zones.

Table 2: QA2; Did the teachers learn something about the Upper Primary Curriculum Reform?

| No. | No of Schools Respresent ed | Group 2: gr 3, 6 & 8 | Respondents | Answer | | Percentage (%) |
|--------------|-----------------------------|----------------------|-------------|----------|-------|----------------|
| | | | | Yes/No | Score | |
| 01 | 5 | | Teachers | Yes | 53 | 96.4 |
| 02 | | | | No | 0 | 0.0 |
| 03 | | | | Not sure | 2 | 3.6 |
| Total | | | | | 55 | 100.0 |

According to the results, yes all 55 teachers in Group 2 learnt a lot of new Upper Primary Curriculum Reform document, how they are linked to each other in terms of Arts and Languages, Making a Living & Mathematics, Personnel Development, Science and Social Science. The seven subjects focuses were further emphasized in Inservice Unit to support the implementation of the Upper Primary Curriculum Reform Unit 2 study guide. All these was evident through the activities mentioned in each sessions and references referred to for more clarification of the resource materials.

Department of Education Inservice Unit 2; Modules 1-4 indicates; Module 1 introduction focuses on two Upper Primary Syllabuses, Arts and Languages. Module 2 Introduction focuses on two upper primary syllabuses, Making a Living and Mathematics. Module 3 Introduction focuses on three upper primary syllabuses, Personnel Development, Science and Social Science. In these three modules, we looked at each of the syllabuses in detail to understand it’s general structure and content. This will help to link the reform agenda and the curriculum. Module 4 Introduction focuses on an exploration of the implication of Upper Primary Curriculum Reform for teachers in their present teaching, supervisory or advisory role. Papua New Guinea Department of Education Inservice Units to support the implementation of Edition 1 – Lower Primary Curriculum Reform supplementary materials for Assessor’s Training; (35-36), (11-12),(21-22), (7 & 25-27) teaching strategies were also used as introduction for effective motivation methods to work out the teacher’s interests and prior knowledge of a strand, substrand and indicators. My opinion is that the sessions were well presented by the facilitators and understood by teachers however to be more teacher able for the teachers, a copy of each of the study guide could have been given to all teachers. That Unit 2 Upper Primary Curriculum Reform study

guide is the foundation to understanding the Upper Primary Curriculum Reform documents. In future cluster inservices could whatever resource materials be made available for teachers own use at their respective schools.

Part B: The useful of the weeks work

Table 3: QB1; What are the activities teachers enjoyed doing during cluster inservice?

| No | No of Schools Represented | Group 2: gr 3, 6 & 8 | Respondent | Activities Enjoyed | | Percentage (%) |
|--------------|---------------------------|-----------------------------|----------------------------|---------------------------|----------|----------------|
| | | | | Activity | Response | |
| 02 | 5 | Teachers of grade 3, 6, & 8 | Zone 6 Teachers in Group 2 | Activities | 13 | 23.6 |
| 03 | | | | Morning Starters | 10 | 18.2 |
| 04 | | | | Syllabuses | 25 | 45.5 |
| 05 | | | | Learning outcome | 16 | 29.1 |
| 06 | | | | Questioning | 2 | 3.6 |
| 07 | | | | Grouping | 2 | 3.6 |
| 08 | | | | Integration | 3 | 5.5 |
| 09 | | | | Programming | 2 | 3.6 |
| 10 | | | | Group activities | 2 | 3.6 |
| 11 | | | | Study guide | 6 | 10.9 |
| 12 | | | | Content overview | 15 | 27.3 |
| 13 | | | | Sessions | 1 | 1.8 |
| 14 | | | | Digital numbering | 3 | 5.5 |
| 15 | | | | Secretary's message | 3 | 5.5 |
| 16 | | | | Facilitators presentation | 2 | 3.6 |
| 17 | | | | Open discussion | 15 | 27.3 |
| 18 | | | | Cooperation | 4 | 7.3 |
| 19 | | | | Group discussion | 11 | 20.0 |
| 20 | | | | Unfamiliar words | 6 | 10.9 |
| 21 | | | | General | 5 | 9.1 |
| 22 | | | | Whole week | 5 | 9.1 |
| 23 | | | | Assessment | 5 | 9.1 |
| Total | | | | | 55 | 100.0 |

The most enjoyable activity of the week was the exploration of the syllabuses. About 45.5% of the participants in Group 2 enjoyed the sessions. The second best sessions was about learning outcomes. About 29.1% indicated that. The participants also liked content overview and open discussion. This was reflected by 27.3% The teachers responded favorably to the exploration of the syllabuses because the theme of the Nist/Cluster Inservice was the Reform Agenda Upper Primary and Upper Primary Curriculum Reform. Most schools have received the Reform packages but were not in use until after the Nist week. So they were eager to learn more about the usage of Upper Primary Curriculum Reform documents. The teachers explored the syllabuses in detail understanding general structures, contents, student learning, and focuses on knowledge, skills, attitudes and values. Some enjoyed learning outcomes because that's the important part of students learning. Learning outcomes are what students will achieve by the end of the lesson, it is very important for them to fully understand the unfamiliar words such as

strands, substrands, Learning outcomes and indicators of each syllabus documents. The other teachers enjoyed overviews and open discussion. Content overview is part of the syllabus documents. Open discussions were very important times, when teachers spoke openly of each session. This was because teachers had to share and express their views and ideas of interests and argumentative points. Most teachers responses were critical to the issues affecting the Reform Agenda. Most open discussions were very interesting with many valid points to discuss. My view is that may the writes of the curriculum make themselves available during future cluster inservice to hear the views of the teachers in their open discussions, so that they can answer queries correctly. Facilitators are classroom teachers, they don't fully understand the Reform Curriculum. The teachers are the implementers on return to their schools; will they implement what they have learnt or will they push it aside and wait for another Nist week cluster inservice?

Table 4: QB2; What are the specific areas that teachers want to know more?

| No | No of Schools Represented | Group 2: gr 3, 6 & 8 | Respondent | Want to Know More | | Percentage (%) |
|--------------|---------------------------|-----------------------------|----------------------------|-----------------------------|----------|----------------|
| | | | | Specific Areas | Response | |
| 01 | 5 | Teachers of grade 3, 6, & 8 | Zone 6 Teachers in Group 2 | Integration | 4 | 7.3 |
| 02 | | | | Programming | 35 | 63.6 |
| 03 | | | | Yearly overviews | 9 | 16.4 |
| 04 | | | | Planning | 11 | 20.0 |
| 05 | | | | Assessment | 17 | 30.9 |
| 06 | | | | Answer sheets | 1 | 1.8 |
| 07 | | | | Cognitive organizers | 2 | 3.6 |
| 08 | | | | Thinking skills | 1 | 1.8 |
| 09 | | | | Reform curriculum | 4 | 7.3 |
| 10 | | | | Time tabling | 23 | 41.8 |
| 11 | | | | Not sure | 1 | 1.8 |
| 12 | | | | Learning outcomes | 7 | 12.7 |
| 13 | | | | Reporting | 6 | 10.9 |
| 14 | | | | Group activities | 1 | 1.8 |
| 15 | | | | Teacher pupil ratio | 1 | 1.8 |
| 16 | | | | Resource books - text books | 3 | 5.5 |
| 17 | | | | Nothing | 1 | 1.8 |
| 18 | | | | Content overview | 2 | 3.6 |
| 19 | | | | Demonstration lesson | 1 | 1.8 |
| 20 | | | | Skills strategies | 1 | 1.8 |
| 21 | | | | More practice | 2 | 3.6 |
| 22 | | | | Plan of action | 1 | 1.8 |
| 23 | | | | Policy matters | 2 | 3.6 |
| 24 | | | | Terminology | 2 | 3.6 |
| 25 | | | | Syllabuses | 2 | 3.6 |
| Total | | | | | 55 | 100.0 |

The three significant needs arose were programming timetabling and making assessment. Given the timeframe was not appropriate as indicated by the distribution of the results. Preparations towards the cluster inservice was not enough in terms of materials awareness and presentation documents by facilitators. Programming is the biggest concern amongst the participants. This was reflected by 63.6% response. The time tabling is another area that needs to be emphasized and 41.8% of the teachers indicated this. Another significant concern is assessment. The 30.9% of the teachers still need assistance on this area. The three mentioned areas are the major concerns of the schools today. This is because these are very important areas of the classroom teaching. When planning and

programming, timetabling and assessment, they are all part of the preparation through out the school year. My view is that when these areas are not fully understood by teachers, will the reform teaching be effective? I still believe that programming is yet to be fully understood by teachers. It has to be revisited in school base inservices. The standardized programming is yet to be introduced by the authorities. In future cluster inservices can the programming and assessment be critically assessed for better implementation in schools.

Table 5: B03; How useful about the Nist Week?

| No | Schools | Grade | Respondent | Answer | Response | Percentage (%) |
|--------------|---------|--------|------------|-----------------|----------|----------------|
| 1 | | | | Not very useful | 0 | 0.0 |
| 2 | 5 | 3,6\$8 | Teachers | Useful | 30 | 54.5 |
| 3 | | | | Most Useful | 25 | 45.5 |
| Total | | | | | 55 | 100.0 |

Table 6: B04; Suggestions for future Improvement

I have categorized question B:04 in a more analytical form in terms of building up stage by stage to actual inservice. Planning is very important aspect, where logistics are viewed and organization of necessary items are put in place. Material checks are carried out. Subject content has to be defined, selecting of presenters, looking forward to the type of inservice, what sort of participation that will be seen, and the assessment of the output that will be achieved. The scenario of the whole operation has to be viewed and grasped before the actual inservice.

| No | No of Schools Represented | Group 2: gr 3, 6 & 8 | Respondent | Suggestions for future Improvements | | Percentage (%) |
|----|---------------------------|-----------------------------|----------------------------|--|----------|----------------|
| | | | | Activity | Response | |
| | 5 | Teachers of grade 3, 6, & 8 | Zone 6 Teachers in Group 2 | PLANNING | 15 | 27.3 |
| 1 | | | | Advance planning | 1 | 1.8 |
| 2 | | | | Aids making | 1 | 1.8 |
| 3 | | | | More awareness | 1 | 1.8 |
| 4 | | | | Planning | 3 | 5.5 |
| 5 | | | | tr's not informed of transport arrangement | 4 | 7.3 |
| 6 | | | | Buy own lunch | | |
| 7 | | | | User pay | 5 | 9.1 |
| 8 | | | | MATERIALS | 6 | 10.9 |
| | | | | handouts needed | 5 | 9.1 |
| | | | | Materials | 1 | 1.8 |
| | | | | SUBJECT CONTENT | 35 | 63.6 |
| 10 | | | | Bridging to Eng | 2 | 3.6 |
| 11 | | | | Overviews | 3 | 5.5 |
| 12 | | | | Programming | 16 | 29.1 |
| 13 | | | | Reporting | 4 | 7.3 |
| 14 | Sample programme | 1 | 1.8 | | | |
| 15 | Scope for each subject | 1 | 1.8 | | | |
| 16 | Time tabling | 8 | 14.5 | | | |

2005 National Curriculum Reform Conference
 'Sustainable curriculum development – the PNG curriculum reform experience'

| | | | | | | | | |
|--------------|----|-----------------------------|----------------------------|---|-------|--|----|------|
| | | | PRESENTORS | 17 | 30.9 | | | |
| 17 | 51 | Teachers of grade 3, 6, & 8 | Zone 6 Teachers in Group 2 | Assessor conduct wkend classes | 1 | 1.8 | | |
| 18 | | | | Get curriculum implementors | 2 | 3.6 | | |
| 19 | | | | Group presentation | 1 | 1.8 | | |
| 20 | | | | Policy makers & Human resource | 2 | 3.6 | | |
| 21 | | | | Imparters needed moretime for preparation | 4 | 7.3 | | |
| 22 | | | | Inspectors get more involved | 1 | 1.8 | | |
| 23 | | | | Invite curriculum writers | 1 | 1.8 | | |
| 24 | | | | Lecturers to facilitate | 1 | 1.8 | | |
| 25 | | | | Need lectures from PNG GEI | 2 | 3.6 | | |
| 26 | | | | Small groups | 1 | 1.8 | | |
| 27 | | | | Technical officers | 1 | 1.8 | | |
| | | | | | | INSERVICE | 10 | 18.2 |
| 28 | | | | | | Class centred inservice | 1 | 1.8 |
| 29 | | | | | | Do follow up to the various schools,Add, substract | 1 | 1.8 |
| 30 | | | | | | More examples for exercises | 1 | 1.8 |
| 31 | | | | | | More presentation | 1 | 1.8 |
| 32 | | | | | | More workshops | 1 | 1.8 |
| 33 | | | | | | Practical Inservice | 3 | 5.5 |
| 34 | | | | | | Sectional & senior teachers in service | 1 | 1.8 |
| 35 | | | | | | | 1 | 1.8 |
| | | | | | | PARTICIPATION | 18 | 32.7 |
| 36 | | | | | | Activity | 2 | 3.6 |
| 37 | | | | | | Demonstration | 1 | 1.8 |
| 38 | | | | | | Enough group activites | 1 | 1.8 |
| 39 | | | | | | Full participation | 1 | 1.8 |
| 40 | | | | | | Grouping | 2 | 3.6 |
| 41 | | | | | | Meet termly | 1 | 1.8 |
| 42 | | | | | | Peer grouping | 4 | 7.3 |
| 43 | | | | | | Peer teaching | 6 | 10.9 |
| | | | | | | ASSESSMENT | 16 | 29.1 |
| 44 | | | | | | Assessment | 6 | 10.9 |
| 45 | | | | | | Confirmed answers | 5 | 9.1 |
| 46 | | | Evaluation feed back | 1 | 1.8 | | | |
| 47 | | | Indicators | 1 | 1.8 | | | |
| 48 | | | Interesting | 3 | 5.5 | | | |
| | | | OTHERS N.E.C. | 3 | 5.5 | | | |
| 49 | | | None | 2 | 3.6 | | | |
| 50 | | | Not Sure | 1 | 1.8 | | | |
| Total | | | | 55 | 100.0 | | | |

SUMMARY

The reform is here to stay, we just have to adjust ourselves, our way of thinking and get into doing something or start teaching the reform curriculum in all levels. As the transitional periods in the system will give a pinch in our backs however we need to get into it and find out the beauty of it. When we just sit back, talk and talk about it we'll never get anywhere.

When implementing these reform curriculum materials all points discussed in this paper has to be taken into consideration.

BIBLIOGRAPHY

1. Cluster Inservice, 2004 Evaluation Report
2. Department of Education (2003) Inservice Units to Support the Implementation of Upper Primary Curriculum, First Edition, Port Moresby
3. Department of Education (2003) Inservice Units to Support the Implementation, Supplementary Materials, Edition 1, Port Moresby
4. Department of Education (2003) The Reform Agenda Arts Upper Primary Syllabus, First Edition, Port Moresby
5. Department of Education (2003) The Reform Agenda Arts Upper Primary Teachers' guide, First Edition, Port Moresby
6. Department of Education (2003) The Reform Agenda Language Teacher's guide, First Edition, Port Moresby
7. Department of Education (2003) The Reform Agenda Making Living Syllabus, First Edition, Port Moresby
8. Department of Education (2003) The Reform Agenda Making Living Teacher's guide, First Edition, Port Moresby
9. Department of Education (2003) The Reform Agenda Mathematics Syllabus, First Edition, Port Moresby
10. Department of Education (2003) The Reform Agenda Mathematics Teacher's guide, First Edition, Port Moresby
11. Department of Education (2003) The Reform Agenda Personal Development Syllabus, First Edition, Port Moresby
12. Department of Education (2003) The Reform Agenda Personal Development Teacher's guide, First Edition, Port Moresby
13. Department of Education (2003) The Reform Agenda Science Syllabus, First Edition, Port Moresby
14. Department of Education (2003) The Reform Agenda Science Teacher's guide, First Edition, Port Moresby
15. Department of Education (2003) The Reform Agenda Social Science Syllabus, First Edition, Port Moresby
16. Department of Education (2003) The Reform Agenda Social Science Teacher's guide, First Edition, Port Moresby
17. Department of Education (2003) The Reform Agenda Syllabus, First Edition, Port Moresby

