

## **The impact of the reform curriculum on the basic education sector – the OLSH Kabaleo Teachers College Approach.**

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### **Abstract**

As Papua New Guinea (PNG) Schools and the Education System undergo reform and restructuring the task of human resources development in the Elementary and Primary Sector of Education becomes a difficult process to maintain. The reforms in education of the early nineties by the National Department of Education (NODE -Sector Review Committee) and the beginning of the new millennium (2000 to 2002, NDOE) have brought about new trend and challenges in curriculum planning and implementation. This paper is a reflection of current practice of the teacher education sector of teacher training to meet this demand for change and the positive and negative impacts being experienced. The discussion draws on the following aspects of reformed curriculum planning, implementation and professional support through the eyes and ears of the Olsh Teachers' College Kabaleo in teacher training for the in-service, the pre-service and the stakeholders that are directly or indirectly implicated in the arena of curriculum change. The college has taken on board the task of accepting the change and using its professional capacity in college programmes to initiate and support the invaluable and tremendous work of Curriculum Reform Implementation Project (CRIP). The discussion provides action research findings using non-participant observation, informal interviews, lecture and workshop topic reflections by in-service teachers and pre-service teacher; and staff development workshops for lecturers. Finally, the paper recommends useful and practical professional wisdom to strengthen positive outcomes and alleviate negative outcomes through more collaborative strategies for future tangible outcomes.

### **Purpose of the Study**

This paper is an action research that was timely conducted to address significant impacts relating to the planning, implementation and professional support for the reformed curriculum for elementary and primary schools in Papua New Guinea (PNG). The Education Reform (1994, NDOE) was geared towards the Elementary Schools and expansion of existing primary schools. The specific purpose of the research was to examine positive and negative impacts the new reformed curriculum had on teachers in the planning and implementation from Grades 3 to 8 Curriculum ( the Upper and Lower Primary). In addition, it also was to assess and evaluate the effectiveness and appropriateness of the professional support provided for teachers in the implementation by the Olsh Teachers' College Kabaleo. The subjects of the research in partnership were the practicum school teachers, in-service and pre-service student teachers, college lecturers and the Curriculum Implementation Project (CRIP) support staff from schools. To be consistent with the aim of the research, the key question posed was:

*What are the positive and negative impacts primary teachers encounter in their planning and implementing of the reform curriculum and the professional support provided by the NDOE reform co-ordinating body and CRIP ?*

The research is basically grounded on progressive reports presented by the college lecturers, pre-service students practicum experiences and college training programme for

staff and in-service students (2003, 2004 and 2005). The action-research on the reform curriculum was carried out in East New Britain, New Ireland and Manus. The data used in this research were collected by the five academic strands through the Professional Development Strand of Olsh Teachers' College. The college has been invited in 2000, 2001, 2002, 2003 and 2004 to attend one to three days workshops and to give professional input into the Outcome-based-curriculum-syllabus in the various subject areas of: Upper Primary - Personal Development, Science, Language, Social Science, Science, Mathematics, and Arts; and Lower Primary - Community Living, Art and Craft, Physical Education, Health, Mathematics, Environmental Science, and Language. In addition, the CRIP has extended its support to the college to assist in the Lower Primary Bridging and Bilingual Curriculum Workshop for in-service teachers in East New Britain, New Ireland and Manus Provinces.

In addition, the college staff development programme tried to bring about awareness to lecturers of various academic strands to collaborate and identify key strategies to plan and implement the reform curriculum. The Professional Development Strand, Language Development Strand and the Social Spiritual Strand initiated a curriculum development guide for in-service and pre-service programmes. With this collaborative approach the following training materials were developed and taught: A Reformed Curriculum Development Guide, Principals Implementation handbook (adapted from VCP Master Program by Charles Sturt University (2004).

Furthermore, ideas were adapted from Primary and Secondary Teacher Education Project (PASTEP) adapted materials on National Curriculum and Thematic programming, CRIP materials used as reference sources, Curriculum Development Division (CDD) draft and newly completed Syllabus of the Reform Curriculum. All the materials developed had a content and process that addressed the scope and sequence of the reform curriculum addressing; subject and thematic planning and programming, assessment and evaluation, bilingual and bridging strategies, Multigrade teaching, classroom management and the pedagogical aspects of teaching and learning.

### **Background**

In recent years, there has been a clear and consistent call for changes to be made for a relevant education that the school curriculum can offer in the basic education sectors - Elementary and Primary. The curriculum must reflect the identity and aspirations of Papua New Guineas through language, cultural activities, and life long skills that can be used with natural and human resources to liberate and overcome suppression of the learning child and his or her family and community (PNG Philosophy of Education, Matane Report, 1986). This is a result of the structural and curriculum reforms advocated by the NDOE (1994) as a 10 year plan.

In order to understand the kind of Education Reform that Papua New Guinea has officially adopted and adapted as the National Education System in 1995, it is important that the structure of Education is briefly described (See Figure 1.1 on page 4).

The National Department of Education in PNG (NDOE, 1994: 35) declares education as:

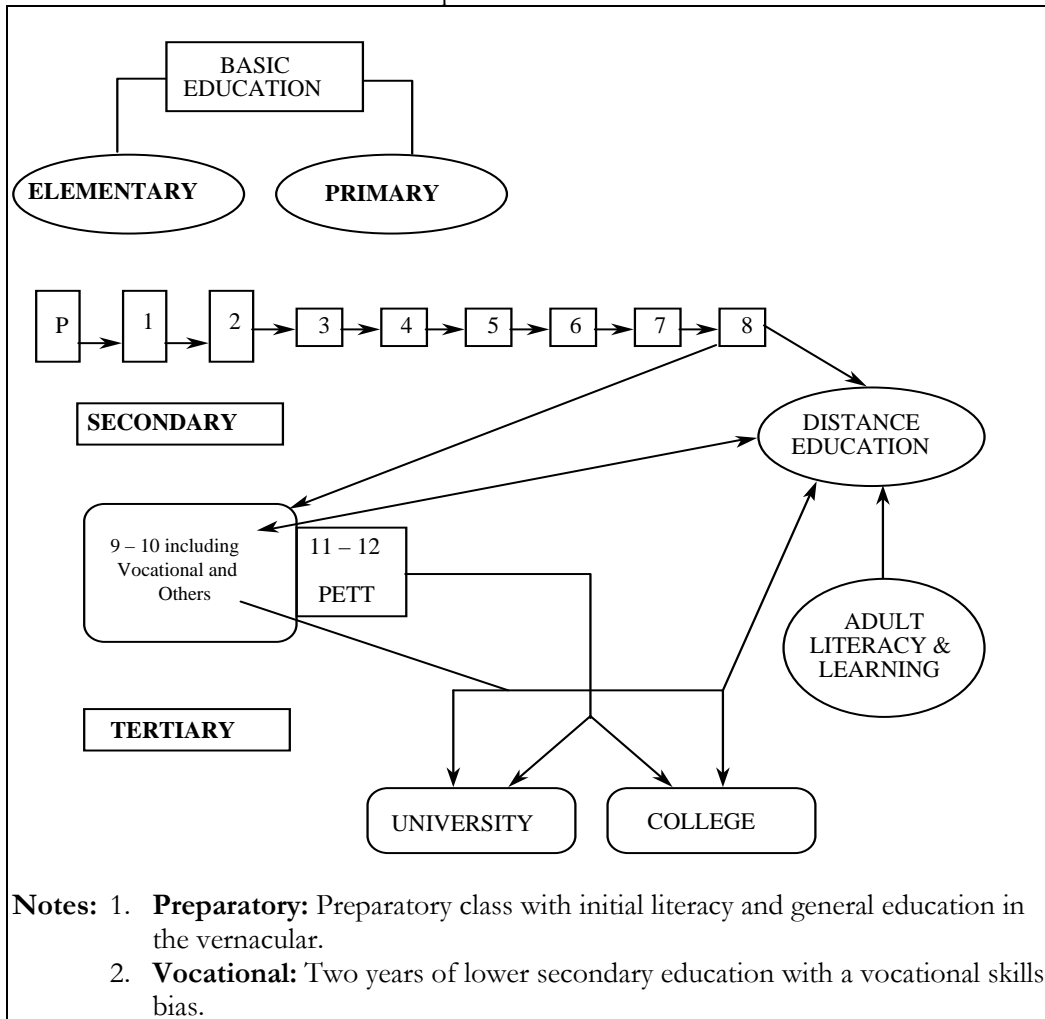
*a fundamental right in the country's political goals and the National Constitution, as it lies at the point of convergence of public disciplines such as law and order, economic development, labour and employment, health and environment. It is the mobilization that is necessary for societal development, and improving the sense for the future.*

*Education promotes the acquisition of the skills and knowledge, which enables people to manage their lives in the context of prevailing problems and the future opportunities.*

(NDOE, 1994: 35)

The educational system as inherited from Australia is far from being relevant to the needs of the masses because it was based on the Australian economic and social system rather than the conditions prevailing in PNG. What is needed now in PNG is the development of a more relevant education system, or at the very least, an adaptation of the system to meet the needs of the masses (Quarshie, 1992: 49; Lahui, 1997: 9)

The PNG NDOE initiated a major reform of the education system in 1992. The reform involves the restructuring of the formal educational system from the pre-primary level through to the upper secondary level. It is being implemented now. The implementation of the reform structure is rather complicated since



3. **Other:** A wide range of 'permitted' institutions which offer two or more years of secondary education, usually with a strong vocational bias determined by the needs and opportunities of the areas which they serve.
4. **Grades 11-12:** Upper Secondary education or Matriculation will develop particular curriculum biases, for example, academic, agriculture, technical, commercial and so on. The diagram provides for Grades 11 and 12 as separate institutions, as at present, or added on to existing provincial high schools.
5. **PETT:** Pre-Employment Technical Training courses, which are for two years post Grade 10, and located in technical colleges.
6. **College:** Covers the more than sixty non-university 'tertiary' institutions which currently take mainly Grade 10 leavers, but who are intending to raise their entry level to Grade 12 as the pool of Grade 12 leavers increases.
7. **Distance Education:** College of Distance Education (CODE), and the Department of Extension Studies at the UPNG.

**Figure 1.1**  
**The Reformed Education Structure from 1992 to present (NDOE, 1994: 13)**

some schools are still following the pre-1992 structure whilst other schools have adopted the changes. The new reformed education system is expected to solve weaknesses of the previous system. The reformed system aims to strengthen children's identification with their culture and their community. The former education system isolated children from their culture and from the life of their community. It is hoped that this reformed system will develop children's self-esteem and confidence and encourage them to value village life, traditions and obligations. It will encourage more realistic expectations for the children, their families and their communities because it is based on indigenous values and life (Lahui, 1997; 10). It will allow all children to go to Grade 8, a greater percentage to Grades 9 and 10, and a greater percentage to Grades 11 and 12. It aims to use teachers more effectively and reduce the cost per student at all three levels. Each of the changes to take place throughout the reformed education system will be discussed in turn.

### **Elementary Level**

At the elementary level, elementary schools in the village or settlement areas will be expanded to allow greater intakes. Enrolment at the preparatory ('prep') level will begin at six years of age. These schools would combine Tok Ples Pre-Skuls (TPPS) with the first and second years of community school. Teaching in the three-year elementary schools will be in the vernacular, allowing for acquisition of literacy in the language, which the children speak.

Prep curricula will remain as they are, with emphasis on initial literacy, numeracy, ethics, morality, and cultural bonding. To make the curriculum more relevant, expand enrolments, and help improve retention in elementary schools, Grades 1 and 2 will

comprise a newly integrated curriculum centred on four areas: language and cultural studies, mathematics, creative expression, and physical education. In most schools, one teacher using multi-grade teaching methods will do the teaching. The transition to English will begin in the third year (i.e. Grade 2). A new, more relevant, integrated activity-based curriculum will be adopted, and will use locally developed materials.

### **Primary Level**

The elementary schools will act as feeders for primary schools, beginning at the Grade 3 level. Six years of primary education will be provided through Grade 8. All children will be expected to continue with their education through Grade 8. To improve the quality and relevance of education, primary curriculum will become more subject-specific, and a strong vocational component will be developed for the upper grades as part of a Curriculum Reform Project. A new examination system will also be formulated for graduation from Grade 8.

### **Literature Review**

Literature on educational reform from other countries and Papua New Guinea is used to identify what has been researched and is relevant to this action-research. This research is interested in analysing more fully the curriculum reform in schools where teachers experience a new curriculum planning, implementation and professional support in a reformed education system.

### **Studies in other Countries**

Barnes (1982) in describing the education reform of Mozambique in Africa stated that the reform had a great impact on the schooling process. The government encouraged professional support and cooperation from teachers in reformed schools in each region of the country (Barnes, 1982: 413 - 417). However, in the case where training was crucial the work of Muomba (1978) acknowledged that training of teachers on the other hand was not specifically targeted for primary and secondary teachers. There was an instance where training to incorporate new courses was not adequately provided to help teachers implement them effectively.

Secondly, in China the Education Reform effort was focused on changing existing curriculum materials. The Ministry of Education had to rewrite textbooks to suit the learning context of each reform school (Kwong, 1979). This meant that teachers were given the professional autonomy to choose from a variety of curricula rather than the use of a standardized curriculum controlled by the government. As a result the context of teaching and learning was considered important in reforming the existing education system to adequately cater for its needs.

Thirdly, the World Bank (1980) carried out studies in developing countries on Education Reform on curriculum development activity and its effects on education productivity. The studies revealed that the reform efforts failed to meet the World Bank's expectations due to clients who were ill informed and thus resistant to change. Furthermore, availability of adequate resources, poorly articulated reform implementation strategies and insufficient monitoring and evaluation procedures were evident. This pointed out

that teachers who dealt with the learning process and their teaching performance were affected when appropriate professional support, curriculum knowledge and skills were denied.

In addition to World Bank studies, Lewin (1981) identified significant problems with the development and usage of a new curriculum. His findings revealed that some curricula are unsuitable by virtue of their content and presentation. This created problems relating to having minimal resources for teaching and low level teacher expertise to apply the content of a new curriculum. This finding is further supported by Montero (1992) that a new curriculum when offered with separate instruction and sets of techniques or methods, tends to mislead teachers in the implementation process. This is very evident when teachers who cannot comprehend well are confronted with teaching and learning experiences that are hard to disseminate meaningfully. However, in this case teachers tend to use the curriculum rigidly as a description rather than as a guide (Montero, 1992). This also meant that the new curriculum impact was accepted at face value by implementers, without considering the underlying rationalities of learning. A study by Team (1989 : 163) has remarked that ;

*Curriculum tends to be viewed as too important to be left to schoolteachers to plan.*

The above quotation seems to imply that teachers are not viewed as the most direct agents of the learning enterprise and the designers of knowledge. They are not seen as selectors and improvisers of curriculum planning. Therefore, the crucial aspects of curriculum elements are teachers who need to select and improve the application of the curriculum. This is because of their crucial role in transmitting the desired knowledge, skills and attitudes for a society's development. Again, findings by Montero (1992: 179) confirm that:

*Curriculum plans are only as effective as teachers who design, or plan and implement the programmes... and then evaluate their students' progress.*

Studies on curriculum and teacher effectiveness in developing countries are relevant to this research on problems teachers and students experience as a result of the Reform Curriculum in Education. Alexander and Simmons (1975) discovered that a students' social economic background at the primary and lower secondary grades were major predictors of academic achievements, and that health and nutrition factors were closely related to socio-economic status and tended to positively relate with higher student achievement. Aranibra (1987) identified factors in 64 studies that related to the schooling process of Latin America. The most notable findings were as follows:

- 1) teachers and the local community involvement could possibly relate to the efficiency of education reform efforts, and
- 2) teachers' expectations were strongly related to student achievement.

As reported in the literature the problems teachers face in education reform are various. These problems can be frustrating in the teaching and learning contexts. For instance, an ethnographic study by Avalos (1986:6-16), in Latin America identified the effects that teachers had on students' academic achievement, and attitude towards learning overall. This study discovered that:

*teachers are benevolent dictators in soliciting, requesting or ordering responses from students and the feedback of students is arbitrary and inconsistent with regard to the actual teaching activities.*

The above quotation implies that reform and other education innovations accommodated cannot be transferred from one learning contexts to another for instant improvement. This is due to limitations in the contexts of teaching and learning.

Furthermore, a concrete understanding of curriculum practices within the communities is still not clear. Research on the use and availability of instructional materials and textbooks is needed. Teachers need to be thoroughly and adequately trained to avoid conservative curriculum practices that are ineffective in teaching and learning. Therefore, to understand the problems that teachers experience in curriculum is to know how teachers use content, process, knowledge and skills to determine curriculum outcomes.

The need to examine curriculum as it is implemented and evaluated is at the heart of curriculum development. Curriculum as a product (text book or material) needs to be viewed as a curriculum in progress. This is significant where teachers are given professional support and guidelines in school based curriculum development. The discussion so far has given some light on the impact of reform curriculum pursued, and now the proceeding paragraphs are devoted to the literature review in Papua New Guinea.

### **Studies in Papua New Guinea**

In Papua New Guinea there were curriculum innovations prior to the reform that the Department of Education initiated in the 1980s', and early 1990s'. A number of curriculum studies were done by the following researchers; Wiag (1988), Vulliamy (1981), Crossley (1982), Lornie (1982) and Pollock (1978). There was a review of the primary Education reform (1993), which had significant implications. These implications no doubt affected teachers who were at the forefront of planning and implementation.

The Secondary School Community Extension Project (SSCEP), a secondary school innovation or curriculum reform, indicated certain constraints, according to Waig (1988) and Vulliamy (1981). The teachers of SSCEP found the implementation processes difficult. There were problems with development of integrated teaching like; the use of Further Improvement in Skills Teaching (FIST). The FIST was discontinued by the end of 1981 for reasons that included lack of time, the burden of the innovation, and the fear the teachers had for the inspectorate for deviating from the academic syllabi (Crossley, 1982). In addition, the parents felt that their children were not taught the core subjects well and this would disadvantage their chances in getting better training in future. In other words, there were mixed reactions by the community to the new curriculum innovation. These mixed reactions were also experienced by primary teachers when they were confronted with a new reform curriculum in the reform of the nineties and beyond.

In addition, evaluation studies before the SSCEP were carried out. The partial evaluation of the Grade 9 Social Science Project was done in different phases of implementation

(Pollock,1978; Lornie 1982). Lornie reviewed major difficulties in the process of implementation.

There were specific problems identified such as Goroka Teachers College graduates, who were deficient in background knowledge of grade 9 and 10 topics. They found difficulty in working out how to teach the new curriculum materials. Furthermore, expatriate teachers at Goroka Teachers' College complained that the Grades 9 and 10 Social Science courses lacked the structure and approach of the Grades 7 and 8 Social Science courses (Pollock, 1978).

Papua New Guinea was in its third year of Education Reform when a research was carried out (Pokana, 1995). The inclusion of the Grades 7 and 8 curriculum in selected Top-Up Primary or Community schools (TUS). This has shown various problems relating to curriculum planning, implementation and professional support. These problems are discussed in terms of their achievement and weakness as indicated in the next paragraphs.

Firstly, the achievement of the reform efforts looked at various accomplishments. The Port Moresby In Service College through the Inspection and Guidance Section developed a handbook for Primary School Inspectors to visit the TUS schools and their teachers. In addition, a new course called “Basic Technology” was developed for the Grades 7 and 8 in primary schools. Certain Provinces that were involved in the TUS system began to develop support mechanisms that catered for sharing of test materials, worksheets for students’ learning activities and teaching programmes. The Curriculum Development Division also developed a National Grade 8 Examination for the TUS system and a change was made to Science Curriculum to avoid the idea of the need for a Science Laboratory in the TUS schools. The reason was that Science Laboratories were very expensive to build and qualified Science teachers were unavailable.

Secondly, there were potential weaknesses in the TUS system in terms of professional support and availability of adequate funding. The training of TUS teachers was done on an ad-hoc basis due to problems of limited funds and manpower training requirements to facilitate teaching competency of specialized subjects. Thus caused teachers and the local communities to depend heavily on high school personnel rather than building up the primary TUS schools. Furthermore, the primary school inspectors’ handbook developed by the Port Moresby In-service College was not used due to funding and training requirements. The school based curriculum development for the Grades 7 and 8 has been a band-aid process, shifting down from provincial high schools rather than building up TUS schools. Moreover, the delay in the supply of Grades 7 and 8 curriculum materials, such as textbooks, was frustrating in the implementation stages. Therefore, curriculum planning, implementation and professional support were not adequately monitored for effective progress and development.

Finally, another interesting contribution by the National Research Institute (NRI,2001) carried out an impact study into the effective implementation of the CRIP Workshop featuring the Train The Trainer (TTT) and Trainer of Trainers(TOT). The case study by Guy, R; Moi, L; Medi, R and Parade, M (2001)concluded that major flaws and inconsistencies occurred the in training by all stakeholders implicated in the planning, implementation and professional support for the reform curriculum (Objective Based).

The Elementary and Lower Primary Curriculum then encountered poor implementation strategies due to: the time factor; limited acquisition of bridging skill and confidence level of participants; no gender equity for teacher participants; limited finance and material support by the NDOE, provincial divisions of education, the inspectorate and the schools. There were more negatives impact and a minimal positive impact according to the study.

In general, the literature review shows that other countries and Papua New Guinea had varying degrees of reform approaches in their structural and curriculum reform. The achievement and shortcomings were similar to a certain extent despite the different nature of the Education Reform. This particular literature review has been more focused on problems relating to reform curriculum planning, implementation and the professional support for teachers in the elementary and primary level of education. Having discussed the review of the literature the next sub-topic will focus on the methodology used in the action research on the positive and negative impact of the reform curriculum-OBE.

### **Methodology**

The action research adopted a mixture of both quantitative and qualitative research methods and techniques. The purpose of the research was aimed at identifying what negative and positive impact the elementary and primary school teachers, beginning teachers and teacher educators (lecturers) experienced in relation to the reform curriculum planning, implementation and professional support.

To be consistent with the aim of the study, the key question posed once again was:

*What are the positive and negative impact primary teachers encounter in their planning and implementing of the reform curriculum and the professional support provided by the Olsb Teachers' College and CRIP ?*

The triangulation method was used because it was seen to be the most convenient and practical means of identifying the impact of curriculum planning and implementation through non-participation observation and informal interview schedules. Furthermore, data collected were organized quantitatively where numerical values such as percentages were worked out for data interpretation and qualitatively where informal interviews were analysed descriptively in a form of quotations and used to support statistical data.

### **Subjects of the Study**

Respondents in this study consisted of randomly and representative sample selected from East New Britain, New Ireland and Manus Provinces. Out of a population of 330 possible respondents, the following 307 became the key subjects: 15 out of 30 teachers in ENB Schools, 33 out of 40 teachers in Manus Schools, 25 out of 70 teachers in 26 New Ireland Schools in 2003 and 2004, 49 out of 50 student teachers for diploma in

Education (In-service), 170 Pre-service student teachers out of 240 Second Year Students of 2004, and 15 out of 28 lecturing staff of Olsh Teachers' College Kabaleo.

### **Means of Data Collection**

The study employed four means of data collection instruments. The instruments are described accordingly. The **First Instrument** used was a standard observation schedule (See Appendix A). The content of this observation schedule consists of: Lesson Planning; Lesson Introduction; Body of Lesson Presentations; and Lesson Content Coverage.

In addition, Instrument One was carried out in East New Britain Schools(E.N.B) and New Ireland Schools (N.I.P). These include: observation of actual teaching and learning context of practicum schools during practicum visits -a day for a week for five weeks in Mid-October to end of November; Grade three, four and five teachers; and their class; and observe one to two lessons per class per visit. Each component of the observation schedule was rated using a 5 points scale (See Appendix A). Immediately after the observation each teacher was asked to give his/her opinion on the lesson that was taught based on the four components.

The **Second Instrument** used was an informal interview schedule, which consisted of areas relating to teachers professional aspects: Page 1 referred to Personal and Professional Background; Page 2 referred to Planning and Teaching Programmes; Page 3 referred to Implementation of Teaching Programmes; and Page 4 referred to Professional Development Activities.

The informal interview was carried out in E.N.B and NIP Schools. These included during practicum visits a day every week for five weeks; Grade three, four and five teachers were involved; and this occurred at the end of the block periods for recess and lunch or free times available for teachers.

The **Third Instrument** (1, and 2): reflective Journal writing –was done by in-service students for the diploma in education for curriculum studies and reform awareness for principals. This was a Teachers' College programme and bilingual and bridging in-service teachers of 2004. Secondly, CRIP Workshop for lower primary in-service teachers for bilingual and bridging and the reform curriculum – a Teachers' College programme support for CRIP 2003 – 2005. These were based on four key guiding questions; a) *What have I discovered on the lecture topic?* b) *What have I learnt as new or not new?* c) *What can I do to improve myself and other teachers to gain more confidence to plan and implement the new change in my school?* d) *What implications are there for me to address?*

The **Fourth Instrument** used was a Teachers' college staff development programme a document analysis for lecturers 2000, 2001, 2003, 2004 and 2005: Research awareness was carried out on the following topics: a) Reform curriculum awareness and material production; b) Usage of GRIP Materials as reference sources for teaching; c) Principals Implementation Booklet; d) Kabaleo own Reformed Curriculum Development Guide for Lecturers /Student; and Academic Strand Programmes incorporating the upper and lower primary reform curriculum by Olsh Teachers' College staff engaged in CRIP and CDD Workshops.

The validity and reliability for the data collection means were pretested as part of the pilot approach in Kabaleo Demonstration School with few teachers. This was conducted to assess the content validity for the observation schedule, informal interview schedule and the Reflective Journal for efficiency, better understanding and clarity of the instruments.

### **Findings and discussions**

The non- participant observation, informal interviews, critical reflections, staff development programme/document analysis indicating the reform curriculum yielded the following findings of positive and negative impact for planning, implementation and professional support:

#### **1. The Informal Interview Schedule for teachers in specific provinces**

##### **- Outcomes**

1. Lower and Upper Primary Curriculum being implemented in practicum schools in NIP and ENBP in 2003 and 2004 – about 90% input 4 out of five weeks. Students were allowed to implement.
2. In-service Training done by students for Schools for teachers in NIP and ENBP – about in 2003 and 2004 - about 80% input 4 out of 5 weeks. Limited input by other stakeholders.
3. Awareness made by students to parents and citizens in Practicum Schools -more than 50% input 4 out of five weeks. Less than 60 % positive impact by students on teaching and learning
4. More demand was placed on training by teachers- more than 80% input from school teachers and less than 50% positive impact by pre-service students on teaching and learning.
5. Graduates on high demand especially those with information on the reform curriculum planning and implementation- about 90-95% selections input were made in Olsh Teachers' College recruitment statistics
6. In-service student teachers gained confidence and begin to implement the reform curriculum- about 30 – 50% input in 2005 school year in term one. Less than 40% positive impact on teaching and learning.

## **Issues**

- Unavailability of Reform Lower Primary Curriculum materials at Schools and Colleges - 90-95% negative impact in schools E.N.B. & NIP
- Resistance to change by certain teachers more than - 60% negative impact on teaching and learning E.N.B. & NIP
- Many Schools lacked knowledge and resources to address the reform curriculum - 80-90% negative impact on teaching and learning, E.N.B. & NIP
- Inspectorate lacked accurate planning and implementation strategies - more than 80% negative impact on teaching and learning, E.N.B. & NIP
- Inconsistent and lack of clarity in the implementation due to inaccurate presentation of curriculum terminologies; availability of materials and better awareness to all stakeholders 80 – 90% negative impact on teaching and learning, E.N.B. & NIP

## **2. Language Choice and Issues**

### **Bridging to English, choice and use of vernacular**

- 2.1. Most teachers and students in Grade 3 use the local vernacular – Kuanua in most local /rural schools - about 80 – 90 % and 20% of English. Less than 50 % positive impact and more than 50% negative impact in teaching and learning.
- 2.2. Most Grade 3 students also use pidgin and Kuanua as a combination for local and foreign children in urban/ town schools - about 80% and 20 % of English for E.N.BP. Less than 50 % positive impact and more than 50% negative impact on teaching and learning.
- 2.3. Most Grade 3 students also use pidgin and local vernacular as a combination for local and foreign children in urban/ town schools - about 80% and 20 % of English for Manus schools. Less than 40 % positive impact and more than 50% negative impact on teaching and learning.

## **3.Issues**

### **3.1 Local Vernacular-Kuanua**

- 3.1.1. Not all bilingual language learning skills and strategies are confidently used by the teachers 60% input and less than 50% positive impact. More than 50% negative impact on teaching and learning

- 3.1.2. Lack of proper and adequate training programme to support the initial training received 80% input and less than 50 % positive impact on teaching and learning.
- 3.1.3. Lack of teaching and learning resources produced at the school level by schools 80% negative impact on teaching and learning
- 3.1.4. Bridging is less than 50 % achieved at the end of grade three. More than 50 % negative impact on teaching and learning.

**3.2 Pidgin and Local Vernacular**

- 3.2.1. Not all bilingual language learning skills are confidently used by the teachers 70% input. Less than 50 % positive impact of teaching and learning
- 3.2.2 Lack of proper and adequate training programme to support the initial training received 80% negative impact on teaching and learning.
- 3.2.3 Lack of training resources produced at the school level by schools – less than 50 % input. More than 50 % negative impact on teaching and learning.
- 3.2.4 Bridging is 60% for most by the end of grade three – less than 50% positive impact. And more 50% negative impact on teaching and learning.

4.The Non-participant Observation schedule for teachers in the E.N.B and N.I.P. Schools that indicated the positive and negative impact on the planning, implementation and professional support.

The table 4.1 gives an overall impression of the positive and negative impact that the reform curriculum was either implemented or not and the ability of the teachers to plan, implement with proper professional support in terms of training and availability of resources.

The data are a feed back by pre-service students and college supervisors during the first and second year block teaching period in east New Britain and New Ireland Provinces in 2004 The observation looked at grades three, four, five, six, seven and eight classes and teaching and learning situation.

**Table 4.1 Planning, Implementation and Professional Support – negative and positive Impacts**

	IMPACT AREA BASE FROM OBSERVATION	FREQUENCY RESPONSE		PERCENTAGE	
		ENB	NIP	ENB	NIP
1	Knowledge on Reform Curriculum	20/25 n	33/33	90n	100n

	Planning	5/25p	Negative	10p	
2	Ability to comprehend content knowledge	20/25 n	33/33	90n	100n
		5 /25 p	Negative	10p	
3	Teaching resources used in teaching	20/25 n	33/33	90n	100n
		5/25 p	Negative	10p	
4	Planning strategies used in teaching	20/25 n	33/33	90n	100n
		5/25p	Negative	10p	
5	Teaching strategies used in teaching	20/25 n	33/33	90n	100n
		5/25 p	Negative	10p	
6	Assessment and Evaluation in teaching	20/25 n	33/33	90n	100n
		5 / 25 p	Negative	10p	
7	Guidance and Counselling for Grades 7 and 8	25/25 n	33/33	100n	100n
			Negative		
8	Supervision of teachers	25/25n	33/33	100n	100n
			Negative		
9	In-service Programme on reform curriculum	20/25 n	33/33	90n	100n
		5/25 p	Negative	10p	

Key: n = negative impact and p = positive impact

The data portrayed by table 4.1 indicated that in New Ireland the planning, implementation and professional support for the reform curriculum have been solely negative. The pre-service students and their supervisors feed back reflected a 100% negative impact by schools due to lack of provision of relevant training and availability of materials in schools observed. As compared to East New Britain, a 10% impact showing planning, implementation, and professional support for teachers. However, capacity building is still yet to create far more positive impact by the key stakeholders in working with and in the province.

### **Conclusion**

In conclusion, the empirical study based on action research method was timely conducted to address the extent of the impact that the reform curriculum had in the content and process of planning and implementation. It is conclusive that the initial stages of planning and implementation together with the professional development of teachers (pre-service and in-service) is still illusive for potential impact. However, the extent to which the reform curriculum was initial trailed and officially implemented had a

very minimal impact at this stage of monitoring by all concerned parties. There is evidence in the action research that there is in-fact more to be accomplished before tangible changes are actualised. It is the view of the author and not necessary the view of teacher education that training of pre-service and in-service teachers is still ad-hoc and lacks better level of clarity and better understanding of the implications the reform curriculum can and has created. A more collaborative effort and effective network from the NDOE –CDD and CRIP to its agents the provincial divisions of education, standards division, teacher education, community relations, government and non-government organization to work together. There has to be a common language of instruction, terminology and practical input to achieve common goals for the reform curriculum.

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