

EFFECTIVE SCHOOL MANAGEMENT
RESOURCE MATERIAL FOR HEAD TEACHERS IN
PAPUA NEW GUINEA SCHOOLS

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ABOUT THE COLLEGIAL CURRICULUM LEADERSHIP PROGRAM

The Collegial Curriculum Leadership Program is designed to help head teachers to build their professional skills and knowledge. The primary reason for this is to assist head teachers of primary schools, community schools and elementary schools to effectively lead and manage the implementation of the reform curriculum in their school.

The structure of the program is modelled on the same principles as the Lower Primary Study Guides distributed to schools in 2002 and 2003. The Program comprises quality self-paced materials which enable you to continue your own professional development at times and in ways that suit you. The Program is accredited by the Papua New Guinea Education Institute.

Because the Program is designed specifically for you, the head teacher, it promotes two very important concepts:

- The head teacher as the 'leading professional' in the school, and
- The head teacher as a 'critically reflective practitioner'.

These concepts are explained further in the units.

The Program is designed to include four units:

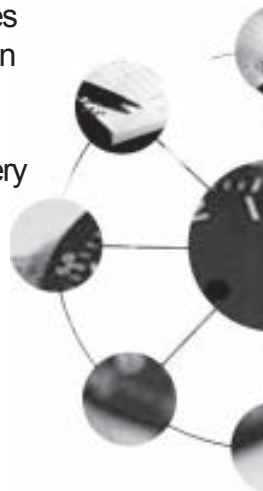
- Effective School Management
- Outcomes-based Education
- School and Staff Development
- Building Effective School Teams

This unit (Effective School Management) was distributed to head teachers in early 2003. Its focus is to help you assess your own developmental needs and develop a plan to address them. This will help you determine which of the other units will be of most benefit to you.

The Program complements other activities designed to build the leadership skills of head teachers and other positions of responsibility in schools. These include the School Based Supervision Management Reform (arising from the Tololo Report) which has been piloted in some districts in some provinces by Inspections and Guidance Division. If you have participated in this, and can demonstrate that you have already achieved some of the outcomes of the Collegial Curriculum Leadership Program, you may be able to claim Recognition of Prior Learning (RPL).

UNIT OVERVIEW

The Effective School Management unit is the first of several in the Collegial Curriculum Leadership Program. This unit builds on project work undertaken by Peterson Kolant, Senior Primary School Inspector, Madang in the Advanced Course in Educational Inspection and Supervision, Institute of Education, University of London during 2001.



In this unit we use the general term 'head teacher' to include all those in charge of a school regardless of their title (Head Teacher, Principal etc).

We start this Unit by helping you understand the context and background to our education system. We then explore the key functions of an effective school manager and help you analyse your own strengths in each area. Finally you will look at how you can plan to address areas in which you need to become more knowledgeable and skilled while being in a managerial position.

You may be the head of a primary, elementary or community school in an urban or rural setting, each using a different curriculum to teach. That does not make any difference to what this unit is designed to achieve. It does not matter if you are an experienced or newly appointed head teacher, this unit will help you to become more knowledgeable, skilful and confident in your duties. It will greatly help to broaden what you already know as a head teacher and guide you to lead your institution to success.

Other officers who play a similar role may also find this unit useful. It all depends on how you digest the information for practical purposes in your own working environment.

The success or failure of any organisation or institution anywhere in the world depends to a great extent on the effectiveness of leadership and management that is provided by the head person.

The information and activities are provided to help you as a head teacher to become an effective leader and manager. This unit links theory and practice. You can pick up important ideas and evaluate your own performance and practices in your own location. It is always helpful for you as a head teacher to continue to read, research and analyse as many different books and articles as possible. This will help you to broaden your knowledge and become more efficient in your entrusted role as the head teacher. These ideas can be tried out in your own school.

After completing this unit, you will be able to assess the extent to which you are succeeding or failing in your major functions. The main areas covered here can be further discussed at head teachers' meetings or Supervisory Efficiency Workshops (SEW) within your own district or inspectorate. These workshops for newly-appointed head teachers are conducted annually within each district, when funds permit.

WAYS THIS UNIT CAN ASSIST YOU

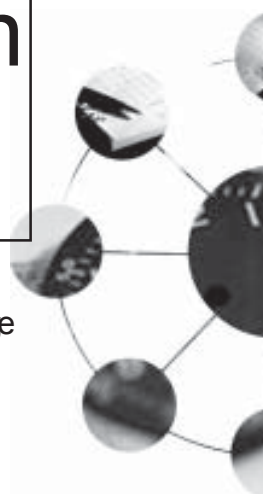
This unit can help you gain useful knowledge and skills in a number of ways. These include helping you to:

1. become more knowledgeable, skilful and confident in your position of responsibility.
2. understand the purpose of effective school leadership and management.
3. understand and reflect on your current understanding of school leadership and management with the new reform expectations.
4. become a more effective head teacher in your own school.

CCLP
COLLEGIAL CURRICULUM
LEADERSHIP PROGRAM

Unit 1: Effective School Management

Module 1: Education Reform in Papua New Guinea



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Name: FileN^o:

Date commenced: Date completed:

I have sighted this study guide as evidence of completion of agreed tasks by
.....(insert name)

Assessor: Date:

Module 1. EDUCATION REFORM IN PAPUA NEW GUINEA.

Module introduction

Welcome to Module 1: Education Reform in Papua New Guinea.

In this module, you will explore the background to and progress made in the current education reform process. In doing so you will focus on both structural reforms and curriculum reforms. You will complete a series of analytical and self-reflective activities to identify the implications for your school, and therefore the implications for your own practice.

You do not need access to any other documents to undertake this module, but we have listed some resources on page 10 of the Unit Introduction which may help you.

Make sure you have completed the self-assessment in the Unit Introduction before you start this module. As you work through this module, keep a running record of sections, parts and pages of the module where you can identify evidence for particular unit outcomes. You may wish to record such information in your Learning Contract.

Module learning outcomes

When you have worked through this module, you can (are able to)

1. explain the rationale for the education reform
2. describe, with examples, the relative progress of key aspects of the reform
3. explain the main features of the structural and curriculum reform
4. analyse current reform issues in your school or district and develop a plan to address them.



Read these notes and discuss with a colleague

Section 1: Structural reform

Prior to independence in 1975 colonial administrators controlled the education system. The curriculum that was used in the schools at that time was from Queensland.

As time went by, many Papua New Guineans were unhappy with the direction that colonial administrators set for education. In 1974 a committee chaired by the then Director of Education, Alkan Tololo, with an entirely Papua New Guinean membership, drafted a post-independence five-year education plan. It proposed that schooling be community based, the use of vernaculars should be emphasised, and education should be linked to development and more widely and more equally provided. They planned to expand primary schooling to Grade 8 and expand access to Grade 9 and 10. They were also concerned that greater access to education should be given to females and to those from disadvantaged areas. This plan was overturned.

In 1985 Sir Paulius Matane published the Matane Report entitled A Philosophy of Education for Papua New Guinea. This should be seen as being the birth of the current education reform, in particular the reform of the curriculum.

The National Goals as expressed in the National Constitution recognise the importance of:

- Integral Human Development
- Equality and Participation
- National Sovereignty and Self-reliance
- National Resources and Environment, and
- Papua New Guinea Ways.

The Matane Report stressed that the school can help educate children but cannot and should not be regarded as the only agent of education. The home, the church, the community, the council and the politicians also influence a child's life and contribute to the integral human development of the child. The process of integral human development called for an education system that helped individuals:

- identify basic human needs
- analyse situations in terms of needs
- see these needs in the context of the spiritual and social values of the community
- take responsible action in co-operation with others.

To achieve the aim of integral human development an individual must live and work with others and accordingly the goals of education should be directed towards socialisation, participation, liberation and equality. When looking back at this education process, the 1974 committee chaired by Alkan Tololo's recommendation and 'The Matane Report' both had the same view. So now the education reform or through other policy measures had taken on board some of these recommendations:

- The vernacular language be used as the medium of instruction in the early years of primary schooling and English be used in the later years.
- Ways to be found to expand upper secondary education immediately.
- Standards in English and Mathematics to be nationally monitored and further improved.
- Funds be redirected from Higher Education towards the goal of Universal Primary Education.
- Those who benefit from upper secondary and tertiary level education should pay a large proportion of the costs of that education.

(Optional.) Each school was sent an audiotape in 2002 on the background to the education reform. Listen to that tape to help you complete the next activity.



What was the focus of early education in PNG?

What is the main purpose of the education reform?

Hint: Re-read the section above if you are not sure.



What do you recall of your school education?

What things stand out? Why are they significant to you?

What things do you remember positively?

What things do you recall that disturb you?

If you could, how would you change the education you received?



Discuss your recollections with a colleague. What similar memories of schooling do you both have?



Read these notes and discuss with a colleague

In 1991, a major investigation into the state of education in Papua New Guinea was carried out. This was the Education Sector Study. This study identified the problems of the system and looked at various ways in which those problems could be solved. If the Matane Report can be seen as being the birth of the curriculum reforms, then the Sector Study was the birth of the restructuring of the education system.

Major problems were identified at both the primary and secondary levels. It became clear that the country could never achieve either Universal Primary Education or its targets for access to secondary education under the system that was operating at that time.

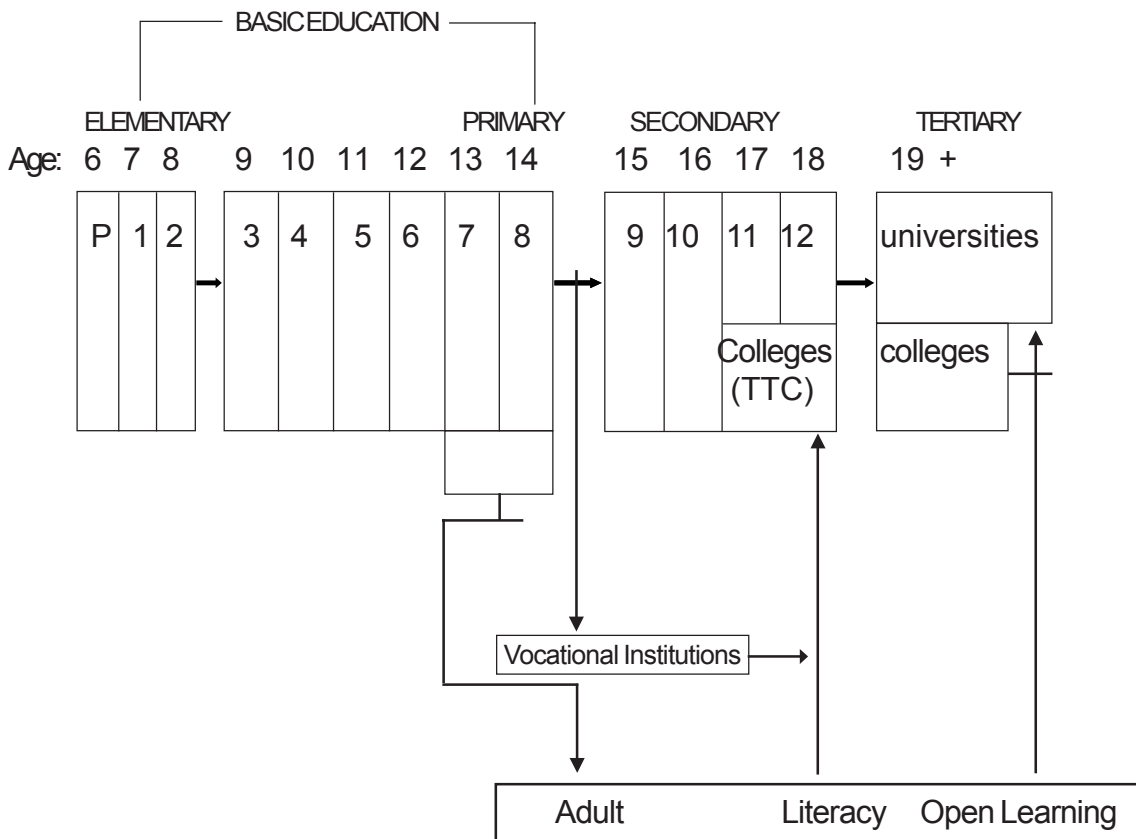
In 1994 and 1995 a major study (Education Sector Resources Study) was carried out because of the enormous cost implications that were involved with the implementation of the education reforms. The finding was that although the education reforms reduced unit costs there was still a resource gap that needed to be closed. The Department had to commit itself to a number of cost saving and cost recovery measures.

In 1996 the National Education Plan (NEP) was completed. The plan leaned heavily on the recommendations from the Education Sector Review and also the Resource Study, and this plan was endorsed in June 1997. This plan has now been revised and up-dated (1999) under the chairmanship of Mr. Peter Baki, the current Departmental Secretary.

Following this, under the decentralised system of government, the 20 provinces in Papua New Guinea had to draw up their own plans that were consistent with the National Education Plan.

The Education Reform Structure

The reform involves the restructuring of the formal education system from the pre-primary level through to the upper secondary level. The reform was designed to address directly most of the systemic weaknesses and problem areas identified in the Sector Review Reports.



Note: In the private sector, there are several schools and training institutions, together with two universities.

Over 4000 Elementary Schools have been established since the reform started. At present the national government has stopped the opening of any new elementary schools, unless fully funded by a provincial government.

Currently over 1000 of the Community Schools (as previously called) have phased out Grade 1 and 2, phased in Grade 7 and 8 and are now called Primary Schools. There are around 2000 Community Schools still to go through this structural change.

Most High Schools have phased out Grade 7 and 8, phased in Grade 11 and 12 and they are now called Secondary Schools. The others are still to go through the structural changes.

The Executive Council in each Province determines the timetable by which schools at each stage are to do the phasing in and out.



Record here your colleague's comments and your reactions to them.



The information on the next 7 pages is updated from 'The State of Education in Papua New Guinea' (March, 2001) produced by Education Reform Facilitating and Monitoring Unit and published by the Department of Education. Data for 2001 is not yet available. Read the information provided.

Lower primary education

The lower primary level of education is getting increasingly more attention. By 2001 all provinces had children in Grade 3 classes that have passed through the elementary schools.

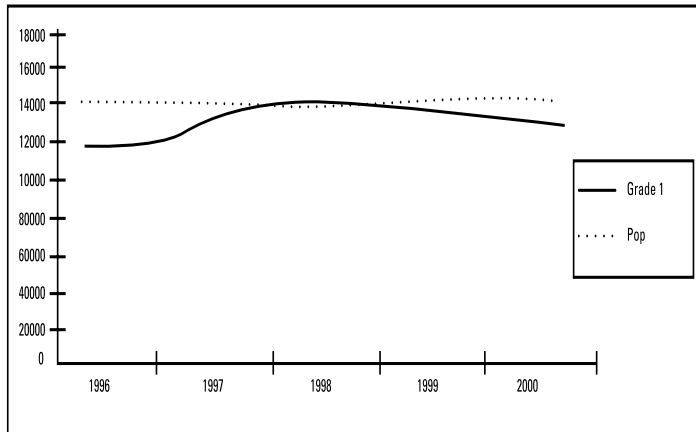
Access

One rather surprising aspect of the education reforms, so far, has been the fact that Grade 1 enrolment in the old style community schools did not drop as quickly as was expected, despite the rapid rise in the numbers of children in Elementary Grade 1. During the initial planning stages it was assumed that the numbers in Grade 1 would decrease at a similar rate to the rise in Elementary Grade 1 numbers. The first real signs of a drop came in 1999 and this trend was continued in 2000, although with a rather smaller fall in numbers.

The two charts below illustrate the situation regarding Grade 1 enrolment. The first shows Grade 1 enrolment and the 7-year-old population. There are now slightly less children in Grade 1 than there are seven-year-olds in the country. The figures suggest an admission rate in 2000 of about 90%. It was rather higher in both 1998 and 1999 because of the rapid growth in Elementary schools without the numbers in Grade 1 in the primary sector dropping as quickly as was expected. Admission rates above 100% are not unusual in a

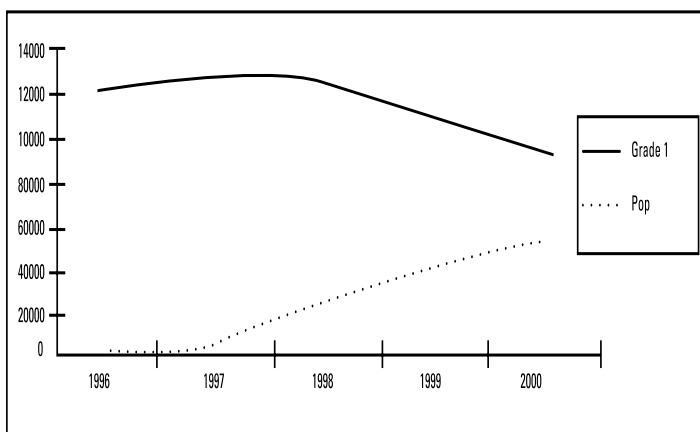
country such as Papua New Guinea. A cautionary note should be added to this analysis. The population figures used are not official age specific figures from the 2000 census. Instead, as advised by the Census Office the total population has been taken and it has been assumed that there will be the same percentage of 7 year olds across the entire population as there were in 1990. It is expected that detailed, province by province, census figures will be available in mid-2002, and a more accurate picture will then be available. It is expected that in the next version of this book there will be some analysis by province attempted because great variations are expected.

Figure 1: Grade 1 enrolment versus 7-year-old population



The second of the charts compares Grade 1 enrolment in the primary schools against that in the Elementary schools. As noted earlier, the first evidence of a drop in primary school Grade 1 figures came in 1999. If this continues, as is expected, then the system should benefit from a saving in the number of teachers required in Grades 1 and 2 in primary schools. These teachers can then be redeployed to help solve the problems currently being reported in higher grades.

Figure 2: Grade 1 enrolment by type of school



The very high Grade 1 enrolments have meant that enrolment rates have risen dramatically. The table below shows the Gross Enrolment Rate by province and gender (Gross Enrolment Rate is defined as the number of children in Grades 1 to 6 (both in the Elementary and the primary sectors) as a percentage of the number of 7 to 12 year olds).

The population figures are projected from the 1990 census. The official 2000 census results are needed before the Department will be able to ascertain how it is progressing towards its goal of universal basic education.

Table 1: Gross Enrolment Rates by Province and Gender, 1999

	Male	Female	Total
Western	92.0%	92.9%	92.4%
Gulf	98.6%	98.1%	98.4%
NCD	69.1%	66.1%	67.6%
Central	90.1%	90.6%	90.4%
Milne Bay	71.9%	77.5%	74.5%
Oro	82.1%	82.6%	82.3%
Southern Highlands	65.8%	64.0%	65.0%
Eastern Highlands	97.5%	103.4%	100.0%
Simbu	113.2%	101.6%	107.8%
Western Highlands	69.0%	75.7%	71.9%
Enga	60.2%	56.4%	58.5%
Morobe	91.9%	87.0%	89.6%
Madang	80.5%	87.2%	83.4%
Sandaun	75.3%	77.2%	76.2%
East Sepik	96.5%	91.7%	94.2%
Manus	98.3%	97.0%	97.7%
New Ireland	79.7%	81.6%	80.6%
East New Britain	78.6%	75.8%	77.3%
West New Britain	86.5%	81.0%	83.9%
Bougainville	86.5%	84.7%	85.6%
KLMD	103.5%	98.2%	101.0%
Papua New Guinea	81.5%	81.1%	81.3%

Standards

There has been little work done as yet on the standards of children passing through the Elementary schools and moving into the primary schools. This is acknowledged as being an important area and it is hoped that the Inspectorate and the Measurement Services Unit will, ultimately, be provided with resources to be able to carry out such work.

The Curriculum Reform Implementation Project (CRIP) has commissioned a longitudinal study to look at the impact of the new curriculum. This is being carried out by the University of Wollongong in collaboration with Tanorama, a PNG based consultancy company. The study, which started in late 2001, will look at some 12 school clusters and their communities over a period of five years. In addition to this, also as a part of CRIP, a pilot Curriculum Standards Monitoring Test is being developed and implemented. It is hoped that the monitoring tools developed will provide more information than simply data concerning education standards.

Inspections

There are no major issues in this sector although Inspectors are going to have to come to terms with teachers taking the bridging classes. CRIP is providing workshops to equip the

Inspectors with information about the reform curriculum and teaching methods, as well as the change in focus towards skills development. This is so that they are in a better position to be able to assist teachers during advisory visits and workshops.

In recent years the Inspections and Guidance Division has had considerable resource limitations and has been unable to reach as many schools as they planned to visit. This has been due to reductions in recurrent funding made available to them. The situation eased in 2000 and 2001 with significant sums of money being made available through the GAQEP. In 2002 the Government's decision to end departmental interventions as a part of the GAQEP, the centralisation of the major travel items and the completion of the World Bank project meant that the Inspections and Guidance Division was severely handicapped by shortage of funding throughout the year.

Ideally, every school should be visited at least twice each year, although realistically this is not going to be possible until non-educational factors that contribute to the problems are resolved. These include a lack of infrastructure development in many areas and major concerns about law and order.

In the mid 1990s a major review was carried out into the Inspections system in the country. The recommendations of this review are now being implemented. One of the major recommendations was that school head teachers take a greater role in the appraisal of teachers. This was trialled in four provinces in 2000: NCD, Central, East New Britain and Western Highlands. It is now being extended to all provinces and the Inspections and Guidance Division are producing a School Based Supervision Handbook for further trialling.

Gender issues

Female participation in primary schools is generally satisfactory. The table below shows participation by Grade. The overall percentage is consistent with that of the population as a whole.

Table 2: Primary school enrolment by gender and grade, 2000

	Boys	Girls	Total	% age female
Grade 1	52622	43385	96007	45.2%
Grade 2	53039	43300	96339	44.9%
Grade 3	64318	52291	116609	44.8%
Grade 4	52905	43160	96065	44.9%
Grade 5	43999	35404	79403	44.6%
Grade 6	36872	29639	66511	44.6%
Grade 7	18311	15317	33628	45.5%
Grade 8	14264	11456	25720	44.5%
Total	336330	273952	610282	44.9%

One particularly encouraging aspect of this is that the percentage is not dropping significantly in the upper grades as was feared at one point. Indeed, evidence is beginning to emerge that it is the girls who have benefited the most from the increased access at Grades 7 and 8.

Staffing by gender and grade is shown below.

Table 3: Primary staffing by gender and grade, 2000

	Male	Female	Total	% age female
Grade 1	1032	902	1934	47%
Grade 2	1227	942	2169	43%
Grade 3	1650	1260	2910	43%
Grade 4	1751	996	2747	36%
Grade 5	1613	805	2418	33%
Grade 6	1566	706	2272	31%
Grade 7/8	1900	1157	3057	38%
Total	10739	6768	17507	39%

These figures are broadly similar to those of previous years. The percentage of female teachers goes down the higher the grade until Grades 7 and 8.

Constraints to implementation

At this level it is clear that the major emerging issue is that of the children entering Grade 3 from the Elementary schools. In particular, as noted earlier, not all teachers of lower primary classes have yet been adequately prepared to build on what children have learnt from the Elementary schools. It has been found that those without the appropriate training are finding teaching very difficult. This is because the children that they are now teaching are very different to those that they have had in the past. These students have been taught in the language used in their community, by teachers using child-centred strategies. Lower primary teachers have not been required to use vernacular as the initial language of instruction.

Some elementary schools are teaching English in EP to E2 when the language of instruction is meant to be the vernacular the child already uses. In some cases, elementary schools have been set up like private schools and charge fees well in excess of fees set by the government. Some elementary trainers in the provinces fail to monitor these problems, partly due to their not being adequately supervised themselves.

In 2000 a severe shortage of teachers was reported in some parts of the country. A proper teacher audit (stocktake) remains critical and needs to be done (although a start has been made in conducting such an exercise). The table below shows the teacher student ratio by province for 2000.

Table 4: Total primary school enrolment, staffing and teacher student ratio by province, 2000

	Enrolment	Teachers	TP ratio
Western	9939	320	31.1
Gulf	11549	300	38.5
NCD	26734	827	32.3
Central	22061	782	28.2
Milne Bay	27368	795	34.4
Oro	15151	423	35.8
Southern Highlands	48543	1118	43.4
Eastern Highlands	55169	1223	45.1
Simbu	30673	1043	29.4
Western Highlands	45415	1273	35.7
Enga	29242	682	42.9
Morobe	63464	1539	41.2
Madang	42796	1249	34.3
Sandaun	23279	671	34.7
East Sepik	46340	1262	36.7
Manus	6628	320	20.7
New Ireland	14943	616	24.3
East New Britain	29235	903	32.4
West New Britain	26075	992	26.3
Bougainville	26557	899	29.5
KLMD	9121	270	33.8
Papua New Guinea	610282	17507	34.9

There is again a very wide range of teacher student ratios between provinces and also between grades. The table below shows the ratios by grade and province. The trend is exactly the same as it has been in previous years with the lower the grade the larger the classes. There are some frightening size classes in some provinces in Grade 1 with seven provinces recording average size classes greater than 50. This contrasts with nine provinces who report a teacher student ratio of less than 20. There are two possible reasons for this. The first is that classes are very small and second that a number of provinces are over staffing the upper primary classes. If the latter is the case then there is plenty of scope in many provinces to improve upon teacher deployment.

The idea of specialist teachers for Upper Primary classes is a carry-over from high schools. One important part of the education reform is that all primary classes are to be taught by generalist teachers. This will help the teacher shortage, but more importantly, it helps the aim of integral human development, as each generalist teacher is better able to monitor individual student progress more closely.

The current teacher: class ratio for upper primary is 1.5:1. Once generalist teaching in upper primary is adopted in all provinces, the teacher: class ratio will be 1:1.



What do you think are the advantages and disadvantages of having all generalist teachers in Upper Primary? Do you think it will help to solve the teacher shortage? What other advantages does it have?

What are the implications for you, as head teacher in your present school?

Hint: Answer from your own experience

Table 5: Teacher student ratios by grade and province, 2000

	G1	G2	G3	G4	G5	G6	G7/8
Western	27.0	31.9	36.5	4.5	28.0	28.3	27.9
Gulf	53.3	53.5	46.4	41.2	36.1	29.5	21.7
NCD	37.3	40.3	42.5	40.4	39.6	36.2	21.4
Central	41.1	38.2	32.4	31.5	28.3	25.7	16.0
Milne Bay	42.8	41.8	40.7	39.1	34.4	24.9	22.7
Oro	51.3	49.4	42.6	35.8	33.5	29.6	21.8
Southern Highlands	68.7	60.5	48.1	42.6	33.6	30.0	19.4
Eastern Highlands	71.5	54.8	51.8	42.4	35.2	31.5	24.3
Simbu	38.9	34.2	33.5	30.8	30.0	27.9	15.4
Western Highlands	58.2	46.7	39.5	34.4	30.7	26.8	15.1
Enga	65.5	53.3	47.9	42.5	39.0	35.4	20.9
Morobe	55.3	50.8	47.3	41.6	38.1	33.8	20.5
Madang	47.9	44.3	38.1	35.6	32.8	28.8	19.7
Sandaun	43.4	38.5	36.2	32.7	30.4	27.9	21.4
East Sepik	48.6	47.0	46.9	27.4	36.4	34.4	21.6
Manus	25.8	26.3	24.2	22.1	22.4	21.2	10.3
New Ireland	34.3	29.3	25.7	24.2	24.1	20.8	16.9
East New Britain	33.7	35.2	33.6	32.9	31.9	29.8	29.8
West New Britain	35.3	33.2	31.5	31.7	29.9	25.9	13.4
Bougainville	36.1	37.0	35.0	30.4	28.6	26.1	16.7
KLMD	42.3	40.9	36.9	33.3	31.5	28.9	30.3
Papua New Guinea	49.6	44.4	40.1	35.0	32.8	29.3	19.4

Implications of progress for future planning

The rapidly increasing number of children entering Grade 3 from the Elementary sector has enormous implications for planners and primary school teachers. The question of teacher training has already been discussed but there are also industrial considerations as well. An option is that appointment to certain positions may have to be restricted to people with particular language knowledge.

There is still confusion among some teachers regarding the use of the vernacular beyond Grade 3. The policy to ensure vernacular maintenance throughout primary grades has a considerable implication for staffing, which each PEB Appointing Authority will need to consider carefully. It is not known how many teachers are working in their own language areas.

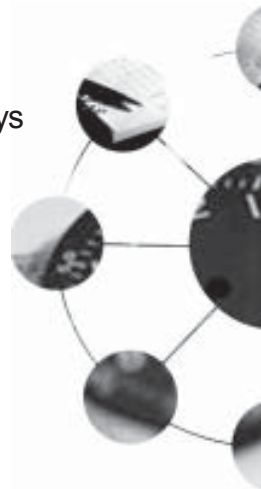


Do a mini-survey in your local area to identify the number of elementary teachers appointed according to the particular vernacular language background. Make a list of those elementary schools with teachers who are skilled in the vernacular, and those schools that have teachers without the appropriate vernacular skills.



Compare your results with others to see if it is a common problem. Discuss and list ways to address this issue in your district.

What strategies can you suggest to the PEB Appointing Authority?



Section 2: Curriculum Reform

The Curriculum Management Plan 2001-2005 (p14) sets out the timeframe for the development of the reform curriculum. The National Curriculum Statement (2002), a national framework for curriculum development in Papua New Guinea from Elementary Prep to Grade 12, consistent with the education reform has been developed. The National Curriculum Statement (2002) has been written by Papua New Guineans for Papua New Guinea. It is the first of its kind, and represents a major step forward for our country's education system. It demonstrates that we own the curriculum that will truly foster Papua New Guinea's cultures and our national identity. It guides the implementation of the reform curriculum in Papua New Guinea.

This statement promotes our many languages, cultures, and traditions. It will enable all students to acquire basic knowledge, skills, attitudes and values. It also encourages students to excel in further studies, gain skills for employment in the work place, and in their communities. As a result, students should lead healthier, productive lives, and contribute more to our society and to nation building.

This statement is an important document for curriculum development in Papua New Guinea's education reforms. It asserts what is educationally valuable for all students from Elementary Prep to Grade 12 in the national education schools system of Papua New Guinea. The curriculum derived from the statement will value and emphasise our rich cultural heritage, and its many languages and traditions.

This curriculum statement will guide and help educators such as senior officers in the National Department of Education, in the provinces and in other institutions, to understand and implement the national curriculum. It will also assist curriculum officers, advisers, principals, teachers, teacher trainers and others to develop teaching and learning materials.

The national curriculum is divided into five learning areas:

- Culture and Community
- Language
- Mathematics
- Personal Development
- Science.

All the subjects from elementary to upper secondary fall into one of these five learning areas.

The National Curriculum Statement (2002) is complemented by the National Assessment and Reporting Policy 2003. Papua New Guineans have always used practical and meaningful ways of developing young people within the community. This assessment and reporting policy, along with the National Curriculum Statement builds upon this community experience. The National Curriculum Statement is based on the agreed learning outcomes, which are relevant to individuals in their communities. These learning outcomes are student-centred and written in terms that "enable them to be demonstrated, assessed and measured." National Curriculum Statement (2002, p 42).

This National Assessment and Reporting Policy sets out the required assessment and reporting processes that will be implemented consistently across all levels of schooling in all provinces.

The assessment and reporting policy builds upon Papua New Guinean values. Assessment will be continuous at all levels of schooling: Elementary, Primary and Secondary. The National Curriculum Statement (2002) highlights the many aspects of reform that are part of the National Education Plan (1995-2000). The reform curriculum sets out the new expectations for learning by all our young people in schools. It values all subjects, is outcomes based, and requires fair and consistent assessment and reporting. This National Assessment and Reporting Policy 2003 guides all stakeholders so that a systematic process is achieved across the country.

The National Assessment and Reporting Policy 2003 clearly identifies the principles that are to guide the process of assessment and reporting in schools. It also makes clear the roles and responsibilities of those involved in all parts of the assessment and reporting process – from those involved in the process of assessment to those involved in using assessment information to make decisions.

For the past two years officers from the Curriculum Development Division (CDD) of the National Department of Education have been visiting provinces and working closely with teachers, educators and communities to write the new curriculum that is part of the Education Reform. The reform aims to provide children with a school curriculum that is relevant to their lives here in PNG, whether they decide to stay in the village, look for employment or go on to do further study.

The Upper Primary officers in CDD have written syllabuses for the seven subjects – Arts, Language, Making a Living, Mathematics, Personal Development, Science and Social Science. Teachers trialling the syllabuses have said that they give them a much clearer idea about what to teach and how to plan interesting and relevant learning activities for their classrooms. Some of the more practical subjects like Making a Living and Personal Development encourage teachers and students to take on community projects as part of their learning. Teachers are encouraged to tackle crucial issues like HIV/Aids and issues of environmental concern. Teacher Guides will help teachers plan classroom activities and assess the children's learning from the new syllabuses.

The current Edition 1 Lower Primary syllabuses are now being reviewed and will be rewritten in 2003 so that they follow the new outcomes-based approach and line up with the new Elementary and Upper Primary syllabuses. They will outline what the children should learn at each grade level in the seven subjects – Arts, Community Living, Environmental Studies, Health Education, Language, Mathematics and Physical Education.

Elementary Curriculum Officers have also worked with many teachers in provinces to write syllabuses and a teacher guide for the 3 subjects – Culture and Community, Cultural Mathematics and Language. These materials replace the previous Scope and Sequence charts.

The rich cultures of Papua New Guinea are maintained in the elementary curriculum by:

- having the children learn in their local languages
- building on what children know from their own experiences in their communities
- encouraging teachers to use local community calendars to plan activities and use local community people to teach children about cultural events.



Think about what the arrival of this new curriculum means for you. Based on what have already done you now know and, what are some emerging priorities for you in your role as curriculum leader in your school?

Hint: Be honest about your response. You are not doing this course to please others. It is for your own benefit.



In summary, the National Government of Papua New Guinea has placed its top priority on Human Resource Development. Consistent with this priority, the Government (1990/91) instigated an Education Sector Review to identify, document and develop strategies to rectify problems that had become endemic in the education system since independence. One of them was the need to provide a relevant education for a child to gain basic education to return back to the village. The education that was previously provided did not cater for this, as many parents were having high (but misplaced) hopes for their children getting into paid jobs. The formal labour market cannot provide employment for the numbers of students graduating from basic or secondary education.

There is continuing widespread agreement that the overall philosophy, policies and structure which underpin the new system are sound. Accordingly, the principal elements of the National Education Plan provide the platform for this curriculum development. These elements are listed here:

The Department of Education's mission, as defined by the National Executive Council, is fivefold:

- to facilitate and promote the integral development of every individual;
- to develop and encourage an education system which satisfies the requirements of Papua New Guinea;
- to establish, preserve, and improve standards of education throughout Papua New Guinea;
- to make the benefits of such education available as widely as possible to all people; and
- to make education accessible to the poor and physically, mentally and socially handicapped as well as those educationally disadvantaged.

The National Executive Council has assigned four national objectives to the Ministry of Education:

- To develop an education system to meet the needs of Papua New Guinea and its people which will provide appropriately for the return of children to the village community, for formal employment, or for continuation to further education and training;
- To provide basic schooling for all children as this becomes financially feasible;
- To help people understand the changes that are occurring in contemporary society through the provision of non-formal education and literacy programs; and
- To identify the manpower development needs in the public and private sectors, and to provide appropriate higher education, development and training programs.

The Department of Education has its set missions and objectives as already stated. It is obvious that, as the reforms are worked through, students will spend the greater proportion of nine years in basic education. The competent and effective management of schools is and will continue to be critical.



Use this space to summarise the issues from your reading and your tasks which are relevant to your current situation (that is those you need to do something about or take into account in your planning).

Hint: Provinces are at different stages of implementing reform. So your response will be particular to your work situation and particular to your province.

Section 3: Scenario Planning



Here are three scenarios. You should complete the scenario that is most like your current position. Each scenario requires you to analyse the current situation and to develop a plan of action. You may need or wish to refer back to the last seven pages to help you here. Keep your completed plan, as you will refer to it in other units of the Collegial Curriculum Leadership Program. You may also like to actually put your plan into action in your school (although you do not need to do that as part of this unit).

Scenario 1

You are the newly-appointed head teacher of a primary school. Your inspector has asked you to provide a plan of how you intend to manage the reform activities in your school. This means that you will have to take stock of how far the school has progressed in implementing the reform curriculum, translate the requirements of the reform into practical strategies and plan to implement the reform systematically.

Draw up a plan, including a timeline (in terms of months or years), for managing reform in your school, showing the steps you would take, and the processes (i.e. the strategies and activities) and the sequence (i.e., the order of activities) you would use. In doing this reflect on your own experiences in trying to understand and apply reform. Think about what has worked in the school and what did not.

Use pages 21-22 of this document to draw up the plan.

Look at your plan critically with a colleague.

Hint: Make sure your plan provides all the details asked for above. Let a colleague critique it, but make sure that this person has the background information which is guiding your plan. Make adjustments, if appropriate, on basis of the comments made.



Share the plan with a group of teachers/colleagues. Discuss your plan and modify it, if required, so that it becomes a 'blueprint' (model) for coordinating reform implementation in a school.

Hint: Let colleagues critique it, but make sure that they have the background information which is guiding your plan. Make adjustments, if appropriate, on basis of the comments made.



Reflect on what you have learned through the above activity. Was the process useful? If yes, why? If not, why not? Write your thoughts here.

Hint: Make a list of the major concepts and skills you have acquired or further developed. Be honest about your response. You are not doing this course to please others; you are doing it for your own benefit.



Scenario 2

You are the head teacher at your elementary school. Your inspector has asked you to organise a cluster schools' meeting and make a presentation about the rationale for reform, the main features of the reform and how your school is introducing or continuing to progress with the reform. In your presentation you are to include issues to do with reform and some constructive strategies that have worked for your school.

Here is some information taken from p11 of the Inservice Management Plan, 2001 - 2005, Papua New Guinea Department of Education.

Under current policy each school is required to develop an inservice plan. This plan should include strategies to support the implementation of curriculum reform. This may require the nomination of a teacher to take responsibility for the management of curriculum reform inservice issues in the school. The teacher could have a coordination and communication role. The quality of the leadership of primary school head teachers is critical to the success of curriculum reform inservice in their schools. They need to support and supervise their staff as they implement the reform curriculum and provide leadership in the provision of reform curriculum inservice training for their staff. They also need to participate in the inservice training that will be provided for them under this Plan and ensure that the school has an inservice plan that enables all teachers to participate in relevant reform curriculum inservice activities. Head teachers will also need to work with each other, and with inspectors and Elementary school staff to implement cluster-based inservice programs that will be funded and promoted under this Plan.

Draw up a plan for your presentation including the processes (i.e. strategies and activities), sequence (i.e., the order of activities) and resources you would use. In doing this reflect on your own experiences in trying to understand and introduce/ maintain reform in your

school. Think about what worked for you and your school and what did not. Use pages 21-22 to draw up the plan. Look at your plan critically with a colleague.

Hint: Make sure your plan provides all the details asked for above. Let a colleague critique it, but make sure that this person has the background information which is guiding your plan. Make adjustments, if appropriate, on basis of the comments made.



Share the plan with a group of teachers/colleagues. Discuss your plan and modify it, if required, so that it becomes a 'blueprint' (model) for presenting information about reform curriculum.

Hint: Let colleagues critique it, but make sure that they have the background information which is guiding your plan. Make adjustments, if appropriate, on basis of the comments made.



Reflect on what you have learned through the above activity. Was the process useful? If yes, why? If not, why not? Write your thoughts down.

Hint: Make a list of the major concepts and skills you have acquired or further developed. Be honest about your response. You are not doing this course to please others. It is for your own benefit.



Scenario 3

You are the head teacher of a community school which is scheduled to become a primary school next year. You have called a meeting of parents and other community members at which you will present a short paper on how the implementation of reform curriculum is progressing in your province. In your presentation you are expected to include issues to do with reform for your province (particularly for primary schools) and some constructive strategies that you want to try to ensure your school makes a smooth and successful transition.

After you have completed reading the previous seven pages and the tasks included in it and identified issues relevant for your work/province, draw up a plan for your presentation including the processes (i.e. strategies and activities), sequence (i.e. order of activities) and resources (i.e. print, human and other kinds) you would use. In doing this reflect on your own experiences in trying to understand and introduce/maintain reform in your district. Think about what worked for you and your district and what did not. Use pages 21-22 to draw up the plan.

Look at your plan critically with a colleague.

Hint: Make sure your plan provides all the details asked for above. Let a colleague critique it, but make sure that this person has the background information which is guiding your plan. Make adjustments, if appropriate, on basis of the comments made.



Share the plan with a group of teachers/colleagues. Discuss your plan on pages 20-21 and modify it, if required, so that it becomes a 'blueprint' (model) for presenting information about reform curriculum at your level of operation.

Hint: Let colleagues critique it, but make sure that they have the background information which is guiding your plan. Make adjustments, if appropriate, on basis of the comments made.



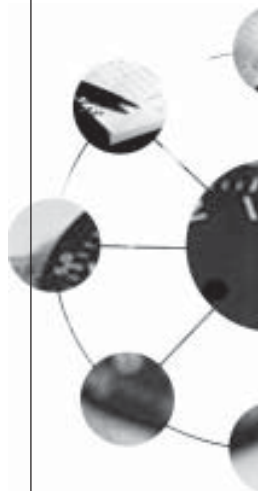
Reflect on what you have learned through the above activity. Was the process useful? If yes, why? If not, why not? Write your thoughts down.

Hint: Make a list of the major concepts and skills you have acquired or further developed. Be honest about your response. You are not doing this course to please others. It is for your own benefit.

The Plan for Scenario: - (1, 2 or 3)

A suggested template

Activity/ Strategy eg a survey	Steps eg design survey	Timing week 1, week 2, etc.	Resources eg print, human, etc.	Responsibility eg yumi yet, etc.



The Plan for Scenario: - (1, 2 or 3) continued



(Optional). If you have completed scenario 1, you might like to use it as your actual plan of action for this year. If you have completed scenario 2 or 3, you might like to actually present the materials you have prepared.



How confident do you feel that you now have a good grasp of the history and intentions of the reform? If you are unsure, go back over this section.



Module Summary

Congratulations! You have reached the end of this module.

You have examined in some detail the context of structural and curriculum reform. You have critically looked at the progress of the reform in your school or district.

You should by now have developed certain knowledge, understandings, insights and skills as they relate to the reform agenda and how to apply them in the context of your work. All the work you have done and your reflections should help you to perform better in your work context.

Now that you have completed the module, check whether you think you have achieved the outcomes of this module. The outcomes are reproduced below.

Can you:	Yes/No/Not sure
explain the rationale for the education reform?	
describe, with examples, the relative progress of key aspects of the reform?	
explain the main features of the structural and curriculum reform?	
analyse current reform issues in your school or district and develop a plan to address them?	

If you answered 'Yes' to all of them, then you have done very well. Think about the kinds of evidence which will support your answer. If you have said 'No' or are unsure of any, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks.

Remember these module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit in the Unit Introduction and reflect on where you are in relation to those outcomes.

In the module introduction on page 2, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down in your Learning Contract, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

Additional space for your notes



Additional space for your notes