

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 3:
**Learning Areas: Language
and Personal Development**

**Module 4: Implication
for practice**

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Name: File N°:.....

Date commenced: Date completed:.....

I have sighted this study guide as evidence of completion of agreed tasks by

.....(insert name)

Assessor: Date:

Module 4

Implications for practice

Module Introduction

Welcome to *Module 4: Implications for practice*.

In this module, the focus is to explore the implications of the primary curriculum reform for you in your teaching, supervisory or advisory role.

It is recommended that you complete modules 1, 2 and 3 before this module, so that you are in a position to understand and appreciate the dimensions of change for primary education and explore their implications for your work practice.

To undertake this module you will need access to *The National Curriculum Statement (2002)* as well as the *National Assessment and Reporting Policy, 2003*, listed in the *Unit Introduction*.

The *In-service Management Plan, 2001-2005, Papua New Guinea Department of Education* published in 2001 is referred to in this module, however, you are not expected to have a copy of this document. The required readings are copied in this module, for your convenience.

You will also need to have access to the lower primary syllabuses and teacher guides in Language, Health and Physical Education and the upper primary syllabuses and teachers guides in Language and Personal Development.

If you do not have access to these documents, you will not be able to do this module.

If you are experiencing difficulties in finding copies of these documents, your head teacher, inspector, provincial reform curriculum coordinator, provincial in-service coordinator or the provincial materials supply officer may be able to help.

Make sure you have completed the *self-assessment* in the *Accreditation and Certification* section of this study guide before you start this module, if seeking academic credit.

If you are seeking academic credit, 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, the learner, can (are able to):

1. relate the PNG Education Reform process to your own work situation
2. identify the depth and breadth of changes, if any, you need to make to your current practices
3. develop and share an action plan to apply your learning to your work situation.

Section 1: Your role



You may be a teacher, an officer with administrative and supervisory responsibilities such as a senior teacher, a head teacher, an inspector or a provincial education officer, an in-service coordinator or a reform coordinator. Some people undertaking this course may have other roles and responsibilities.

Classroom Teachers

If you are a *classroom teacher*, you are a very important implementer of the reform curriculum. In order for you to become an effective implementer, you should critically review your current practice and identify those practices that are compatible with the reform and those which are not. For example, if you are a student-centred teacher who has set up a safe and student-friendly classroom, then this fits in well with the new approach. On the other hand, if your only way of assessing your students is by pen and paper tests, then this does not fit in well with the advice in the reform syllabuses.

The new language and personal development syllabuses for the primary years provide “outcomes”, or the end points of schooling for each of the grades 3 to 8 and not “objectives” as in the past.

The *National Assessment and Reporting Policy, 2003* identifies on page 11, your particular assessment and reporting responsibilities as a classroom teacher. The *National Curriculum Statement 2002* identifies “*curriculum principles*” in the reform context. This has implications for the way you plan, program, teach and assess your students, report on their achievement and for the way you evaluate your programs.

Senior Teachers or Coordinators

If you are a *senior teacher or coordinator*, you have a responsibility to assist the head teacher and teachers in your school in implementing reform. Depending on your level of responsibility, this may require you to provide curriculum, pedagogical and administrative leadership to teachers and advice and support to the head teacher.

The *National Assessment and Reporting Policy, 2003* identifies, on page 11, your particular assessment and reporting responsibilities. You need to make yourself familiar with the outcomes approach to education and the contents of each of the language and personal development syllabuses for the primary years, including the curriculum principles derived from the *National Curriculum Statement (2002)* so that you can implement it effectively in your teaching and assist others to do so.

Head Teachers

If you are a *head teacher*, you are responsible for the implementation of the reform curriculum in your school. This may require you to provide curriculum leadership and support and advice to teachers with the implementation process, have a plan and timeline for implementation of reform, and work with both elementary and secondary schools to make the transition as smooth as possible.

The *National Assessment and Reporting Policy, 2003* identifies, on page 11, your particular assessment and reporting responsibilities as a head teacher. Your understanding of an outcomes-based curriculum and knowledge of each of the language and personal development syllabuses, is essential for effective implementation of the new syllabuses and policies of the Department of Education in your school.

You are the agent of implementation of policies of DoE such as the Languages Policy, Multi-grade Teaching Policy, Gender Equity in Schools Policy.

Inspectors

If you are an inspector, you have an advisory as well as a monitoring role in the primary school sector. This means that you are expected to have a working knowledge of the Language and Personal Development syllabus, teachers guides and other teacher resources, outcomes-based curriculum, multi-grade teaching, bilingual education, the links between elementary, lower primary, upper primary and lower secondary sectors, the transition from elementary to primary, and primary to secondary, and the rationale and contents of the reform agenda.

The *National Assessment and Reporting Policy, 2003* identifies, on page 12, your particular assessment and reporting responsibilities as an inspector. The *National Curriculum Statement (2002)* sets out the curriculum policy of the Department of Education. This also means that you need to critically view your current practices as an inspector in the light of the changes in curriculum, pedagogy, assessment, and so on, to be effected in schools by teachers and their supervisors. This way your monitoring role and activities become more relevant for the changing situation in schools.

Education officers or curriculum officers (district or provincial level)

If you are an education officer or curriculum officer, you have province-wide or district-wide responsibilities for different aspects of the reform curriculum including an outcomes orientation to the curriculum and the implementation of the primary curriculum. The *National Assessment and Reporting Policy, 2003* identifies, on page 13, the particular assessment and reporting responsibilities of a curriculum officer. You work with all of the groups mentioned above and others and interact and intersect with them in different ways.

The first step in all of the above situations is to critically view your current practices and identify those practices that are compatible with reform and those which are not. This is not about abandoning good practices but is about acknowledging them and building upon them. The *National Curriculum Statement (2002)*, the *National Assessment and Reporting Policy, 2003* and the new Language and Personal Development syllabuses guide you in making informed decisions about ways of doing this.

Process

Using your understanding of the rationale for the reform, and the major dimensions of change which are reflected in the *Primary Education Handbook 2000*, the *National*

Curriculum Statement (2002), the *National Assessment and Reporting Policy, 2003* and the information regarding outcomes-based education (OBE), list six of your practices in relation to the teaching of Language and Personal Development in your present capacity in the table below.

If possible work with another person at your level of operation.

For example, if you are a teacher, work with a colleague to make a list of your current practices. You should consider how you program, teach, assess, review your program, what resources you use, and so on.

If you are an inspector, work with another inspector to make a list of your practices. You should consider how you carry out your advisory, monitoring and supervisory responsibilities now.



List six of your practices in the table below.

- Assess the extent to which each practice is compatible with reform curriculum. Then identify those practices that in your view are possibly compatible with the reform curriculum, by placing a 'tick' in the right hand column.

List of practices	Compatible?
1.	
2.	
3.	
4.	
5.	
6.	



Discuss with the colleague up to three (3) critical changes you will need to make to become more consistent with the expectations of the reform curriculum.

Make some notes about your discussion here.



Enter the changes you are planning to make in the following table.

I need to change from:	to:
1.	
2.	
3.	

Hint: Be honest and realistic in responding to this task so that you can become effective in your work situation. Your response will very much be a personal response.



Reflect on how you will acquire the knowledge and skills to make the changes you plan to make.

For example, if you have been programming by “objectives” and now need to program using “outcomes”, how would you learn to do it? You may ask a friend to show you how to do it, or you may do a unit on programming, or both.



For each change that you wish to make, list up to five (5) steps you intend to make.

If you are seeking academic credit, you may wish to negotiate some or all of your plans with the assessor, carry them out and then present them as evidence for achievement of particular unit outcomes.

Changes I plan to make	My plan of action
1.	1. 2. 3. 4. 5.
2.	1. 2. 3. 4. 5.

3.	1. 2. 3. 4. 5.
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Hint: Be honest and realistic in responding to this task so that you can become effective in your work situation. Think of the resources you have available at your disposal. Your response here will very much be a personal response.

Section 2: What would you do?

Four scenarios are provided in the next few pages.

If you are a *teacher*, then go to Scenario 1.

If you are a *senior teacher* or *coordinator*, go to Scenario 2.

If you are a *head teacher*, go to Scenario 3.

If you are an *inspector* or an *education officer*, go to Scenario 4.

Read the selected scenario carefully and then follow the instructions.

You only need to respond to one scenario.

Scenario 1



A new teacher has arrived at your school.

This teacher is not very familiar with the content of the new Language and Personal Development syllabuses and teacher guides or both, the outcomes-based approach, the curriculum principles in the syllabuses or their relationship with the National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003. Your head teacher has asked you to induct the new teacher about the curriculum reform in the Language and Personal Development learning areas.

This request could be in relation to the Language and Health and Physical Education lower primary syllabuses and teacher guides, the Language and Personal Development upper primary syllabuses and teachers guides, or both. You can decide which you choose to use for the induction of the new teacher, depending on whether your focus is with lower or upper primary or both lower and upper primary.



Draw up a plan, including a timeline (in terms of weeks or months), for inducting the new teacher, showing:

- the steps you would take
- the processes (strategies and activities) and
- the sequence (order of activities) you would use.

In doing this reflect on your experiences in trying to understand and apply reform. Think about what worked for you and what did not.

Use pages 18-20 of this module to draw up the plan.

- Look at your plan critically with a colleague. Make adjustments, if appropriate, on the basis of comments made. Record your colleague's comments here.

Hint: Make sure your plan provides all the details asked for above. Let your colleague critique it, but make sure that this person has the background information which is guiding your plan.



When you have completed the plan, share the plan with a group of teachers/colleagues.

- Discuss your plan and modify it, if required, so that it becomes the “blueprint” (model) for inducting teachers new to curriculum reform.

Hint: Let colleagues critique it, but make sure that they have the background information which is guiding your plan.



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

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 a senior teacher or a coordinator at your school.

Your head teacher has asked you to coordinate the reform activities of your school, in particular, the introduction of the new Language and Health and Physical Education lower primary syllabuses and teacher guides or the Language and Personal Development upper primary syllabuses and teachers guides (and/or both groups of syllabuses and teachers guides), including the curriculum principles including bridging to English, they promote and the assessment and reporting advice they provide.

You are also required to introduce the links between the syllabuses, the National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003.

The head teacher has asked you to provide a plan of how you intend to coordinate the activities in the school. This means that you will have to take stock of how far the school has progressed in implementing the new lower and/or upper primary Language and personal Development syllabuses and their respective teachers guides, the professional needs of the staff in relation to understanding and implementing an outcomes-based approach and their familiarity with curriculum materials. You will then need to translate the requirements of the curriculum 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 coordinating reform in your school, showing:

- the steps you would take,
- the processes (strategies and activities), and
- the sequence (order of activities) you would use.

In doing this, reflect on your experiences in trying to understand and apply reform. Think about what worked in your school and what did not.

Use pages 18-20 of this module to draw up the plan.



When you have completed the plan, 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. Make adjustments, if appropriate, on the basis of comments made.

Hint: Let colleagues critique it but make sure that they have the background information which is guiding your plan.



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. You are doing it for your own benefit.

Scenario 3

You are the head teacher of a primary school.

Your inspector has asked you to organise a meeting of a cluster of schools and make a presentation about how your school is introducing primary reform curriculum or continuing to progress with it. This is to be in the context of Language including bridging to English and Personal Development learning areas.

Two factors are critical to your presentation:

- *the new syllabuses and teachers guides in the Language and Personal Development learning areas, and*
- *their relationship with policy documents – National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003.*

In your presentation you are to include issues to do with curriculum reform and some constructive strategies that have worked for your school.

Here is some information to help you.



The following extract is taken from the *Inservice Management Plan, 2001-2005*, Papua New Guinea, Department of Education, page 11.

Under current policy each primary school is required to develop an in-service 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 in-service 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 in-service 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 in-service training for their staff. They also need to participate in the in-service training that will be provided for them under this Plan and ensure that the school has an in-service plan that enables all teachers to participate in relevant reform curriculum activities.

Head teachers will also need to work with each other, and with inspectors and Elementary school staff to implement cluster-based in-service programs that will be funded and promoted under this Plan.



Think about what this means for your role and the progress you have made with implementation of the Language and Personal Development upper primary syllabuses and teacher guides, and through them an outcomes-based education.

- Record your thoughts here.



Go to page 14 section 4.3 *Aims of the Primary Curriculum of the National Curriculum Statement (2002)*. Read this page with a colleague.

- Take notes on any significant information that you need to consider in implementing this task.

Pages 10-16 of the *National Assessment and Reporting Policy, 2003*, describe the roles and responsibilities of the various individuals and groups of people responsible for school education. You may have multiple roles in this context.

- Select the appropriate sections and read them with a colleague.
- Take notes on any significant information that you need to consider in completing this task.

The Three policy documents-the *In-service Management Plan 2001-2003*, *National Curriculum Statement (2002)* and the *National Assessment and Reporting Policy, 2003* – you have referred to and the syllabuses make explicit both the lower primary and upper primary curriculum reform expectations of the Department of Education.



Draw up a plan for your presentation including the processes (that is, strategies and activities), sequence (that is, the order of activities) and resources you would use.

- In doing this reflect on your 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 18-20 to draw up the plan.



When you have completed the plan, 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. Make adjustments, if appropriate on the basis of comments made. Record any comments here.

Hint: Let colleagues critique it, but make sure that they have the background information that is guiding your plan.



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 4

You are a primary school inspector or an education officer (eg. reform coordinator, in-service coordinator).

You are about to attend a meeting of inspectors at the provincial level. You have been asked to present a short paper on how the implementation of reform curriculum is progressing in your district or province. In your presentation you are expected to include issues to do with the implementation of the Language and Personal Development syllabuses, including bridging to English, and their respective teacher guides.

You need to point out the way that this implementation is providing an outcomes-based approach to education for your district or province or inspectorate. You will also need to give some constructive strategies that have worked for you and particular primary schools in your district, province or inspectorate.

The implementation of the new language and personal development syllabuses and teacher guides, the reform expectations they present and their links with the National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003 should be the focus of your presentation.

**Here is some information to help you.**

This information is taken from *In-service Management Plan, 2001-2005, Papua New Guinea Department of Education*. The extract below may be found on page 10 of this document.

If you are an inspector, read the extract carefully with a colleague.

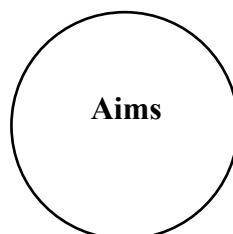
Senior primary school inspectors and primary school inspectors have a key role in supporting the implementation of the Plan. They will need to:

- *support and encourage school staff to undertake training*
- *assess the extent to which head teachers are meeting the obligations under the Plan*
- *identify head teachers and teachers who can act as trainers*
- *assist in the selection of appropriate teachers to participate in in-service*
- *participate in training to build their knowledge*
- *assist provinces to develop and implement provincial in-service plans*
- *act as trainers for particular activities*
- *monitor the implementation of in-service activities and evaluate their outcomes.*

Provinces will play a major role in the implementation of the In-service Management Plan, 2001-2005 through a provincial Reform Curriculum In-service Plan.

**Go to page 14 Section 4.3 *Aims of the Primary Curriculum*, of the *National Curriculum Statement (2002)*. Read this page with a colleague.**

- Take notes of any significant information that you need to consider in completing this task. You may wish to record your notes as a mind map or concept map below.





Pages 10 to 16 of the *National Assessment and Reporting Policy, 2003*, describe the “roles and responsibilities” of the various individuals and groups of people responsible for school education.

You may have multiple roles in this context.



Select the appropriate sections and read them with a colleague.

- Take notes on any significant information that you may need to consider in completing this task. You can then present your notes in a way that makes sense to you.



Having identified issues relevant for your work/province, draw up a plan for your presentation including:

- the processes (strategies and activities)
- sequence (order of activities), and
- resources (print, human and other kinds)

that 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. Think about new ways of approaching some of the issues you are facing.
- Use pages 18-20 to draw up the plan.
- Look at your plan critically with a colleague.

Hint: Make sure that 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 the basis of the comments made.



When you have completed the plan share the plan with a group of teachers/colleagues.

- Discuss your plan on pages 18-19 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 the basis of comments made.



Reflect on what you have learned through the above activity. Was the process useful? 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.

A template is provided here to help you plan an action plan for the scenario that is relevant for you. You may need more space than what is provided here. Use the additional space provided at the end of this module for this purpose, if needed.

The Plan for one of Scenarios 1-4
A suggested template

Scenario: _____

Issues I need to address (with the most significant issues first):

Resources that I have available:

Factors which are likely to assist my plan:

Factors which are likely to inhibit my plan:

Draw a flow chart of your starting point and ways you may proceed. The template on the next page can be further used to describe your plan.

Purpose eg. to discover familiarity of staff with new lower and/or upper primary language and PD syllabuses	Activity/ Strategy eg. a survey	Steps eg. design survey	Timing eg. term 2, week 2	Resources eg. print, human	Responsibility eg. yumi yet

Hint: For each purpose, you may wish to draw up a separate plan.

Additional space for your plan

Additional space for your plan

Module Summary

Congratulations! You have reached the end of this module and the end of this unit!

You have looked at the content of the Language and Personal Development syllabuses and their teachers guides for the primary years of schooling. You have explored the relationship of these documents with the *National Curriculum Statement (2002)* and the *National Assessment and Reporting Policy, 2003*, in the context of the curriculum reform.

You have compared and contrasted these syllabuses and the way in which they represent the policies of the Department of Education. You have considered the concept of the upper primary years building upon the work undertaken in the elementary and lower primary years of schooling.

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.

At this point let us review your progress by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the unit are copied here. For each of the outcomes how do you assess yourself – Yes, No or Not Sure?

Can you:	Yes/No/ Not sure
1. relate the PNG Education Reform process to your own work situation?	
2. identify the depth and breadth of changes, if any, you need to make to your current practices?	
3. develop and share an action plan to apply your learning to your work situation?	

If you answered “yes” to all of them, then you have done very well. Think about the kinds of evidence that will support your answer. If you have said “no” to some of them or are “not sure” 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.

If you are seeking academic credit, 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