

Inservice Units to Support the Implementation of the  
Primary Reform Curriculum

**Unit 8**  
**Bridging to English**

**Study Guide**



Department of Education



**Australian Government**

**AusAID**

Published in 2006 by the Department of Education, Papua New Guinea  
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**Supported by Upper and Lower primary Reform Curriculum Implementation Support Teams with representatives from**

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Curriculum Reform Implementation Project (CRIP)  
Inspections and Guidance Division (I&GD)  
Papua New Guinea Education Institute (PNGEI)  
Planning, Facilitation and Monitoring Group (PFMG)  
Primary and Secondary Teacher Education Program (PASTEP)  
Primary Teachers' Colleges (PTCs)  
Teacher Education and Staff Development Division (TE&SD)

**Special thanks, for their contribution, to**

Principal Curriculum Officer, Primary, Curriculum Unit, CDD  
Curriculum Officers, Curriculum Unit, CDD  
Senior Primary School Inspectors  
Primary School Inspectors  
Provincial Education Advisers  
Provincial In-service Coordinators  
Principals, Deputy Principals and Strand Heads of Primary Teachers' Colleges  
Staff of Papua New Guinea Education Institute

ISBN 9980-935-99-5

National Library Service of Papua New Guinea

Printing: Layout and design: Tony Joseph Sipa, Cool Grafix  
Cover image: Frog *Cophixalus variegatus*

**The assessment and certification authority for academic credit is the  
Papua New Guinea Education Institute  
PO BOX 1791, BOROKO, NCD, PNG.**

**The In-service Units have been developed with the support of  
AusAID under the Curriculum Reform Implementation Project.**

**For further information about the units contact the  
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# Inservice Units to Support the Implementation of the Primary Reform Curriculum

## Unit 8: Bridging to English

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## Secretary's message

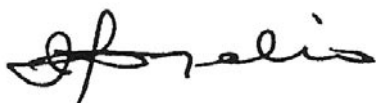
The Papua New Guinea Department of Education *In-service Management Plan 2001-2005* sets out the policies and practices for in-service to support the implementation of curriculum reform in basic education. The development of a culturally relevant curriculum and the provision of quality in-service for all elementary and primary teachers are fundamental components in the reform of basic education.

The provision of accessible, relevant and sustainable in-service training is critical for the effective implementation of the reform curriculum in Papua New Guinea schools. In particular, appropriately trained and skilled teachers, head teachers and support staff are the key.

These self-paced in-service units are being provided to assist teachers implement the primary reform curriculum materials distributed to schools in 2003 - 2005. They are quality materials designed to help each of you continue your professional learning at times to suit you and with the support of colleagues in your school and district. Significantly the units provide a means for all teachers to gain further qualifications through Papua New Guinea Education Institute and primary teachers colleges that may include these units as part of their in-service provision.

The units have been developed with the support of AusAID under the Curriculum Reform Implementation Project (CRIP).

I commend the units to you and invite you to take up the challenges provided by the availability of these units to continue your own learning so that we can be sure that our children receive the best possible education.



Dr. Joseph Pagelio  
Secretary for Education

## How to use the study guide

There are a number of ways you can use this study guide:

- As a source of information and activities for school-based, cluster or district learning and development (in-service), or
- As a study guide for self-improvement, or
- As a study guide to improve your qualifications

The decisions and choices you make as you work your way through this section of the study guide will determine the outcomes you achieve and the benefits you gain from your learning journey.

So be very clear about your purpose for studying this in-service unit.

### **Option 1. School-based, cluster or district learning and development**

This unit can be used to establish a learning community of practitioners in schools or across a cluster of schools (that is, to promote the practice of teachers studying together to improve their knowledge and skills and encouraging each other to do so).

To use this unit for school-based, cluster or district learning and development (in-service), first organise a planning group to scan the unit and module content to determine the most suitable approach. The planning group could comprise any of the following - the Head Teacher, the inspector, the in-service coordinator, a trained assessor, classroom teachers.

There are many ways in-service sessions could be organised, for example one to two hours every week, or a half day every month, or during NIST week or any other arrangement that suits the needs of your school, cluster or district.

The planning group may organise for teachers to work through the whole unit over a period of time or may select particular modules, sections or activities that will best help teachers implement the primary curriculum.

Teachers can work through the unit or modules themselves in pairs or in small groups, or they can be guided through the unit or modules by trained assessors or teachers who have already studied the unit at PNGEI.

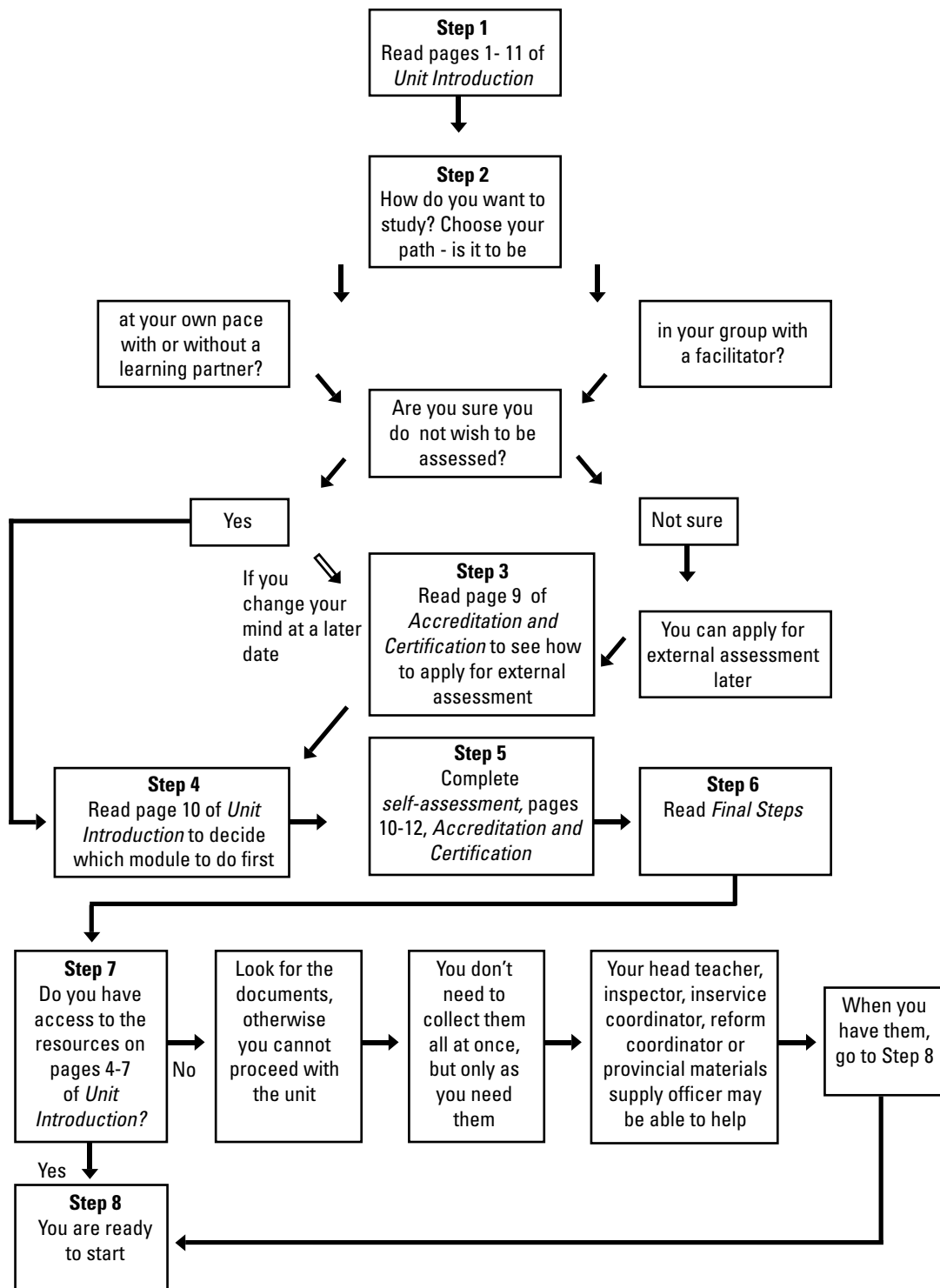
It is recommended that teachers do a self-assessment of learning before and after each in-service activity. The *self-assessment* on page 13 of the *Accreditation and Certification* section can be used for this purpose.

### **Option 2. Self-improvement**

You may study this unit for your own self-improvement to become a more effective and informed teacher, senior teacher, head teacher, inspector or education officer with responsibility for curriculum reform.

If this is your goal, track your pathway through the flow chart on the next page.

## Study Pathway Planner for Self-improvement ....

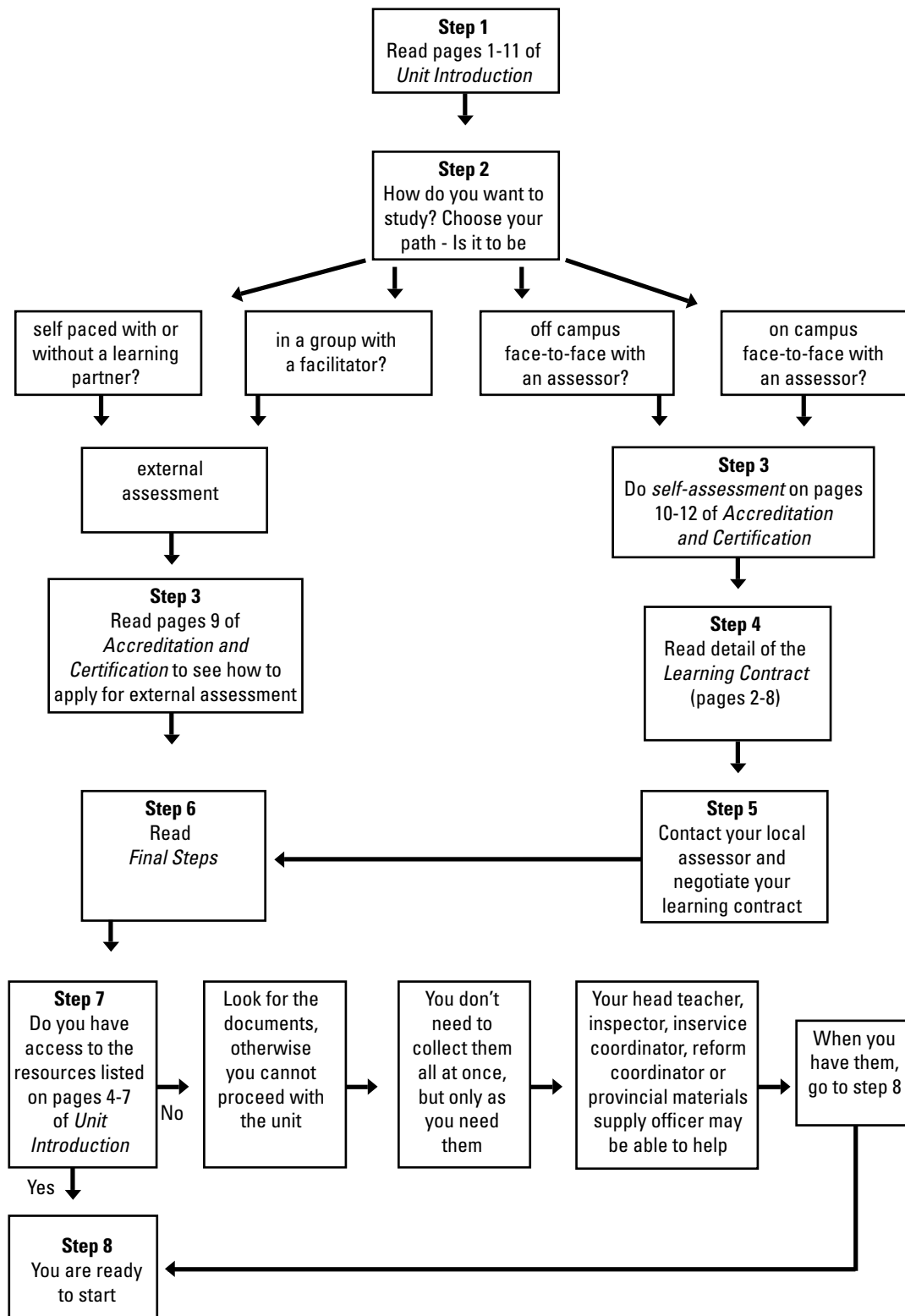


**Option 3. Improve your qualifications**

You may complete this unit to gain potential credit points to upgrade your qualifications through the DEP(I) or other programs offered by PNGEI such as Diploma in Special Education, Certificate of Elementary Teacher Training (CETT) or Diploma in Vocational Education (DOVET) or further education.

If this is your goal, track your pathway through the flow chart on the next page.

## Study Pathway Planner for Improving Qualifications...



## Unit Introduction

### The Context

This set of nine in-service units has been developed specifically to help primary school teachers, grades 3 - 8 and the senior teachers, head teachers, education officers and inspectors who support them, to effectively implement primary reform curriculum.

All primary syllabuses contain the Secretary's Message, Introduction, Rationale, Curriculum principles, Content overview, Course aims, Learning outcomes and indicators and advice on assessment and reporting.

You are perhaps already familiar with terms such as introduction, rationale, curriculum principles and content overview and have an idea about what to expect. However, there is new information in all of these sections of the document.

The primary teacher guides explain to you, using examples, ways of planning and programming, ways of developing units of work and strategies and tools for assessment and reporting. They also provide information about the knowledge, skills, attitudes and values embedded in each of the outcomes through 'elaborations' of the outcomes. 'Suggested activities' are also to be found in this section.

The most significant aspect of the new syllabuses is that they describe student learning in terms of learning outcomes and indicators and not in terms of objectives as was the practice previously.

The learning outcomes specify what it is that students know, understand and are able to do as a result of their learning. Indicators list examples of the kinds of things students are able to do, know and understand if they are achieving an outcome. Teachers use indicators when they make judgements about student achievement of outcomes.

This set of in-service units uses an outcomes-based approach to help you become familiar with and to understand and experience learning based on specified outcomes. The in-service units introduce some new concepts and ideas based on effective principles of learning in an outcomes-oriented learning environment.

Learning outcomes are identified at two levels – unit learning outcomes and module learning outcomes. If academic credit is being sought through the study of a unit, the unit learning outcomes form the basis of assessment. If this is not the goal, then the unit learning outcomes may be used for checking own learning.

All units are developed through four modules. The modules are written in a 'self-learning mode'. You are guided each step of the way. Follow the instructions and you will be able to complete the modules.

In the *module summary*, at the end of each module, we have repeated the *module learning outcomes*. Use the list of outcomes as a checklist of your progress/learning through the module.

In the *unit summary* at the end of the unit, we have repeated the *unit learning outcomes*. Use this as a checklist for your readiness for assessment.

We have provided space throughout the Study Guide for you to write your responses and reflections. This means that your study guide is also your *workbook* and your *learning journal*. Also, at the end of each module, you will find some blank pages. Use them as extra space for your notes if you need it.

We have not given any model answers for the various tasks you will be completing. Instead we have provided ‘hints’ to prompt your thinking. This may also help you check and re-think your responses.

Throughout the Study Guide you are advised to work with a colleague. The term **colleague** is used to mean a learning partner, a critical friend or a mentor. (Further information in this area may be found on page 4 of *Accreditation and Certification* section of this Study Guide.)

## Prerequisites

There are no academic prerequisites for this unit.

## Duration

It is likely to take you around 48 hours to complete all the *Learn, Do, Share* and *Reflect* activities in a unit.

## Learning tips

Each module includes *learning, doing, sharing* and *reflecting* activities. These are all designed to help you achieve the learning outcomes of the unit.

To complete the unit or modules you will need the resources with their pictures next to them listed on pages 4-7. All resources were sent to schools during 2003-2005.





## The learning model

The activities in this unit, using the learning model of *Learn, Do, Share* and *Reflect*, are designed to give you an understanding of the reform and develop your knowledge and skills in implementing it. The four parts of the learning model represent ongoing learning processes that form an integral part of the learning journey.

## Icons

An **icon** is a symbol used to show you what action to take in your learning journey. In this unit these icons represent this learning model.

Learn  Do  Share  Reflect 

 <p><b>Learn (Lainim)</b></p> <ul style="list-style-type: none"> <li>• Find out more about</li> <li>• Use information to create knowledge</li> </ul>	 <p><b>Do (Wokim)</b></p> <ul style="list-style-type: none"> <li>• Do tasks</li> <li>• Practise skills</li> <li>• Apply new knowledge</li> </ul>
 <p><b>Share (Tok tok wantaim)</b></p> <ul style="list-style-type: none"> <li>• Talk to others about what you are learning</li> <li>• Discuss findings with a colleague, learning partner or group acting as a critical friend(s). Learning in cooperation increases ability to learn. Discussing and exploring what has been learned with colleagues help in constructing knowledge through seeing, hearing, doing, talking, refining and reflecting.</li> </ul>	 <p><b>Reflect (Tingim bek)</b></p> <ul style="list-style-type: none"> <li>• Think critically about what you have learnt, done and shared</li> <li>• Think about changes to your practice</li> <li>• Think about changes to your beliefs and attitudes</li> </ul> <p>Reflection helps to make meaning from what is being done, develop shared meaning and challenge ways of thinking and doing things. Some reflective questions might be:</p> <ul style="list-style-type: none"> <li>- what does this mean for my practice in my current position?</li> <li>- what are the implications for the group?</li> <li>- what are the implications for the school or my classroom?</li> </ul>

## Resources

Here is a list of resource texts for this in-service unit. Grades 3-5 have been identified as the bridging years. The language of instruction for grades 6-8 is English, however some bridging activities may occur at these years of schooling. The focus in this unit is grades 3-5 requirements in Bridging to English.

You will need access to the relevant documents to successfully complete the unit. These documents were distributed to schools in 2003 – 2005.

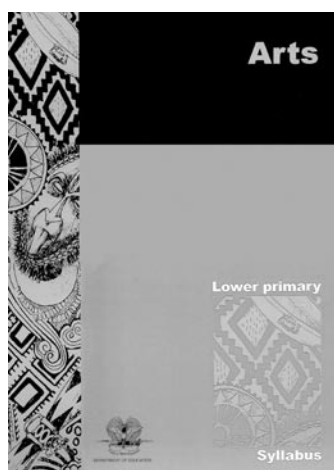
At the beginning of each module, the resource books you will need for that module are identified.



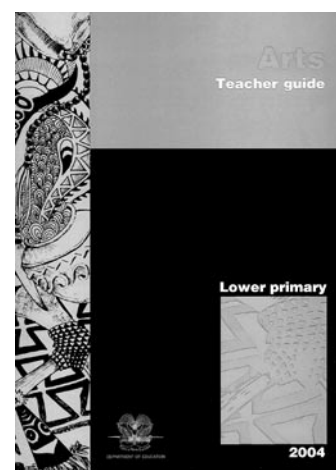
1. *National Curriculum Statement*, Department of Education, 2002, Papua New Guinea



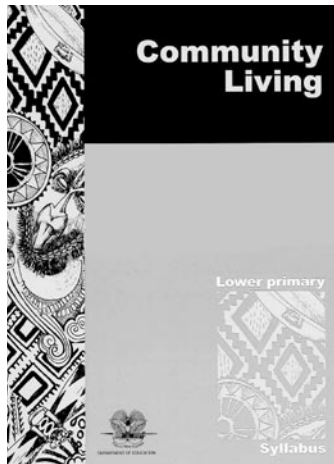
2. *National Assessment and Reporting Policy*, 2003, Department of Education, Papua New Guinea



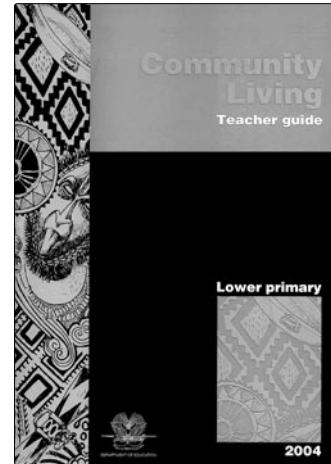
3. *Arts, Lower Primary Syllabus*, 2004, Department of Education, Papua New Guinea



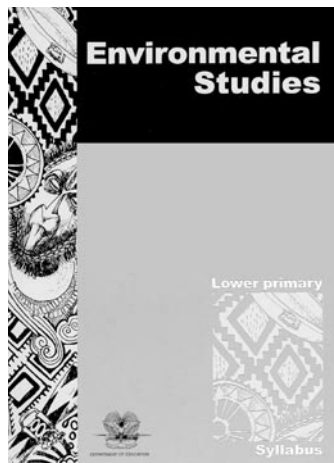
4. *Arts Teacher Guide, Lower Primary*, 2004, Department of Education, Papua New Guinea



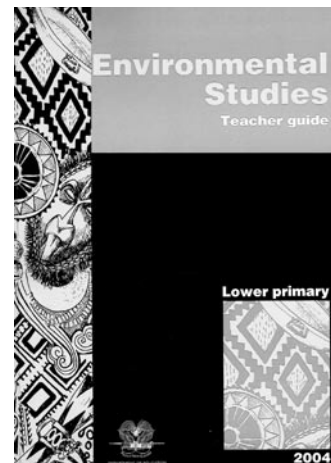
5. *Community Living, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



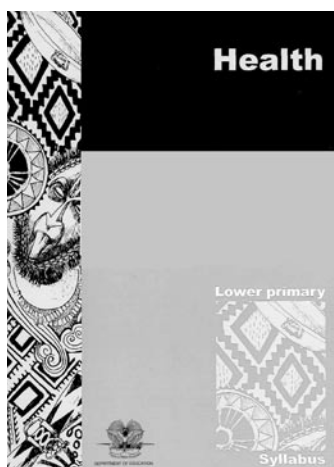
6. *Community Living Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



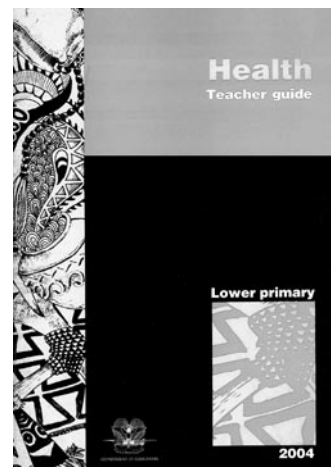
7. *Environmental Studies, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



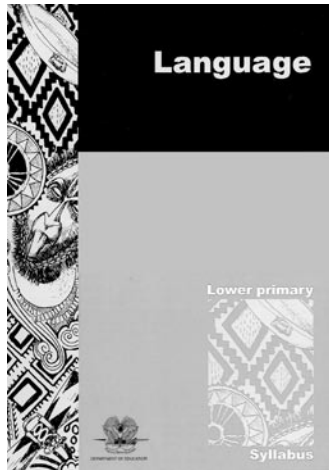
8. *Environmental Studies Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



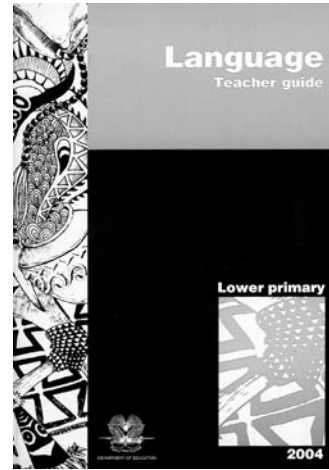
9. *Health, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



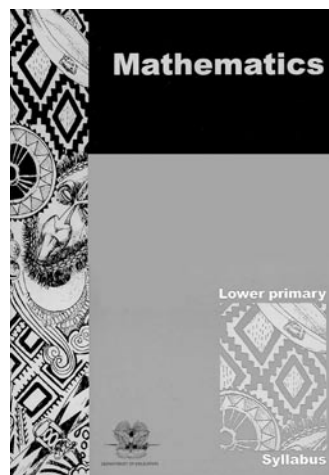
10. *Health Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



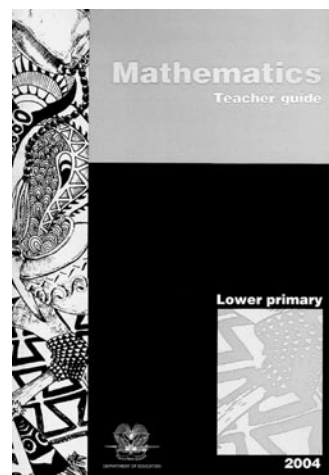
11. *Language, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



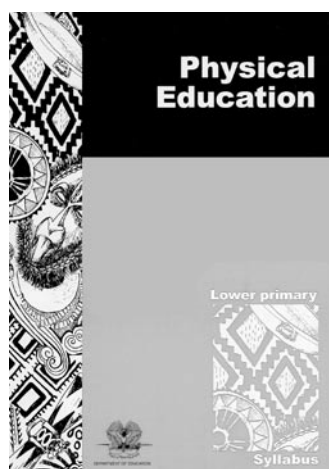
12. *Language Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



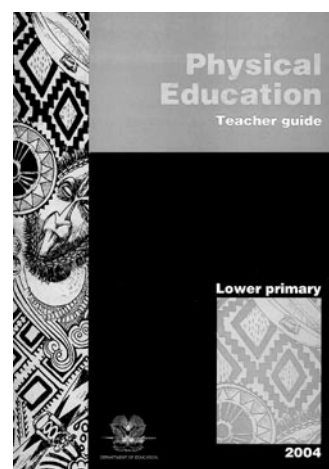
13. *Mathematics, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



14. *Mathematics Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



15. *Physical Education, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



16. *Physical Education Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



## About this unit

### The context

As you know, basic education is currently being reformed throughout the PNG education system. This process began some years ago. You might also be aware that some provinces and schools have already done a great deal of work in implementing the reform, while some others have a long way to go.

The *Ministerial Policy Statement (No. 3/99) on Language Policy in all schools* states that vernacular languages (language spoken by both the student and the teacher) must be used in the school system for teaching and learning. This is also one of the aims of the education reform in Papua New Guinea.

On the basis of this information, the reform curriculum calls for a program of bilingual education in primary schools. Children who graduate from elementary schools will enter this new bilingual program in Grade 3.

This unit is one of a set of nine in-service units developed to help both primary school teachers and those officers who support their work, such as, the senior teachers, head teachers, inspectors and education officers to understand and implement the reform in their work situation.

The in-service units in the set are:

Unit 1: Philosophy of Curriculum Reform

Unit 2: Learning Area: Culture and Community

Unit 3: Learning Areas: Language and PD

Unit 4: Learning Areas: Mathematics and Science

Unit 5: Outcomes-Based Planning and Programming

Unit 6: Learning and Teaching for Outcomes

Unit 7: Assessing and Reporting Achievement of Outcomes

Unit 8: Bridging to English

Unit 9: Vernacular Literacies

You can study one or more units and you can study them in any order.

This unit focuses on the Ministerial Policy Statement on Language Policy in All Schools and the recommended approach to bridging in the bilingual classrooms.

## Unit learning outcomes

Learning outcomes are statements about the knowledge, understandings, and skills you achieve and are able to demonstrate when you complete the unit. These statements are learner-centred and written in terms that enable them to be demonstrated, assessed or measured.

On successful completion of this unit, you, the learner, can (are able to)

1. discuss the importance of establishing links between elementary schools and grade 3 classrooms and establish such a link
2. write a vernacular Big Book which can be used in bridging lessons
3. implement the recommended vernacular to English teaching strategies
4. explain to others the recommended vernacular to English bridging approach and how it can be used in bilingual/bridging classrooms
5. explain the principles of student-centred learning
6. discuss and apply ways of managing an interactive and student-centred classroom
7. explain to others a variety of assessment strategies in student-centred teaching and learning
8. apply your learning effectively in your work situation.

## The Modules

In order to help you achieve the unit learning outcomes, this unit is developed through four modules.

The modules are not linked. This means that you can do them in any order you like. However, you are advised to do Module 4 last.

### **Module 1: The context of bridging**

This introductory module, in support of the current Language Policy, provides general background information about bilingual education under the education reform. This information enables you to increase your understanding of the use of vernacular and English and the need to link with elementary language outcomes. Most importantly, this information helps you understand that the children need to develop their thinking skills, their independent learning skills, as well as the language skills that support thinking and learning skills development. Both vernacular language and English play important roles in this development.

### **Module 2: Vernacular to English bridging strategies**

In this module, you undertake a study of the different approaches to teaching the lower primary syllabuses, specifically in a bilingual classroom. This enables you to effectively implement bridging from vernacular to English programs at the lower primary level.

### **Module 3: Management of a student-centred classroom**

The focus for this module is how to effectively manage a student-centred classroom. The module provides you with information about group work, timetabling, weekly programming using an integrated approach and assessment practices in the bridging context. This helps you to manage your bridging classes more effectively, thus implementing the bilingual approach successfully.

### **Module 4: Planning for the future**

In this module, you reflect on the learning you have achieved as a result of studying modules 1, 2 and 3. You consider the learning needs of others with whom you share professional responsibilities in this area of bridging to English. In planning for the future, you develop a plan for offering assistance to others.

## References

**These documents have been used in writing these units. You do not need to have access to these documents.**

Department of Education, 1997, *An Introduction to the use of Supplementary Reading Materials in PNG Classrooms: Inservice Training Manual*, Papua New Guinea

Department of Education, 1999, *Ministerial Policy Statement (No. 3/99) on Language Policy in all schools*, Papua New Guinea.

Department of Education, 2002, *In-service Units to Support Implementation of Lower Primary Reform Curriculum: Unit 2: Bridging to English in the Lower Primary*, Papua New Guinea

Department of Education, 2005, *Vernacular Literacy Trainers' Manual*, Papua New Guinea

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Papua New Guinea Education Institute, 2002, *Bridging in the Lower Primary School Workshop for Grade 3 Teachers*, Papua New Guinea

Papua New Guinea Education Institute, 2000, *Language for Upper Primary School: Course Manual*, Papua New Guinea.

NSW Department of Education and Training, 1999, *Quality Teaching Learning Materials (QTLM)*

Reference has also been made to an unpublished document: *Bilingual Education and Bridging to English Handbook*