

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 8
Bridging to English

Module 4:
Planning for the Future

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Name: File N^o:.....

Date commenced: Date completed:.....

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

Assessor: Date:

Module 4 - Planning for the Future

Module introduction

Welcome to *Module 4: Planning for the Future*

In working through the first three modules of this unit, you have thought about:

- the unique circumstances in PNG that have led to the Government's decision to encourage bilingual education
- the policies that have been adopted as a result
- the implications of the policies for the practices of teachers in the elementary and primary sectors of the school system in PNG
- some strategies to facilitate bridging to English
- a number of teaching, learning and management ideas that work well in a student-centred classroom.

As well as thinking about these things, you have talked to others about a whole range of things and probably practised many of the ideas and aspects in your classroom or your school. You have possibly been on a new learning journey.

Planning and implementing the *Language in All Schools Policy* is a really big job for teachers, particularly those teaching Elementary 2 and grades 3-5. To do it on your own, particularly in the early years of schooling, is hard and you are encouraged to work in teams with others. This will make it so much easier.

In completing Module 4, you are assisted to use the knowledge that you have gained in the first three modules to plan for the future. There will be benefits for yourself and others in your school involved in the implementation of the bridging to English.

Module learning outcomes

When you have worked through this module you, the learner, can (or are able to):

1. reflect on the learning you have achieved as a result of undertaking modules 1, 2 and 3 of this in-service unit.
2. consider the learning needs of others with whom you share professional responsibilities in the area of bridging to English.
3. develop a plan for offering assistance to others in the area of bridging to English following a modelled example.
4. develop and implement an in-service plan, in the area of bridging to English for a real workplace situation.

Section 1: What do I know?

You began at the beginning of Module 1 by completing a KWL chart on *teaching in the bridging years of the lower primary school*. Hopefully you completed this as you continued to work through the module or modules. Look back at this, and if you have not completed it, do so now. To understand what you already know is the starting point for future planning.

Here is another tool provided for you to assess what you know. It is an inventory of things that you should know about bridging to English in PNG.



Complete the following personal inventory.

- Use the open space to write 'yes' or give a comment.

1. I am familiar with the <i>Language in All Schools Policy</i> of the government of Papua New Guinea.	
2. I can locate key documents to help explain this policy to others.	
3. I understand how the language policy is reflected in bilingual education and bridging to English practices of the school system.	
4. I appreciate that a student's competence and confidence in a vernacular language will not often be matched with their competence and confidence in English when he/she enters grade 3.	
5. I can find and understand what the syllabuses, particularly the lower primary syllabuses, say about achieving vernacular and English outcomes.	
6. I can explain the principles of using the whole language approach and how it helps particularly in the bridging years.	
7. I use whole language approaches in my teaching.	
8. I can develop Big Books and use them confidently as a strategy for learning in a bilingual classroom.	

9. I know from experience that students enjoy and benefit from language experiences that are closely linked to their own life, culture and learning.	
10. I know the important genres in English	
11. I appreciate that vernacular and English may have different genres.	
12. I am familiar with what the lower primary syllabuses say about genres.	
13. I understand why separate programs for vernacular and English are necessary at some stages.	
14. I develop separate programs for vernacular and English when necessary.	
15. I understand that integrated programming is very useful in the learning process and in particular learning that occurs in the bridging years.	
16. I can develop integrated programs.	
17. I can locate documents that can help me in developing integrated programs.	
18. I understand student-centred approaches to teaching and learning.	
19. I understand the changes in practices that are required in adopting a student-centred approach.	
20. I can use group work well in my bridging classroom.	



By completing this table and looking back again at your KWL you have done a self-reflection.

This is like taking a fitness test. Hopefully you have found yourself fit in some key areas of the implementation of bilingual education and bridging to English.

Section 2: What can I do now?



In the introduction the concept of teams was mentioned. None of us work in a vacuum. Shared learning is easier and research clearly indicates that shared learning becomes sustained learning.

Added to that, each of us has roles in the school that have an impact on others. Some people are appointed as head teachers, deputy head teachers, senior teachers and even occupy positions across schools such as inspectors and advisers. These people are officially recognized and paid as leaders. Part of their responsibilities is therefore to provide leadership and support for others. They are therefore part of formal teams.

Others take on special responsibilities in schools such as in-service coordinators, grade coordinators and in some cases, as mentors. These people take on special responsibilities. Implicit in the role is that they are either leading or supporting teams.

But even if none of these options apply, we have colleagues and community members with whom we must work and support for the benefit of the students. Remember, none of us works in a vacuum.

In this section you are going to be challenged to think about the role or roles you have in the school or system and how you make a positive influence on others, using the learning you have gained through studying this in-service unit and what you are doing within your own experience. It is all about how you can make a difference as a member of the school community.



Complete the following table.

This is your starting point in planning for the future. One example is provided.

My Role (s)	People who are in my team or whom I can influence	A brief statement about my role with these people in the context of bridging to English.
e.g. provincial in-service coordinator	All provincial teachers from elementary to grade 12.	<ul style="list-style-type: none"> • Identify the needs of bridging teachers. • Develop useful in-service programs. • Identify available resources, both financial and human. • Evaluate in-service programs and provide acquittals where necessary.



If you can conveniently find a colleague who has the same role or roles, share your table.

- Make changes and adjustments if you think it is necessary after talking with the colleague.

HINT: Some roles have a specified role statement. This is useful as a starting point. Many roles have nothing in writing and just emerge from discussions or past practices. If the lack of a specific role statement is hindering your work, try to negotiate something more formal.



You are now going to begin to plan to provide assistance to others in at least one of the roles you have just listed. When completed you will have a plan that identifies needs, resources and strategies and includes some assessment of learning. Be very specific about the plan you make. Make it really functional so that you can actually use it in the context of your real work. To do it any other way may be a waste of time.

- If you are a class teacher, this should be reflected.
- If you are a senior teacher or deputy head teacher this should be reflected.
- If you are the head teacher, this should be reflected.
- If you are an inspector or someone with responsibilities across schools, this should be reflected.
- If you are a grade coordinator, this should be reflected.

STEP 1 Identify your role

(e.g. grade 3 coordinator)

In this plan my role is that of

STEP 2 Identify your team or those you are going to assist.

(eg. Mrs Buru, Mrs Longui, Mr Charles....all grade 3 teachers at Patangee Primary School)

STEP 3 Identify their needs.

(e.g. the need for the development of an understanding of the whole language approach).

You may need to do some needs analysis. You can develop a simple tool such as an inventory, use a KWL process, talk with teachers to determine their priorities, review written programs, observe teachers in their classrooms or use anecdotal notes.

STEP 4 Express those needs as learning outcomes

(e.g. Teachers provide meaningful language learning tasks consistent with the teaching and learning activities in their class, school or community.)

There may be, of course, several outcomes related to a specific need and you may like to develop some indicators that will show you how the outcomes are being achieved. Use the primary syllabuses as a guide if you wish.

STEP 5 Assessment

Develop some ideas about how you would find out if the outcome(s) has been achieved.

(e.g. Teachers will invite you into their classroom to see how the students are engaged in meaningful language tasks related to the current program across subjects.)

You may need to think ahead about the criteria you will look for in observing a meaningful language activity. You will want the feedback to the teacher and yourself to be based on something sound, not just a gut feeling.

STEP 6 The implementation plan.

The plan may include aspects such as activities, observations, readings, demonstrations, trials, financial and other resources, timing etc.

(e.g. The three teachers and the coordinator will meet weekly after school for 3 weeks. Together they will work through Section 4 of Module 2 of In-service Unit 8, Bridging to English. All activities from pages 20-29 will be completed.)

Within school time, in Week 4, the coordinator will invite participants into his/her classroom for a demonstration of whole language teaching in action.

Teacher participants will apply learning in their own classrooms in weeks 5 and 6. Teacher participants will invite the coordinator into their rooms for observation and feedback in Week 7.)

STEP 7 Evaluation and further planning

In the example given, the assessment of the learning outcome(s) will happen in STEP 6 as part of the observation process. Feedback to the individual teacher participants will have occurred at the time.

Evaluation in a summative sense will need to look at the in-service process, the resources used, the collective achievement and then begin the process of determining the next need.

This step cannot be completed until the plan is implemented. It is still a vital and important step.



You have now completed one plan for offering assistance to others in the area of bridging.

To help you in the process an example was modelled. Steps were given and a template implied. The steps, or something like them are important, but you may have quite a different template on which to document your plan. This is a personal choice.



Reflect on the following:

- the modelled example
- your own learning
- your own experience as an in-service provider, and
- a real situation in which you are or are potentially involved.



In the space provided, construct a second plan. If additional space is needed, use page 14.

- Implement the plan as proposed and write up the final step as a real example.



Share this plan with a colleague in a similar role to you, if possible.

- Ask for constructive comments, even criticism, if necessary.

Module summary

Congratulations! You have reached the end of this module and the end of this unit. You should by now be quite confident in the area of bilingual education and bridging to English. You should have begun thinking about how you can help others on the learning journey you have just been on. You should have developed some plans about how you can contribute to the learning of others and therefore be more confident that you can make an impact in the education of students in Papua New Guinea.

That should be a good feeling.

Let's review your learning and check whether you feel you have achieved the outcomes of the module.

Can you:	Yes/No/ Not sure
1. reflect on the learning you have achieved as a result of undertaking modules 1,2 and 3 of this in-service unit?	
2. consider the learning needs of others with whom you share professional responsibilities in the area of bridging to English?	
3. develop a plan for offering assistance to others in the area of bridging to English following a modelled example?	
4. develop and implement an in-service plan, in the area of bridging to English for a real workplace example?	

If you answered “yes” to all of them, then you have done very well. If you said “no” or “not sure” to some, 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, and/or reflecting on your difficulties and seeking help. 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.

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