

Inservice Units to Support the Implementation of the  
Primary Reform Curriculum

**Unit 1:  
Philosophy of Curriculum Reform**

**Module 1: Curriculum Reform - what is  
the rationale?**

Contents	Page
Module introduction	2
Module learning outcomes	3
Section 1: The <i>Primary Education Handbook</i> (2000) - what does it tell us?	4
Section 2: The <i>National Curriculum Statement</i> (2002) - what does it tell us?	14
Section 3: The <i>National Assessment and Reporting Policy, 2003</i> - what does it tell us?	28
Module Summary ( <i>and additional space for your notes</i> )	36

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 1: Curriculum reform - what is the rationale?

## Module introduction

Welcome to *Module 1: Curriculum reform - what is the rationale?*

You need to have a sound appreciation of the thinking and philosophy that shaped the way reform curriculum documents are written, the way teachers are now expected to program and teach and the ways students in schools are expected to demonstrate their learning and be assessed.

This module begins with an exploration of the reasons for change as described in *Primary Education Handbook* (2000). Some of the reasons are to do with the students, as you would expect. There are social, political and economic reasons for the reform. This document provides a historical perspective on reform.

Then the module provides an overview of the *National Curriculum Statement* (2002). This is a DoE policy document that guides the development of all curriculum documents, elementary prep to grade 12. Its content includes the aims of the national curriculum, in particular, the aims of the primary curriculum, the curriculum principles and curriculum content that support the aims, the learning areas, the subjects and linkages between them, and methods for assessing learning and reporting it.

Finally, this module walks you through another DoE policy document - *The National Assessment and Reporting Policy, 2003*. This document provides policy advice and directions on assessment, recording, reporting and evaluation for all PNG schools, elementary prep to grade 12.

You become knowledgeable and confident about the rationale and intent of these documents through the tasks and activities in this module.

To undertake this module you will need access to:

The *Primary Education Handbook* (2000) (Resource 1)

The *National Curriculum Statement* (2002) (Resource 2),

The *National Assessment and Reporting Policy, 2003* (Resource 3).

These resources are already in your schools, distributed during 2000-2004.

If you are seeking academic credit, make sure you have completed the *self-assessment* in the *Accreditation and Certification* section 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*, found towards the end of the study guide.

## Module learning outcomes

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

1. state the major reasons for the reform
2. discuss the differences between the old and reform structures of the school system
3. explain key reform terms - 'integral human development', 'an outcomes-based curriculum', 'lifelong learning', 'assessment', 'evaluation', 'criterion-referenced assessment' and 'norm-referenced assessment'
4. list the aims of the primary curriculum and elaborate on what they mean
5. identify the values underpinning PNG Education Reform
6. prepare a clear presentation to a group about the significant and relevant aspects of the reform
7. discuss principles of assessment and reporting presented in the *National Assessment and Reporting Policy, 2003*
8. make links between elementary, lower primary and upper primary learning areas, subjects and focuses
9. explain why the curriculum principles presented in the *National Curriculum Statement (2002)* are important.

## Section 1: The *Primary Education Handbook (2000)* - what does it tell us?



The first part of the *Primary Education Handbook (2000)* describes the education reform in general terms and the remainder focuses on parts of the system related to primary education.

There are ten chapters altogether in this document. The first three chapters are relevant to this module from a historical point. Note that new policies are already in place or are currently being developed in relation to the topics discussed in the other seven chapters.

The old school structure had community schools for grades one to six and high schools for grades seven to ten. (see diagram below) This had meant that there was a community school curriculum and a high school curriculum. This was fairly straight forward.

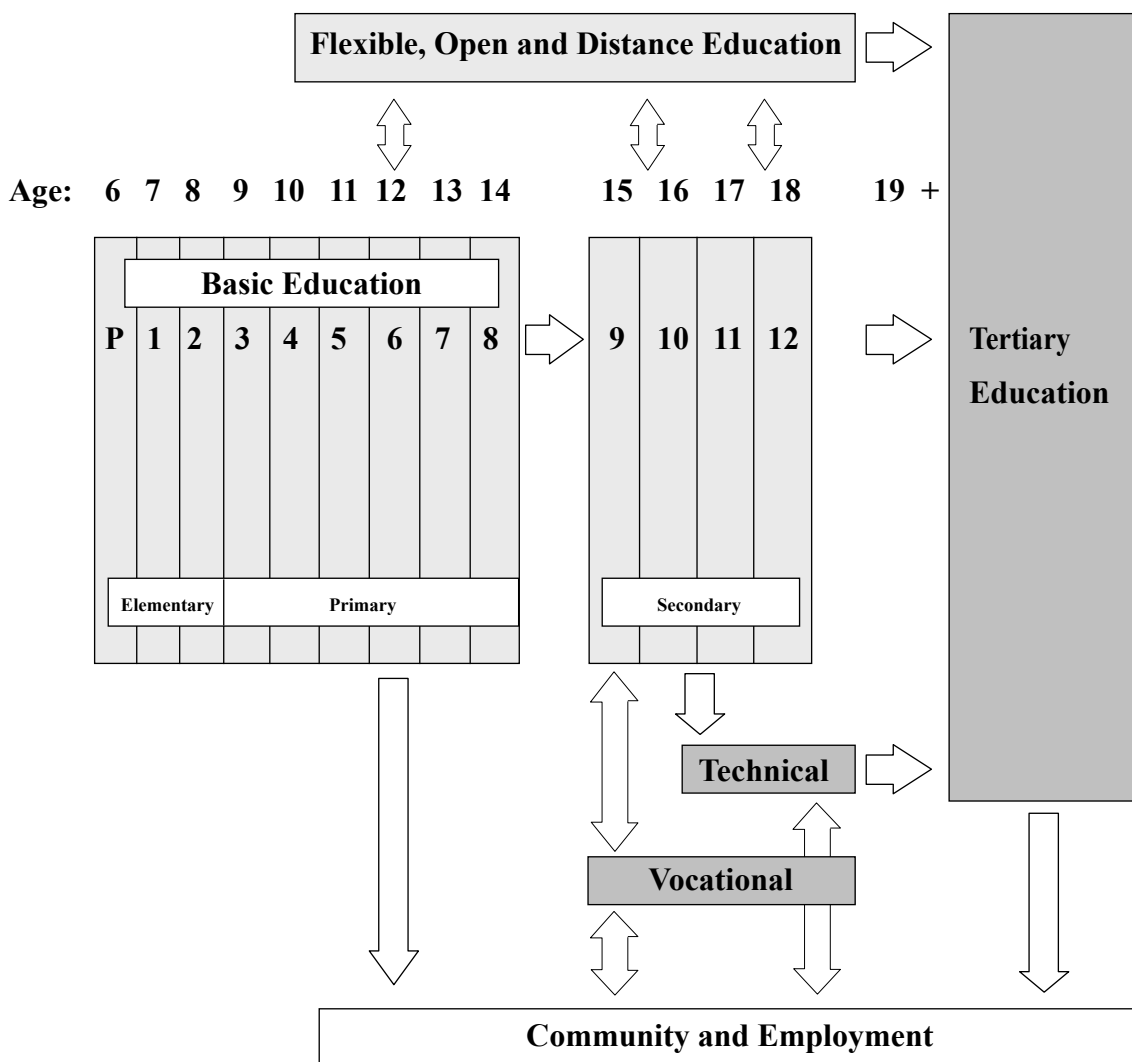
The Old Structure	
Non-formal Tok Ples Pri Skul	
73% continue to Community Schools	
Community Schools	1
	2
	3
	4
	5
	6
33% continue from community schools to Provincial High Schools	
Provincial High Schools	7
	8
	9
	10
10% continue to National High Schools	
National High Schools	11
	12

In the new system, there are three sectors of schooling – Elementary, Primary and Secondary – with 13 years of schooling altogether. In this unit, we are focussing on grades 3 to 8, the primary years.

In the new system, primary school education is defined in the Education Act of 1983 (amended in 1995) as ‘full time education in accordance with curricula determined under Section 27 for six years from Grade 3 to Grade 8’. (Section 27 refers to the Responsibilities of the Minister, which include determination of the curriculum.)

*Only children entering Grade 3 who have completed the new elementary curriculum will follow the new primary curriculum although a decision for all children to switch to the new curriculum may be made in the future. During the period of transition from one system to another, primary schools may contain a mix of younger children following the new curriculum and children at higher grades who are still following the previous curriculum. This happens in a variety of different types of primary schools. (page 1)*

### The Education Structure



Now read on...

### Part 1.1: The reasons for change



**Make a list of what you think are the reasons for the reform by brainstorming with a colleague.**

In brainstorming you list everything that comes to mind without any discussion about the accuracy or relevance of the ideas generated. That comes later. List the reasons below.

*Hint: List all the possible reasons by brainstorming.*

- Check each of the reasons for accuracy and relevance. Correct those not quite accurate, delete those that are not relevant. Then categorise them into three groups - social reasons, political reasons and those directly relating to the students and list them in the table below.

Social	Political	Relating to students

- Now read pages 3-7 of the *Primary Education Handbook* (2000). While reading, check the reasons you have listed and categorised as relating to the student, against the ones presented on these pages. Place a tick (✓) next to your reasons that are consistent with those presented on pages 3-7.
- Now read page 16 where the main reasons for change for the system are discussed. Check your ideas in columns 1 and 2 in the above table against those presented on page 16. Place a tick (✓) next to your reasons that are consistent with those presented on page 16.
- Make a comment about the degree of consistency between your reasons and those presented in the document. How would you explain any variance?



**Discuss what you have learned about the reasons for reform and share your perceptions of it with another colleague. Write down any significant points raised.**

*Hint: Talk about your original list and the reasons provided in the resource document and the differences between them. Find out the colleague's views on the topic.*

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**Reflect on and record:**

- **your own schooling and its philosophical basis and the changes since then**
  
- **ways recent changes are impacting on you in your work situation.**

*Hint: Your response to this will depend on the era in which you went to school and any changes since then. Consider whether recent changes are major or minor changes for you.*

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Now let us take a look at the events which provided the momentum and drive for change.

## Part 1.2: Background to reform



**In 1986 a Ministerial Review Committee presented a report to the then Minister for Education, The Hon. Aruru Matiabe.**

**In formulating the review report, the committee was asked by the minister to do several tasks including the following:**

- to critically examine the philosophy implied in existing plans and practices of the National Education System
- to determine if, and to what extent, this philosophy is consistent with the National Goals and Directive Principles as expressed in the National Constitution
- to determine whether this philosophy is carried out in educational activities and expressed in educational materials in the institutions administered by the National Education System
- to analyse the implications of this philosophy for the future development of all sectors of the National Education System.

In calling for submissions from the public, the committee also presented the following questions.

- What kind of future citizens should we now be educating?
- What kind of education is necessary to produce this citizen?
- How can we improve the Education System in order to provide this information?

The ministerial report, often referred to as *the Matane Report*, introduced a new philosophy of education and called for a major change ... “*the current philosophical basis for educational planning should be changed from one based on manpower needs of the modern economy to one based on the integral human development of all persons.*” (Rec. 9, p.48)



**Read pages 9-17 of the *Primary Education Handbook (2000)* and prepare a 10 minute presentation about the reform.**

*The Reform of Basic Education: Elementary and Primary School, Prep to Grade 8*, on page 11, provides a summary of what reform entails. This information is copied below. You may wish to refer to this to help organise your presentation. You may also wish to refer to the table on page 5 of this module.

- If you are a teacher, imagine you have been asked to make a presentation to a group of community members about the reform.
- If you are a head teacher, imagine you have been asked to make a presentation to a group of head teachers about the reform.

- If you are an inspector, imagine you have been asked to make a presentation to a cluster of schools about the reform.

Take notes (about a page long) on the purpose of education, the aims of education, important reform documents, the history of reform, what is being reformed, the reasons for reform and the reform goals.

In preparing for your presentation, record your notes on page 10. Your notes may be recorded as a mind map, if you wish. The template for a mind map is provided on page 11.



**The Reform of Basic Education - what does it mean?** (page 11, *The Reform of Basic Education: Elementary and Primary School, Prep to Grade 8*)

- 9 years of basic education from Prep to Grade 8 for everyone
- 3 years in an elementary school (Prep to Grade 2) and 6 years in a primary school (Grades 3-8)
- a bilingual program commencing in a language the children already speak, with gradual transition (bridging) to English, as shown below.

School sector	Elementary			Primary					
	El. prep	E 1	E 2	Gd 3	Gd 4	Gd 5	Gd 6	Gd 7	Gd 8
Vernacular									
English									
Language of Instruction	Vernacular			Vernacular + English Bridging to English			English + Vernacular maintenance		

Bridging to English commences towards the end of Grade 2 with the introduction of simple oral English. Vernacular means the language most commonly used outside the classroom in everyday life. In some communities this may be a lingua franca, for example, Tok Pisin, Hiri Motu.

- a basic education which bonds children to their culture and community, respects and teaches traditional values, beliefs, knowledge, skills and attitudes
- a basic education which prepares children for a future meaningful life in their communities
- a basic education which provides a firm foundation for further education
- a basic education which is the responsibility of all stakeholders-parents, community leaders, provincial and national education authorities
- a curriculum which is relevant and locally determined following national guidelines which encourages independent, life-long learning, critical thinking, decision-making and problem-solving skills by using child-centred, activity-based, integrated thematic teaching methods in a language the children already know, based on practical, real-life situations and contexts.

- **Record your summary notes here (about one page)**

Purpose of education:

Aims of education:

Important reform documents:

History of reform:

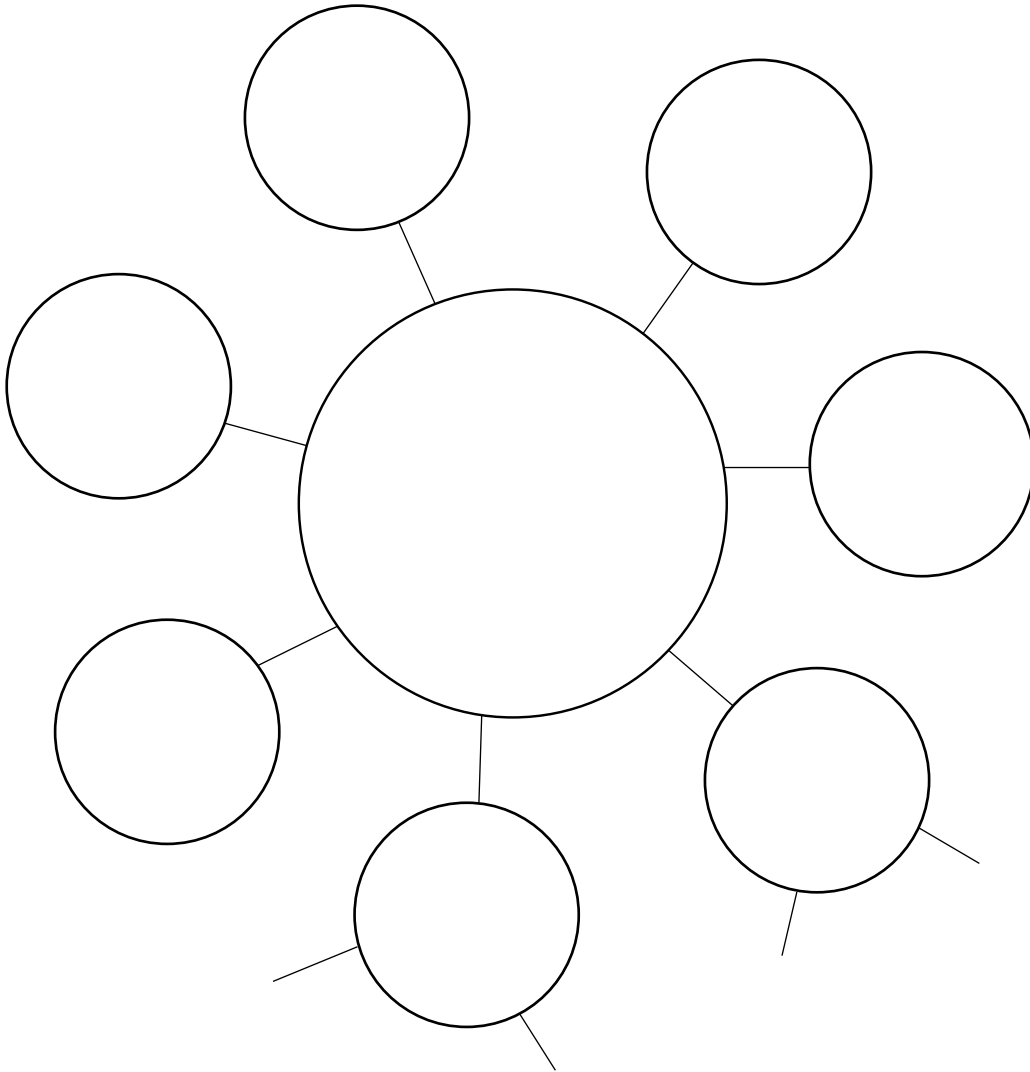
What is being reformed:

Reasons for reform:

Reform goals:

Alternatively, do a mind map using this template.

Place the topic 'Education reform' in the centre, then the main headings around it and the main points around each main heading. Add more circles and lines, if needed.



*Hint: Record your summary notes of significant points under the suggested headings. Your notes should not exceed a page. Alternatively, record the main points around the second set of circles.*

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- Make the presentation to a group, as appropriate. Organise a colleague to list any questions or issues raised during the presentation and your responses to them.

Questions/Issues	Your responses

*Hint: The questions raised and your responses to them are important, as this helps to clarify your understanding of curriculum reform.*



**Reflect on the following and record your thoughts.**

- What have you learned about reform from the module so far? What are the implications of reform for your work?
- Is ‘bridging to English from vernacular’ happening in your school? If not, what are the reasons for this?
- To what extent is your school community involved in making decisions about the activities of the school?

*Hint: Think about some of the ‘big ideas’ driving the reform.*

Your readings so far have been about the background to reform, reform goals, reform documents, history of reform, and so on.



**Reflect on the importance of this kind of information for your practice.** In responding to the questions below, record your thoughts.

- Do you think your practice will change or be more meaningful to you as a result of having read this information?
  
  
  
  
  
  
  
  
  
  
- Do you see areas where you personally and/or the school as a whole need to change?
  
  
  
  
  
  
  
  
  
  
- The reading helps me to understand:
  - (i)
  
  
  
  - (ii)
  
  
  
  - (iii)

## Section 2: The *National Curriculum Statement (2002)* - what does it tell us?



In preparing to engage with *The National Curriculum Statement (2002)*, get hold of a copy of this document and let us take a slow walk through it to see what it is all about.

- First, read page ii.
- Then go to page iii. The contents page is like an overview of the main sections of the document. There are 8 main sections. They are:

Section 1: Introduction

Section 2: Rationale

Section 3: Goals

Section 4: Aims

Section 5: Curriculum principles

Section 6: Curriculum overview

Section 7: Assessment and Reporting

Section 8: References

This information gives you an overview of the structure of the document and the focus of each section.

The Secretary's message comes next.



**Read the Secretary's message on page iv.**

The second paragraph is particularly important. Here he makes five important assertions (statements) about the *National Curriculum Statement (2002)*.

- Complete these statements.

It demonstrates that .....

.....

It will also guide .....

.....

It is a stepping-stone .....

.....

This statement promotes .....

.....

It also encourages students to .....

.....

The fourth paragraph talks about the consultation process in the development of the *National Curriculum Statement*. You may be one of those who were consulted in which case you can be proud of your contribution to a document of this stature.

Now you are ready to go on.

### **Introduction** (Section 1 of *National Curriculum Statement*, 2002)



**Read pages 1-2 carefully. The third paragraph is of particular interest.**

It states:

*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. Subject syllabuses for Elementary Prep to Grade 12 will provide detailed statements of the educational outcomes that all students should achieve. Teacher Guides and other support materials will accompany the syllabuses. (page 1)*

- Read the rest of the *introduction*.
- Answer the following questions:
  - What does the *introduction* say about the following?
    - (i) Consistency of approach for all personnel in the PNG education system?
    - (ii) Consistency of approach for students?
    - (iii) Outcomes-based education?

*Hint: The National Curriculum Statement brings together previous statements for elementary, primary and secondary sectors.*



## 3. Teachers

## 4. Parents and community

*Hint: Consider sections 2.3 and 2.4 of the National Curriculum Statement.*

### **Goals** (Section 3 of *National Curriculum Statement, 2002*)

The next section titled *Goals* identifies the values of Papua New Guinea curriculum, present and future conditions for Papua New Guinea and the National Curriculum Goals for Papua New Guinea. This section is found on pages 7-13.



**Skim read pages 7-13. Look especially at Table 3.1 (page 8) and Table 3.2 (page 10).** Ensure that you understand the purpose and structure of these two tables. (Skim read means look at any headings and sub-headings, any bullet points and read the first sentence of every paragraph to get a sense of the ideas being presented.)



**Now arrange a meeting with two to five colleagues or parents who are unfamiliar with the document.** Introduce them to the values that underpin the reform and the future conditions to which the reform is striving. Use the following structure to present the tables to them.

Table 3.1                      Row 1 represents .....  
                                      Row 2 represents .....  
                                      Row 3 represents .....  
                                      Each column represents .....

Table 3.2                      Row 1 represents .....  
                                      Row 2 represents .....  
                                      Row 3 represents .....

- Record up to five significant questions asked during the session.

1. ....
2. ....
3. ....
4. ....
5. ....



Reflect on the value of this exercise for you. Record your thoughts here.

### ***National Curriculum Goals***

The *National Curriculum Goals* appear on pages 11-12. Goals are usually longer-term expectations of the learning process. There are 19 goals altogether. The stem for these goals claims that the new curriculum will *ensure* certain things happen for students.



Read pages 11 and 12.

Choose any five goals and explain why you think the former curriculum practices may have been insufficient or inadequate to achieve these goals.

Goal No.	Inadequacies of the past

*Hint: Think about some of the education and societal issues that are of concern in current days in PNG.*

### ***Aims*** (Section 4 of *National Curriculum Statement, 2002*)



Section 4, pages 13–15, lists the *Aims of the National Curriculum Statement*.

Part 4.1 lists the overall aims of the National Curriculum for Papua New Guinea. This is followed by the aims for the three sectors of schooling - Elementary (4.2), Primary (4.3) and Secondary (4.4).

Read Section 4 - you will see how each sector builds upon the previous sector; some of the aims are about shorter-term purposes and others are about longer-term purposes.



Read carefully the *Aims of the Primary Curriculum* on page 14.

List two aims that are designed to assist students in their immediate school environment, two that will assist them as adults in the future beyond schooling and two designed for teachers.

Whilst at school

- 1.
- 2.

As adults

- 1.
- 2.

For teachers

- 1.
- 2.

- Read the *Aims of the Elementary curriculum* (pages 13-14) and *Aims of the Secondary curriculum* (page 15).
- When you read the aims, do you see any evidence of continuity from elementary through primary to lower secondary? Give two examples.

*Hint: The curriculum from elementary to secondary is expected to be seamless.*

### ***Curriculum principles*** (Section 5 of *National Curriculum Statement, 2002*)

Pages 16-29 give details of the *curriculum principles* that guide all primary syllabuses.

Not all curriculum principles appear in each of the syllabuses. The curriculum writers have identified the curriculum principles that can be effectively addressed in particular subjects. You should remember that there are DoE policies and/or DoE guidelines on some of these principles. Examples are: *Ministerial Policy Statement, No. 3/99, on Language Policy in all schools, 1999*; *Multigrade teaching, Circular No. 1, Department of Education, 2000*; *Gender Equity in Schools Policy, 2003*.

Table 5.1 on page 16 summarises these principles.



**Read pages 16-29 with a colleague. Then discuss the following statements and write a sentence or two about the importance of each.**

- *Our cultures and traditions are unique and should be featured in the National Curriculum. (page 17)*
- *This is a bilingual program. (page 18)*
- *Students will become more aware of the social bonds in the community if they are first taught in the languages of their communities and through activities which socialise people, such as agriculture, fishing and community development. (page 20)*
- *Integral Human Development is the ultimate goal for every person who receives an education. (page 21)*
- *Students need to learn attitudes, skills and knowledge that will help them to become productive, healthy and contented citizens of Papua New Guinea. (page 22)*
- *Our cultural traditions are not being handed down from generation to generation. (page 23)*
- *Addressing gender issues goes well beyond ensuring that females have the same opportunities (page 23) as males to receive an education ..... Gender is also culturally determined. Females are generally a disadvantaged group in Papua New Guinea. (page 24)*

- *Students learn in different ways. It is best to use a variety of methods to teach them. No one method is best. (page 25)*
- *The teacher is a key motivator. Effective participation is prevented when teachers regard their role solely as being dispensers of knowledge and figures of authority. (page 26)*
- *Most people in Papua New Guinea work in the informal economy. Students who leave at the end of grades 8, 10 and 12 will need to find work in the informal economy. These students however, will not only need to work in the informal economy, but they will also need to be prepared to work in the formal economy and undertake formal education if there are opportunities. (page 27)*
- *It is essential to teach students how to learn while at the same time teaching students important content. (page 27)*
- *Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for real purpose learning. (page 28)*
- *School is an important part of a student's education but learning continues throughout life. (page 28)*

- *Multi-grade teaching is encouraged in elementary and lower primary. Teachers should be aware that in all classes, students are of mixed abilities. Teaching strategies for multi-grade classes are appropriate in these circumstances. (page 29)*
  
- *Thematic teaching integrates subjects and reflects more closely the way students think. .... It is essential that teachers ensure all learning outcomes are covered and the achievement of them is monitored. (page 29)*

*Hint: Locate the above statements in the document, read around them, discuss each with the colleague and write down ways each statement is important in the context of the curriculum principles.*

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You may think that the *curriculum principles* are only for the use of curriculum developers. The syllabuses and teachers guides do reflect the relevant principles. However, it is in the planning, teaching, learning and assessing that they are actually pulled together and applied - this means they are just as relevant to those of you who are teachers and those of you who supervise teachers, as they are to curriculum developers.



**Reflect on the implications of the curriculum principles for your practice. Record your thoughts here.**

*Hint: With how many of these principles are you familiar? How many of these are already part of your practice? How many provide new information that you need to understand and apply or need assistance with? Be open and honest about your response here.*

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***Curriculum Overview*** (Section 6 of *National Curriculum Statement, 2002*)



**Read pages 30 and 31. Page 30 introduces the concept of a learning area.**

There are five learning areas. Table 6.1 identifies the components of each learning area. Read it carefully.

- See how the subjects are grouped within each learning area. Is this what you would have expected? Are there any surprises for you here?
  
- List the learning areas here.
 

1.	2.
3.	4.
5.	
  
- What is the difference between a learning area and a subject?

In some cases, especially at elementary, lower primary and upper primary levels, a learning area can also be a subject. An example is Mathematics.

Another example is .....



**Look at the elementary column and the lower secondary column (page 30).**

The elementary column helps you to identify the subjects the students did before entering primary and the lower secondary column helps you identify where they may be heading. This is useful information for planning lower and upper primary programs.

Pages 33-41 expand on each learning area and make clear the subjects that make up each learning area. This process enables you to understand the interrelationship between subjects within a learning area and subjects shared between learning areas.



**Read pages 33-41 with a colleague and identify the learning areas of the seven subjects you are/will be teaching in the lower and/or upper primary grades, by completing the following table.**

Primary Subjects	Learning areas
Arts	
Language	
Making a Living	
Mathematics	
Personal Development	
Science	
Social Science	
Community Living	
Health	
Physical Education	
Environmental Studies	

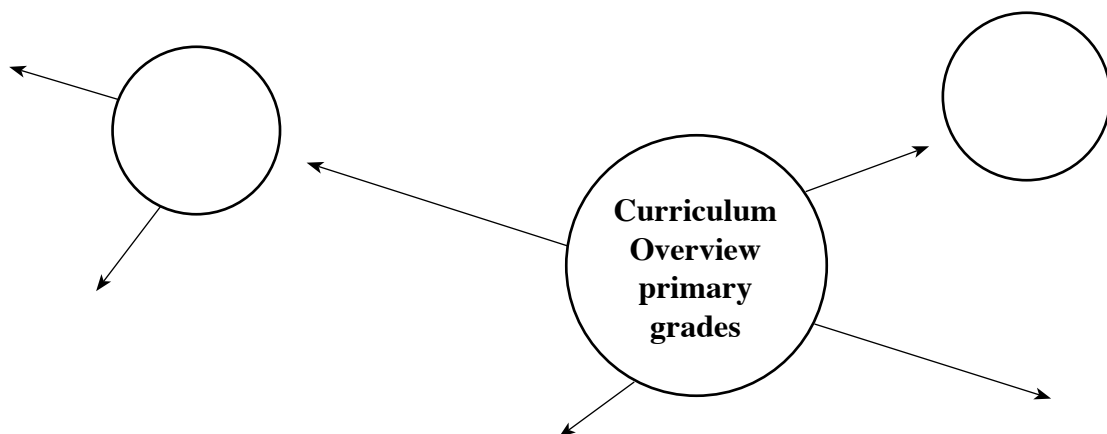
- What are the implications of this organisation for
  - time allocation?
  - Integration?
- Identify up to three new significant pieces of information about each learning area for your colleague and yourself, in the table below.

As you are reading about each learning area, you may have commented to the other, 'I didn't know this!' Make a list of all the things you did not know previously. This process may help you to do this activity and complete the table below.

Learning area	New information for you	New information for your colleague


- Having worked your way through Section 6 of the *National Curriculum Statement* (2002), prepare a short presentation (about 30 minutes) for your work colleagues about the overview of curriculum for the primary grades.

Use the tables you have completed and the knowledge you have gained for the presentation. In planning for the presentation, do a mind map of the ideas you plan to present in the diagram below. Feel free to add more circles and arrows to represent your plan.



***Assessment and Reporting*** (Section 7 of *National Curriculum Statement, 2002*)

Pages 42-43 show important aspects of assessment and reporting.

There are nine statements on these pages that are elaborated in the *National Assessment and Reporting Policy 2003*. This policy is the focus of Section 3 of this module.



**Read pages 42-43 and list the main points below. The first and the last points are done for you.**

Point 1: Assessment and reporting must be culturally appropriate for Papua New Guinea.

Point 2:

Point 3:

Point 4:

Point 5:

Point 6:

Point 7:

Point 8:

Point 9: The *National Assessment and Reporting Policy* must be applied at all levels of schooling.



**Share this information with a colleague. Discuss the implications of this information for you as well as your school or the schools you manage/supervise.**

Record important points made.

*Hint: The National Curriculum Statement is a policy document of DoE. All curriculum materials reflect the directions provided in this document. This in turn affects what you do in your work situation. So think about the implications for your practices in your work situation.*

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## Section 3: The *National Assessment and Reporting Policy, 2003* - what does it tell us?

This policy was developed in 2002 and published and distributed in 2003. It has guided the development of the primary and elementary syllabuses, teachers guides and teacher resources and will guide the development of any future curriculum materials.

This policy applies to all levels of schooling from elementary prep to grade 12. This is a DoE policy required to be used at all levels of schooling and by all persons and authorities within the PNG education system with responsibilities for assessment and reporting student achievement.

Now read on .....



**Skim read the document from page iii to page 15.**

- Make a list of all the sections of this document and the corresponding page numbers in the table below. Some information has been filled in for you.

Secretary's Message	Page iv
Assessment and Reporting Policy	
1. Introduction	Page 1
2.	
3.	
4.	
5.	
6.	
7.	
Glossary	



**The *Secretary's message* is on page iv. It contains some important information.**

Paragraph 1 identifies the major purposes of this policy.

- Read Paragraph 1 and complete the following sentences.

1. This policy identifies.....  
.....
2. It also identifies .....  
.....



**In the context of your work situation, what do these purposes mean?**



**Paragraph 2 links this policy with another policy – the *National Curriculum Statement (2002)*. (Section 2 of this module)**

- Read this paragraph and comment about the links between these two national policies.
  
- Read the rest of the message.

It introduces some terms with which you may or may not be familiar. Some of these terms are listed below. Write down what you think they mean. If you are not sure, look up the *Glossary* on pages 14-15.

Criterion-referenced assessment	
Norm-referenced assessment	
Outcomes-based education	
Learning outcomes	

**Why do you think this policy is titled the 'National' policy?**

- What do the two policies - the *National Curriculum Statement* and the *National Assessment and Reporting Policy, 2003* - together mean for your practice?

*Hint: You may not be able to fully answer these questions at this point in time. This is only the beginning of your learning journey. Return to these questions when you have completed this section of the module and review your responses.*

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**On pages 1-2, you find the *Introduction* to the policy, the *Rationale* for the policy and its *Purposes*.**

In the introduction, two terms commonly used in educational circles - assessment and reporting - are defined. Both of these terms now need to be understood in terms of learning outcomes.

- Read pages 1-2 with a colleague.

**Are your colleague's and your understanding of the terms assessment and reporting consistent with the definitions provided on page 1? Comment.****You may not have started to assess and report achievement of outcomes as yet.**

If you were in a school which trialed the primary syllabuses, you may have had some experience in this area. If you weren't, you need to start thinking about these terms in the new context.

In 2004, you are required to commence implementing the *National Assessment and Reporting Policy, 2003*.

The *rationale* states

*'The reform curriculum sets out the new expectations of learning by all our young people in schools. It values all subjects, is outcomes-based, and requires fair and consistent assessment and reporting.'* (page 2)

Then it goes on to make the links between the *National Curriculum Statement* and the *National Assessment and Reporting Policy, 2003*, explicit.



**Read the *Rationale* and then explain in your own words what the links are.**

Assessment and reporting has five *purposes* (page 2). Note that all five purposes are to do with the students – their progress and achievement. This section helps highlight students as the key stakeholders of the educational process.

- **Read the purposes. Then respond to the following questions.**
  - Are the purposes consistent with your thinking?
  - Is there anything you would like to add to the set of purposes?
  - Who are the other stakeholders in the educational process?

As you have seen in Section 2 of this module, the *National Curriculum Statement* (2002) identifies the curriculum principles that helped shape the syllabuses. The *National Assessment and Reporting Policy, 2003*, identifies the assessment and reporting principles that will direct the process of assessment and reporting in schools. (pages 3-4) Once again these principles are to be understood in the context of learning outcomes.

- Read pages 3-4 with a colleague. Discuss the following terms and draw up an explanation of each:
  - Balanced assessment
  - Valid assessment
  - Reliable assessment
  - Fair and equitable assessment.

*Hint: If you are not sure go to the Glossary on pages 14-15 or seek help from your colleagues.*



Summarise these principles in the table below.

In preparing to do this task, go to pages 7-11 and identify your *Roles and Responsibilities*. For example, if you are a teacher, your responsibilities are on page 8. If you are an inspector, you will find your responsibilities on page 9. It may be that you have multiple roles. For example, you are a head teacher with teaching responsibilities. You may also be a member of a subject advisory committee. In this case you have three roles and the corresponding range of responsibilities in the different contexts.

- Complete the table in accordance with your role or roles.

Principles of Assessment and Reporting:	In practice this means	Implications for role/s
4.1  are continuous and based on learning outcomes		
4.2  are appropriate for Papua New Guinea		
4.3		
4.4		
4.5		
4.6		



**Pages 5-6 explain the policy on Assessment, Reporting and Evaluation. Read this section carefully.**

This section makes clear the requirement that *'assessment will be carried out continuously at all levels from Elementary Prep through to Grade 12 and will be used to gather information concerning individual student's learning and achievement.'* (page 5, paragraph 1)



**Is this your current practice?**

If yes, you are doing well.

- If not,
  - how often do you assess?
  - how do you assess?
  - how do you plan to commit yourself to this requirement?

Another requirement is *'Assessment will be criterion-referenced and will provide information on the actual learning that has taken place'*. (page 5, paragraph 2)



**Is this your current practice?**

If yes, you are doing well.

- If not,
  - what is the basis of your current assessment practice?
  - how do you plan to commit yourself to this requirement?



**There are two references to external assessment/examination on page 5.**

- Read page 5 and answer the following questions.
  - At which grades will external assessment/examination take place?
  - How will such assessment data be used?
- How will this information be reported to students, parents and others?

**Read 5.2, on *recording* (page 5)**

The four purposes identified for recording are all to do with the students. Recording is primarily to check student progress, report progress to students themselves and to others and to plan future programs.

**Reflect on your practices in recording student achievement information.**

- Do the ways you currently record achieve these purposes?  
If yes, all of them or only some of them?

If not, what is your purpose of recording?

- What is your understanding of the relationship between assessment and recording?
- Have you developed special recording sheets for your students? If you have, why?

**Page 6 elaborates on what is expected in *reporting*.**

- Go back to page 1 of the *National Assessment and Reporting Policy, 2003*, and re-read the definition of reporting.

This view needs to be understood in the context of outcomes-based education.

Paragraph 1 on page 6 states '*Schools will present reports in a format that best suits their communities.*'

**Comment about this statement from your work perspective. Use the following questions to focus your reflections.**

- How does your school or the schools you supervise report?
- What are the community's reactions to the ways schools report?
- How actively do communities work with schools in this regard?



**Section 7, *Statements for levels of schooling*, pages 12-13, describes how elementary, primary and secondary schools must assess and report the achievement of learning outcomes described in the syllabus documents.**

- Read 7.2: Lower Primary (page 12) and 7.3: Upper Primary (page 12)

For lower primary, four criteria are listed here. All of them refer to internal assessment for diagnostic purposes only. Local cultural approaches and a range of assessment methods integrated with teaching and learning are being recommended.



**Reflect on the consistency of your current practices with the criteria outlined here.**

For upper primary, six criteria are listed here. Three of these refer to internal assessment and the rest refers to external assessment. In all of these a focus on learning outcomes and criterion-referenced assessment are paramount.



**Reflect on the consistency of your current practices with the criteria outlined here.**



**Return to page 29-35 of this module and review the responses you wrote to the reflecting questions.**

- Are you satisfied with your responses? If yes, explain why you are satisfied; if not, improve it.

## Module Summary

Congratulations! You have reached the end of this module!

In working through this module, you have examined the structure and contents of three important documents that describe the expectations of curriculum reform in different ways. The *National Curriculum Statement* and the *National Assessment and Reporting Policy, 2003* are DoE policies and their application should affect the way students learn now and prepare themselves for the future.

Some new language and ideas are introduced in this module. They are explained in the documents you have explored as well as in this module. If you are not sure about some of them, re-visit the appropriate sections of the documents and/or the module.

You should by now have developed certain knowledge, understandings, insights and skills as they relate to the reform agenda - the rationale, the goals, the features, and the underpinning philosophy, attitudes and values - in the context of your work. All this should help you to perform better in your work context. You may also wish to discuss them with a colleague.

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

The outcomes for the module 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. state the major reasons for the reform?	
2. discuss the differences between the old and reformed structures of the school system?	
3. explain key reform terms - 'integral human development', 'an outcomes-based curriculum', 'lifelong learning', 'assessment', 'evaluation', 'criterion-referenced assessment' and 'norm-referenced assessment'?	
4. list the aims of the primary curriculum and elaborate on what they mean?	
5. identify the values underpinning the Papua New Guinea Education Reform?	
6. prepare a clear presentation to a group about the significant and relevant aspects of the reform?	

7. discuss principles of assessment and reporting presented in the <i>National Assessment and Reporting Policy, 2003</i> ?	
8. make links between elementary, lower primary and upper primary learning areas, subjects and focuses?	
9. explain why the curriculum principles presented in the <i>National Curriculum Statement (2002)</i> are important?	

If you answered 'yes' to all of them, you have done very well. Think about the kinds of evidence that 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.

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 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 learning outcomes* for which you have agreed to provide evidence.

### Additional space for your notes

**Additional space for your notes**