

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 1:
Philosophy of Curriculum Reform

**Module 3: Why an outcomes-based
education in Papua New Guinea?**

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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 3: Why an outcomes-based education in Papua New Guinea?

Module Introduction

Welcome to *Module 3: Why an outcomes-based education in Papua New Guinea?*

Papua New Guinea is in the process of implementing curriculum reform. The *Primary Education Handbook* (2000), the *National Curriculum Statement* (2002) and the *National Assessment and Reporting Policy, 2003*, make clear the fundamentals of curriculum reform. This is the focus of Module 1.

Module 2 focuses on the concept of outcomes-based education.

This module focuses on how Papua New Guinea is implementing outcomes-based education (OBE). It also challenges you to think how the introduction of OBE is likely to change some of your practices in your work situation whether you are school-based or office-based.

To do this module you will need access to the *National Curriculum Statement* (Resource 2) and the *National Assessment and Reporting Policy, 2003* (Resource 3). These are shown on pages 4-8 of the *Unit Introduction*. All activities in this module are based on these documents.

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. explain the reasons for Papua New Guinea adopting an outcomes-based education
2. identify the intended benefits of outcomes-based education
3. identify and explain Papua New Guinea's approach to implementing outcomes-based education
4. discuss the similarities and differences between outcomes-based programming and other programming approaches.

Section 1: The rationale



Many countries have introduced outcomes-based education. This is done usually to meet emerging educational needs. Research has identified a mismatch between the curriculum intentions of the government of the time and what teachers teach and assess and what students know and can do. In other words, the intended curriculum, the taught curriculum and the achieved curriculum all seem quite different.

Some educators believe that an outcomes-based education can help reduce the gaps that exist between the intended curriculum, the taught curriculum and the achieved curriculum. Outcomes can provide the means of linking the intended curriculum outlined in the syllabuses with what is actually assessed, learned and taught.

To see why Papua New Guinea has adopted an outcomes-based approach, we need to take another look at the *National Curriculum Statement* (2002).



Go to page 3. Page 3 is where the rationale begins. Read pages 3-5.

Page 4, Section 2.2, explains the reasons for developing a Papua New Guinea Curriculum.

On page 5, Section 2.3 explains outcomes-based curriculum. Section 2.4 explains why Papua New Guinea is adopting an outcomes-based curriculum.

- **Read pages 5-6.**

Pay special attention to what an outcomes-based curriculum is expected to achieve, listed on page 6.

This list is reproduced here.

An outcomes-based curriculum will

- give teachers, individually or collaboratively, the flexibility to devise programs and units of work that meet the differing needs of students at levels of schooling in a broad range of settings in Papua New Guinea
- include all aspects of Integral Human Development
- help teachers assess and report students' achievements in relation to the learning outcome statements
- allow students' achievements of the outcomes to be described in consistent ways
- help teachers to monitor student learning, and
- help teachers plan their future teaching programs.

**Reflect on the following:**

- How does the objectives-based curriculum you are using now or have used in the past compare in terms of the benefits listed above?

- Reflect on the statement ‘An outcomes-based curriculum will allow students’ achievement of the outcomes to be described in consistent ways.’ (4th point)
 - What does this statement mean to you?

 - How do you currently assess and make judgements about student achievement?

 - How do you currently report?

 - Are ways of reporting in your school consistent across teachers?

 - When you score two students at 70/100 or award them both a ‘B’ grade, it looks as if they are equally good. However, can we assume that their strengths and weaknesses are the same? Explain.

Hint: It is important to reflect on your current practices and make comparisons in order to effect changes.



Most education systems that have adopted OBE have opted for a *traditional approach* or a mixture of *traditional* and *transitional approaches*. Countries that have tried to implement the *transformational approach* have found it to be very difficult.

The *traditional*, *transitional* and *transformational* approaches are described in Module 2, pages 43-44.

The Papua New Guinean approach focuses on outcomes ‘based primarily in subject matter content’.

However, Papua New Guinea is adopting a Melanesian approach. It has blended a *traditional approach* to OBE with some elements of a *transitional approach*

encouraging integration and cross-curriculum approaches to developing and implementing outcomes at elementary and primary levels of schooling.

The National curriculum goals for Papua New Guinea (exit outcomes of schooling in PNG) are found in the *National Curriculum Statement*. (see 3.3, pages 11-12).

They are derived from Papua New Guinean values and beliefs, which are found in the Constitution, Government policies, reports and circulars. They state in broad terms what the curriculum is designed to achieve for all students at all levels of schooling and the country. (page 7)

Thus the Papua New Guinea curriculum has elements of the *transformational approach* as well. Exit outcomes clearly identified in the *National Curriculum Statement* direct and influence the development of grade outcomes.

The *National Curriculum Statement* (2002) provides a curriculum framework for the development of curriculum materials. It has been written by bringing together numerous reports, policies and frameworks. The old frameworks were not thrown out as is advocated by the *transformational approach*. Instead, they are incorporated into a new more coherent framework that combines some elements of the *traditional* and *transitional approaches*. Similarly, the new syllabuses for elementary, lower primary and upper primary build upon existing syllabuses and include the curriculum principles of the *National Curriculum Statement* (2002). The new syllabuses identify learning outcomes for each grade for each subject in the curriculum. The outcomes become progressively broader and more complex indicating development and growth. This is the concept of a progress map. Teachers should be in no doubt what students achieve by the end of each grade and from grade to grade.



Imagine you are invited to make a 10-minute presentation to a group of your colleagues to explain the reasons for Papua New Guinea adopting an outcomes-based education as a major thrust of curriculum reform.

- Record the significant points you plan to make and the resources you plan to use here. You may present this plan using a diagram or a table or any other structure you wish.

**Share your plan with a colleague.**

- Record any significant questions raised by your colleague and your responses to them.

Questions	Responses

Section 2: How is Papua New Guinea implementing OBE?



Having looked at OBE in a general sense and the policy documents that support OBE in detail, it is important for you to understand Papua New Guinea's approach to implementing it.

The following principles are important in Papua New Guinea's approach to OBE. (Adapted from *Professional Reading Series 1-3*)

Learning outcomes are derived from higher order goals or exit outcomes, which describe what the government, parents and the community want students to know, do and understand.

As you are already aware, the *National Curriculum Statement* (2002) includes the higher order goals and values, and the aims for each level of schooling. The goals, values and aims describe what government reports and national plans say. They are the exit outcomes of learning in schools. The achievement of the learning outcomes in the syllabuses contributes to the achievement of these higher order outcomes. Learning outcomes provide an explicit focus for student-centred planning for assessing, learning and teaching that promote the achievement of longer term exit outcomes.

Learning outcomes challenge and extend students' learning.

Outcomes are not about trivial things. Each learning outcome in the syllabuses contains a number of important concepts and processes that will challenge and extend all students. Given the right opportunity, time and flexible teaching programs the majority of students should be able to achieve these outcomes. This is a challenge for teachers as well. Teachers will need to be creative and flexible, making good use of the resources available to them.

Planning and teaching need to be flexible so teachers are able to meet the needs of their students.

Students should have the opportunity to achieve the learning outcomes by using different content and different teaching and learning approaches. This means that teaching programs need to be flexible in order to deal with students' actual needs and the differences there are in available resources. For instance, not all schools will have full sets of textbooks but this does not mean that particular subjects cannot be taught. By being resourceful, a teacher can teach successfully using the resources within the community and local environment.

Students need more than one chance to succeed.

An important aspect of OBE is the belief that by being flexible with time and being resourceful teachers can help most students to succeed. Students may need many opportunities to succeed. Learning outcomes usually deal with a range of content. Teachers should select the content and teaching approaches that will best suit the needs of their students. The teacher guides and other support material will help teachers to do this.

Learning outcomes show the typical progress of learning for all students and are written sequentially within each subject syllabus.

Learning outcomes have been written for each grade in each sub-strand of each strand of each subject syllabus. The outcomes are written to show a typical learning sequence or a progress map for all students. The learning sequence continues from grade to grade. This enables schools to track students' progress in a subject from one grade to the next.

All students demonstrate what they know and can do regarding each learning outcome.

Outcomes are the products of learning. Outcomes-based education emphasises what students can do and know as a result of learning. Students must demonstrate what they know and can do regarding each learning outcome. Teachers assess students in an on-going fashion using a range of assessment methods in order to monitor their progress towards achieving the outcomes. Assessment in this context is formative and is very much a continuous way of supporting and improving students' learning by providing relevant and timely feedback. This way of assessment is not usually used to rank and grade students. Ranking and grading is more often associated with normative assessment practices such as end of term tests or end-of-year examinations. In order to support and improve students' learning, the criteria used to judge students' achievements are made very clear so that students know exactly what is expected of them. This form of assessment is known as criterion-referenced assessment.



Reflect on each of the six principles.

- Do you see any link between the six principles and the information provided on pages 43-45 of Module 2?



Think of the kinds of changes you will need to make when implementing an outcomes-based education in your classroom, school or province.

- In the light of your learning in this section of the module, list three changes you may have to make, in the table below.

I need to change	
From	To

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.



For each of the above, reflect on how you plan to acquire the knowledge and skills to make the changes you are planning to make.

- Use the table to record your thoughts.

What do I need to know?	How can I learn what I need to know?	How will I use this information?



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

Changes I plan to make ...	My plan of action

Hint: This is only the beginning, but you need to start thinking about OBE and ways you need to prepare yourself for the change. Be honest and realistic about it.

Section 3: Programming approaches



The *National Curriculum Statement* describes the significant outcomes of education when students complete their schooling or exit outcomes. It also identifies the overall goals and aims for each level of schooling.

Each syllabus identifies the subject learning outcomes that contribute to students' achievement of the overall goals and aims of education.

Teachers design teaching programs to assist students to learn. Teacher guides provide examples of how teachers might do this. You will find references to and details of teacher guides in Primary In-service Units 2 - 8. The design of appropriate teaching and learning programs is a vital part of every teacher's work.

A program consists of a number of units of work. Each unit of work is elaborated into a sequence of lessons. Units of work usually have a particular theme or topic or organiser. A teaching program might consist of one unit of work or many units of work. The program might take a few weeks or a year or more to complete.

Most teaching programs usually have:

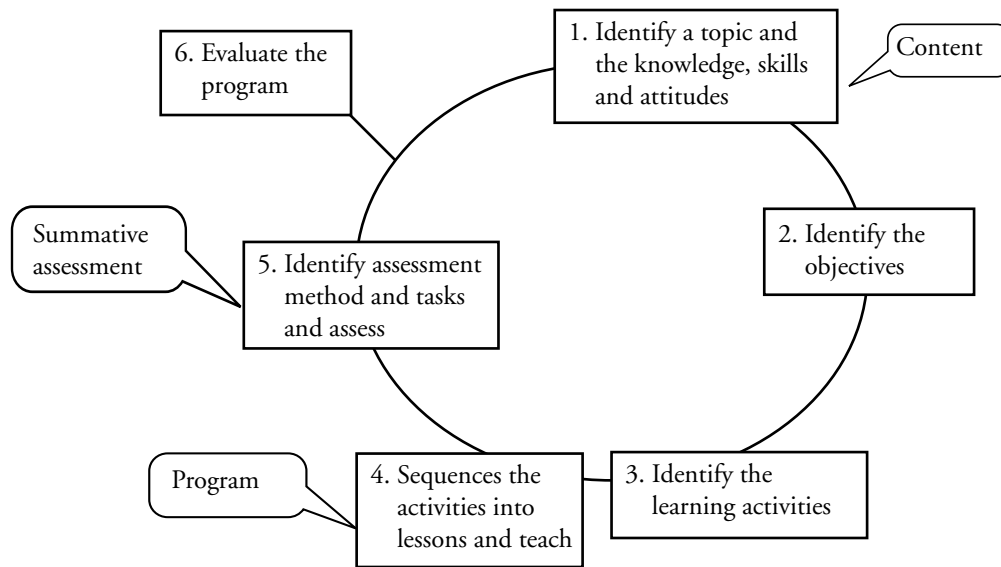
- A rationale – an explanation about why this program exists
- Purpose - statements that identify what the program will achieve
- Outcomes-statements that indicate what students are able to know and do after studying the program
- Assessment guidelines – an indication of how and when the teacher intends to assess student learning
- Teaching/learning strategies – an indication of how the students are helped to achieve the outcomes
- Content statements – statements that indicate broad areas of content – knowledge, skills and attitudes that will help students achieve the outcomes.

Teachers program in different ways. Three examples are given below. (Adapted from *Professional Reading Series 1-3*)



Working with a colleague, look at each example closely and read the information that follows.

Example 1: Programming using a content-based approach

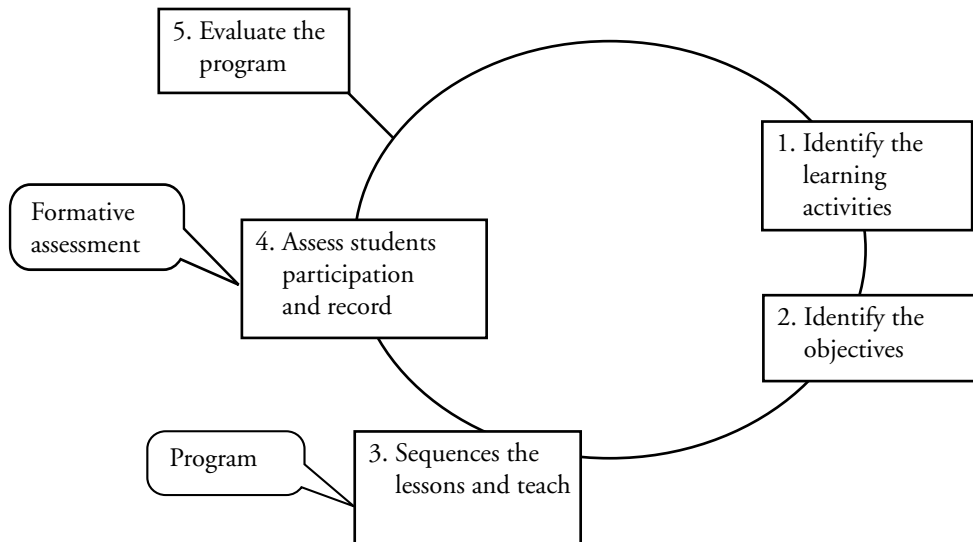


In this approach, the teacher first decides on the knowledge, skills and attitudes (content). Often the teacher starts with a particular topic such as Water or Healthy Living. The teacher selects a topic usually because it is interesting. The teaching program consists of a series of topics and each topic is an end in itself. The knowledge and skills selected by one teacher for a topic may vary considerably from that selected by another teacher or from textbook to textbook. In a content-based approach, teachers usually teach within a subject, keep to time allocations and the program can be quite inflexible. Assessment is usually at the end of a topic (a topic test), marks or grades are given and students are ranked on the basis of the marks or grades (ie, norm-referenced).



Does this example describe the way you program? Think about any similarities and differences.

Example 2: Programming using an activity-based approach



In this approach the learning activities are considered first. Here teachers are concerned with emphasising how students learn rather than what students learn. For instance, a science program could just consist of a range of practical activities which students work through. Assessment is often based on how students perform these activities rather than what they have learned.

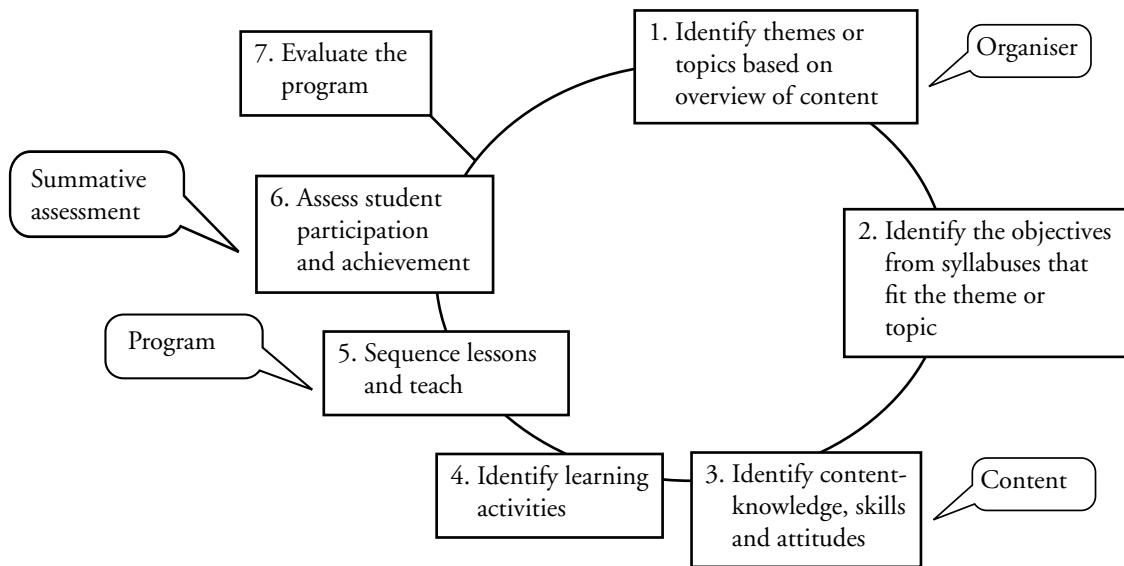
A combination of an activity-based and a content-based approach is common.

These approaches use objectives to define the content studied during the course of the program. In a content-based or activity-based approach, the objectives usually do not relate to any higher order outcome(s) but are ends in themselves.



Does this example describe the way you program? Think about any similarities and differences.

Example 3: Programming using an objectives-based approach



In this approach themes or topics (organisers) are considered first from an overview of the syllabuses. Then objectives that fit the theme or topic are selected. This lends itself to integration between subjects. In this approach, teachers are concerned with emphasising what students learn, how they learn and whether they have learned. Assessment is often done at the end of a theme or a topic (summative assessment).

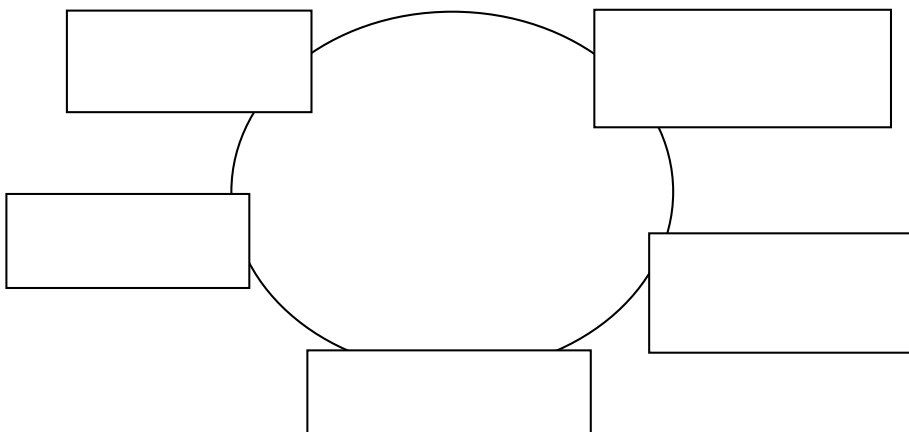


Does this example describe the way you program? Think about any similarities and differences.

- Do any of the three examples match the way you program?
- If yes, which one?



If not, draw a sketch here to show how you program. Use the template provided here. Add or delete boxes, as required. You may wish to use another structure to show the way you program.



- How does your colleague program?
- If not, arrange a meeting with two other colleagues to find out their approaches to programming. Record the ways others program and why they program that way.
- Does your school provide a template or a set of steps for planning and programming?
- Does your school/province provide readymade units of work?



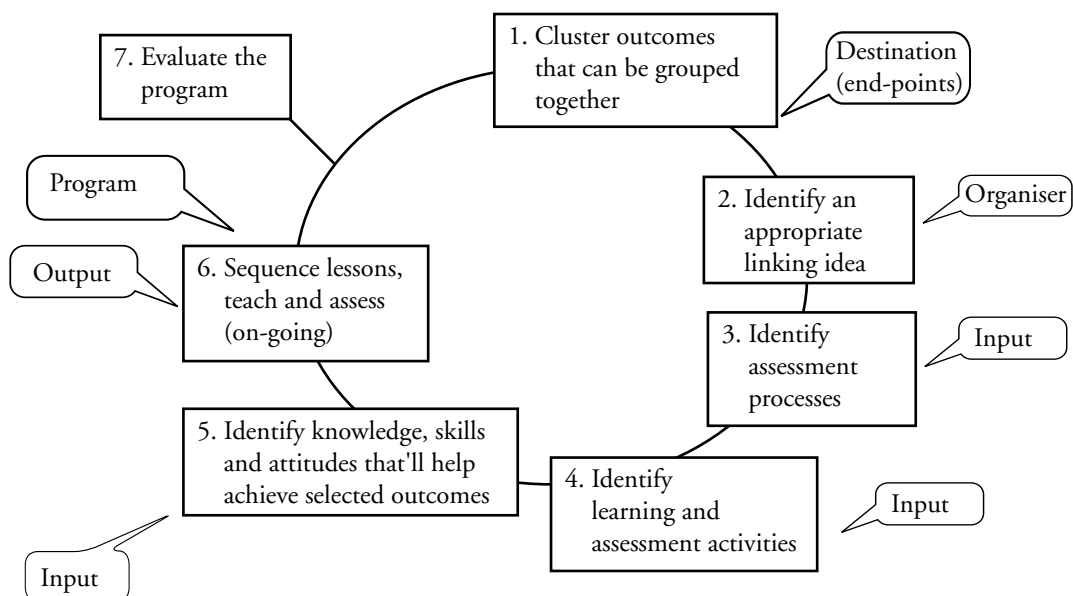
Reflect on the variety of ways teachers plan and program.

Now, working with a colleague, look at Example 4 and the notes that follow.

Example 4: Programming using an outcomes-based approach



The diagram shows the steps involved in one way of programming.

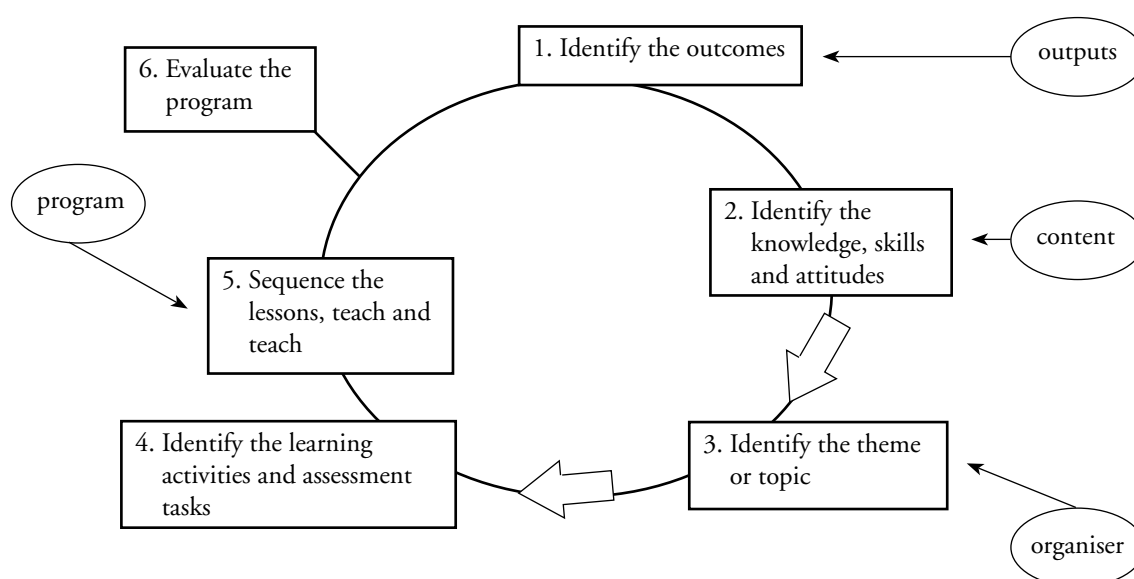


In this approach, teachers consider first what students need to know and do (outcomes) on the completion of a program. The outcomes may be selected from one subject or a number of subjects. The main purpose of the teaching program is to help students achieve the selected outcomes. Teachers may then identify a theme or topic appropriate to the selected outcomes. The theme or topic acts as a suitable organiser for teaching the knowledge and skills. Teachers decide how best to assist students to achieve the selected outcome(s) and select the kinds of learning and assessment activities that will help the students to learn and demonstrate their learning. Teachers will then select the content that is relevant to the outcome(s) and the school context. Teachers ensure that the program takes into account the local context and the needs of the community.

It is also possible to start with identifying a theme or topic from an overview of the outcomes for the grade, as Step 1. This is followed by selection of appropriate outcomes as step 2.

Planning becomes a process of anticipating possible activities rather than predetermining specific activities. As a result, content is seen as a support base for students' achievement of the outcomes, rather than as an end in itself.

Outcomes-based approach - Approach in teacher guides



Outcomes-based programming is a reflective process in which content, teaching, learning and assessment activities are integrated around the selected outcomes. At each step of the process, the teacher reflects on the ways these elements influence each other and make adjustments to content, activities and sequencing, if needed.

Teachers program activities so that all students have an opportunity to achieve the outcomes. Outcomes-based programs are usually flexible to allow all students time and the opportunity to achieve the outcomes. Teachers prepare assessment activities at the same time as the learning activities and these are an integral part of the teaching-learning program. Assessment criteria are often jointly constructed by teacher and

students or at least negotiated with students. Criterion-referenced assessment is most appropriate in an outcomes-based approach. Teachers use assessment information to help students to achieve the outcomes and not to compare their performance with that of other students.

The *National Curriculum Statement* (2002) and subject syllabuses promote an outcomes-based approach at all levels of school education.



Reflect on the following. Record your thoughts. Work with a colleague.

- Every teaching program requires careful planning and a teacher needs to consider a range of factors that can have a positive or negative impact on student learning. What are some of the factors you would consider?
- What are the significant similarities and differences between outcomes-based programming and the other approaches illustrated in this section? Record your response in the table below.

Similarities	Differences

- How does outcomes-based programming provide a better focus for learning and teaching programs than the other approaches illustrated in this section? Some ideas are given as examples. Complete the sentences and add some ideas of your own.

Outcomes-based programming:

Focuses on

Makes explicit

Assumes all students

Helps teachers reflect on

Helps students to

.....

.....

Hint: If you are not sure, refer back to pages 43-45 of Module 2.

Outcomes-based planning and programming is the focus for In-service Unit 5

Module Summary

Gutpela! You have reached the end of this module.

Outcomes-based education may be a new concept for you. This module has dealt with the reasons for introducing an outcomes-based approach and the ways it is being introduced in Papua New Guinea. The expected benefits are found in the *National Curriculum Statement* (2002).

Planning and programming using outcomes may be similar in some ways to some approaches you and your colleagues are using, but it is also different from them.

You now have some idea about outcomes-based education and its possible impact on your practices. This knowledge will help you to understand the structure and contents of the lower and upper primary syllabuses.

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 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 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. explain the reasons for Papua New Guinea adopting an outcomes-based education?	
2. identify the intended benefits of outcomes-based education?	
3. identify and explain Papua New Guinea's approach to implementing outcomes-based education?	
4. discuss the similarities and differences between outcomes-based programming and other programming approaches?	

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' or are 'not sure' to of any, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks.

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

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 outcomes for which you have agreed to provide evidence.

Additional space for your notes

Additional space for your notes