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CURRICULUM REFORM IMPLEMENTATION PROJECT

VOLUME 3

Lower primary curriculum materials

- New lower primary syllabuses
- Revised teacher guide and resources for elementary.
- New lower primary syllabuses to be implemented in 2006.

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LOWER PRIMARY CURRICULUM COMPLETED

Welcome to the third CRIP Tok Save.

If you are reading this newsletter in a school it means that you have received your plastic crate containing either the new lower primary curriculum materials, for primary schools, or elementary support materials, for elementary schools.

The seven new lower primary syllabuses are written in outcomes just like the upper primary syllabuses. They use some of the content from the previous syllabuses but this has been rewritten to make it more relevant for PNG.

For each syllabus there is a Teacher Guide. The Teacher Guide explains the syllabus and gives you ideas for planning and programming the new syllabuses.

Copies of the syllabuses and teacher guides should be given to the teachers. The head teacher should develop

an action plan to assist new teachers understand and implement the syllabuses.

Read the Implementation Support Booklet to get some ideas about what you need to do in the school.

The new lower primary syllabuses need to be implemented in 2006. You should use 2005 to become familiar with the new syllabuses and prepare for their implementation.

The new syllabuses and Teacher Guides were written by PNG Curriculum Development Division Curriculum Officers, in consultation with primary school teachers.

In 2004 the elementary Teacher Guide was distributed to elementary schools. The Elementary Teacher Guide has been revised, updated and replaces the one sent to you in 2003 or 2004.

CRIP to provide funds for inservice in 2005

CRIP provided over K400,000 to provinces in 2004 for inservice to assist with the new upper primary and elementary curriculum.

CRIP will be providing the same amount of money to provinces in 2005 so that inspectors and provinces can conduct teacher inservice on the new primary and elementary curriculum.

But you do not need to wait for this money to come to run inservice in the school. You will find upper primary and elementary inservice units in the crate which contained this newsletter and the crate delivered to you in 2003 or 2004.

In addition you will have received upper primary or elementary self-paced inservice units in the 2003/2004 distribution.

The plastic crate also contained some self paced inservice units to help you understand and implement the new syllabuses. Make sure you use them in the school. Teachers can study them by themselves or work in teams with other teachers.

The units will help you implement the reform curriculum.

Developing the lower primary syllabuses



These units can be studied by individual teachers, groups of teachers or the whole school.

The inservice units and the Teacher Guides will help you understand the new curriculum, how to plan and program and how to assess the students.

Make sure you read them and study them.

RISAs will help schools and inspectors to implement the new curriculum in 2005.

CRIP Regional Implementation Support Advisers

In 2004, CRIP appointed five people to the new position of CRIP Regional Implementation Support Adviser or RISA as we call them.

RISAs are based in Kimbe, Madang, Mt Hagen, Goroka and Port Moresby. They work with school inspectors, head teachers and teachers to assist with the implementation of the new curriculum.

They are all highly qualified teachers and administrators who have worked in and understand PNG. Two of them, Margaret Maru in Madang, and Sam Awaisa in Mt Hagen, are Papua New Guineans who have worked with the Depart-

ment of Education.



*Margaret Maru (Madang)
Gordon Shirley (Goroka), Chris Stores (Port Moresby), Stuart Taylor (Kimbe), Sam Awaisa (Mt Hagen).*

The RISAs work across all regions of PNG and have spent a lot of time in 2004 helping schools unpack the

plastic crates that contained the elementary and upper primary resources.

In 2005 they will be working with provinces, inspectors and schools to help them implement the reform curriculum.

This newsletter tells the story of Christine Stores visit to Magarida in Central Province, to give an inservice course to teachers on the new curriculum materials.

The RISAs will be visiting schools in 2005 so make sure teachers have a chance to speak to them about the new curriculum when they come to your school.

Workshops to develop vernacular materials

Dr Joan Kale, CRIP Vernacular Language Adviser, has been holding workshops with elementary and lower primary teachers throughout PNG in 2004. Seven workshops were conducted in 2004 and more will be conducted in 2005.

These workshops are designed to show teachers how to develop local vernacular materials for use in schools.

The teacher workshops last

two weeks and give teachers a good opportunity to develop their vernacular language skills, writing and speaking, as well as to write some materials, including big books.

Dr Kale is using these workshops to select teachers to become vernacular literacy trainers. She will conduct trainer workshops in 2005 so that every province has a vernacular literacy trainer who

can train other teachers.

CRIP will giving grants to the Vernacular Literacy Trainers in 2005 so they can conduct teacher workshops in all provinces.

This is a very important program that will help lower primary teachers who are helping students to bridge to English and elementary teachers who are teaching in the vernacular.



Teachers making books at the Buka Workshop

Buka vernacular workshop

A Vernacular Literacy Writers' workshop was held recently at the Tsiroge Convention Centre, Bougainville.

Mrs. Jaking Marimyas, PCO Elementary and Dr Joan Kale from the CRIP Team were facilitators.

Twenty nine primary and elementary teachers from schools on Carteret, Nissan and Buka Islands, from many

schools on Bougainville and as far away as Buin attended the two-week course.

The participants spoke 17 different language varieties and prepared Big Books for their students in the languages of instruction at their schools.

Teachers worked in groups to support each other with ideas, editing, illustrating and pub-

lishing their texts.

One teacher said "This is the workshop I've been looking forward to ever since I started my teaching career".

From this workshop, some teachers will be selected to attend a workshop for Trainers of other teachers in preparing vernacular literacy materials for the schools of the North Solomons Province.

Visiting Magarida by Chris Stores RISA for Southern Region

Magarida is a small, remote coastal village on the border of Milne Bay and Central Provinces. It used to be a station in the colonial days and housed many government officials.

There was an airstrip and regular shipping. Now the sole remaining Government representative is the Primary School Inspector. The airstrip is overgrown and the only boats that call in are the banana boats belonging to locals.

When CRIP provided funds for inservice through CRSP both Mr Ba'a, the Primary School Inspector and Mr Omuru, the Elementary Trainer encouraged clusters within their area

to apply. They were successful and combined the funds to hold a one week inservice in Magarida. Word was spread via 'bush telegraph', I was asked to attend and plans were put into place.

To get to Magarida I had to fly to Alotau. While there I negotiated 200lt of fuel for the boat to take with me, bought flour, sugar, tea and rice to contribute to the village, and finalised arrangements for the Milne Bay Inspector to drive me on the second leg of my journey. The second leg involved driving to Nube village, about 90 minutes from Alotau. We were

met by Mr Ba'a in a banana boat, loaded up and left for Magarida, some three hours away. Thankfully the waters were smooth and the life jackets not required.

It was decided that the grass was too long on Magarida and the risk of snake bite high, so the teachers were meeting on Loupom Island, a short trip away. So off we went again.

Loupom Island is a beautiful tropical Island. The villagers came out to greet us, the kids all ran away, giggling and hiding their faces. The village was adorned with 'bilas' in honour of the teachers and individual houses were also decorated.

The teachers were all in the church, the only building big enough to house the 93 teachers who had made the trip to the inservice. Some had walked long distances before boating to the island, some had taken canoes and others banana boats or dinghies. All were happy to be sharing stories with each other and their hosts.

For the next few days teachers worked on plans and programs from the new syllabus.

By the end of the inservice it was agreed that everyone now knew how to use the documents for planning and programming .

I loved my time in Magarida and left believing that CRSP funds were put to good use. Without them teachers from Magarida would not have been introduced to the curriculum in such an exciting way. The Inspector and Elementary Trainer were very thankful for the opportunity to see all their teachers and conduct inservice with them and they are already planning for next year.



A welcome in Magarida



For the next few days the teachers worked with the new syllabuses and prepared plans and programs.

Lower secondary (Grades 9-10) curriculum reform starts!

Now that the elementary and primary reform curriculum has been written and sent to schools Curriculum Development Division (CDD) has commenced rewriting the lower secondary curriculum.

The Secondary Board of Studies has approved the framework for the curriculum and officers have started writing the nine new reform syllabuses for Grades 9 and 10.

Like the primary and elementary syllabuses they will be outcomes-based. They will be written by PNG writers in consultation with schools, teachers and universities.

CRIP will assist by providing resources and technical support for the curriculum officers.

As well as new syllabuses, the Department of Education is reviewing the student assessment and examinations for lower secondary.

The new syllabuses will be ready for trial implementation in schools in 2006 with full implementation starting in 2007 in Grade 9.

Inservice for teachers in Madang



Training workshop in Goroka



Resources for teachers and students

CRIP and the Department of Education have started developing student and teacher resources to help you teach the new elementary and lower primary curriculum.

For upper primary, CRIP and the Department of Education will be providing student and teacher resources for Making a Living and Personal Development. These will be sent to schools in the second half of 2005.

During 2005 and 2006, CDD curriculum officers will be writing new teachers resources for every lower and upper primary syllabus. These will start to reach schools in 2005 and 2006.

Elementary resources will be sent to schools in 2005 for all subjects. The first one is a Cultural Mathematics resource book about Patterns.

Watch out for these new resources!

**CRIP is on the web! Go to:
www.pngcurriculumreform.ac.pg**

Monitoring student performance in the reform curriculum

One of the most important projects undertaken in 2004 by CRIP and the Department of Education was the pilot Curriculum Standards Monitoring Test (CSMT).

A sample of students in Grades 3, 5 and 8 from all regions of PNG was tested in literacy (reading and writing) and numeracy (mathematics). In addition, students in Grades 5 and 8 were asked questions about their attitudes towards school.

The tests were different from usual examinations. The tests were not designed to compare students or select students for the next stage of schooling. They were used to give PNG baseline data about whether

students were able to achieve the outcomes of the language and mathematics syllabuses.

The Grade 3 test were conducted in five vernacular languages to find out information on the impact of elementary learning. The results indicated that Grade 3 students were making good progress and that learning in the vernacular was helping students understand important language and mathematical ideas and concepts.

The final report on the pilot tests will be presented to the Department of Education's Top Management Team in February. The TMT will then decide if it will conduct the tests again in 2006

and 2008. By conducting tests in these years the Department will be able to measure the improvement in student learning because of the reform curriculum.

As well as implementing the CSMT to find out about the curriculum, CDD curriculum officers will be monitoring the curriculum through visits to schools to interview teachers.

CRIP is also collecting information on the impact of the curriculum through some long term evaluation studies called Impact Studies. The findings of these studies will be used by the DoE for planning, providing support to schools, and improving the curriculum.

