

# Implementation Support Booklet

**For Head Teachers of Elementary Schools**

**Supporting the Implementation of the Elementary Curriculum**



Papua New Guinea  
Department of Education

## **Issued free to schools by the Department of Education**

Published 2003 by the Department of Education, Papua New Guinea.

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I.S.B.N. 9980-930-45-4

## **Acknowledgements**

This book was prepared for the Department of Education by Dr Api Maha and Dr Wilfred Kaleva of the University of Goroka with the assistance of officers from the Curriculum Development Division and Teacher Education and Staff Development Division.

Book jacket and layout by Kelamon Maven.

This document was developed with the support of the Australian Government through the Curriculum Reform Implementation Project.

## Secretary's Message

The work of elementary school head teachers is crucial to the success of the education reforms. Up to now, these reforms have been mainly structural. There has been a rapid increase in the number of elementary schools and in students attending primary schools to Grade 8. There is a need to support these structural reforms with reforms to our curriculum.

The Curriculum Development Unit of the Curriculum Development Division is reforming the curriculum for basic education from Elementary Prep to Grade 8. These officers have been working with teachers from all regions to ensure that the new curriculum is relevant to our country's needs. Work has been completed on the *National Curriculum Statement*, three new elementary syllabuses and teacher guide, and seven new upper primary syllabuses and teacher guides. In 2003, these officers will write new lower primary syllabuses and teacher guides.

This booklet will help head teachers support the introduction and implementation of the new elementary syllabuses.

The new curriculum materials will only assist our students and our country when you and your teachers breathe life into them. The publishing of these documents alone will not change the curriculum in our schools. You and your teachers need to understand and implement the new curriculum. This will require all teachers to adapt and improve current practices. I am confident you and your teachers will accept this challenge in the same way that you and they have supported the structural reforms that are dramatically changing the face of education in this country.

I urge you to read this booklet thoroughly and plan carefully with your teachers and community how you will introduce the new elementary curriculum during 2003, in preparation for full implementation in 2004.



Peter M Baki  
Secretary for Education

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## Glossary of Terms

**Assessment** Assessment is the ongoing process of identifying, gathering and interpreting information about students' achievement of learning outcomes.

**Integrated approach** Integrated approach is a teaching method which requires teachers to form linkages across subjects.

**Learning indicators** Learning indicators are lists of the kinds of things students will be able to do, know and understand if they are achieving the outcomes at a given level of education.

**Learning outcomes** A learning outcome is a specific statement that identifies the knowledge, skills, attitudes and values all students should demonstrate at a certain level of education.

**Reporting** Reporting is communicating clearly to students, parents or guardians, teachers and others, the information gained from assessing students' learning.

**Strands and Sub strands** The outcomes in each syllabus are organised into strands. Each strand has a theme that usually links the outcomes from one grade to the next grade. For instance, the Language syllabus has three strands, speaking and listening, reading and writing. All the outcomes associated with speaking and listening are grouped together in this strand and so on with reading and writing. Within a strand, there are sub-strands that contain outcomes that refer to particular knowledge, skills, attitudes or processes. For instance, the speaking and listening strand in the Language syllabus is organised into three sub-strands - production, skills and strategies, and context and text.

**Syllabus** A syllabus describes the knowledge, skills and attitudes to be taught and developed for each grade at a level of schooling. It prescribes the national ground rules for teaching a subject by outlining the rationale, aims, outcomes and main content areas for a subject.

# 1. GETTING STARTED

## 1.1 The Purpose of the Implementation Support Booklet

This *Implementation Support Booklet* was developed to assist you to implement curriculum reform in your elementary school.

It is important to read this booklet because it:

- has a checklist of what is in the Elementary Curriculum Package
- has a checklist of what to do when you receive the Elementary Curriculum Package
- provides useful information about the emphasis of curriculum reform
- provides an overview and key features of the syllabuses in the reform
- gives useful hints on how to implement the curriculum changes
- informs you about what key messages to give to the teachers, school students/children and those in the community
- contains a glossary of terms used in Elementary curriculum documents.

## 1.2 How to use the Implementation Support Booklet

Read the booklet and use it as a guide when implementing the new syllabuses.

Get together in a cluster group to decide on methods for implementing the new syllabuses.

## 1.3 What is in the Elementary Curriculum Package?

The Elementary Curriculum Package contains the documents listed below. Use the checklist to check that all the documents are in the package. If you have received the documents tick against the name of the document in the checklist.

Please note that the Package may contain additional material for your school, such as HIV/AIDS information and paper, which is not included in the list below.

### Check list of Documents in package

ITEM / DOCUMENT IN PACKAGE	CHECK [✓]
Covering letter/s	
Implementation Support Booklet [this document]	
National Curriculum Statement	
National Assessment and Reporting Policy	
Syllabus documents:	
Culture and Community,	
Cultural Mathematics	
Language	
Elementary Teacher Guide	
Acknowledgement form	
Outcomes Wall Charts showing links across subjects	
Self paced inservice unit – Education Reform in PNG	
Collegial Curriculum Leadership Program module	



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## **1.4 What to do with the package**

### ***1.4.1 Unpack and stamp all the materials***

Label or stamp all the curriculum materials with the school stamp. If you do not have a school stamp, write the school's name in the front of each document. Use the plastic container to store the materials when they are not being used.

### ***1.4.2 Documents belong to the school, not individual teachers***

You need to care for and protect the resources in the package. The materials belong to the school, not the teachers. There is one set of syllabuses and a teacher guide for each teacher in your school. Number each syllabus and teacher guide and keep a record of which teacher received which copy. You might need to keep a copy of the materials in the office or library so that everyone in the school can use them.

### ***1.4.3 Return the acknowledgement form***

The Department of Education needs to know that you received the materials. **You must fill in the acknowledgment form, sign it and return it to the address shown as soon as you open the package.**

### ***1.4.4 Store in a safe place***

Store the curriculum materials in a safe place. Regularly spend time checking and looking after your curriculum materials. Carry out a regular stock take at least every six months.

Use the container they came in to store unused materials. The container is to be kept in the school for storage purposes. Label the container with the school name as well.

### ***1.4.5 Become familiar with the documents before you start to implement them***

Read and become familiar with all the documents before you start to implement them in the school.

Use the following checklist to help you implement the changes. Do these things in the order that they are listed and place a tick next to them when you have completed them.



WHAT TO DO		CHECK [✓]
1	Check the contents of Elementary Curriculum Package Use the "Check List of Documents in Package".	
2	Complete and return the Acknowledgement Form	
3	Read all covering letters.	
4	Label all items in the package with school stamp or write "Property belonging to _____ School."	
5	Identify a secure storage place for storing the materials and store them there immediately.	
6	Read this Implementation Support Booklet.	
7	Read other documents such as the National Curriculum Statement and the National Assessment and Reporting Policy	
8	Establish a working group to oversee planning and implementation of curriculum.	
9	Use the Planning Proforma in Appendix 1 to develop: <ul style="list-style-type: none"> <li>• an action for teachers to familiarise themselves with teacher guide and syllabuses,</li> <li>• a plan of action for the community to familiarise them with the new curriculum and policies.</li> </ul>	
10	Implement the teacher and community action plans.	
11	Plan your school based inservice to prepare for full implementation of syllabuses by 2004.	



### 1.5 Other documents you need to refer to

As well as the documents referred to above you need to be familiar with the:

- *Language Use Policy* (see Appendix 2)
- *Handbook of Elementary Education*.

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## 2. BACKGROUND AND SOME KEY MESSAGES

### 2.1 Background to the reform

The national education school system in Papua New Guinea is going through an important period of curriculum reform. The changes in the curriculum are being implemented from Elementary Prep to Grade 12. The curriculum that is being developed reflects the values of our cultural heritage in Papua New Guinea, its languages and traditions. The reform also promotes new approaches to the way the subjects are taught and learnt in the schools.

The key features of the education reform are:

- a more relevant curriculum which emphasises skills development and the use and maintenance of the local languages of the community
- nine years of basic education for all children implemented nationally by 2004
- the establishment of community-based elementary schools (Elementary Prep to Elementary 2) that use the community vernacular as the main language of instruction
- converting community schools into primary schools for Grades 3-8 and a gradual bridging to English as the language of instruction in the primary school, while maintaining the use of the students' vernacular
- increased access to Grades 9 to 12.

With the changes that came about as a result of the education reform, there was a need to reform the curriculum. The development of elementary curriculum materials began in 1993. A full set of the elementary curriculum material was distributed to all elementary schools in 2001. The first edition of Lower Primary (Grades 3-5) curriculum materials and some support materials were sent to primary schools in 2000. Upper Primary reform syllabuses commenced development in 2000 and were trialled in 2001. These were printed in 2002 and are being sent to primary and community schools in 2003.

You should read the *DoE Curriculum Management Plan 2001-2005* (pages 1 – 2) and the *DoE Inservice Management Plan 2001-2005* (pages 1 – 2). You should also listen to the educational reform awareness audiotapes. These materials were sent to your school in late 2002.

### 2.2 The National Curriculum Statement 2002

The *National Curriculum Statement* (2002) combines and builds upon the existing curriculum statements, frameworks and philosophy from the elementary, primary and secondary levels of education. It provides one national framework for how the reform curriculum should address key national policies, initiatives and goals for education reform. (See *Curriculum Management Plan 2001-2005*, p.10).

The *National Curriculum Statement* is a detailed document which provides:

- the **Rationale** for having a Papua New Guinea curriculum
- **Goals** that the curriculum is designed to achieve for Papua New Guinea
- **Aims** for elementary, primary and secondary education
- **Curriculum Principles** which should guide the development of subjects at all levels of schooling
- A **Curriculum Overview** which shows how the curriculum is organised at all levels of schooling
- an overview of the *Assessment and Reporting Policy* for the reform curriculum in Papua New Guinea.

You should read and understand the details of these features of the *National Curriculum Statement*.

The reform is based on the belief that any curriculum reform must promote cultures, values, attitudes and knowledge which are appropriate for Papua New Guinea. The curriculum must also enable Papua New Guineans to compete internationally. (Read the *National Curriculum Statement*, p.3).

You must read the *National Curriculum Statement (2002)* and refer to appropriate sections to help you when making key decisions in the curriculum reform. The document will also help you in providing explanations or reasons to the teachers, parents and community for the actions they are taking in the education reform.

### 2.3 Importance of the reform curriculum

The reform curriculum is important because it:

- supports and promotes local cultures
- provides relevant skills for life in rural and urban environments
- provides quality education for a productive life.

The *National Curriculum Statement (2002)* gives many good reasons for having a curriculum which:

- reflects our cultures and values and respects other cultures
- is relevant to national and local needs and is community oriented
- builds on traditional knowledge, values and attitudes to support the development of relevant knowledge, skills and attitudes
- reflects and builds our national identity.

### 2.4 Teaching methods for the new syllabuses

An integrated approach to teaching is the recommended method for the implementation of the new curriculum. In an integrated approach teachers are expected to look for linkages across subjects. Read the wall chart *Elementary Learning Outcomes for Elementary Prep, E1 and E2* which shows the linkages across subjects. **This is an important resource. You must display it in a place where it can be seen by all teachers and yourself.**

The chart shows the learning areas for each subject and learning outcomes for grades Elementary Prep to E2. It shows how the subjects are related to each other.

### 2.5 Importance of local curriculum resources

The new syllabuses encourage you to use materials and resources that are available in the local area. The teacher guide gives useful hints on how to use local materials and resources.

### 2.6 Planning and programming

Use the planning proforma in this booklet to plan implementation of the new syllabuses. Work with your teachers to come up with an integrated program.

You should also consider working with other elementary and primary head teachers to develop plans and programs.



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## **2.7 Role of curriculum committees**

Your school curriculum committee can help you and your teachers:

- to produce curriculum materials
- to include local knowledge, skills and attitudes and values in your teaching programs
- with the use of the local language.

## **2.8 Language Use Policy**

All teaching from Elementary Prep to E2 is to be done in the vernacular. In the last term of E2, oral English is also to be used for speaking and listening (see Appendix 2).

## **2.9 What to do with the old resources and Scope and Sequence**

Keep the old *Scope and Sequence* documents and other materials as support resources only.

## **2.10 Timetable for implementation of elementary syllabuses**

Planning for implementation will take place in 2003. Full implementation of the new syllabuses is to take place in 2004. Schools that are ready to implement the new syllabuses in 2003 may do so.

## 3. WHAT IS A SYLLABUS

### 3.1 Definition

A syllabus describes the knowledge, skills and attitudes to be taught for each grade at a level of schooling. It prescribes the national ground rules for teaching a subject by outlining the rationale, aims, outcomes and main content areas for a subject.

### 3.2 Key features of the new syllabuses

All the syllabuses have some common features, but each syllabus also has some special emphases. The new syllabuses use new terms and words and you should familiarise yourself with these.

The new syllabuses have the following format:

- Introduction
- Rationale
- Curriculum Principles
- Aims
- Content Overview
- Learning Outcomes
- Learning Outcomes and Indicators
- Assessment and Reporting

### 3.3 How are the syllabuses different from the Scope and Sequence?

The new syllabuses are in three separate documents whereas the *Scope and Sequence* contained the three strands.

In the *Scope and Sequence*, what the curriculum should achieve is stated in terms of knowledge, skills and attitudes only. In the new syllabuses the knowledge, skills, attitudes and values the student should achieve are expressed as learning outcomes. The learning outcomes are student-centred and written in terms that let students demonstrate their ability. The outcomes are written to show a progression of learning from Elementary Prep to E2.

A **learning outcome** is a specific statement that identifies the knowledge, skills, attitudes and values all students should demonstrate at a certain level of schooling.

For each learning outcome the syllabuses contains a set of learning indicators. **Learning indicators** are examples of the kinds of things students will be able to do, know and understand at a given level of education to demonstrate the achievement of outcomes.

### 3.4 Content

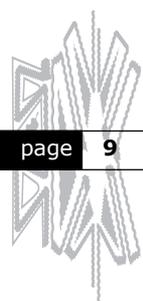
The content of each syllabus is presented in strands and sub-strands. See the section Syllabus Overview that follows.

### 3.5 Syllabus overview

Each syllabus contains a table of strands and sub-strands and a table of learning outcomes for Elementary Prep to E2. Each elementary syllabus has the same strands and sub-strands from Elementary Prep to E2.



SUBJECT	STRANDS	SUB-STRANDS	EMPHASIS
<b>LANGUAGE</b>	Speaking and listening	Production Skills and strategies Context and text	The emphasis in Language is giving students opportunities to practise speaking, listening, reading and writing in the vernacular.
	Reading	Production Skills and strategies Context and text	
	Writing	Production Skills and strategies Context and text	
<b>CULTURAL MATHEMATICS</b>	Space	Space and shape	The emphasis in Cultural Mathematics is on the learning of basic mathematics concepts (space, measurement, number patterns) by using local examples and meaningful situations from the community.
	Measurement	Measuring and estimation Area and time	
	Number	Counting Maths language Operations and money	
	Pattern	Patterns	
	Chance	Chance and information	
<b>CULTURE AND COMMUNITY</b>	Me and my Environment	Using and caring for resources Exploring environments Changes in natural and human communities	The emphasis in Culture and Community is on understanding and appreciating the physical environment of the children and developing children's understanding of the communities they live in and their responsibilities within those communities. It also promotes the development of physical, mental and social skills for healthy living.
	Me and my Community	Relationships Meeting needs Living and working together Events and ceremonies Arts	
	Me and my Health	Moving and growing Hygiene Nutrition and safety Games and activities	



## 4. TEACHER GUIDE

### 4.1 What is a teacher guide?

A teacher guide is written to provide clear advice about how to put the syllabus content into practice.

### 4.2 Key features of the teacher guide

The following information is provided in the elementary teacher guide.

1. Introduction – providing some background to each syllabus.
2. Key features – highlights the important or different features of each syllabus.
3. Example(s) of a term-by-term scope and sequence or yearly program for each grade.
4. Examples of units of work including a sample of 6-8 week lesson program.
5. Teaching strategies – examples of how best to teach particular aspects of each syllabus.
6. Examples of student assessment activities – including how to write and use assessment criteria and examples of ways of recording and reporting student progress.
7. Resources required – a list of materials teachers will need to have or those that are recommended in order to implement each syllabus.
8. Ways of collaborating with the school community to develop teacher and student materials and ways to identify relevant material and resource people available within the community.
9. Other teaching support materials such as sample charts or sample student worksheets.
10. Student homework or follow up activities not requiring close teacher supervision.

### 4.3 Use of the teacher guide

You are encouraged to read the teacher guide and familiarise yourself with its content. The Elementary Curriculum Package contains a teacher guide for each teacher in your school. Make sure teachers receive and read the teacher guide as well as the three syllabuses. Each syllabus and the teacher guide belongs to the school, not the teacher.

## 5. OTHER SUPPORT AVAILABLE

### 5.1 What other support will be provided

Elementary trainers and inspector coordinators are familiar with the reform curriculum. You can seek guidance from them on how to implement the reform curriculum. Elementary trainers are located at district level and are trained to inservice elementary teachers. The elementary trainers will help you implement the new curriculum during the training sessions they run for teachers in-training. Elementary coordinators are located in each provincial education office.



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## 5.2 Inservice

### 5.2.1 School-based inservice

This Implementation Support Booklet is designed to help you to help teachers implement the reform curriculum. The teacher guide also provides teachers with advice and support.

CRIP is working with PNGEI and CDD to write a series of inservice units which will help you implement the new curriculum. The inservice units are similar to the self-instructional units that all elementary teachers have used.

All units are self-paced. This means that teachers do not need any support from outside the school to complete them. Teachers are encouraged to work with, and be supported by, other teachers, as they work through the units. Each unit is divided into a number of modules. Units are both learning journals and workbooks.

The inservice units are built around a learning model of Learn, Do, Share and Reflect. At each point there are clear instructions on what to do next. Each unit has a self-assessment test at the start and finish. Each unit and module has clear learning outcomes that help teachers gain experience with outcomes-based teaching and learning and to assess their own learning.

The first unit is included with this package. The other units will be completed by July and sent to elementary schools in the second half of 2003.

Elementary trainers will be able to provide advice for teachers using the inservice units.

### 5.2.2 CRIP resources

As well as providing inservice units CRIP will assist elementary schools in two other ways.

Firstly, CRIP is providing funding to support provincial inservice plans. In 2003, this funding will focus on elementary and upper primary inservice activities. These activities will be coordinated by inspectors and the provincial inservice coordinator.

Secondly, funding will also be available to support outstanding schools and clusters in each province. This *Curriculum Reform Support Program* (CRSP) will provide small grants to schools selected through a competitive process to trial innovative approaches to curriculum reform. Contact the senior primary school inspector in your province to find out how to seek funds from the CRSP.



## 6. KEY DECISIONS FOR ELEMENTARY HEAD TEACHERS

You will make some very important decisions to implement the new syllabuses. These include:

- How will I implement the new syllabuses?
- What role(s) should teachers play in implementing the new syllabuses?
- What resources will be required?
- Which Elementary schools should I involve in implementing the new syllabuses?
- Who from the community should I involve in implementing the new syllabuses?

## 7. KEY RESPONSIBILITIES OF ELEMENTARY HEAD TEACHERS

As head teacher you are the curriculum leader and the manager of curriculum change in your school. You must read the *National Curriculum Statement*. You should also read the *Curriculum Management Plan* (pages 12-22) which provides guides for you.

### 7.1 Manager of curriculum change

The curriculum reform involves the introduction of new syllabus documents, new subjects, new assessment policies and new teaching methods. It is important to remember that there are four main changes for teachers.

They are changes in:

- learning materials
- teachers' practices and behaviour
- teachers' beliefs and understanding
- community roles and reactions.

The curriculum change is not only about changes in learning materials. Changes in teachers' practice, beliefs and understanding are just as important. It takes time for teachers to change their teaching practices by introducing new activities, and to change their skills, behaviour, beliefs and understandings. Teachers will not change overnight as a result of having the documents on hand. Think of the changes in the use of the syllabuses, practices, beliefs and understanding as a process that will take time.

As the curriculum manager you must set up a timeline of actions and events to help the change process take place and plan to make the curriculum implementation process a success.

### 7.2 Managing change

Introducing a change as important as implementing the new elementary syllabuses is complex. A great deal of research has been undertaken on change management. Listed below are some of the key findings of this research. You need to take these findings into account as you implement this important change in your school.

1. Change is a complex process that needs careful planning.
2. All change makes the people who have to make the change worry. You need to watch your staff to make sure that you can help them when they become anxious or worried by the change process.



3. The change process does not always go as planned. You need to watch the situation closely so that you can provide help or change plans if things do not go according to plan.
4. Things sometimes get worse before they get better. Because change involves unlearning old ways and methods and learning new ways of doing things teaching practices may get worse for a short period of time.
5. Effective and long lasting change takes time and persistence. Do not give up! Keep learning!
6. Doing new things helps you to understand them. You need to change teachers' practices and actions before they will change their beliefs and attitudes.
7. Make small but important steps in introducing new ideas and changes.
8. Celebrate your successes.

### **7.3 Plan and manage implementation of new syllabuses**

As the head teacher, you need to make some key decisions after you open and read the Elementary Curriculum Package. These steps are explained in the following sections. Use the Planning Proforma contained in Appendix 1 to help you plan the implementation of the new curriculum. These are the steps you should take.

#### ***Management of curriculum implementation***

##### **Get the key people**

Get together a group of key teachers in your school and community members to help you plan your curriculum implementation strategy.

**Develop an action plan for teachers.** The action plan for teachers may include planning for inservice on the use of syllabuses and the teacher guide, assessment, timeline of events for each subject and school-based inservice training. Refer to key messages in this booklet.

**Develop an action plan for the community.** Decide what the community needs to know about the curriculum changes and how, when, where and by whom they will be informed. Refer to the section on key messages in this booklet.

##### **Implement the action plans**

This requires you to:

- tell all stakeholders about the plan
- get together all the physical and human resources you need to make the plan work
- carry out your plan
- check progress of the implementation of the plan
- make changes if you have any problems.

##### **Choose the actions to make the plan work**

Here are some ideas that will help you make the plan work.

- use staff meetings to explain the plan and where the teachers fit in
- hold parent and citizens and Board of Management meetings to gain support for your plans
- write a letter to inform parents of your plans
- use radio messages to inform parents about what you are trying to do
- ask groups and other individuals to do some of the work on the plan.

### Monitor implementation

Monitor implementation by:

- looking at the planned activities you entered into the planning proforma
- using those planned activities as your checklist
- completing the appropriate columns in the planning proforma
- planning corrective and further action as required.

### Fill out the planning proforma.

The Planning Proforma has six columns.

**Tasks** - The tasks of planning have been entered for you. There are six tasks. You can increase the number of tasks as you see fit. You can also break down the task into sub-tasks.

**Action Steps** - For each of the planning tasks, state, in the correct order, the steps that will be taken to do the task.

**Who needs to be involved** - Write down who will take part in or do this task/action step.

**Date due** – Write down the date when the action step needs to be finished.

**Date completed** - Leave this space empty at the beginning. You complete this space when the action step is completed. After the action step has been completed write in the date.

**Comments** - In this space, say if the task was finished properly. If the task was not completed, give the reasons for failure and what needs to be done to complete the task.

The action plan for teachers may include planning for inservice on use of syllabuses and teacher guide, assessment, timeline of events for each subject and school-based inservice training. Refer to key messages in this booklet.



## 7.4 Introduce an outcomes approach in the school

An outcome-based syllabus identifies the overall products of learning that all students can achieve. Each outcome statement describes a number of concepts and processes that students can achieve in many different ways and in many different contexts. An objective-based syllabus usually describes the steps that students need to take in order to reach particular aims. Objectives describe the intentions of teaching whereas outcomes provide the end points and what is to be assessed.

When you develop your lessons using an outcomes approach it is helpful to take the following steps.

1. Familiarise yourself with the learning outcomes for each syllabus.
2. Decide the teaching content for each outcome.
3. Identify the required resources and personnel needed to teach the lessons.
4. Assess the work of the students and evaluate the success of the lessons.

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## **7.5 Review the way you assess pupils to make sure it is in line with the new syllabuses**

The purpose of assessment is to help students learn. **It is not to be used to rank students.** It is used for diagnostic purposes only. At elementary, teachers should take into account Papua New Guinean cultural values and use local cultural practices where appropriate to assess and report students' achievement.

## **7.6 Reporting student performance**

Teachers must keep accurate records of students' achievements of learning outcomes and report these achievements in fair and accurate ways to parents, guardians, students and teachers.

Records may include:

- a journal, diary or anecdotal notes
- portfolios
- progressive or running records
- checklists
- work samples with comments written by the teacher.

**You must read the section on assessment and reporting in the syllabus documents.**

## **7.7 Consult with key people**

Consult with key people who can give you advice and assistance, such as the elementary trainer, provincial elementary trainer coordinator and the elementary inspector.

# **8. GROUPS YOU NEED TO INFORM AND WAYS TO INFORM THEM ABOUT THE NEW CURRICULUM**

## **8.1 Groups you need to inform**

- yourself
- teachers in the school
- parents and community
- primary school elementary coordinator
- members of your curriculum committee
- local church agencies.

## **8.2 Suggested ways of informing these groups**

Use one or more of these strategies to inform the groups:

- staff meetings for information and inservice
- parent and community meetings
- letters to parents and guardians
- at church agency meetings
- cluster meetings.

## 9. KEY MESSAGES FOR TEACHERS IN YOUR SCHOOL

The following key messages should be given to teachers in your school (see section 2 in this booklet for the details).

### 9.1 The importance of the reform curriculum

Make sure teachers:

- understand the *National Curriculum Statement*
- read and understand the *National Assessment and Reporting Policy*
- know the content of the new syllabuses
- know when is it to be implemented
- understand what is different to now
- understand how the elementary syllabuses link to primary school syllabuses.

### 9.2 What support is available:

You should inform your teachers about the availability of the following support:

- the teacher guide
- the Learning Outcomes wall chart
- the planning information in the ISB
- your elementary trainer.

### 9.3 Help to introduce the new curriculum

The teacher guide in this package gives ideas about how to implement the new syllabuses including:

- syllabus content
- the outcomes approach
- how to develop lesson plans
- teaching methods
- using community resources
- assessment
- what changes are to be made in the classroom.



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## **10. KEY MESSAGES FOR PARENTS, GUARDIANS, LLGs, PARTNER AGENCIES AND THE COMMUNITY**

You must give the following key messages to parents and the community.

### **10.1 Importance of the reform curriculum**

Inform parents and community of:

- content (syllabus areas) of the reform curriculum - see the overview of each syllabus in Section 3 of this booklet and highlight the learning areas and strands only
- when it is to be implemented
- key features of the syllabuses
- approach to assessment (see assessment policy, note also parental involvement)
- linkages with Primary.

Details about these points are provided in various sections of this booklet.

### **10.2 Key features of new syllabuses**

You should advise parents and the community about the new syllabuses including:

- content
- learning outcomes
- assessment
- use of vernacular
- timeline for implementation
- role of the community
- importance of community resources.

### **10.3 What are the benefits for the students?**

Here are some ways the reform curriculum will benefit their children:

- an early start to education is important for student learning
- children learn to read, write and speak in their vernacular
- children maintain their culture
- there are clear learning sequences from grade to grade, therefore, transition from school to school is easier
- the learning builds on what the children know already
- the curriculum is PNG owned and focused
- the community calendar influences learning.

### **10.4 How can the community help?**

The community can help in the implementation of the new syllabuses by:

- working with teachers to plan their programs in all the subjects
- helping teachers to develop vernacular curriculum resources
- working with teachers to decide what is to be taught
- assisting the Board of Management to provide buildings and resources
- encouraging girls and boys, including those with disabilities, to go to school.

## Appendix 1 Planning Proforma

TASK	Action Steps	Who needs to be involved	Date due	Date completed	Comments
1. Assemble a Planning Team made up of key people.					
2. Provide teachers with inservice on the new syllabuses.					
3. Assist teachers to use the teacher guide.					
4. Assist teachers to understand new assessment policy and how to assess students.					
5. Inform parents and community about the new syllabuses and policies.					
6. Other					

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## Appendix 2 Language Use Policy

### MINISTERIAL POLICY STATEMENT

#### *LANGUAGE POLICY IN ALL SCHOOLS*

The authority of this Ministerial Policy Statement is Section 27 (1) (h) of the Education Act (Chapter No. 163) as amended.

The purpose of this circular is to advise authorities of all institutions within the National Education System regarding the use of languages in schools. This statement should be read in conjunction with the Ministerial Policy Statement No. 1/91 and Secretary's Instruction No. 1/91.

The Future direction for language use in the formal school system as stated in Secretary's Circular No. 1/91 is that the language of the community, together with its cultures, spiritual and work practices will form the basis for the activities of the school.

In practice, using the language of the community as the basis for the school activities means the use of vernacular or a language spoken by both the students and the teacher in the school system for teaching and learning. The use of vernacular languages establishes strong culture bonding between children and their community. This is one of the aims of the education reform in Papua New Guinea. Research findings also support the use of vernacular languages in schools.

The findings indicate that :-

- there are academic achievement benefits for the student from being bilingual;
- to stop students learning in their first language and forcing them to learn only in a new language can be harmful and obstructive to their development;
- it usually takes an English language learner 5 or more years to develop the ability to use English for learning complex concepts; and
- beginning schooling in the children's first language, and using this language for continued learning and development while the English language is being learned, is the best way for children to develop to their full potential in schooling.

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

1. At the Elementary School level, (Prep to Elementary 2), this means that the language of instruction is completely in the children's vernacular language, or the community lingua franca, with an introduction to oral English at the end of Elementary 2. Children will leave Elementary School literate in their first language.

The community through their Parents and Citizens Association (P&C) and the Board of Management (BOM) will decide the language to be used at the Elementary level of education.

In practice, the community must be informed in order to make the decision on what language should be used at Elementary level. The language chosen should be the language that is shared in the community, and used for most communication in that community.

2. At the Lower Primary level, (grades 3-5) the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout Lower Primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of grade 5, using "Teaching English to Speakers of Other Languages" (TESOL) methodology.
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At the Lower Primary level, while English is being learned, the language mostly used for teaching and learning should be the same language that the children used in Elementary school.

Where a number of active languages exist in one community, the main language of interaction between the language groups and of commerce in the community should be the language selected, that is the local lingua franca.

Every effort must be made to appoint vernacular speaking teachers to the lower primary grades, particularly those who have received inservice in bilingual education strategies.

- 3 At the Upper Primary level, (grades 6-8), class activities will be conducted with English as the main language of instruction, but students should still be provided with opportunities to further develop their oral and written vernacular (or lingua franca) skills.
4. At the Secondary level and Provincial High school level including Vocational schools, lessons will be conducted in English. But advantage should be taken where opportunities arise for students to further develop their oral and written vernacular (or lingua franca) skills or if a concept can be better explained using the vernacular or lingua franca.

Where as children must be encouraged to learn and use English, all schools at all levels should not discourage free communication in vernacular languages that the children speak in and out of school grounds. This will establish confidence in students to use vernacular in academic learning.

*Honourable Prof. JOHN WAIKO, Ph.D, MP.*  
**Minister for Education**

## **Distribution**

All members – Secretary's Staff Meeting  
All Provincial Education Advisers. Principals of Provincial Secondary Schools, Provincial High Schools, Primary Schools, Community Schools, Vocational Secondary Schools, Vocational Centres, Teacher's Colleges and National High Schools. All Secondary, Vocational Institutions and Community School Inspectors, Guidance Officers, Chairperson of Governing Bodies. All Provincial Chairpersons of Education Services.

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