

# Implementation Support Booklet

## For Head Teachers of Primary and Community Schools

### Supporting the Implementation of the Upper Primary Curriculum



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

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## Secretary's Message

The work of head teachers and principals 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 students, 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 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 a teacher guide and seven new upper primary syllabuses and teacher guides. In 2003, these officers will write new lower primary syllabuses and teacher guides. Self-paced inservice units have been developed and distributed to assist teachers to understand and implement the reform syllabuses.

This booklet will help head teachers and principals support the introduction and implementation of the new curriculum for upper primary education. 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 you and your teachers to adapt and improve current practices. I am confident you will accept this challenge in the same way that you 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 upper primary curriculum by the beginning of 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 progress from students' demonstration of the intended learning outcomes for their of schooling. level
- Elaboration of outcomes** Each learning outcome is like a suitcase containing a number of concepts and processes. Teachers need to unpack this suitcase and decide what it is best for the students to wear. Each outcome will need to be unpacked and the teacher will need to decide what and how to teach the students. Unpacking an outcome is what Elaboration of Outcomes means.
- Generalist teaching** Generalist teaching refers to one teacher teaching all the subjects for the same class.
- Integrated approach** Integrated approach is a teaching method that requires teachers to form linkages across subjects.
- Learning indicators** Learning indicators are examples of the kinds of things students should do, know and understand if they are achieving at a given level of education.
- Learning outcome** A learning outcome is a statement that identifies the knowledge, skills, attitudes and values all students should demonstrate at a particular level of education.
- Reporting** Reporting is communicating clearly to students, parents and 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. For instance, the language syllabus has three strands, reading, writing and speaking and listening. All the outcomes associated with speaking and listening are grouped together in this strand.
- It is the same for 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.
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# 1. GETTING STARTED

This *Implementation Support Booklet* was developed to assist head teachers with the implementation of the curriculum reforms in upper primary. It is important to read the booklet because it contains:

- 1 a checklist of what is in the Upper Primary Curriculum Package
- a checklist of what to do when you receive the Upper Primary Curriculum Package
  - useful information about the emphasis of curriculum reform
  - an overview and key features of the syllabuses in the reform
  - useful hints on how to implement the curriculum changes
  - key messages to give to teachers, students and those in the community
  - a glossary of terms used in upper primary curriculum documents.

## 1.1 What is in the Upper Primary Curriculum Package?

The Upper Primary Curriculum Package contains the following documents. Use the checklist below to check that all the documents are in the package, indicating their presence by placing a tick (✓).

### Checklist of Documents in Package

ITEM / DOCUMENT IN PACKAGE	CHECK [✓]
Covering letter	
Implementation Support Booklet	
National Curriculum Statement	
National Assessment and Reporting Policy	
Syllabus documents:	
Arts	
Language	
Making a Living	
Mathematics	
Personal Development	
Science	
Social Science	
Teacher Guides:	
Arts	
Language	
Making a Living	
Mathematics	
Personal Development	
Science	
Social Science	
In-service Units	
Acknowledgement form	
Outcomes Charts showing links across subjects	
Collegial Curriculum Leadership Program unit 1	



## 1.2 What to do when you receive the Upper Primary Curriculum Package

There are a number of things you have to do when you receive the curriculum package. The checklist below lists the things you have to do. Do them in the order listed and place a tick next to each task when it has been completed.

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



## 2. WHO NEEDS TO BE INFORMED?

There are five groups of people who need to be informed about the curriculum changes that will take place in your school. This booklet contains key messages for each of the five groups of people. The messages can be found in various sections in this booklet.

The following groups need to be informed.

### **Head Teachers.**

You need to be well informed. The key messages for you are under the following headings:

- Section 3 - *Curriculum Reform*
- Section 4 - *What is in each syllabus?*
- Section 5 - *What are your key responsibilities as a curriculum leader?*

You need to read the messages carefully and be properly informed because you will need to give the same messages to others.

### **Grade 6 – 8 teachers.**

You need to inform these teachers about the importance of the reform curriculum, the teaching implications of implementing the reform curriculum, the *National Assessment and Reporting Policy*, the teacher guides and what other support is available. Read Section 6 of the *Implementation Support Booklet - What key messages do you give to Grades 6 – 8 teachers?*

### **Other teachers in your school**

You also need to inform the other grade teachers about the importance of the reform curriculum, how it differs from the current curriculum and the *National Assessment and Reporting Policy*. Read Section 7 of the *Implementation Support Booklet - What key messages do you give to the other grade teachers?*

### **Students in your school**

You need to inform the students in your school about the importance of the curriculum, the expected outcomes of the curriculum, how they will be assessed and what the new subjects are in the reform curriculum. Read Section 8 of the *Implementation Support Booklet - What key messages do you give to school students?*

### **Parents, guardians and the community**

You will need to inform parents, guardians and the community about the changes in the *National Assessment and Reporting Policy*, the content of the reform curriculum, the implications for their children and how they can help. Read Section 9 of the *Implementation Support Booklet - What key messages do you give to the parents and community?*



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## 3. CURRICULUM REFORM

The national school system in Papua New Guinea is going through an important period of curriculum reform. 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 its traditions. The reform also promotes new approaches to the way the subjects are taught and learnt in schools.

### 3.1 The focus of education reform

The Government of Papua New Guinea, through the Department of Education, has been reforming the education system since the early 1990s and has as one of its key objectives:

To develop an education system to meet the needs of Papua New Guinea and its people, which will provide appropriately for the return of children to the village community, for formal employment or for continuation to further education and training. (Government of Papua New Guinea, 1996, p.2).

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 universal basic education implemented nationally by the year 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 student's vernacular
- the doubling of access to Grades 9 and 10 and quadrupling of access to grades 11 and 12.

Curriculum reform is a key part of the education reform. Curriculum reform has commenced. 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 began in 1995. Finalised editions of the syllabuses and some support materials were distributed in 2000. Upper primary reform syllabuses were commenced in 2000 and were trialed in 2001. These were printed in 2002 and are included in this package.

You should read the *Curriculum Management Plan 2001-2005* (pages 1 – 2) and the *Inservice Management Plan 2001-2005* (pages 1 – 2). You should also listen to the Educational Reform Audiotapes, which were distributed with the Lower Primary Inservice Units 1-3 in late 2002.

### 3.2 National Curriculum Statement (2002)

The *National Curriculum Statement* builds upon the existing curriculum statements and frameworks and philosophy from the elementary, primary and secondary levels and brings them together in one statement. It provides the framework for how the reform curriculum should address key national policies, initiatives and goals for education reform. (See the *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* which describe what the curriculum is designed to achieve for Papua New Guinea
- *aims* for elementary, primary and secondary education;
- *curriculum principles* which should govern the development of subjects at all levels of schooling
- *curriculum overview* which shows how the curriculum is organised at all levels of schooling
- *assessment and reporting statement* which gives a context for the National Assessments and Reporting Policy.

You will need a detailed understanding of the *National Curriculum Statement*.

The policy direction for the reform is based on the belief that the curriculum reform must promote cultures, values, attitudes and knowledge which are appropriate for Papua New Guinea societies and enable Papua New Guineans to compete internationally. (Read the *National Curriculum Statement*, 2002, p.3).

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



### 3.3 Importance of the reform curriculum

The reform curriculum is important because it:

- is culturally relevant
- provides relevant skills for life in rural and urban environments
- provides quality education and training for those who will serve in the formal and informal economy.

The *National Curriculum Statement* 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 in order to support the development of relevant knowledge, skills and attitudes
- values and builds our national identity.

You should read the *National Curriculum Statement*, 2002, pp.4, 16-29.

### 3.4 How do the new syllabuses fit in with the reform?

The subjects in the reform curriculum address the aims and goals of the Papua New Guinea Philosophy of Education, which encourages Integral Human Development and calls for an education system that recognises the values, attitudes, knowledge and skills that exist within local communities in Papua New Guinea.

To fulfil these aims, the national curriculum is organised into five learning areas:

- Culture and Community
- Language
- Mathematics
- Personal Development
- Science.

(See the *National Curriculum Statement*, 2002, p.30).

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All the subjects from elementary to upper secondary fall into one of these five learning areas. Two new primary syllabuses, Personal Development and Making a Living, reflect the emphasis of the curriculum reform. Making a Living combines Agriculture, Commerce, Home Economics and Basic Technology. In all subjects, the content has been revised, guided by the curriculum principles in the *National Curriculum Statement* (2002, pp. 16 – 29).

Read the chart *Upper Primary Learning Outcomes for Grade 6, 7 and 8*, which shows the linkages across subjects. The chart shows the subjects in each learning area and learning outcomes for Grades 6 to 8. They show how the subjects are interrelated to each other. This is an important resource. You must display it in a place that can be accessed by you and your teachers.

In upper primary the subjects to be taught and their time allocations (minutes per week) are:

- Mathematics 180 minutes
- Language 180 minutes
- Science 180 minutes
- Making a Living 360 minutes
- Social Science 180 minutes
- Arts 180 minutes
- Personal Development 240 minutes

These are all core subjects and must be allocated the required number of minutes. Each subject is equally important for Integral Human Development. Subjects with more time allocations reflect the nature of subjects (for example, practical oriented and combination of subjects) and not their relative importance.

Issues on timetabling are dealt with in Section 5.3 of this booklet.

You are referred to the *National Curriculum Statement*, 2002, pp.4 and 30.

### 3.5 What is the outcomes-based curriculum?

An outcomes-based curriculum identifies the knowledge, skills, attitudes and values that all students should achieve or demonstrate at a particular grade in a particular subject. Under the outcomes-based curriculum, the teacher is responsible for identifying, selecting and using the most appropriate teaching methods and resources to achieve these outcomes.

Imagine the student is on a learning journey, heading to a destination. The destination is the learning outcome that is described in the syllabus document. The learning experiences leading to the learning outcomes are to be determined by the teacher. The teacher uses the curriculum materials, such as syllabus documents, units of work, teacher guides, assessment guidelines and activities, to plan activities that will assist students achieve the outcomes.

The achievement of the outcome is demonstrated by the skills, knowledge and attitudes gained by the student. In the syllabus documents *learning indicators* describe some ways in which students can demonstrate the achievement of outcomes.

Read the *National Curriculum Statement* (2002) pages 5 - 6 to acquaint yourself with the outcomes-based curriculum.



### 3.6 National Assessment and Reporting Policy (2003)

Parents, guardians and students have the right to receive accurate and carefully prepared reports on student progress and achievement. The process of assessment and reporting in schools should be continuous and based on the learning outcomes defined in the national subject syllabuses.

The assessment and reporting process should:

- allow student achievement of the outcomes to be described in consistent ways
- help teachers to monitor student learning
- help teachers plan their future teaching programs
- be compatible with the curriculum approaches at each level of schooling
- be integral to teaching activities
- be aligned with learning outcomes
- be appropriate for different subjects.

Assessment at upper primary will comprise both external examinations and school-based assessment.

School-based assessment will:

- monitor student progress in all subjects
- help teachers to identify individual student needs
- help teachers to assess the effectiveness of their teaching
- assess students' achievement in project work
- encourage teachers to use many ways to assess students' achievement, not just written tests.

Assessment and reporting should be based on a balanced approach. This can be achieved by using a variety of formal and informal assessment methods to gather evidence about student learning.

These could include:

- observation of student performance
- concept maps
- self and peer assessment
- portfolios
- written tests and examinations.

Culturally appropriate practices for Papua New Guinea should be included where applicable. Occasions will arise where the community may assist in setting criteria for assessment, for example, in a community project in Making a Living.

Information on how to implement the new *National Assessment and Reporting Policy* at school level is given in Section 5.5 in this booklet.

Read the section on assessment and reporting in the *National Curriculum Statement, 2002*, pp. 42 - 43; and the *National Assessment and Reporting Policy*.

#### Examinable subjects

At Grade 8 external assessments in all subjects may be administered to gather information on a national scale concerning achievement.



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## 4. WHAT IS IN EACH SYLLABUS?

Personal Development and Making a Living are new subjects. The content of the other syllabuses has been revised.

All syllabuses have some common features as well as special emphases. An integrated approach to teaching is encouraged. In an integrated approach teachers are expected to look for linkages across subjects.

The syllabuses also use new terms and you should familiarise yourself with these.

### 4.1 Key syllabus features

The syllabuses have been written using the same format and have common features.

#### 4.1.1 General format

Each syllabus has these common features.

##### **Rationale**

The rationale is a statement of justification for the subject. It establishes the subject's importance and relevance and its place in the curriculum at each level. It also explains why studying it will contribute to the achievement of the overall goals of the Papua New Guinea curriculum.

##### **Curriculum principles**

The principles in the syllabus describe and focus attention on important issues that need to be addressed when teachers implement the syllabus. The curriculum principles in each syllabus identify how each principle is applied to teaching and learning practices.

##### **Teaching and learning methods**

This section describes the teaching and learning strategies that teachers use to teach and that students use to learn a subject at a particular level of schooling.

##### **Aims**

Syllabus aims describe in broad terms the knowledge, skills and attitudes students should develop by studying a particular subject at a level of schooling.

##### **Content overview**

A description of what students will learn for each grade when they study the syllabus content. It also shows the overall progression from one grade to the next within a subject at a level of schooling.

##### **Learning outcomes and indicators**

An outcome is a specific statement that identifies the knowledge, understanding, skills, attitudes and values all students should achieve or demonstrate at a particular grade in a particular subject. Indicators are examples of things students are able to do, know and understand if they are achieving an outcome.



## Assessment

Assessment involves teachers gathering data about students' achievements using a range of methods such as topic tests, written assignments, observations and practical work for the purposes of improving student performance.

## Evaluation

Evaluation involves gathering data about such things as the school curriculum, teaching programs, assessment practices, student achievement and reports and making a judgement about how well these have been done.

### 4.1.2 Features to note

Each syllabus applies the principles of the *Philosophy of Education*, which calls for Integral Human Development. Linkages exist across subjects (see *Upper Primary Learning Outcomes for Grade 6, 7 and 8 Chart*).

### 4.1.3 New terms used

The syllabuses use these new terms:

- strands and sub-strands
- learning outcomes and indicators
- units of work.

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 - reading, writing and speaking and listening. All of 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.

Learning outcomes are specific statements that identify the knowledge, skills, attitudes and values all students should demonstrate at a certain level of education. Learning indicators are lists of things students are able to do, know and understand at a given level of education.

A unit of work is a series of lessons specifically designed to help students achieve a particular outcome, group of outcomes or parts of outcomes. Often the lessons in a unit of work are based on particular theme or topic. Each lesson in a unit of work may include a set of learning objectives and the lessons may be spread out over several weeks.

### 4.1.4 Using the syllabuses

The relevant teacher guides give suggestions on how to implement each syllabus. You are encouraged to familiarise yourself with all of the teacher guides. Generalist teaching is required for all of these subjects.



## 4.2 Overview of Each Syllabus

All upper primary subjects are organised into strands and sub-strands. The table below shows the subjects, their strands and sub-strands.

Subject		Strands		Sub-strands		Syllabus Emphasis	
Language	Speaking and listening		Production, skills and strategies, context and text, critical literacy.	The emphasis for upper primary Language is effective language use for learning in other subjects, as well as for communicating in every day life. Moreover, emphasis will also be given to the language process skills - thinking through language			
	Reading		Production, skills and strategies, context and text, critical literacy.				
	Writing		Production, skills and strategies, context and text, critical literacy.				
Mathematics	Number and application		Fractions, decimals, fractions and decimals, decimals and percentages, ratios, directed numbers and indices.	The upper primary Mathematics syllabus contributes significantly towards achieving Integral Human Development. Without a sound working knowledge of mathematics, a person's ability to function effectively is severely restricted. This course is designed to promote both a firm understanding of practical everyday mathematics and the theoretical basis to support higher learning.			
	Space and shape		Length, area, volume and capacity, shape, tessellations, angles, nets, direction and maps and coordinates.				
	Measurement		Weight, temperature and time.				
	Chance and data		Statistics, sets, probability, accuracy and error and estimation.				
	Patterns and algebra		Packing and algebra.				

Subject		Strands		Sub-strands		Syllabus Emphasis
Science	Working scientifically	Process skills strand to be developed in other strands.	Science Without a Laboratory We can teach practical science without a laboratory. The learning of science processes and procedure can happen in a regular classroom. Simple materials and equipment should be the basis for learning at this level. Where possible laboratory equipment can be used.			
	Living things	Nature of living things and ecology, relationships and interactions.	Science as Inquiry Learning of science is something that the students do, not something that is done to them. When engaging in inquiry the students:			<ul style="list-style-type: none"> <li>▪ identify a problem</li> <li>▪ design and plan relevant activities</li> <li>▪ carry out activities to solve the problem</li> <li>▪ collect results and draw conclusions</li> <li>▪ make decisions for actions.</li> </ul>
	Science in the home	Learning about substances and using energy at home.				
	Earth and beyond	Our earth and its origin and space exploration.				

Subject		Strands	Sub-strands	Syllabus Emphasis
Social Science	Environment and resources	People and environment: <ul style="list-style-type: none"> <li>▪ local and PNG</li> <li>▪ PNG and region</li> <li>▪ the world and PNG.</li> </ul>	Social and Economic Organization. Cultural Expression. Improving societies or communities: <ul style="list-style-type: none"> <li>▪ local</li> <li>▪ provincial and national</li> <li>▪ global.</li> </ul>	Skills development and teaching and learning activities should use the Social Science processes of gathering or collecting information, analysing or evaluating the information and presenting or taking action on the analysis/evaluations - Seeing, Judging and Acting on. Using projects as a teaching, learning activity and assessment method is encouraged. Active participation in the community is an important part of the learning process.
	Organisation			
	Culture			
	Integrating projects			
Arts	Drama	Skills development, creativity responding to Arts.	The emphasis is on traditional aspects of arts of Papua New Guinea and other indigenous cultures in Grade 6, contemporary arts in Grade 7 and planning and organisation of arts activities in Grade 8, with awareness of the arts. Arts is a major industry for employment.	
	Dance	Skills development, creativity responding to Arts.		
	Music	Skills development, creativity responding to Arts.		
	Arts Projects	Skills development, creativity responding to Arts.		

Subject		Strands	Sub-strands	Syllabus Emphasis
Making a Living	Managing resources		Land and water management, environment, crops and animal management.	Incorporates a set of five process skills- investigating, planning and designing, making or producing, marketing and evaluating. Community-based projects which call for the use of resources from the local environment is emphasised.
	Better living		Healthy living, care and management, wise consumer and making things.	
	Community development		Knowing communities, communication and community projects.	
Personal Development	Relationships		Interactions in relationships and groups, culture and personal identity, changing roles and responsibilities and managing relationships.	Personal Development emphasises the Curriculum Principles of "Our Way of Life" and "Integral Human Development". They focus on healthy living, an active lifestyle, pride in our culture, lifestyle and values, the importance of relationships and working and living together. The Personal Development process of gathering information, analysing and applying action will encourage and reinforce positive attitudes and behaviours in young people.
	Movement and physical activity		Movement skills, fitness for health, safety, leisure and recreation and roles and responsibilities.	
	Our culture, lifestyle and values		Culture and values and lifestyle and changes.	
	Health of individuals and populations		Growth and development, nutrition, personal health and safety, community health and use of drugs.	
	Living and working together		Good and fair leaders, respecting rights and freedom, making choices and rule of law.	

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### **4.3 When is the upper primary reform curriculum to be implemented?**

School planning for the implementation of the upper primary curriculum must take place in 2003. Full implementation of the reform curriculum must take place from the beginning of 2004. Schools that are ready to implement the reform curriculum in 2003 may do so.



## 5. WHAT ARE YOUR KEY RESPONSIBILITIES AS A CURRICULUM LEADER?

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.

### 5.1 Manager of curriculum change

The curriculum reform will involve the introduction of new syllabus documents, new subjects, new assessment policies and new teaching methods. It is important to remember that, as far as the individual teacher is concerned, there are four main changes.

They are changes in:

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

It is easy to regard the curriculum change as only changes in learning materials. However, changes in teacher practices or behaviour and changes in teachers' beliefs and understanding are more problematic. It takes time for the teachers to change their teaching practices by introducing new activities, and to change their skills, behaviour, beliefs, understandings and philosophical leanings. 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.

### 5.2 Managing change

Introducing a change as important as implementing the new upper primary 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 requires thoughtful planning.
2. All change creates feelings of anxiety in the people who have to implement the change.  
You need to monitor your staff to ensure that you can support them when they become anxious or worried by the change process.
3. The change process is unpredictable even if it has been planned carefully. You need to monitor the situation closely so that you can respond in a flexible manner 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 creates understanding. You need to change people's practices and actions before they will change their beliefs and attitudes.



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7. Make small but important steps in introducing new ideas and changes.
  8. Celebrate your successes.

### **5.3 What are the key decisions you have to make?**

As a manager of change, you need to make some key decisions upon receipt of the Upper Primary 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.

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

##### **Identify the key people**

Assemble a group of key persons from senior teachers (Grades 6 to 8), the deputy head and community representatives as appropriate to help you plan your curriculum implementation strategy.

##### **Develop an implementation plan.**

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

Develop a plan of action 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.

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

This requires you to:

- communicate the plan to all stakeholders
- assemble all the required physical and human resources
- carry out your plan
- check progress of the implementation of the plan
- take corrective action as required.

##### **Select the strategies**

Here are some strategies that will help you in the implementation of your plan.

- use staff meetings to clarify the intent of the plan and where the teachers fit in
- organize parent and citizens/Board of Management meetings to gain support for your plans
- develop a letter to inform parents of your plans
- use radio messages to inform parents about what you are trying to do
- delegate tasks to groups and individuals.

##### **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.



## Complete the planning proforma.

The Planning Proforma has six columns.

**Tasks** - The tasks of planning have been entered for you. There are eight 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 a logical sequence, the steps that will be taken to accomplish the task.

**Who needs to be involved** - Indicate who will take part in or perform this task/action step.

**Date due** - Indicate the date by which the action step needs to be completed.

**Date completed** - Leave this space vacant at the beginning. You complete this space when the action step is completed. After the action step has been completed, enter the completion date.

**Comments** - In this space, indicate how successfully you accomplished the task. If the task was not completed, indicate the reasons for failure and what needs to be done to complete the task.

## 5.4 School timetabling

Head teachers are responsible for organising school timetables and teaching loads.

### 5.4.1 Organising school timetables

Teacher guides have options for allocating time. You are encouraged to timetable each subject flexibly. An integrated approach to teaching will help you in timetabling.

Time allocations for each subject are detailed in Section 3.4 of this booklet. Sample timetables are included in Inservice Unit 3.

### 5.4.2 Organising teaching

Upper primary requires generalist teaching. A “subject specialist approach” should not be used in upper primary grades.

## 5.5 Implementation of assessment in schools

As head teacher, you need to develop an assessment policy for your school. Roles and responsibilities for assessing and reporting are presented in the *National Assessment and Reporting Policy* on pages 3 to 5. You must read and be familiar with this important policy document.

Your other responsibilities include allocating tasks to senior teachers who will be responsible for coordinating assessment and the development and implementation of a school-based assessment policy. Student performance should be compared against the prescribed outcomes. Assessment is to be continuous. Class teachers are responsible for developing the assessment criteria and conducting assessment in their classrooms.

Assessment should reflect the outcomes in all relevant learning areas. Provision is made for the community to provide criteria for assessing community focused outcomes.



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## 5.6 Assets and resource management

It is your responsibility to make sure that the curriculum materials remain in the school and that they are maintained. These materials will be required to last at least five years. Replacement copies will only be provided at the school's expense.

### 5.6.1 School ownership of resources

The materials belong to the school, not the teachers. Label or stamp all the curriculum materials with the school stamp. If you do not possess a school stamp, write the school's name at the front of the books. If the curriculum materials are loaned to teachers make sure you keep a record of to whom they were given and the date they provided. Teachers should sign the book to acknowledge they have received the materials.

You are reminded to return the Acknowledgment Forms.

### 5.6.2 What to do with old syllabuses

Old syllabus documents are to be destroyed.

### 5.6.3 What to do with current resources

Many current resources can be used with the reform curriculum. Keep a record of assets in a stock book. Store the curriculum materials in a safe place. Regularly spend time maintaining your curriculum materials. Carry out an annual audit and stock take of materials.

It is a good idea to keep a **record book**. In it, list of all the materials and resource people available within the community. Some materials are not free so list the material sources and how much they cost.

### 5.6.4 How to develop resources for syllabus support

You must encourage teachers to be *creative and innovative* in developing curriculum and teaching resources. Resources required to implement the reform curriculum successfully will need to be developed by the teachers themselves.

Establish a network and list of resource people within the community and within other institutions that are accessible by the school. List the skills and support that they would be able to provide for the development of resources.

## 5.7 School-based inservice

You are responsible for organising school-based inservice training.

Use staff meetings to identify specific inservice topics and suitable resource people. Because constant teacher movement is a characteristic of the school system, ongoing inservice for new teachers must take place. The *Inservice Management Plan 2001-2005* has provided guidelines for you. You **must read** it.

The *Implementation Support Booklet* is designed to assist you to help teachers implement the reform curriculum. Teachers can get support also from the teacher guides and the inservice units that came with this package. The inservice units, like the lower primary units distributed to schools in 2002, are self-contained and self-paced inservice units that are accredited by the Papua New Guinea



Education Institute. Successful completion of each unit and assessment by a PNGEI assessor can give three credit points towards DEP(I).

The Collegial Curriculum Leadership Program modules that came in the package will help you and other head teachers in your key role as curriculum leader in your school. This program also comprises self-paced inservice units, written specifically for head teachers.

These materials will complement this *Implementation Support Booklet*. You will be able to complete these units with head teachers from nearby schools or on your own. They will also give you some useful ideas about how to plan and conduct effective school-based inservice activities.

### **5.7.1 Support for curriculum implementation**

Curriculum Reform Implementation Project (CRIP) funding will support school implementation of the reform curriculum in two ways.

CRIP provides funding to support provincial inservice plans. In 2003, this funding will support the implementation of upper primary and elementary inservice activities. These activities will be coordinated by inspectors and provincial inservice coordinators.

Funding will also be available to support outstanding schools and clusters in each province through the Curriculum Reform Support Program. The Curriculum Reform Support Program will provide small grants to schools selected through a competitive process to trial innovative approaches to curriculum reform. Contact your senior primary school inspector about this program of support.

### **5.7.2 Upper Primary Inservice units**

The inservice units have been written to help you organise school-based inservice.

#### **General format of inservice units**

All inservice 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. A study guide is included with each unit. Units are both learning journals and workbooks.

#### **Features to note**

Units are accredited with Papua New Guinea Education Institute. Outstanding teachers in each province have been trained as Papua New Guinea Education Institute external assessors. They will help teachers who wish to gain academic credit for completing the units. They will also help facilitate cluster or district inservice activities. Teachers can access the units and earn credit points through Papua New Guinea Education Institute Regional Centres. If they study on their own, they can seek external assessment. Teachers seeking credit will need to pay a fee to Papua New Guinea Education Institute.

#### **Terms used in inservice units**

Units are built around the learning model of **Learn, Do, Share and Reflect**. At each point there are clear instructions of what to do next. Each unit has a self-assessment test at the start and a Learning Contract which is negotiated with an assessor. Each unit and module has clear learning outcomes. This have been designed to help teachers gain experience with outcomes-based teaching and learning and to assess their own learning.



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## 6. What key messages do you give to Grade 6 - 8 teachers?

You are required to convey these key messages to upper primary teachers:

- the importance of the reform curriculum
- the implications of the new syllabuses for their current practice
- support that is available for teachers
- the importance of collaborative planning
- the answers to commonly asked questions.

### 6.1 Importance of the reform curriculum

You need to inform upper primary teachers about:

- the *National Curriculum Statement*
- the *National Assessment and Reporting Policy*
- what is an outcome-based approach
- how to become familiar with learning outcomes
- finding and using learning outcomes
- general awareness of lower primary and elementary curriculum.

### 6.2 What are the Implications for current practice?

The reform curriculum has implications for a generalist teaching approach, programming, assessment, resources and use of vernacular in upper primary.

#### 6.2.1 Generalist teaching approach

A generalist teaching approach is to be used at the upper primary level. That is, one teacher teaches all subjects.

#### 6.2.2 Programming

Teacher guides provide examples of daily, term and yearly programs. Teachers are encouraged to integrate subjects. See Inservice Unit 3 for programming examples.

#### 6.2.3 Assessment

Assessment is to be continuous and each teacher is responsible for the valid and reliable assessment of student achievements. In some subjects, such as Making a Living and the Arts, local participation may be necessary. See Section 3.6 of this booklet.

At Grade 8 external assessment in all subjects may be administered to gather information concerning achievement on a national scale.

#### 6.2.4 Resources

Teachers are expected to develop their own resources to supplement those that are provided in the Upper Primary Curriculum Package.



### 6.2.5 Use of vernacular in upper primary.

Upper primary education will be conducted in 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, especially for more complex skills, with time provided for this. (Read the *National Curriculum Statement 2002*, pp. 17- 19)

## 6.3 What support is available for teachers?

Teachers will often ask about the support that is available for them to implement the reform curriculum. The support includes teacher guides, inspectors and networking with other teachers and government officers such as the agricultural officers.

Teachers have access to the upper primary inservice units and some provinces may provide inservice workshops.

### 6.3.1 Teacher Guides

Teacher guides have been prepared for each subject. You should read them and familiarise yourself with the general format, key features, terms used and how to use the guides.

#### General format of teacher guides

All teacher guides have the following format:

- Introduction
- Key features
- Elaboration of outcomes
- Units of work
- Teaching and learning strategies
- Programming
- Assessment
- Resources
- Glossary

#### Features to note

The teacher guides provide an elaboration of outcomes into specific knowledge, skills and attitudes for each strand. The teacher guides provide sample units of work.

#### Terms used in teacher guides

Elaboration of outcomes means unpacking outcomes into knowledge, skills and attitudes. (See the Glossary of Terms). The teachers plan and develop activities that should lead to students achieving the outcomes.

An integrated approach is a teaching method which requires teachers to form linkages across subjects.

#### Using teacher guides

The sections in the teacher guides on elaboration of outcomes, units of work, teaching and learning strategies, programming and assessment will help teachers to plan and implement the reform curriculum. You **must read** and familiarise yourself with the teacher guides and teachers must do the same.



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### 6.3.2 School-based inservice

Inservice activities are available for Upper Primary teachers. See Section 5.6 of this booklet.

## 6.4 What other support is available?

Teachers can gain support by working with other teachers in the school and networking with teachers from other schools or government and non-government workers within the community. For example, in Making a Living, make use of agriculture officers, forestry officers, nurses and church workers.

## 6.5 Collaborative planning

Work with other colleagues within the school, with inspectors and community leaders as appropriate to plan the implementation of the new curriculum.

## 6.6 What is the role of the inspector?

Senior primary school inspectors and primary school inspectors play key roles in curriculum implementation, monitoring curriculum implementation and coordinating and supporting teacher inservice. Inspectors will:

- promote the reformed curriculum materials in schools and communities
- support teachers in using the curriculum
- help run teacher inservice
- monitor the implementation of the curriculum. (See *The Curriculum Management Plan 2001-2005*, p. 6).

## 6.7 Commonly Asked Questions

Questions that may be asked by teachers:

### 1. Where do examinations come in?

At Grade 8 all subjects may be externally examined. (See the *National Assessment and Reporting Policy 2003*, p. 4)

### 2. What do I assess? When do I assess?

Your assessment should focus on the outcomes in all subjects. Plan for the community to provide criteria for assessing community focused outcomes. Assessment is continuous and is criterion based. You need to make sure that the number and type of assessment activities are manageable.



### **3. How is the curriculum different and why is it different?**

We have adapted the old curriculum to meet the needs of the reform. All of the syllabuses now have the same format. It is much easier to find information once you are familiar with the common layout. The new syllabuses are also different from the old because they describe what students can achieve for each subject and grade using learning outcomes. For each learning outcome, there are examples that give teachers some idea of what students should know and do when achieving an outcome. These examples are called *indicators*.

The reform curriculum gives teachers the opportunity to determine the content that will best meet the needs of their students. Integration of the outcomes from various subjects is also encouraged. As the learning outcomes are described in the same way, it is much easier for teachers to make connections between subjects. Of course, teachers will be able to use existing resources to help them do this as well as new resources such as the teacher guides.

The Curriculum Unit will also write other materials to assist teachers.

### **4. What is the difference between outcomes-based and objectives-based syllabuses?**

An outcomes-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 objectives-based syllabus usually describes the steps that students need to take towards particular aims. An outcomes-based syllabus encourages the teacher to decide what content is best to meet the needs of their students whereas an objectives-based syllabus describes the content and often the topics to teach. An objectives-based syllabus is therefore less flexible. It describes how students will reach the aims and the context within which students should achieve the objectives. Objectives describe the intentions of an educational process whereas outcomes provide the end points and what is to be assessed.

### **5. How do we program the new syllabus?**

See examples in the teacher guides and the Inservice Unit 3. These will provide a basis for you to make a start.

### **6. What is the difference between outcomes and indicators?**

Outcomes are the targeted results. Indicators give examples of the achieved outcomes.

### **7. Why outcomes and not objectives?**

Outcomes provide teachers with a much clearer focus on what students should learn. They also give teachers far greater flexibility to decide what is the most appropriate way of achieving the outcomes and how best to meet students' needs. By using outcomes teachers can develop programs to suit the local context and involve the community.



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## 7. What key messages do you give to teachers of other grades?

You must convey the following key messages to other grade teachers.

### 7.1 Importance of the Reform Curriculum

Communicate to other grade teachers about:

- general awareness of upper primary syllabuses
- the *National Curriculum Statement*
- the *National Assessment and Reporting Policy*
- content of the reform curriculum
- when it is to be implemented
- differences to the current curriculum
- timing of the release of the new lower primary syllabuses
- continuity of learning from elementary to upper primary.

Details of the above points can be found in various sections of this booklet.

### 7.2 Commonly Asked Questions

Questions that are asked by other teachers.

#### 1. What do I assess? When do I assess?

Your assessment should focus on the outcomes in all subjects. Make provision for the community to provide criteria for assessing community focused outcomes. Assessment is continuous and is criterion based. You need to make sure that the number and type of assessment activities are manageable.

#### 2. Why did we have to have a change?

The purpose of having a reform curriculum is to provide a more relevant curriculum which emphasises skills development and the use and maintenance of the local languages of the community. Refer to National Curriculum Statement (2002), Section 2 for details.

#### 3. How is the curriculum different and why is it different?

We have adapted the old curriculum to meet the needs of the reform. In other words, the new syllabuses build on the old syllabuses. All of the syllabuses now have the same format. It is much easier to find information once you are familiar with the common layout. The new syllabuses are also different from the old because they describe what students can achieve for each subject and grade using learning outcomes. For each learning outcome, there are examples that give teachers some idea of what students should know and do when achieving an outcome. These examples are called *indicators*.

The reform curriculum gives teachers the opportunity to determine the content that will best meet the needs of their students. Integration of the outcomes from various subjects is also encouraged and because the learning outcomes are described in the same way, it is much easier for teachers to make connections between subjects. Of course, teachers will be able to use existing resources to help them do this as well as new resources such as the teacher guides. The Curriculum Unit will write other materials to assist teachers.



**4. What is the difference between the outcomes-based and objectives-based syllabuses?**

An outcomes-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 objectives-based syllabus usually describes the steps that students need to take in order to reach particular aims. An outcomes-based syllabus encourages the teacher to decide what content is best to meet the needs of their students whereas an objective-based syllabus describes the content and often the topics to teach. An objectives based syllabus is therefore less flexible and describes how students will reach the aims and the context within which students should achieve the objectives. Objectives describe the intentions of an educational process whereas outcomes provide the end points and what is to be assessed.

**5. What is the difference between outcomes and indicators?**

Outcomes are the targeted results. Indicators provide evidence of the achieved outcomes.

**6. Why outcomes and not objectives?**

Outcomes provide teachers with a much clearer focus on what students should learn. They also give teachers far greater flexibility to decide what is the most appropriate way of achieving the outcomes and how best to meet students' needs. Using outcomes teachers can develop programs to suit the local context and they can involve the community. Objectives are usually specific, direct what is taught and how it will be taught.

**7. What are the consequences of the reform?**

See Unit 1 of Curriculum Reform and Lower Primary Curriculum (2002) and Radio Awareness Program 1.



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## 8. What key messages do you give to your students?

You must give your school students the following key messages.

### 8.1 Importance of the reform curriculum

Convey to your students:

- the importance of the reform curriculum
- the new subjects in the curriculum and their importance
- the expected outcomes of the curriculum (end result of curriculum and its emphasis)
- how they will be taught
- how they will be assessed in the curriculum.

The details of the above points can be found in various sections of this booklet.

### 8.2 Commonly Asked Questions

Questions that may be asked by students.

#### 1. How well do I need to perform in each of the subjects to be selected for Grade 9?

Those who satisfactorily meet the transition requirements set by the province may be eligible to go to Grade 9. The number of places available will vary from province to province and from year to year.

#### 2. How am I going to be assessed?

Assessment and reporting will be based on a balanced approach. This can be achieved through a variety of ways of gathering evidence about students' learning, using formal and informal assessment such as observation of students' performance, concept maps, self and peer assessment, portfolios, written tests and examinations. See Section 5.4 of this book for more details.

#### 3. How is the curriculum different and why is it different?

The old curriculum has been adapted to meet the needs of the reform. In other words, the new syllabuses build on the old syllabuses. All of the syllabuses now have the same format. It is much easier to find information once you are familiar with the common layout. The new syllabuses are also different from the old because they describe what students can achieve for each subject and grade using learning outcomes. For each learning outcome, there are examples that give teachers some idea of what students should know and do when achieving an outcome. These examples are called *indicators*.

The reform curriculum gives teachers the opportunity to determine the content that will best meet the needs of their students. Integration of the outcomes from various subjects is also encouraged and because the learning outcomes are described in the same way, it is much easier for teachers to make connections between subjects. Of course, teachers will be able to use existing resources to help them do this as well as new resources such as the teacher guides. The Curriculum Unit will also write other materials to assist teachers.



#### **4. What certificate will I receive?**

On successful completion of the upper primary studies, students can receive two certificates.

**Basic Primary Education Certificate.** This is a National certificate. The Department of Education is responsible for issuing this certificate.

**School-based certificate.** This is an optional certificate. Schools will decide whether or not to issue this certificate.



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## 9. WHAT KEY MESSAGES DO YOU GIVE TO PARENTS, GUARDIANS AND THE COMMUNITY?

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

### 9.1 Importance of the reform curriculum

Inform the parents and community about:

- the content of each syllabus of the reform curriculum. (See overview of each syllabus in Section 4.2 of this booklet and highlight the learning areas and strands only)
- when it is to be implemented
- what is different to now (general) - outcomes-based, integrated and culturally relevant
- new approach to assessment - see the *National Assessment and Reporting Policy* and note parental involvement
- timetable for release of other curriculum
- continuity of learning from elementary to upper primary.

The details of the above points are provided in various sections of this booklet. (See Table of Contents).

### 9.2 What is in it for my children?

All children should develop basic knowledge, skills and attitudes that they need for effective communication, resource development, social development, spiritual development and maintenance of language and culture for community living. The curriculum should also provide students with knowledge, skills and attitudes that will enable them to continue to further education.

Read the *National Curriculum Statement* (2002) page 4 for the reasons for developing a Papua New Guinea curriculum and page 14 for the aims of primary education.

### 9.3 How can I help and what is expected of me?

Parents and guardians can help with school projects and the teaching of Making a Living, Personal Development, Social Science and Arts. They can assist also in setting the criteria for assessment of attitudes and skills in the relevant subjects.

Read the *Primary Education Handbook, Second Edition, 2000*, page 63, for more ways in which parents and the community can help such as deciding priorities for school development, helping with physical work needed at school and being on curriculum committees.

Parents and guardians can also help by sending their children, *especially girls*, to school.

## 9.4 Commonly Asked Questions

Questions that may be asked by parents and community.

### 1. Why did we have to have a change?

The purpose of having a reform curriculum is to provide a more relevant curriculum which emphasises skills development and the use and maintenance of the local languages of the community. Refer to the *National Curriculum Statement* (2002), Section 2 for details.

### 2. Where will our children go when they complete grade 8 in primary school?

Some of your children will go on to Grade 9 in Secondary Schools, some will return home, while some may enrol in CODE and Vocational Centres.

### 3. Are my children allowed to speak vernacular at school?

Yes, they will be able to use the vernacular but in Grades 6 to 8, the children will be taught in English and speak mainly in English.

### 4. How will my child be assessed?

Assessment and reporting will be based on a balanced approach. This will be achieved by teachers using a variety of ways of gathering evidence about students' learning. This will include using formal and informal assessment such as observation of students' performance, concept maps, self and peer assessment, portfolios, written tests and examinations. See Section 5.5 of this book for more details.



Task	Action Steps	Who needs to be involved	Date due	Date completed	Comments
1. Assemble a planning team made up of key people					
2. Develop a plan of action for inservice of teachers on reform syllabuses					
3. Develop a plan of action for teachers on teacher guides					
4. Develop a plan of action for teachers on assessment					
5. Develop a plan of action for school-based inservice					

Task	Action Steps	Who needs to be involved	Date due	Date completed	Comments
6. Develop a plan of action for the community					
7. Implement the action plans					
8. Others					