Inservice unit to support the Implementation of Elementary Reform Curriculum

UNIT 1: EDUCATION REFORM IN PAPUA NEW GUINEA
Secretary’s Message

The Papua New Guinea Department of Education *Inservice Management Plan 2001 – 2005* sets out the policies and practices for inservice to support the implementation of curriculum reform in basic education. The development of a culturally relevant curriculum and the provision of quality inservice for all elementary and primary teachers are fundamental components in the reform of basic education.

The provision of accessible, relevant and sustainable inservice training is critical for the effective implementation of the reform curriculum in Papua New Guinea schools. In particular, appropriately trained and skilled teachers, head teachers, Teachers In Charge and support staff are the key.

These self-paced inservice units are being provided to assist teachers implement the new Elementary outcomes-based reform curriculum materials. They are quality materials designed to help each of you continue your professional learning at times to suit you and with the support of colleagues in your school and district. Significantly the units may provide a means for all teachers to gain further qualifications through Papua New Guinea Institute at a later date.

The units have been developed with the support of AusAID under the Curriculum Reform Implementation Project (CRIP). Additional units are being developed with the support of CRIP this year and distributed in line with the release of reform curriculum materials for each stage of basic education.

I commend the units to you and invite you to take up the challenge provided by the availability of these units to continue your own learning so that we can be sure that our children receive the best possible education.

PETER M BAKI
Secretary for Education
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Unit introduction

Welcome to Unit 1: Education Reform in Papua New Guinea

In this unit you study the foundations and the purpose of the reform. You learn about the background to the reform and the progress made in the current reform process. In doing so you will look at both structural reform and curriculum reform.

Context

Three inservice units have been developed to help elementary teachers to effectively implement elementary reform curriculum.

The elementary syllabuses contain learning outcomes for Elementary Prep, Elementary 1 and Elementary 2. These outcomes specify what it is that students know, understand and are able to do as a result of their learning.

These inservice units use an outcomes approach to help you become familiar with and to understand and experience learning based on specified outcomes.

The inservice units are similar to the Self Instructional Units (SIUs) with which you are familiar.

Prerequisites

There are no prerequisites for this unit. However, when you have completed working through the Unit keep it. You may use it as evidence for Recognition of Prior Learning (RPL) if DoE moves to upgrade elementary teacher qualifications.

Learning tips

The Study Guide provides you with a guide to the unit you are studying. Each section includes Learning, Doing, Sharing and Reflecting activities for you to work through. These are all designed to help you achieve the learning outcomes of the unit. The Study Guide is also your workbook and learning journal.

You are already familiar with self paced mode of learning. Here are some additional tips you may find helpful.

Plan

Make a study schedule and try to stick to it. Set specific days and times each week for study and keep them free from other activities.

In the sections where you are expected to work with others and share ideas, make note of appointments, your meeting place, time and so on, and plan for them.

Manage your time

Set aside a reasonable amount of time each week for your study program.

Be organised

Work in productive ways and work through the unit systematically. Most people need quiet and order to study effectively, so try to find a suitable place to do your work.

Ask for help if you need it

This is the most vital part of studying at a distance. No matter what the difficulty is seek help straight away. Colleagues and Elementary trainers can help you in many ways.

The learning model

By working through the activities in this unit, using the learning model of Learn, Do Share and Reflect, you will gain an understanding of the
reform and develop your knowledge and skills in implementing it. The four parts of this learning model form an integral part of your learning journey.

Icons

An icon is a symbol used to prompt you to take a particular action in your learning journey. In this unit you will find the following icons that represent this learning model.

<table>
<thead>
<tr>
<th>Learn (Laimim)</th>
<th>Share (Tok Tok wantaim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Find out more about</td>
<td></td>
</tr>
<tr>
<td>• Use information to create knowledge</td>
<td></td>
</tr>
<tr>
<td>• Talk to others about what you have learned</td>
<td></td>
</tr>
<tr>
<td>• Discuss with a colleague or group acting as a critical friend(s).</td>
<td></td>
</tr>
</tbody>
</table>

Learning in cooperation increases ability to learn. Discussing and exploring what has been learned with colleagues help in reconstructing knowledge through seeing, hearing, doing, talking, refining and reflecting.

<table>
<thead>
<tr>
<th>Do (Wokim)</th>
<th>Reflect (Timim bek)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Do tasks</td>
<td></td>
</tr>
<tr>
<td>• Practise skills</td>
<td></td>
</tr>
<tr>
<td>• Apply new knowledge</td>
<td></td>
</tr>
<tr>
<td>• Think critically about what you have learnt, done and shared</td>
<td></td>
</tr>
<tr>
<td>• Think about changes to your practice</td>
<td></td>
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<tr>
<td>• Think about changes to your beliefs and attitudes</td>
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</table>

Reflection helps to make meaning from what is being done, develop shared meaning and challenge ways of thinking and doing things. Some reflective questions might be – What does this mean for my practice in my current position? What are the implications for the group? What are the implications for the school or my classroom?
Some Definitions

Colleagues or other teachers and elementary trainers can help you. They can be a learning partner, a critical friend, a mentor, an imparter (trainer/facilitator).

A learning partner is a colleague with whom you have agreed to study. You work with your learning partner to clarify ideas, brainstorm ideas and discuss plans and processes and support each other in your learning journey. This does not mean that you provide responses to the tasks and activities jointly with your learning partner. Your responses should be based on your own experiences, needs and context of work.

A critical friend is a colleague you trust and with whom you can work well. Critical friends give feedback, ask thought provoking questions, help you look at issues from a different perspective and help you change your practice.

A mentor is a person who is interested in helping you in your job, and is willing to be a friend, guide, counsellor and/or sounding board (that is, listens and responds to your ideas, issues, etc.). A mentor may or may not be a colleague or elementary trainer.

An imparter assists your learning and provides input into the learning process.

Ways this unit can assist you

This unit can help you in a number of ways. For example

1. for your own professional development.
2. for establishing a learning community of teachers in your school or across a cluster of schools.

If DoE moves to upgrade Elementary teacher qualifications, you may be able to claim recognition of prior learning (RPL). If this interests you, keep a copy of the completed unit.
About this Unit

The Context
As you are aware, basic education is being reformed throughout the PNG education system. This process commenced some years ago. You might also be aware that some provinces and schools have already done a great deal of work in this regard while some others have a long way to go.

This unit is one of a set of three developed to assist Elementary teachers to understand and implement the reform in their work situation.

The inservice units in the set are:

- Unit 1: Education Reform in Papua New Guinea
- Unit 2: Understanding the new Elementary curriculum
- Unit 3: How to use the Teachers Guide.

You can study one or more units and you can study them in any order.

The Sections
This unit: Education Reform in Papua New Guinea is divided into four sections.

Section 1: What is meant by Reform?
In this section, you are introduced to the reform – its purpose, its history, its components and dimensions. This section also looks at the differences between the old system and the reform system.

Section 2: Structural Reform
In this section, the focus is structural reform. The section provides an overview of the changes that are happening and the effect these changes have for you as an Elementary teacher.

Section 3: Curriculum Reform
This section helps you understand the rationale for the new Elementary curriculum, the overview of the whole curriculum from Elementary to Upper Secondary, the connections between the Learning Areas and the three sectors of schooling. You also look at the aims of the Elementary curriculum to help you connect the reform agenda and the new curriculum.

Section 4: Assessment and Reporting Reform
In this section, you learn about assessment and reporting requirements in Elementary under the reform. You are introduced to the National Assessment and Reporting Policy 2003, the notion that assessment and reporting are integral to the teaching and learning cycle and the links between the National Curriculum Statement (2002) and the National Assessment and Reporting Policy 2003.

You also learn about assessment practices that are compatible with reform requirements and the implications of reform for your practice and the school as a whole.
Unit Learning Outcomes

Learning outcomes are statements about the knowledge, understandings, and skills you achieve and are able to demonstrate when you complete this unit.

These statements are learner-centred and written in terms that enable them to be demonstrated, assessed or measured.

On successful completion of this unit, you can (are able to):

1. describe and discuss the major reasons for the education reform program that began in Papua New Guinea in 1994
2. outline the benefits of the education reform in Papua New Guinea for students and the nation
3. describe the education structures that are integral to the Education Reform in Papua New Guinea
4. explain the curriculum links between Elementary, Lower Primary and Upper Primary sectors of schooling in terms of learning areas and subjects
5. make a clear presentation to a group about important aspects of the reform using information available in this unit.

Self assessment of progress

This is the start of your learning journey.

Here are 12 statements for you to answer. Each statement is followed by a line with four markers on it.

In assessing yourself at the start of this unit, place yourself on each line on the basis of what you know now.

For example, consider Statement 1: I understand the rationale for the current education reform program in PNG. If you know a great deal about the rationale for the reform, then you should mark a tick close to ‘very well’, the 3rd marker. If you know only a little bit about it, then your tick should be placed close to ‘little’, ie, the 1st marker. If you feel you have given a lot of thought to curriculum reform and have been implementing it, and are in a position to help others, then you should place the tick close to the 4th marker.

Now complete the task on the following page.
1. I understand the rationale for the current education reform program in PNG

| little | moderate | very well | can help others |

2. I understand the important aspects of the reform curriculum

| little | moderate | very well | can help others |

3. I am familiar with the benefits of the education reform in PNG

| little | moderate | very well | can help others |

4. I am familiar with the structure and contents of the three Elementary syllabuses

| little | moderate | very well | can help others |

5. My familiarity with the aims of Elementary curriculum may be described as

| little | moderate | very well | can help others |

6. My understanding of how the aims of Elementary education in PNG are reflected in the Elementary syllabuses may be described as

| little | moderate | very well | can help others |
7. I am aware of how the Elementary, Lower Primary and Upper Primary sectors are linked in the reform context

little    moderate    very well    can help others

8. My understanding of how assessment and reporting is integrated into the total curriculum planning and implementation may be described as

little    moderate    very well    can help others

9. My ability to understand the curriculum expectations through aims and learning outcomes in the syllabuses may be described as

little    moderate    very well    can help others

10. I am familiar with the links between the National Curriculum Statement (2002), the National Assessment and Reporting Policy 2003 and the three Elementary syllabuses (2003)

little    moderate    very well    can help others

11. I am familiar with criterion-referenced assessment methods as identified in the National Assessment and Reporting Policy 2003

little    moderate    very well    can help others

12. I understand what I should do in my present capacity to fully implement the reform curriculum

little    moderate    very well    can help others
When you finish the unit, do the *Self assessment* again to see your progress as a result of doing all the learning activities.

**References**
The following additional documents have been used in the writing of these units. You do not need to have access to these documents.

*The State of Education in Papua New Guinea*

*Primary Education Handbook, 2nd Edition,*

*A Handbook for Elementary Education,*

*The National Curriculum Statement,*

*National Assessment and Reporting Policy 2003,*
Inservice Unit to Support the Implementation of Elementary Reform Curriculum

UNIT 1: EDUCATION REFORM IN PAPUA NEW GUINEA

FINAL STEPS
Final Steps ...

Check the following

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<th>Yes</th>
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<tbody>
<tr>
<td>I have read the introduction</td>
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<td>I have found the resource materials</td>
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<td>I have done the initial self assessment</td>
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Now you are ready to get into the sections.

The unit is written in a ‘self learning mode’ like the Self Instructional Units. This means you are guided each and every step of the way. Follow the instructions and you will be able to complete the unit.

Space is provided for writing your responses and reflections – this means that your study guide is also your workbook and your learning journal.

At the end of each section, you will find some blank pages. These are extra space for your notes.

In the unit summary, the unit learning outcomes are repeated. Use this as a checklist of your progress/learning through the unit.

**Gud lak long stadi bilong yu!**
Section 1: What is meant by reform

The government of Papua New Guinea is reforming education in this country. The reform began in 1994.

The National Education Plan, 1996, page 2, says that the reforms are to develop an education system that meets 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.

This statement means that it is to meet the needs of all children. Some may return to their villages, others may go into the workforce and yet others may further their education (eg, into university) or into specific trade training (eg, electricians, car mechanics, etc.).

As an Elementary teacher in your school, your position has been created as an outcome of the reform. You are in a good position to understand what has been planned and is happening.

As an Elementary teacher you are in the forefront of curriculum reform. Think about your work and its context.

What are the challenges that you face when implementing the reform curriculum? List them here.

A Handbook for Elementary Education, 1997 – What does it tell us?

The policy for Elementary education is contained in the Philosophy of Education (NEC 1986), the Literacy and Awareness Program (NEC 1989), the Education Sector Review (NEC 1991), and the National Education Plan (NEB 1996).

NEC Decision No. 183/91 required a critical evaluation of elements of the reform package and it was on this basis that strategies for the implementation of Elementary education and pilot projects were developed.

The Education (Amendment) Act 1995 defines the new components of education:

“….‘elementary education’, in relation to a student, means a full-time education comprising a preparatory class and Grades 1 and 2 in accordance with Section 27 and in a language spoken by the student” (A Handbook for Elementary Education, 1997)

Secretary’s Circular 62/94 was developed to begin the implementation of Elementary education. This circular is now replaced by Secretary’s Circular 18/97 (Appendix 1)
What is meant by reform?

Read the contents of the circular and discuss the contents with a colleague. Take notes on information that is new to you. Record your notes here.

The elementary level of education is currently the department’s highest priority activity.

- The development of Elementary schools allows all children throughout Papua New Guinea to attend school.
- Elementary schools also create employment in rural locations, and allow more children to go to Primary and Secondary schools through the overall restructuring of the National Education System.
- Elementary education is critical for the overall success of the education restructure and the curriculum reform program.

Share this information with a group of colleagues. Discuss how this new information can help in improving your practice. List two ideas below:

<table>
<thead>
<tr>
<th>New Information</th>
<th>How it may help to improve my practice</th>
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</tbody>
</table>

Write your reflective thoughts in a paragraph. Use these questions to help you write your paragraph.

How true are these statements?
Do you, as an Elementary teacher, feel your role is very important in setting the right pace at such an early stage?
What do you feel are the main weaknesses? How could these be improved?
The Primary Education Handbook, 2000 – What does it tell us?

This document gives background information about education reform, the reasons for the reform, highlighting issues relating to the children as well as social, economic and political reasons.

Background to reform

In 1986, a new philosophy of education was introduced in the ministerial report chaired by Sir Paulius Matane, titled A Philosophy of Education.

This Philosophy of Education called for a major change …

“The current philosophical basis for educational planning should be changed from one based on the manpower needs of the modern economy to one based on the integral human development of all persons.”

(Rec. 9, page 48)

It further states that education should equip the individual with knowledge, skills and attitudes for effective:

1. Communication
2. Numeracy
3. Resource development
4. Social and spiritual development.

The Philosophy asks that these aims be achieved through integrated teaching and learning situations that reflect the knowledge, skills, attitudes and spiritual values needed for integral human development.

(Primary Education Handbook 2002, page 9)

In addition to A Philosophy of Education, there are three other key documents guiding the reform; the Education Sector Review (1991), the Education Sector Resources Study (1995) and the National Education Plan (1996) (Primary Education Handbook 2002, page 10).

The Primary Education Handbook states the following. Read the information and discuss with a colleague.

The purpose of education is to enable students to:

1. live more useful and productive lives
2. participate in decision making at all levels
3. relate responsibility to others
4. develop spiritually

what is meant by reform?

Reform and relevance

What is being reformed?
The whole system is being reformed. There are structural and curriculum changes that are taking place at all levels within Education Department. The extent of these changes vary from province to province and between the various sectors.

(Primary Education Handbook, 2000, pages 11-12)

The restructure was finally given parliamentary approval in 1995, as an amendment to the Education Act of 1983.

This diagram shows what the reform school structure should look like now.

The main aims of the reform are to:
- get more children into school and keep them there
- give them a higher quality, more relevant education
- make education more cost-effective.

The main reform goals include:
- all children will start school at the age of 6
- children will use a language they know and understand
- basic education will last 9 years for all children
- 50% of grade 8 children will go on to grade 9
- 10% of grade 10 children will go on to grade 11
- elementary and primary schools should be close to home
- the curriculum should be relevant
- education should be cost-effective.

(Primary Education Handbook, 2000, pages 12-17)

Record at least three important points raised during the discussion.

Prepare and conduct an awareness session for a group of colleagues. Highlight in your presentation the reasons for the reform, its goals and the manner in which reform is being implemented.

Record your notes here.
Reflect on the recommendations of the Matane Report. Give examples of what has been implemented through the education reforms at your school.

Record your thoughts here.

The key features of the reform are:

- a new and more relevant curriculum which focuses on skill development
- the use and maintenance of the local languages of the community
- nine years of universal basic education by 2004 (universal means for all children)
- the establishment of community based elementary schools (Elementary Prep to E2) that use the community vernacular as the main language of instruction

Reforms aim at doing away with the old system and practices. The target is 2004. Many provinces have phased out the old system and replaced them with the new system.

Think about what you have just read to answer this question.

Why is the reform system better? List your thoughts below.
what is meant by reform

Read this extract and discuss it with a colleague, comparing their answers with the answers you prepared.

What was wrong with the old system? The old system:

- separated children from their language, culture and community activities
- made children feel like failures who no longer valued village life, traditions and obligations
- started in a language that the children did not speak
- created unrealistic expectations in their children, their families and their communities that they would all get paid jobs
- had a curriculum which was not relevant to Papua New Guinea and its people
- did not prepare children to use the resources at home in their communities
- did not allow all children to go to school and did not encourage children to stay in school.

Why is the reform system better? Because it:

- teaches children more about their own language, culture and community
- makes children feel good about themselves and encourages them to value and respect village life, traditions and obligations
- prepares children to use the resources in their community for self employment
- provides nine years of basic education for ALL children from Prep to grade 8
- provides bilingual education to develop children’s language skills in both their own language and English
- develops good thinking, problem solving and decision making skills in vernacular and English in a familiar context
- provides a good foundation for further learning.

Think about your education. What implications does the reform system have for your practice?

List your thoughts here.
Section 2: Structural Reform

Within the Department of Education is a group that has been set up to monitor the reforms as they progress. Each year they produce a report called The State of Education in Papua New Guinea.

This chart from the 2002 report shows you how things are going.

(source – The State of Education in Papua New Guinea (2002)).

Elementary schools started as a pilot in 1994 in Milne Bay province with nine schools. This was followed in 1995 by New Ireland province and by 1998 all provinces had elementary schools operating.

The table below shows the enrolment by Grade and province for 2000.

<table>
<thead>
<tr>
<th>Province</th>
<th>Prep</th>
<th>E1</th>
<th>E2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
<td>1060</td>
<td>1603</td>
<td>1710</td>
<td>4373</td>
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<tr>
<td>Gulf</td>
<td>2320</td>
<td>1845</td>
<td>1405</td>
<td>5570</td>
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<tr>
<td>NCD</td>
<td>5746</td>
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<tr>
<td>Central</td>
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<td>4258</td>
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</tr>
<tr>
<td>Oro</td>
<td>2732</td>
<td>2211</td>
<td>977</td>
<td>5920</td>
</tr>
<tr>
<td>Southern Highlands</td>
<td>2555</td>
<td>2323</td>
<td>1658</td>
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<td>3699</td>
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<td>2986</td>
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<td>8335</td>
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<td>1562</td>
<td>733</td>
<td>3851</td>
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Papua New Guinea 60821  50130  37857  148808

The report mentions that the Government is surprised that there has been such a high take up rate by communities around the country. It expected that the elementary sector would only be introduced following considerable persuasion from education authorities. The challenge is now seen as holding back provinces to ensure an ordered implementation and steady rises in enrolment as anticipated in the National Education Plan.
Find your province in the table above. Look at the total number of enrolments for your province and compare it with another province in the same region.

Try to work out whether people in your province have been quicker or slower to enrol their children in Elementary schools. For example, Southern Highlands Province and Eastern Highlands Province are similar in many ways and have much the same population. Yet people in the Eastern Highlands Province have enrolled far more children in elementary schools.

Write your comments here.

Now think about the community in which you live and work. Try to work out what the reform has meant for children and schools in your community.

Discuss the following questions with a colleague and fill in the answers in this table. Use the COMMENT column to add something to your YES/NO answer or to give an answer that cannot be given by a YES/NO.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1. Do children in your community have access to an Elementary school,</td>
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<tr>
<td>a Primary school and a Secondary school?</td>
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<tr>
<td>comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Can the students easily get to their Elementary school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Has the community chosen a local vernacular language for the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are Elementary teachers chosen because of their experience with the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>local culture and language?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Have enrolments in the Elementary school(s) risen over the last few</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>years?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Are more children staying on at school until Grade 8 than before?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If your answers to these questions are YES, then the reform is having an effect in your community.

The changes that are being made in setting up Elementary schools are what are known as structural changes.

Before the reform schools were organised like this:

<table>
<thead>
<tr>
<th>School Type</th>
<th>Grades</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Schools</td>
<td>1 – 6</td>
<td>6 years</td>
</tr>
<tr>
<td>Provincial High Schools</td>
<td>7 – 10</td>
<td>4 years</td>
</tr>
<tr>
<td>National High Schools</td>
<td>11 – 12(2)</td>
<td>12 years in all</td>
</tr>
</tbody>
</table>

When the reform is completed the structures will look like this:

<table>
<thead>
<tr>
<th>School Type</th>
<th>Grades</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Schools</td>
<td>Prep - E2</td>
<td>3 years</td>
</tr>
<tr>
<td>Primary Schools</td>
<td>3 – 8</td>
<td>6 years</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>9 – 12</td>
<td>4 years</td>
</tr>
</tbody>
</table>

At the moment, not all these structural changes have happened. In some provinces and districts, the changes are still happening.

Spend a few moments reflecting on your role in implementing the reform.

Complete each sentence.

- The issues and questions that arise for me are
- The roles I feel comfortable with are
- The impact this has on my role as an Elementary teacher is
- The areas of need I would like to explore further are
- My personal needs that might interfere with my role as an Elementary teacher are
Section 3: Curriculum Reform

The other part of the reform agenda is the development of a new and more relevant school curriculum.

Look back to section one and read again what the first key feature of the reform agenda was.

This inservice unit is written specifically to help you understand and use the new Elementary curriculum materials sent to you in 2003.

There are 3 books that make up the curriculum. Each book is called a syllabus. 1. Culture and Community 2. Cultural Mathematics 3. Language

You will be familiar with these syllabus areas, as you have used them already in your planning. They are the basis of the Elementary Scope and Sequence (First Edition 1998) that you have been using.

The new Elementary syllabuses are part of a series being developed. There are also new syllabuses for the Lower Primary (grades 3-5) and the Upper Primary (grades 6-8). The new Lower Primary syllabuses will be released in 2004. The new Upper Primary syllabuses are released in 2003 with the Elementary syllabuses.

To ensure that the whole area of curriculum development is well co-ordinated in PNG, a National Curriculum Statement was developed in 2002 and distributed in 2003. Find a copy of this. It is a red and black book with a big national emblem on the front cover.
Below is a copy of Table 6 from page 31 of the *National Curriculum Statement* (2002).

It is included here to show you that the whole curriculum from Elementary to the Upper Secondary is now being considered together. This is to make sure that students are well prepared as they move through the system from grade to grade. In the left hand column you will see five Learning Areas. The other columns show how the syllabuses for each sector fit into the Learning Areas. The Elementary sector is column two.

Look carefully at the table below. Read down the Elementary column and then across into the columns for Lower Primary and Upper Primary. Look for the connections between the syllabuses across the three sectors.

**(Table 6.1) Overall organisation of learning areas and subjects**

<table>
<thead>
<tr>
<th>Learning area</th>
<th>Elementary</th>
<th>Lower Primary</th>
<th>Upper Primary</th>
<th>Lower Secondary</th>
<th>Upper Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture and Community</strong></td>
<td>Culture and Community includes aspects of the following: Arts, Community, Living, Environment, Health, Physical Education, Design and Technology</td>
<td>Arts Community Living</td>
<td>Arts Social Science Making a Living</td>
<td>Arts Social Science Business Studies Applied Social Science Agriculture Design and Technology including modules such as home economics, practical skills, computing, rural technology, tourism, hospitality or each developed as full courses</td>
<td>Art Music Drama Applied Social Science Economics Politics/Civics Geography History Business Studies Urban Technology Applied Technology Informational Technology Rural Technology Computing</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Vernacular Language</td>
<td>English Vernacular Language</td>
<td>English including library Hiri Motu Tok Pisin Vernacular and other languages</td>
<td>Language and Literature including library Japanese Bahasa Mandarin Chinese Hiri Motu Tok Pisin</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Cultural Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics Extension (Maths A) Mathematics Core (Maths B) Life Maths</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Development</strong></td>
<td>Aspects of Personal Development are covered under Culture and Community</td>
<td>Health Physical Education</td>
<td>Personal Development including health, PE, guidance and religious education</td>
<td>Personal Development to include health, PE, guidance and religious education</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Aspects of Science are covered under Culture and Community</td>
<td>Environmental Studies</td>
<td>Science</td>
<td>Science Environmental science Applied Science</td>
<td>Biology Chemistry Physics Applied Science</td>
</tr>
</tbody>
</table>
Now answer these questions by looking at Table 6.1

1. What are the Learning Areas included in the Elementary curriculum? (all five are)

2. Why do you think Personal development and Science are not included as separate Learning Areas in the Elementary curriculum?

3. What Lower Primary syllabuses (subjects) build on the *Culture and Community Syllabus*?

4. What Upper Primary syllabuses (subjects) build on the *Culture and Community Syllabus* in the Elementary curriculum?

5. What do you think is the difference between ‘Cultural Mathematics’ in the Elementary column and ‘Mathematics’ in the Lower and Upper Primary columns?

6. List the aspects of other subjects that are included in the *Culture and Community Syllabus*.

Table 6.1 shows how the total curriculum for Papua New Guinea is planned and developed. It is also important to know why the new curriculum was planned.

You probably have some ideas yourself.

**Ask yourself the following question:** Why do we need a new Papua New Guinea curriculum?

Think about these questions below and record your thoughts:

- What has happened in schools since Independence in 1975?
- How did the old system of education come about?
- What was school like for you when you were a student?
- What was school like for some of your friends?
- What has life been like since school for you and your friends?
- What are some of the main national issues in modern PNG?
Having thought about this yourself, using some of the questions above, find a friend who is NOT a teacher and a friend who IS a teacher, and have a discussion. Ask them: Why do they think we need a new Papua New Guinea curriculum?

In the box below, write down some important things that were discussed.

<table>
<thead>
<tr>
<th>Why do we need a new Papua New Guinea curriculum?</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
</tr>
<tr>
<td>*</td>
</tr>
<tr>
<td>*</td>
</tr>
<tr>
<td>*</td>
</tr>
<tr>
<td>*</td>
</tr>
</tbody>
</table>

Share your list of important things with a colleague. Discuss the differences/similarities in views if there are any and why. Record your shared views here.

The official reasons for the decision to reform education in PNG, including the curriculum, came from a number of sources.

A 1986 Government report called *A Philosophy of Education for Papua New Guinea*, was very important. It is often referred to as the Matane Report. From this developed several plans including *The National Education Plan, 1995-2004*. *The National Curriculum Statement* (page 3) has a summary of this plan for students in Papua New Guinea.

On page 4 of the *National Curriculum Statement* (2002) are some answers to the question you thought about and discussed with your friends. This is what it says.
Why a Papua New Guinea Curriculum?

Papua New Guinea needs a curriculum that:

- provides consistency and stability in education
- reflects our culture 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
- describes the learning outcomes for all subjects at all levels of schooling that are essential for girls and boys
- describes assessment and reporting requirements based on the learning outcomes
- reflects and builds our national identity
- ensures national unity, a healthy nation and nation building
- promotes and encourages the sustainable use of natural resources

The Philosophy of Education for Papua New Guinea requires Integral Human Development, which ensures the development of citizens of Papua New Guinea who are able to:

- participate in community decision making at appropriate levels
- live useful and productive lives, and value both rural and urban community development activities in the context of national development
- participate in further training for human resource needs and value education as a continuing lifelong process
- relate responsibly to others and participate in the strengthening of social unity in the context of national development
- develop a system of beliefs and values appropriate to their individual rights and those of the community.

Your answer(s) probably did not include all these things. Don’t be concerned about this, because what has been written in the reports and plans brings together the thoughts, ideas and beliefs of lots of people. What you have just read was written by a number of people over a period of time.

---

Read again what has been quoted from page 4 of the National Curriculum Statement and try to summarise what it says about the following issues.

<table>
<thead>
<tr>
<th>Learning outcomes e.g., The curriculum will be based on learning outcomes and they will cover all subjects. Assessment will be linked to these outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The local community</td>
</tr>
<tr>
<td>2. National identity</td>
</tr>
<tr>
<td>3. Natural Resources</td>
</tr>
<tr>
<td>4. Live useful and productive lives</td>
</tr>
</tbody>
</table>
Share your summary with a colleague, discussing your big picture ideas about each issue. Record your thoughts here.

Another way of looking at the changes that link the Reform to the curriculum is to think about the curriculum aims.

Section 4 of the *National Curriculum Statement, 2002* (Pages 13-15) contains the curriculum aims. You should read the entire section.

Of special importance to Elementary teachers is section 4.2 which records the *Aims of the Elementary Curriculum*. It is included again here.

The aims of the Elementary Curriculum are to:

- enable students to continue developing an understanding of, respect for and identification with local cultural values and traditions
- prepare students for entry into Grade 3 in Primary school
- teach an integrated community centered curriculum in a language that the students already speak with an introduction to oral English in the last part of Elementary Grade 2 (E2)
- equip students with knowledge, skills and attitudes for effective communication, resource development, social development and spiritual development to achieve integral human development
- value skills education, building upon the skills and knowledge the students already have in their own language and culture, eventually transferring these skills into English
- effectively engage communities in the life and activities of the school to ensure relevance, ownership of courses, and access by schools to community resources
- provide a foundation for students’ schooling in their vernacular
- provide a firm foundation for lifelong education
- encourage teachers to be creative and use the community and improvise with materials that are around them.

Write a paragraph about what the aims mean in your own words.
Share your paragraph with a colleague and discuss these questions:

- Are there differences in your understanding about each aim?
- Why?

It is now time to think about how what already happens in your Elementary school that reflects these aims.

Whilst the National Curriculum Statement (2002) is new, the aims are probably reflected in a lot of things that already happen at your school. The whole Elementary school structure in PNG, the Scope and Sequence you use, the teacher training you did (or are still doing), have been in support of these aims.

What are some examples of some practices at your school which reflect these aims. List them here. Use the table to record your examples

<table>
<thead>
<tr>
<th>Aim</th>
<th>Your school practice(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enable students to continue developing an understanding of and identification with local cultural values and traditions</td>
<td></td>
</tr>
<tr>
<td>Prepare students for entry into Grade 3 in primary school</td>
<td></td>
</tr>
<tr>
<td>Effectively engage communities in the life and activities of the school to ensure relevance, ownership of courses, and access by schools to community resources</td>
<td></td>
</tr>
<tr>
<td>Provide a foundation for students’ learning in their vernacular (which is the first stage in a lifelong education process)</td>
<td></td>
</tr>
</tbody>
</table>
Discuss your completed table with a colleague. Discuss these questions:
- What practices help in implementing the reform?
- What exactly might you do differently next time?
- What do you feel most comfortable about? Why?
- What do you find most challenging? Why?

As teachers we often have to make professional judgements. When we assess if a student has achieved an outcome, objective or set task, we make our decision on the basis of available evidence. Sometimes it is easy to see or measure. But quite often we have to look at evidence and make an “on balance” decision.
Section 4: Assessment and Reporting Reform

As you know it is not good practice to think of assessment and reporting separately from curriculum. Assessment and reporting are part of a teaching and learning cycle. But now it is important to understand the National Assessment and Reporting Policy 2003.

Before we look at this new policy we need to think about this teaching and learning cycle so that how we assess and report is integrated into the teaching and learning cycle.

The model of the Teaching and Learning Cycle has four parts:
- Planning and Programming
- Teaching and Learning
- Assessing and Evaluating
- Summarising and Reporting.

If you look at ‘Assessing and Evaluating’ and ‘Summarising and Reporting’, highlighted in the diagram below, you will see some questions that you are likely to consider when teaching a class.

As you think about these questions, you think about:
- what to assess
- how to find out whether the students are progressing
- what are the school’s and the Department of Education’s expectations of assessment
- how to record and share assessment information with the students, their parents and others.

The ‘planning and programming’ part of the cycle includes the question “Where can I find out about assessment requirements?”

The ‘teaching and learning’ part of the cycle includes the question “What will tell me whether all students are progressing?”

Questions about assessment and progress feature in all parts of the cycle. The cycle provides a holistic approach to your planning activities.
Think about the questions in the “Assessing and Evaluating” and “Summarising and Reporting” parts of the cycle. Discuss these with a colleague.

Write your thoughts here.

The *National Assessment and Reporting Policy 2003* shows the link between this policy and two other documents already mentioned. The *Rationale* (page 5) makes the following connections.

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A philosophy of Education for Papua New Guinea, 1986,
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Each document is important to the reform process. The *National Curriculum Statement* (2002) sets out the new expectations for learning by all our young people in schools. It values all subjects, is outcomes-based and requires fair and consistent assessment and reporting. The *National Assessment and Reporting Policy 2003* helps us all to develop a systematic and fair assessment processes.
Discuss with a colleague these questions and record your responses.

- How was your performance assessed when you were at school?
- Did you have tests?
- How did you feel about them?
- Were the results always an accurate indication of what you knew, understood and could do?
- Were there any other ways you were assessed at school?
- Were there other ways you could have shown what you knew?

Read this part of the Secretary’s message in the National Assessment and Reporting Policy 2003.

This policy identifies the principles and practices that must be applied to the assessment and reporting of student achievement from Elementary to Grade 12. It also identifies the roles and responsibilities of those stakeholders who are most concerned with assessing students, reporting student achievements and with receiving and using student assessment information. Students, parents, guardians, members of a community, and various stakeholders have responsibilities to ensure that assessment and reporting is undertaken in ways that meet the needs of students, schools, communities and the nation. (page 3)

The Secretary’s message also states that

Criterion-referenced assessment methods are most compatible with outcomes-based education......the need to make very clear the criteria used to judge the performance of students.

At the school level, teachers will use a broad range of assessment methods to assess their students. Criteria will need to be identified in order to assess achievement and report information that will assist students to improve their performance. (page 3)
Think about how assessment and reporting happens in your school. Perhaps you have a written policy or at least a common understanding among teachers of the school’s and community’s expectations. If not, you would have some ways you assess and report.

Also think about what you have done in relation to Pupil Assessment and Reporting as an SIU in your training program.

1. How do you manage the task of assessment and reporting?

2. Is it a natural part of your teaching and learning process? Yes/No

3. Does what you do assist
   • the students? If yes, how? If not, why not?
   • you as the teacher? If yes, how? If not, why not?
   • the parents? If yes, how? If not, why not?

Here are some questions to help you think about your assessment practices. Respond to each.

• How does this policy affect your current assessment practices?

• What actions will you take as a result of this policy?

• In which areas do you need to learn more or seek help?
Working with another teacher, brainstorm a list of your assessment and reporting practices. List 5 of them in the table below.

Place a tick in the right hand column if you think the practice is compatible with the principles of the reform curriculum.

<table>
<thead>
<tr>
<th>List of practices</th>
<th>Compatible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>☐</td>
</tr>
<tr>
<td>2</td>
<td>☐</td>
</tr>
<tr>
<td>3</td>
<td>☐</td>
</tr>
<tr>
<td>4</td>
<td>☐</td>
</tr>
<tr>
<td>5</td>
<td>☐</td>
</tr>
</tbody>
</table>

Discuss with a colleague up to three (3) critical changes you need to make to become more consistent with the expectations of the reform curriculum. Record the results of your discussion in this table.

<table>
<thead>
<tr>
<th>Changes I plan to make</th>
<th>My plan of action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. 2. 3. 4.</td>
</tr>
<tr>
<td>2</td>
<td>1. 2. 3. 4.</td>
</tr>
<tr>
<td>3</td>
<td>1. 2. 3. 4.</td>
</tr>
</tbody>
</table>

For each change you wish to make, list up to three (3) steps you intend to take in the table below.
Reflect on the following:

- How can assessment practice, in your school, be improved?

- What assistance do you and your colleagues need in relation to assessment and reporting practices? List them here.

What do these principles mean to you?

Write down in your own words.

Pages 6-7 of the National Assessment and Reporting Policy 2003 lists six principles. They should guide what you do.

Assessment and Reporting:

1. are continuous and based on learning outcomes
2. are appropriate for Papua New Guinea
3. will be based on a balanced approach
4. must be manageable
5. must be fair and equitable
6. must be valid and reliable

After you have read these principles, think about how you assess and respond to these questions.

- Do your assessment tasks have clear links with syllabus outcomes?
- Do the strategies you use give some students advantages over others?
- Are the students clear about what you expect them to know and be able to do?
- Are the activities and tasks you set for your class clearly stated and explained?
In the learning area of Cultural Mathematics, think about how you could assess a student in “Elementary One” in his or her efforts to ‘make suitable guesses for sizes, weights, times and numbers in real situations’. This objective comes from page 26 of the *Scope and Sequence*. Describe the assessment task(s) and strategy and then make a comment about how they match the six assessment principles given above.

<table>
<thead>
<tr>
<th>Objective: make suitable guesses for sizes, weights, times and numbers in real situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment strategy.</td>
</tr>
<tr>
<td>Eg, Strategy – Observation (teacher) over a certain period</td>
</tr>
<tr>
<td>Task – for the given object, estimate size &amp; weight,.......</td>
</tr>
</tbody>
</table>

- Is it continuous?
- Is it appropriate for PNG?
- Is it balanced?
- Is it manageable?
- Is it fair and equitable?
- Is it valid and reliable?

Now share this with a colleague. This person may be able to give you some advice if you are not able to see how to reflect the principles.

The *National Assessment and Reporting Policy 2003* has a lot more to say about the topic.

Assessment and Reporting is also written about in *The National Curriculum Statement* (2002), and in each of the three Elementary syllabuses and the accompanying Teachers Guide. As you become more involved in teaching with the new syllabuses you will need to keep referring to all these documents.

To finish this section, it is important to look at one more part of the *National Assessment and Reporting Policy 2003*. In part 7.1 on page 15 are a few points specifically for Elementary schools. It says:

- Assessment at Elementary level should:
  - use a range of assessment methods
  - use local cultural approaches to assess and report students’ achievement where appropriate
  - be used for diagnostic purposes only
  - result in information about students’ achievements being transferred to Lower Primary or their next school.

Consider, for a moment, just this last point. If the education system in Papua New Guinea is to provide 9 years of basic education for all girls and boys in the country in an integrated way, then it is important that as children move from one sector to the other (in this case from Elementary to Lower Primary), then all useful information on student performance and progress should move with them. This is important in the thinking of the current reform.
Use these questions to help you investigate what happens now in your school.

- Does assessment information move on with the students?
- Are there meetings between teachers of Elementary 2 and Grade 3?
- Do you know if the assessment information transferred is useful for the Grade 3 teachers?

Write a brief report on what happens now with recommendations for any changes in the future.

1. What information do you now give to Grade 3 teachers?
2. Do they find this useful?
3. How do you know?
4. How could you follow up on the usefulness of the information passed on to Grade 3 teachers?
Inservice Units to Support the Implementation of Elementary Reform Curriculum

Unit 1: EDUCATION REFORM IN PAPUA NEW GUINEA

UNIT SUMMARY
Unit Summary

Congratulations! You have completed this unit.

At this point, let us review your learning journey.

You commenced your learning by completing the Self Assessment.

The sections within this unit are:

Section 1: What is meant by Reform?
Section 2: Structural Reform
Section 3: Curriculum Reform
Section 4: Assessment and Reporting Reform

In completing this unit, you explored the history of the reform, the components of the reform, structural reform and the changes that are affecting you directly. You also looked at the rationale for the new Elementary curriculum and made connections between what is happening in reform and the curriculum. You then looked at assessment and reporting requirements in Elementary under the reform and the implications for your practice. The focus throughout the unit required you to learn, do, share and reflect in the context of your work situation.

At this point let us review your progress. One way of doing this is by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the unit are copied here. For each outcome assess yourself – Yes, No or Not sure.

<table>
<thead>
<tr>
<th>Can You:</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. describe and discuss the major reasons for the education reform program that began in Papua New Guinea in 1994?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. outline the benefits of the education reform in Papua New Guinea for students and the nation?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. describe the education structures that are integral to the Education Reform in Papua New Guinea?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. explain the curriculum links between Elementary, Lower Primary and Upper Primary sectors of schooling in terms of learning areas and subjects?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. make a clear presentation to a group about important aspects of the reform using information available in this unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have answered ‘Yes’ to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes.

If you have said ‘No’ or ‘Not sure’ to some, then it may be worth your while to go over the appropriate sections of the unit again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.
unit summary

A second way of assessing your progress is by completing the Self assessment in the Unit Introduction again. Use a different coloured pen to place a tick on each continuum to show what you know now.

Compare your assessment of your own knowledge and skills before and after you completed this unit.

Where have you shown the most growth?

In which areas might you need to consolidate your learning or seek further assistance?

Are there other areas that have now become apparent as learning priorities for you?
SECRETARY’S CIRCULAR NO. - 18/97

SUBJECT: ESTABLISHMENT OF ELEMENTARY SCHOOLS

1. The authority of this circular is Section 28 of the Education Act (Chapter 63, Replaced by No.1 of 1983) as amended. It replaces Secretary’s Circular No. 62/94. This circular should be read in conjunction with the publication called Elementary Handbook.

2. Elementary Education became a part of the national education system when the Education Act was amended in 1995. It is a full-time education consisting of a preparatory class, grades 1 and 2 in a language spoken by the students.

3. The purpose of this circular is to provide guidelines for the establishment of Elementary schools within the national education authorities in establishing these schools.

4. Elementary Education must be included in the education development plans in the provinces. The provincial education plans are required to apply the principles in the National Education Plan. Provincial Education Board or District Education Boards should ensure that the education plans are realistic and can be sustained.

5. When determining the location for an elementary school the following criteria should be used in the process.
   • Total enrolment of Elementary prep and grades 2 and 1 must be at least 30 or more Children.
   • located in or adjacent to the village not more than 30 minutes walking distance from the students village
   • availability of land free from disputes
   • vernacular orthography approved by the Provincial Literacy Committee.
   • availability of suitable people for elementary teacher training.
   • easy access to a primary school or a community school inavailability of community support
   • availability of people capable of running the school.

6. Conversion self-help Schools
   Existing self-help schools (eg. Tok Ples schools) may be converted to Elementary schools.

7. Location of Elementary Schools
   The availability of land for a elementary school site is an important issue. The site is to be free from land ownership problems. If the site is to be on a customary land then the traditional owners should have an agreement executed before representatives from the community and district authorities. A Handbook for Elementary Education

8. Registration of Elementary Schools
   Elementary schools should be registered as members of the national education system. The controlling education agency should apply for registration of the school using the EDA Form entitled “APPLICATION FOR MEMBERSHIP/AMENDMENT TO REGISTRATION INFORMATION”. The form should be sent to the Department of Education.

9. Teaching Positions in Elementary Schools
   When the application for school registration is approved and processed, it should be sent to the Teaching Service Commission who will have teaching positions created for the elementary school and have the positions numbered.

10. Selection and Training of Elementary School Teachers
    The selection of people to undertake the Elementary Teacher Training course is to be done by the community, the Provincial Education Board and the Port Moresby Inservice College. The selection criteria should be:
    • a person should have mature and responsible attitude and good behaviour
    • should have a thorough knowledge of and competency in vernacular languages and local customs, and
    • should have successful completion of 10 years of school education or other education qualification acceptable to the Secretary.

   The community should submit names of suitable candidates to the Provincial Education Board (PEB). The PEB uses the list from the community to make its nominations to the PMISC. The Port Moresby Inservice College makes the final selection from the list supplied by the PEB.
The selected people will carry out their training in their provincial locations and on completion of the 10 modules course they will be awarded the Certificate of Elementary Education Teaching.

11. Placement of School Teachers on Payroll
On completion of Year I training the trainee is provisionally registered. (If the appraisal is unsatisfactory the trainee is terminated from the course).

When the first provisional registration is received the trainee-teacher should fill the EDB012 Form in order to commence duties at the elementary school. The trainee-teacher should be given a position number, and the SDU should advise Staff and Salary Section on the level of remuneration to be paid to him/her.

Upon receipt of a copy of the teacher’s Provisional Registration Certificate, a copy of TSC approval and the EDB 12 form, the Salary Section should put the trainee-teacher on the payroll.

The trainee continues training in the second year with Year 2 of the course. A Handbook for Elementary Education. On the completion of Year 3 the trainee will teach for at least 4 weeks in a Elementary Grade 3 class. The trainee will then be appraised and if satisfactory their name will be sent to the Staff Development Unit for their full registration.

12. Management/Control of Elementary Schools
Education agencies conducting or intending to conduct Elementary Schools are required to establish a Board of Management for each of the schools.

However, where it is convenient to do so an education agency may establish a Board of Management for group of elementary schools.

The constitution, functions and responsibilities of the Board of Management should be as prescribed under the Education act.

13. Teacher Student Ratios
The teacher/student ratio should be 1:30. There should normally be an enrolment of at least 30 pupils in a class. Multi-grade teaching in Elementary Schools is encouraged.

14. Financial Arrangements for Elementary Education
Provinces are expected to budget for elementary education as they would for other levels of education. The budget should allow for elementary teacher training allowances and teacher salaries. Care should be taken when budgeting the 3 levels of training allowances, the grade salary for 3 levels of TSC salary and the incremental adjustments.

Provinces are urged to work closely with provincial finance and planning authorities to ensure that the needs of elementary education in the province are provided for in the provincial budgets.

15. Department of Education Responsibilities for Elementary Education
The maintenance of education standards in the national education system is the responsibility of the Department of Education. Elementary Education is within the National Education System and the Department will therefore be responsible for:

- teacher training and in-service training,
- teacher certification/registration,
- school registration
- a curriculum framework,
- the supply of materials for curriculum production
- teacher supervision and appraisal,
- maintenance of linkages between all authorities for good governance of education services in the country,
- research and evaluation of elementary education

16. Provincial Division of Education and Agency Responsibilities
The education authorities in the provinces are to be responsible for:

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- Planning
- Budgeting
- Community Awareness
- Administration
- Infrastructure support
- Applying the criteria for selection of teacher trainees,
- Nominating candidates for teacher training,
- Payment of Teachers’ allowances and salaries.
- Co-ordination and implementation of curriculum,
17. Community Responsibilities
The provision of elementary education is particularly aimed at increasing access to and improving quality of education to school-age children at the community level. For elementary education to be successful, the community should:

- understand support the program
- decide on the location of the school
- provide funding for the establishment and maintenance of school buildings and infrastructure
- establish, own, and manage the school through a Board of Management and community support groups, such as a Parents & Citizens Association and participate in its activities
- have the school registered to be a member of the NES
- advise and assist curriculum development in areas such as traditional culture, morals, and ethics
- propose suitable persons for training as teachers using the criteria outlined in paragraph (10) above
- identify the language of instruction for the school (i.e., the common language used in the community)
- participate in the teaching and learning activities of the school
- provide security for the school, staff, and students.

18. Permitted Schools
A community can operate an elementary school outside the National Education System as a private school. The school is required to be registered as a permitted school.

19. Consultation
The inclusion of elementary education in the National Education System is a new development and as such, problems are expected in the implementation of the new policies on elementary education. It is therefore essential that all involved in the education of our children should work together to resolve any problems that occur.

P. M. BAKI
Secretary for Education

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