

Professional Development Strand

Unit 1: Foundation Studies in Education

Unit Guide



Lecturer Support Material

Acknowledgements

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Unit outline

Unit	#	Modules
Unit 1 Foundation Studies in Education	1.1	Historical Developments
	1.2	Policies and Practices in Education
	1.3	Contemporary Issues in Education

Icons



Read or research



Write or summarise



Activity or discussion



Suggested comments for lecturers.

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Unit 1: Foundation Studies in Education

The Professional Development strand aims, like all strands, to contribute to the production of responsible, reflective and competent beginning teachers who can serve the current and future needs of pupils from Grade 3 to Grade 8 within the primary system of Papua New Guinea.

The particular aim of the Professional Development strand is to provide students with sound knowledge of the Papua New Guinea education system, and educational theories and practices, in order to be competent and effective in the work they will do as primary teachers in this country.

The aim of Unit 1 is for beginning teachers to:

- Demonstrate understandings of the origins, development and contemporary *issues of the national education system* of Papua New Guinea.

National Curriculum Guidelines. P.9

Overview of unit topics

	1.1 Historical Developments	1.2 Policies and Practices in Education	1.3 Contemporary Issues in Education
Unit 1: Foundation Studies in Education	Traditional Education in Papua New Guinea	Current Educational Reforms and their implications	Updates on the Education Reform implementation, 2002
	History of Formal Education in Papua New Guinea	The Education Reform Structure <ul style="list-style-type: none"> • Elementary • Primary • Secondary • Vocational and technical 	Curriculum Update, 2002
	The stages of development in the education system: a summary	Some significant policies in Education <ul style="list-style-type: none"> • The Teaching Service Act • PNGTEA Code of Ethics • Language • Multigrade • Special Education • Gender Equity 	Current issues in Education, 2002 <ul style="list-style-type: none"> • Information Technology in PNG • Free education in 2002 • HIV/ Aids education
	The Matane Report		

Rationale

The unit is written as a two-credit point unit for a twelve-week semester, however colleges will teach the unit in accordance to their program and credit point requirements.

It will be necessary to develop a semester course overview for this unit, selecting content according to the time available and credit points allocated.

The unit comprises three modules:

Module 1.1 Historical Developments

This module explores the history of education in Papua New Guinea, beginning with an exploration of traditional and informal education. Mission and colonial education is examined and developments in thinking, which resulted in the education reforms of today, are discussed.

The philosophy and values on which an education system is based is important to understand, as this thinking drives the decision making and change process. The need for a relevant education, which met the needs of Papua New Guinean children, grew from an inherited system that had its own values and agendas. The current Education Reform is the result of this thinking.

Module 1.2 Policies and Practices in Education

Beginning teachers should be aware of particular policies which are relevant to their employment and responsibilities. This module outlines the structure of the education system under the Education Reform program, and outlines some significant policies such as the Teaching Service Act, the Papua New Guinea Teachers' Association Code of Ethics, and policies relating to language, multigrade, special education and gender.

Module 1.3 Contemporary Issues in Education

This module deals with current issues in education at the time of writing. The latest updated material on the implementation of the Education Reform program is included, in addition to issues that are making news in 2002. The materials in this module are provided as a resource for students to assist in their investigation of a contemporary issue. They are by no means exhaustive, and students should be encouraged to seek out further information from current sources to enhance their understanding of issues and events.

The materials

The support materials for this unit include:

- Unit overview and support materials (unit)
- Lecturer Support Materials (module)
- Student Support Materials (module)

The unit overview provides an overall picture of the three modules that comprise this unit. It is necessary to view the unit in its entirety to plan a course overview and assessment tasks. The unit overview also contains statements relating to gender, inclusive education, language and multigrade considerations. These should be seen as important concepts which should be discussed and reinforced at appropriate times during the teaching of the unit. Strategies to improve the delivery of the unit are also included.

The Lecturer Support Material contains additional ideas and suggestions for teaching the content, in addition to raising awareness of inclusive education where relevant.

The Student Support Material is the same as the Lecturer material, without the additional information in the text boxes.

Objectives

Objectives for each of the modules may be found in the relevant Lecturer and Student Support material.

Practicum and School Experience considerations

Modules two and three deal with the education reform, policy and current affairs in education. School experience and practicum sessions could provide opportunities for data collection, action research and investigation. Whilst students are in schools, they could talk to teachers and gather information about:

- Reform initiatives in the school (i.e. structure, class composition etc)
- Curriculum reform issues in the school
- Awareness of current policies in multigrade, special education, gender etc
- Teachers' opinions of current educational issues, eg 'free' education
- Other levels of the education system, for example, elementary or high school

Students could present an in-service session to the school staff, updating them on the latest policies, and introducing those that may not have reached the schools yet, for example, the gender equity policy, recently endorsed by the NDOE.

Teaching Strategies and Activities

Within the student resource materials for modules 1.1 and 1.2, there are suggested activities for each topic. These activities are focused upon student centred tasks, and where possible, involve group work and practical application.

Module 1.3, *Contemporary Issues* does not include activities for each topic, rather a set of suggested investigations which are described at the beginning of the module. The student material in this module is provided as a stimulus for individual or group research and presentation.

By providing examples of student centred and student led activity and learning, beginning teachers will develop skills and strategies which in turn will be taken into their classrooms.

Activities should focus upon maximising student involvement and interaction between peers and the lecturer.

The following strategies may be incorporated into lectures, and some may provide ideas for assessment strategies.

Brainstorming – gathering, organising and appraising all the facts known by the group to generate ideas and stimulate thinking.

Displays - Students can display information on charts which can then be displayed around the room. Information can be presented in a variety of ways, not always as a written assignment.

Diagrams - Diagrams can provide an alternate way to present information. Students can be actively involved in the creation and portrayal of information through the use of diagrams.

Discussions - provide opportunities for students to express ideas and feelings and listen to others.

Flow Charts - visual text that provides a symbolic method of explaining and recording a sequence.

Group Work - provides students with the opportunity to participate in achieving a shared goal, and allows students to value each member's contribution.

Guest speaker or visitor – A visit from an experienced teacher, inspector, etc allows a sharing of knowledge and skills.

Jigsaw groups – this task involves breaking up a topic into discrete tasks or activities. These tasks form the pieces of the jigsaw. Each expert group then presents their 'piece' to form a complete picture of the topic.

Matrix – a table which classifies information (numbers, words or symbols) into a grid layout to facilitate analysis and prediction. Teacher centred and student centred approaches could be viewed in a matrix format.

Mind Maps – are a way of recording information. A mind map is often associated with brainstorming and is useful for drawing connections between ideas and concepts.

Presentations – can be spoken, written or multimedia. It gives students the opportunity to organise, plan and present information and material to a particular audience. Presentations provide students with the chance to demonstrate some of the specific approaches taught during this unit.

Role Play – involves taking on and acting out roles in varied, non-threatening situations. This is a good strategy to allow students to try out ideas on their peers before taking them into the classroom.

Assessment

For students, assessment and evaluation can serve such purposes as:

- Enhancing learning, especially when tasks are set that encourage the use of learning strategies, understanding, or real life applications
- Provide feedback about progress and thereby help guide future learning
- Helping to stimulate motivation, especially through confirming learning and goal setting
- Building confidence and self-esteem
- Developing skills in evaluation through self and peer assessment

For teachers / lecturers, assessment and evaluation can serve such purposes as:

- Providing information about the whole group and individual students. In turn, this information can be used in a variety of ways to enhance and report on the learning program
- Providing background information about student abilities, needs and interests
- Helping diagnose strengths and weaknesses of students to ascertain a starting (or follow up) point for planning and teaching
- Helping compare the performance of class members
- Identifying strengths and shortcomings in teaching
- Enhancing curriculum programming and planning
- Reporting to students and college administrators information about a student's progress and the learning program

Assessment tasks should be developed at the unit level, recognising the development of knowledge, skills and attitudes across the three modules that make up this unit.

It is the role of the lecturer/strand to determine assessment tasks relevant to the materials taught. The assessment tasks should provide information on the quality of student learning and the ability of the student to apply the theoretical concepts introduced in a relevant context. Where possible, each task should measure more than one objective. The number of assessment tasks will be determined by the credit point loading given for the unit.

Some suggested assessment activities are listed below. These are provided as samples only, and are not a prescriptive list. They do not cover all topics, are not presented in any particular order, nor are they weighted.

- Describe the development of education in Papua New Guinea. Identify the significant policies which brought about change, and the reasons for their introduction.
- The Education Reform program is based on a philosophy of education developed in the late 1980's. Discuss the important factors identified in this philosophy and how education has changed because of these beliefs. Do you think the reform initiatives have been successful? Outline your reasons.
- Complete a seminar presentation to your peers, or to a group of local teachers outlining the current policies for multigrade, language, special education and gender equity.
- Explore a contemporary issue in education. Present your findings to an appropriate audience (i.e. peers, teachers, the community). (See Module 1.3 for additional suggestions)

Inclusive Education considerations

Inclusive education is educational systems, activities and materials that accept, celebrate and respond to the many differences that occur in students. Inclusive education is ensuring that no person is discriminated against on the basis of gender, ability, ethnicity, race, religion or social grouping. Rather, inclusive education systems recognise the particular or special needs that individuals or groups may have, and develop approaches, techniques and resources to address such need. Inclusive education aims to ensure that all students are given the opportunity to attain optimal educational outcomes. Naturally, the provisions required by particular individuals or groups will differ according to their particular needs.

In this unit, students could consider the development of such policies that address inclusive education needs. Special education, vernacular teaching and gender equity all address issues of catering for individual differences. Documents such as the PNGTA Code of Ethics could be analysed for inclusive language. Many current issues in education are in the news to raise awareness of change and promote discussion of new ideas and concepts. These issues could be examined for inclusive content and ideas.

Gender equity



A gender inclusive curriculum is defined as a curriculum which by its content, language and methods gives value and validity to girls and women, their knowledge and experience, equally with boys' and men's knowledge and experience. Gender inclusive curriculum content reflects the reality that women play an active role in all realms of human endeavour.

Teachers need to provide learning experiences that will ensure the inclusion of women and girls in the curriculum does not reinforce stereotypes. Women and girls should be depicted in a whole spectrum of roles: making decisions, initiating ideas and actions, being adventurous and brave as well as sensitive and caring, being physically active, occupying positions of responsibility and taking risks. The educational experiences of all students needs to adequately explore and reflect the changing roles of men and women in a rapidly changing technological society.

This unit provides a number of opportunities for the study of gender equity. In particular, the recently released Gender Equity in Education policy focuses specifically upon the understanding of, and implementation of gender equity in education. Historical perspectives on education could be examined in terms of access and equity to schooling for both girls and boys. The gendered roles of boys and girls in traditional education could be compared with those of the Post Independence reform program currently in operation. Current events could be examined for evidence of growing gender equity awareness and understanding.

Language considerations

Module 2.2 includes the Ministerial Statement regarding the use of languages in schools. Analysis of this policy will promote discussion, perhaps debate and increased awareness of the place of bilingual education in the primary school. The updated information on the education reform initiatives also found in Module 2.2 outlines the progress made in vernacular and bilingual teaching.

Multigrade considerations

Multigrade policy is included in Module 2.2. It should be used to promote understanding and discussion of why and how this method of teaching is currently being promoted as a high priority in the reform program.

Researching current events

Module 1.3 asks students to gather information about current events making news in Papua New Guinea education.

Students should be encouraged to read local newspapers, watch television news and seek out information from local organisations in the community. Those colleges which have internet access would benefit from gathering up to date data and information from web based resources. A list of relevant internet sites are included in the reference section of Module 1.3.

Unit Evaluation and Reflection

An evaluation of the unit should be carried out each time it is taught. This provides important feedback on the effectiveness of the program presented.

When reflecting on our teaching the areas we should consider are:

- The content of the unit
- The methodologies used in delivering the unit
- The assessment activities
- The co-ordination of the unit.

Focus questions for lecturer reflection

Content of the unit

- Did the content support the objectives of the unit?
- Were the activities sequenced logically?
- Was the content relevant? Did the content help the students to become competent primary school teachers?
- What recommendations can you make?

Methodology

- How did you deliver the content to the students? Were these strategies effective?
- Were the students aware of the strategies you were modelling and how they could use these strategies in their own teaching?

Assessment of the Unit

- How clear were the assessment tasks?
- How many tasks were given to students? Was this sufficient/ too few or too many?
- Did you give students enough time to complete each assessment task?
- Do the students' assessment results display what you expected of the course?

Unit Co-ordination

- How well did you co-ordinate this unit?
- Did you produce any materials for students? Were these appropriate?
- Did you communicate well with the other lecturers who were teaching the same unit?

After considering these questions, recommendations may be suggested to further enhance the effectiveness of the unit.

References

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National Department of Education, PNG (2001). *The State of Education in Papua New Guinea*. Education Reform Facilitating and Monitoring Unit: Waigani.

National Department of Education, Papua New Guinea (2002) *Draft Gender Equity in Education Policy*.

Papua New Guinea Teaching Association (1988). *Code of Ethics*.

Internet sites:

<http://www.newstext.com.au>

Newstext contains archived newspaper articles from Australian and PNG newspapers. Search for information using keywords, dates, headings, etc. One free search is permitted.

PNG and related educational sites:

<http://www.pngteachereducation.com>

<http://www.upng.ac.pg>

<http://www.unitech.ac.pg>

<http://www.dwu.ac.pg>

<http://www.ernet.unitech.ac.pg>

<http://www.gdln.org.com>