

2017 PNG UPDATE

PNG: After the Elections

Policy and implementation as seen through
a reform curriculum case study

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Aim

- Highlight a case study on the concept 'Policy and implementation' brought about by a systemic reform (Educational context).
- Provide information for awareness purposes.
- Offer a working model to embed policy & Implementation intentions.

Outline

- Introduction
- Background & Literature review
- Methodology
- Implementation framework
- Findings & discussions
- Conclusion
- Way forward



Significance of presentation

Contributes to knowledge creation

- Inform educators, public, policy makers, etc...
 - i. Curriculum implementation processes
 - ii. Curriculum design /models
 - iii. General education teaching & learning theories
 - iv. Second language teaching & learning theories

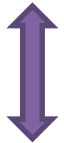
Contributes to developing theories

- Education change (transferable findings)
- Development studies (Educational Aid projects)
- Policy & Implementation (monitoring & evaluation)

Setting the context

Types of Education

- Traditional PNG learning systems
- Mission Education
- Colonial Education



- NDoE Inception – 1970
- Adopted western education system

[Structure & curriculum model]

Aims of Education

- Community based learning – Survival
- *Conversion to Christianity*
- 1946 – Rural life schooling
- 1955 – Gradualist approach with mass literacy
- 1960s – early 1970s
Decolonisation period
- Mid 70s – 2000 & beyond
Post-decolonisation period



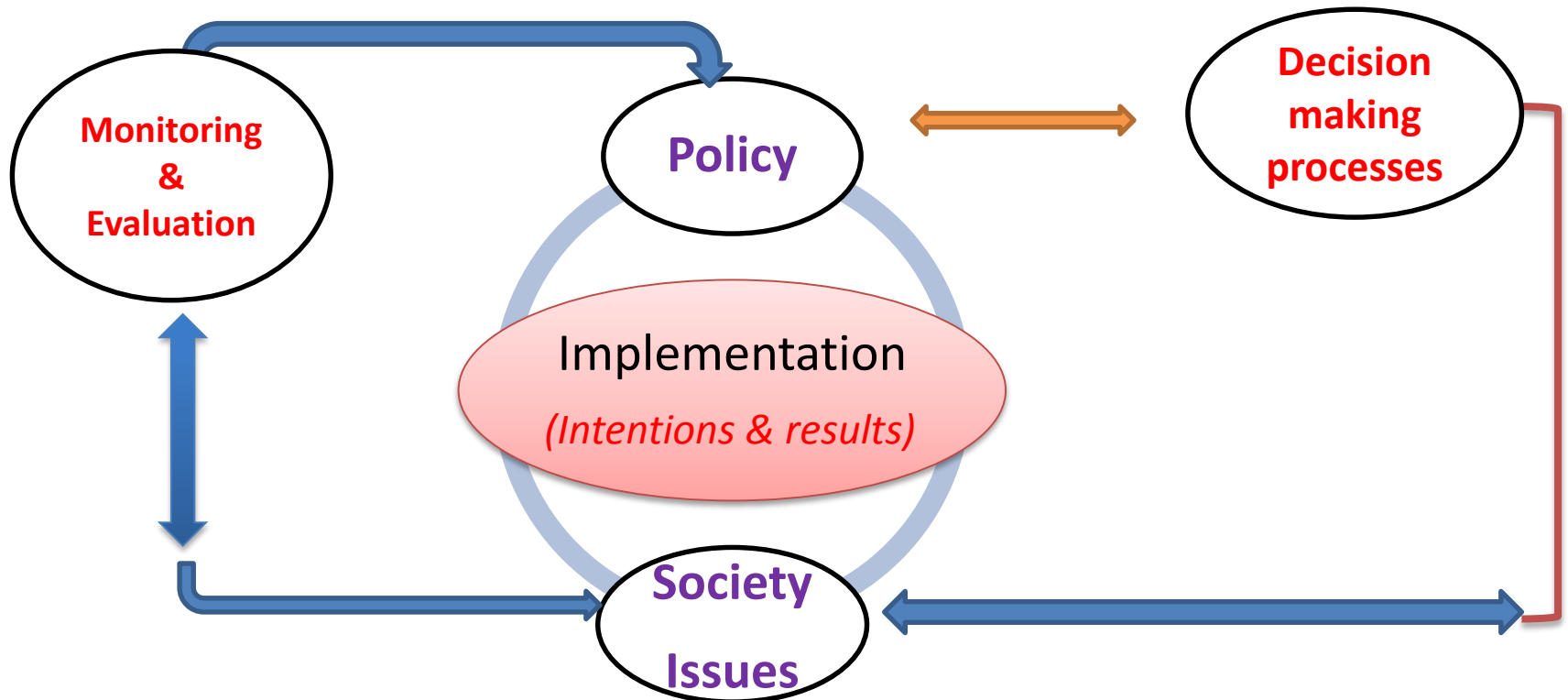
Education tensions

- Dual providers with different aims of formal learning
- Inception of the NDoE (1970)
- Issue of education quality (Tololo, 1975)
 - (Western education system)
- Philosophy of Education (Matane ,1986)
- 1990s global reforms (Fullan, 2007)
- PNG Education reforms (1990 - 2000s)
 - Structure & curriculum
(NDoE, 1991; 1995a; 1995b; 2001)



Policy and Implementation

- Societal issues – Drive policy development.
- Policy – Instrument of governance.
- Aim – Improve conditions in societies.
- Implementation – occurs between policy & in society.



Literature review

- PNG Education Policy Documents (NDoE, 2003; 2006)
- Development Studies - Pacific Education Aid (Hall, 2005)
- Implementation theory - (Lane; 1997; Rogers, 1995)
- Education Change - (Fullan, 2007)
- English Curriculum innovation – problematic
(Adamson & Davison, 2008)
- Policy and Implementation - (NDoE, 2003; 2006)
- Outcomes-Based Education - (Spady, 1994)



Methodology

- Qualitative case study in two sites.
- Multiple data collection methods.
(focus gr discussions, interviews, classroom observations, field notes, document analysis)
- Grounded Theory (inductive approach).
- Deductive approach.
- Content, thematic, document & discourse analyses
- Triangulation (cross case analysis).

Implementation framework (Joskin, 2013)

Policy & Implementation theory, Education change theory

How?

Initial introduction process

Why?

How?

What?

Teacher's worldviews

Why?

What?

What?

English classroom teaching

Why?

What?

Curriculum development theory, L2 teaching theory, Development Aid theory

Main research questions

Implementation framework

Q1

How does the intended OBE curriculum in PNG align with the experienced curriculum in the teaching and learning of English as a second language in lower secondary schools?

Q2

What contributions to processes of curriculum implementation does the experience with the Outcomes-Based Education Curriculum from PNG provide?



Findings & Discussions

1. Initial introduction process

- Policy influences (NDoE, 2003; 2006)
- Top-down change model (OBE Curriculum)
- Global influences on national developmental needs (Coxon, & Tolley, 2005).
- UN's influence universally to OBE becoming an applied idea in education systems (Spady, 1994).
- Development Aid (AUSAid CRIP)

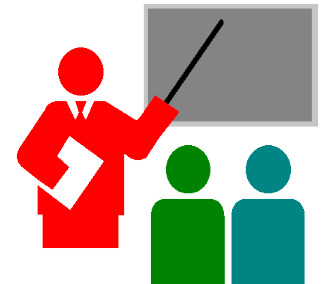


2. Sample teachers' world views

Data example

“I think that something was inconsistent with teachers' understanding and implementing and that's how it (OBE Curriculum) came by [pedagogical knowledge / initial introduction]. Then from there the schools started to find the best to understand this by resourcing people anyway” [ownership issue] (P2 – S2).

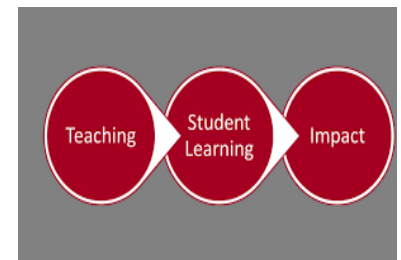
(Joskin, 2013)



3. English classroom teaching

- Backwash effect of teaching/coaching for examinations (Hall, 2005)
- Grammar teaching as means to learn the L2
- Teacher-centred lessons (Student centred)
- Questioning techniques (IRE)
- Direct instructions
- Teaching practices heavily influenced by teacher training & work experiences
- Little alignment of practice with policy intentions on the required pedagogical approach

(Joskin, 2013)



Conclusion

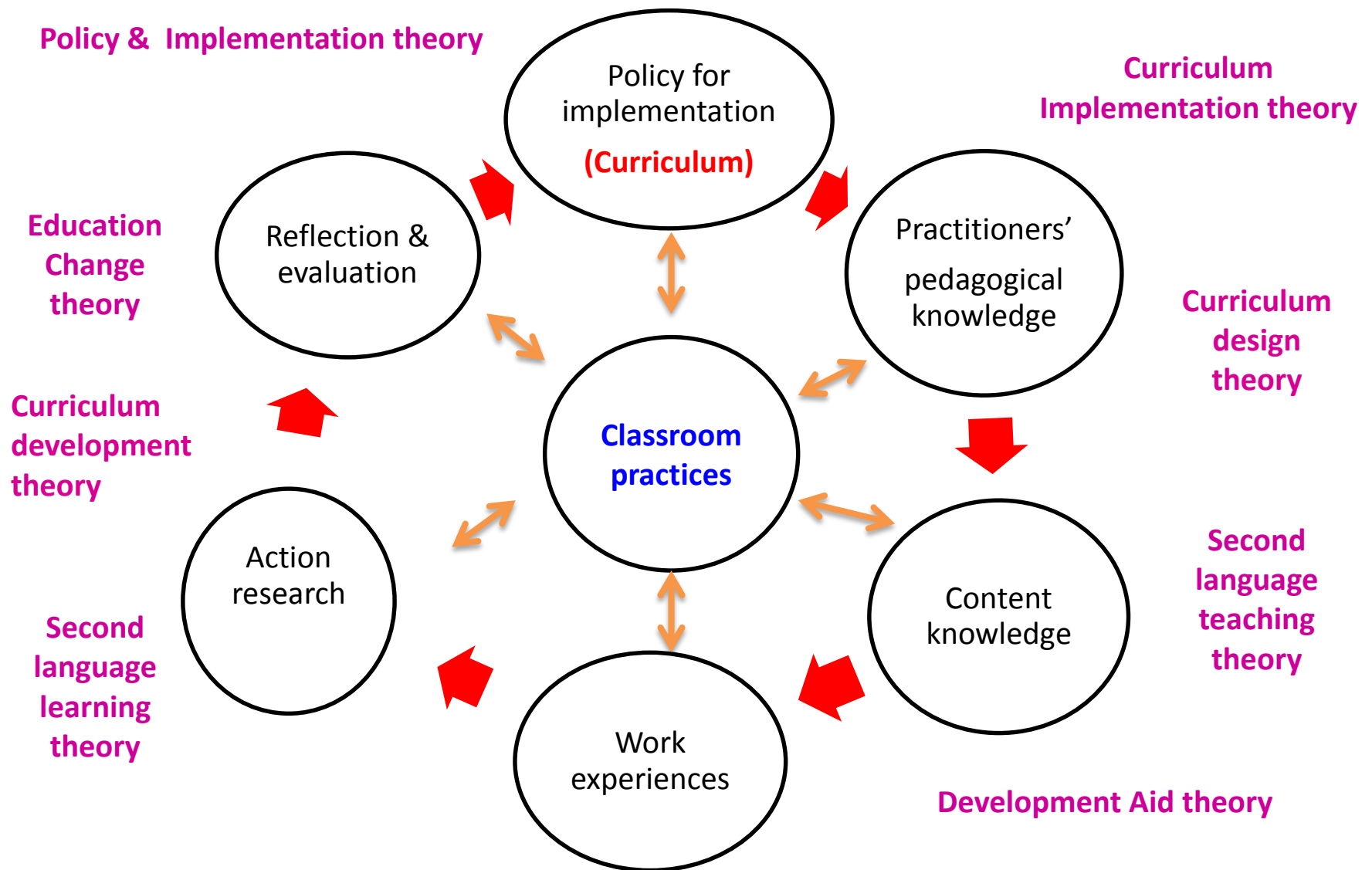
Sustaining the OBE secondary English curriculum was challenging. The use of a top down policy approach was also problematic in the initial implementation phase for practitioners taking ownership. Thus, intervention strategies such as a bottom up approach would need to be applied to help assist classroom implementation processes, and for sustaining curriculum change, despite the type of curriculum model used in an education system.



Way forward

- Co-construction approach between stakeholders for purposes of classroom implementation.
- Teachers' training and development to be a priority for PNG for purposes of achieving educational goals aligned with national & global requirements .
- Action research – inform educational practice, needs to be evidenced based rather than assumption based (Fullan, 2007).

Kibung framework (PD)



(Joskin, 2013)

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