

Inservice Management Plan

2001–2005

**Supporting the implementation of curriculum reform
from Elementary Prep to Grade 8**



PAPUA NEW GUINEA
DEPARTMENT OF EDUCATION
WAIGANI

First published in 2001 by the Department of Education,
Papua New Guinea

© Copyright 2001 Department of Education
Papua New Guinea

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means electronic, mechanical photocopying, reading or otherwise without the prior permission of the publisher.

ISBN 9980–930–89-6

National Library Service of Papua New Guinea

Printed at PNG Printing

Secretary's message

The reform of basic education in PNG is critical for the future of our nation. 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 PNG 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 Plan details the provision of inservice for all national, provincial and school staff with responsibility for elementary and primary education.

The provision of relevant, sustainable and accessible inservice training for all our staff with responsibility for the implementation of the reform curriculum is critical to its effective implementation in PNG schools. In particular, appropriately trained and skilled teachers, head teachers and support staff are the key.

The five-year timeframe for the Plan is aligned closely with the timeframe for the implementation of curriculum reform. The Inservice Management Plan has been developed in conjunction with the DoE *Curriculum Management Plan 2001-2005*. That Plan provides details of curriculum development and distribution. The Inservice Management Plan will ensure that inservice materials and activities are in place and available to support the progressive implementation of new curricula as they are released.

It is easy to write a plan. It is much more difficult to implement it successfully. The success of the Plan is dependent on the commitment of teachers, head teachers and national, provincial and district education staff. This commitment must be demonstrated through the provision of time, resources and expertise by teachers and national and provincial education staff.

The Plan has been developed with the support of AusAID under the Curriculum Reform Implementation Project (CRIP). The implementation of the Plan will be supported by CRIP over the next five years, as well as other AusAID education sector projects and other donor programs.

I commend the Plan to you and seek your commitment to its effective implementation so that we can be sure that our children receive the best possible education through the reform curriculum.

PETER M BAKI

Secretary for Education

Contents

Abbreviations	i
Definition of terms	ii
1. Introduction	1
Background to the education reform	1
Purpose of the Inservice Management Plan	2
Scope of the Plan	3
Dissemination and publication	4
2. The context of inservice training in PNG	5
The policy context	5
Inservice policy context	5
3. Key stakeholders with responsibility for inservice in PNG	7
National	7
Provincial	10
Local	11
Donor agencies	11
4. Curriculum reform inservice priorities	13
Key target groups	13
Selection of participants	13
Processes for identifying inservice priorities	13
Curriculum reform inservice priorities	15
5. Inservice strategies	16
Principles	16
Strategies and their application	18
Training delivery	20
6. Resourcing the plan	21
Resources	21
Guidelines for resource allocation	21

Contents

7.	Monitoring and evaluating the plan _____	23
	Monitoring _____	23
	Evaluation of inservice effectiveness and outcomes _____	23
	Using lessons learned in future activities _____	23
8.	Inservice Management Plan 2001 – 2005 _____	25
	Key outcomes _____	25
	The five-year plan _____	25

Tables

1. Timeline for reform curriculum materials development and teacher inservice
2. Priorities for teacher inservice – 2001 –2005
3. Principles of effective inservice and their application

Figures

1. Developing and implementing support for the reform curriculum – the TE&SD and CDD partnership
2. Process for identifying and developing inservice strategies

Appendices

1. Five-Year Inservice Management Plan For Curriculum Reform
 2. Inservice Management Plan for Curriculum Reform
Summary of Activities by Year
-

Abbreviations

AS	Assistant Secretary (of DoE)
AusAID	Australian Agency for International Development
BEICMP	Basic Education Infrastructure Curriculum Materials Project
BOM	Board of Management
CDD	Curriculum Development Division (of DoE)
CRIP	Curriculum Reform Implementation Project
CU	Curriculum Unit (of CDD)
DEPI	Diploma of Education Primary (Inservice)
DoE	PNG Department of Education
EFA	Education For All
I&GD	Inspections and Guidance Division (of DoE)
ETESP	Elementary Teacher Education Support Project
IHD	Integral Human Development
ISP	Institutional Strengthening Project
IST	Implementation Support Team
NES	National Education System
NIC	National Inservice Committee
NIST	National Inservice Training (week)
NTC	National Training Council
PASTEP	Primary and Secondary Teacher Education Project
PCO	Principal Curriculum Officer
PISTO	Provincial inservice training officers
PFMD	Planning, Facilitating and Monitoring Division (of DoE)
PNGEI	PNG Education Institute
PTC	Primary Teachers College
RCIP	Reform Curriculum Inservice Plan (Provincial)
SDC	Staff Development Committee
SDU	Staff Development Unit (of TE&SD)
TE&SD	Teacher Education and Staff Development Division
TNA	Training needs analysis

Definition of terms

Accreditation	Recognition for completion of an inservice or staff development activity that contributes to a recognised university, PTC or other award
Action research	Research method that enables teacher-as-researcher to plan, implement and evaluate the effect of a change in teaching practice
Articulation	Inclusion of an inservice or staff development activity as a component of a formal award program
Bridging	Transition from teaching/learning in the vernacular to teaching/learning in English
Catch-up	Inservice program implemented for teachers after they have commenced using new curriculum and methods
Cluster	Group of schools linked by a common interest or other factor
Distance learning	Approach that links teacher and learner without requiring them to be in the same room
Evaluation	Process of collecting evidence and making judgements about the effectiveness of an activity
Flexible delivery	The use of several methods to allow participants to access training in more than one way
Grounded	Inservice or curriculum activities that focus on the work of schools and their staff. The strategies are locally based and are relevant to the curriculum
Inservice training	Any structured activity which provides professional assistance to enhance the skills of teachers or head teachers. It can take the form of self-paced learning, peer coaching and mentoring, school or cluster-based learning or attendance at courses or workshops
Monitoring	Systematic collection of data to establish if activities are happening as planned
Reform curriculum	A term used to refer to the new curriculum being put in place to match the aims of the PNG education reform. This refers initially to the development of new curriculum statements, syllabuses and curriculum support materials at the national level, which include new subjects and new approaches to teaching and learning in line with the education reform.
School community	All those people interested in and/or living near a school including teachers, parents, students, members of Boards of Management, ward councillors, Local-level Governments, local churches, businesses, other local leaders and community groups.
Staff development	Activities which enhance the capability of non-teaching staff (i.e. those in administrative or management positions in national, provincial or district offices) to lead and/or support the reform curriculum process.
Syllabuses	Documents written for each subject at each level of schooling which prescribe the national ground rules for teaching the subject. They outline the rationale, aims, outcomes and main content areas of a subject.
Training needs analysis	Identification of real skill needs to ensure that training is accurately targeted

1. Introduction

Background to the education reform

The Government of Papua New Guinea (GoPNG) through the Department of Education (DoE) is reforming the education system. The reform began in 1994 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.

(National Education Plan, 1996, p 2)

The key features of the education reform are:

- a new and 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 E2) 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 use of the students' vernacular
- the doubling of access to grades 9 and 10 and quadrupling of access to grades 11 and 12.

The purpose of the education reform is to provide a relevant basic education for all young Papua New Guineans and at the same time provide specialist further education and training for those able to use it. The implementation of the education reform has brought about both the restructuring of the system and reform of the curriculum.

The intention is to phase out the old system and bring in the new over the ten-year period from 1994 to 2004. Some provinces have been phasing in the new system since 1994, while others still have a long way to go.

Structural changes under the education reform involve:

- the creation of a foundation level of schooling with the establishment of separate elementary schools with three grade levels (EP, E1, E2), building on existing self-help schools such as Tok Ples Skuls
- the removal of grades 1-2 from community schools and the addition of two 'top up' classes after grade 6 from the high schools to create grades 3-8 primary schools, thus providing for nine years of universal basic education
- the addition of grades 11-12 in provincial high schools to create grades 9-12 secondary schools.

Structural reform has progressed a long way. Already, over one third of children start elementary school in their vernacular language, instead of English. There are now more than 3,600 elementary schools registered and over 150,000 students enrolled in

Elementary Prep to grade 2. Over 70% of grade 6 students stay to grade 7 in comparison to less than 40% in 1992. Lower secondary enrolments have doubled since 1992 and upper secondary numbers have increased fourfold (Planning, Facilitating and Monitoring Division figures, 2001).

The education reform redirects the school curriculum towards education for integral human development (IHD) rather than for meeting workforce needs only. The result of this is called the *reform curriculum*. The reform curriculum aims to ‘equip students with the knowledge, skills and attitudes for effective communication, resource development, social development and spiritual development’ (*Philosophy of Education*, 1986, p 21).

The reform curriculum has to prepare adequately the majority of school leavers (up to 85%) to return to their communities and community-based subsistence and small-scale commercial enterprises, while at the same time support the other 15% of students who will find paid formal employment or enter tertiary education upon leaving school.

Curriculum reform has commenced. Elementary reform curriculum materials began development in 1993. A full set of the elementary curriculum materials was distributed to all elementary teachers in 2001. The first edition of lower primary (grades 3-5) curriculum materials began development in 1995. Finalised edition 1 syllabuses and some support materials were distributed in 2000 by AusAID as a pre-CRIP activity. Upper primary reform syllabuses commenced development in 2000 and were trialed in Milne Bay and New Ireland provinces in 2001.

Over the last few years, structural reforms have outpaced the development and release of reform curriculum documents and the provision of related teacher inservice. This has resulted in a situation where reform primary schools and classes have been formed, but many teachers have not been trained and some curriculum materials are not available.

Purpose of the Inservice Management Plan

The provision of relevant, sustainable and accessible inservice training for all our staff with responsibility for the reform curriculum is critical to its effective implementation in PNG schools. In particular, appropriately trained and skilled teachers, head teachers and support staff are the key to its success.

The *Inservice Management Plan 2001-2005* has been developed to support the implementation of education reform, and in particular curriculum reform, over the next five years. For this reason the Inservice Management Plan has been developed in conjunction with the DoE *Curriculum Management Plan 2001-2005*. This will enable inservice strategies to be implemented to coincide with the release of curriculum documents.

The purpose of the Plan is to:

- identify inservice training priorities to support the implementation of the reform curriculum
- identify key target groups who require inservice training
- identify effective strategies to skill staff who support and implement the reform curriculum
- identify and define the responsibilities of national, provincial, local and school personnel for the provision of inservice training to support the reform curriculum
- encourage effective alignment and coordination of inservice and preservice training strategies
- create greater awareness of and commitment to education reform through the dissemination of the five-year Plan for the provision of reform curriculum inservice.

Specifically, the Plan:

- outlines the institutional and policy environment in which staff development and inservice training operates
- establishes mechanisms to identify skills needed by staff to implement and support the reform curriculum
- establishes processes to identify the (groups of) staff requiring inservice training and the nature of the training required
- identifies preferred methods of providing this training
- establishes guidelines for staff selection, addressing issues of gender equity and isolation
- identifies the source of, and where appropriate, quantifies resources to be applied
- establishes a 5-year implementation program
- proposes evaluation methods to ascertain the transfer of skills learnt to work practices.

DoE staff have developed the Plan with the support of CRIP advisers. The Plan was developed after extensive consultation through workshops involving Teacher Education and Staff Development Division (TE&SD), Curriculum Development Division (CDD), Planning, Facilitating and Monitoring Division (PFMD), the Inspections and Guidance Division (I&GD), provincial officers and school staff.

The five-year plan will be monitored and evaluated and, if necessary, will be reviewed and updated annually.

Scope of the Plan

The Plan does not replace the DoE *Staff Development Policy* or attempt to address all staff development issues in PNG education.

The Plan focuses on the inservice training and staff development needs of all key staff associated with the development and implementation of the reform curriculum. It is aligned with and has been developed in association with the DoE Curriculum Management Plan.

Lessons learned from the implementation and evaluation of the Plan can be applied to other staff development issues and contexts.

Dissemination and publication

The Plan contains important information for all DoE and provincial education staff. It provides specific guidance for staff with responsibilities for the reform curriculum and inservice provision. These include senior management, staff in TE&SD, CDD, I&GD and PFMD, provincial office and district office staff, and head teachers.

The plan is also relevant for Primary Teachers College (PTC) and PNG Education Institute (PNGEI) staff, and staff of Church Education Agencies.

Teachers in primary and elementary schools will need access to key sections of the Plan.

Summaries in English, Tok Pisin and Motu will be provided for governing bodies such as Boards of Management (BOM), Boards of Governors, Governing Councils, Church agencies, community members and organisations working to support education. Although these groups are not included as participants in inservice training under this Plan, communication with them is a critical component of the reform curriculum implementation strategy. Specific strategies to increase understanding of the reform among community groups will be addressed as part of a separate DoE and CRIP strategy.

2. The context of inservice training in PNG

The policy context

This Plan operates within a wider PNG governmental policy context that emphasises the importance of integral human development. The Plan takes account of these policies and supports their implementation.

National education reform strategy is consistent with and supports other key Government policies including:

- *A Philosophy of Education for Papua New Guinea – The Matane Report* (1986)
- *DoE Staff Development Policy* (1989)
- *The Education Sector Review* (1991)
- *The Education Sector Resources Study* (1995)
- *The Education Act, 1983, as amended in 1995*
- *Organic Law on the Provincial Governments and Local-level Governments* (1995)
- *National Education Plan 1995 – 2004: Update 1* (1999)
- Provincial Education Plans (1995 -)
- *National Training Priorities and Plan 2000 - 2001*
- *Education for All: Assessment 2000 – Papua New Guinea Country Report* (2000)
- *The State of Education in Papua New Guinea* (2001).

The *National Training Priorities* specifies requirements for the identification of training needs, the development of training materials and the delivery of training by qualified trainers (NTC – National Training Priorities 2000 – 2001).

The *National Training Priorities* also emphasises a commitment to training for women. Women in all provinces and in all sectors of education should be given training opportunities, and challenged and supported to take advantage of those opportunities. The *National Training Priorities* states that women must be given 50% of donor training awards.

Current Government policy regarding the sharing of education costs and its commitment to the delivery of services at the provincial and district levels will impact on this Plan's implementation. The successful implementation of the Plan will require the commitment of time, personnel and resources at the national, provincial, district and school levels.

Inservice policy context

This Plan operates within the context of Government policy concerning education reform and the *DoE Staff Development Policy* (1989). This policy states that staff development within the DoE and National Education System (NES) is aimed at providing opportunities for integral human development (IHD) for all staff.

This Plan does not replace the *DoE Staff Development Policy* (1989) or attempt to address all staff development issues in PNG education. It complements and

supplements that policy through the implementation of inservice to support curriculum reform.

Teachers and head teachers are the main target groups for inservice training in the Plan. However, other key players in the curriculum reform will be provided with training or briefings. They include:

- senior primary inspectors
- primary and elementary school inspectors
- provincial and national education staff
- elementary trainers
- PTC and PNGEI staff
- Church Education Secretaries
- education administrators at all levels.

3. Key stakeholders with responsibility for inservice in PNG

The Plan takes account of and makes explicit the responsibilities of key stakeholders who provide or support the provision of inservice training in PNG. Without this, confusion about who is responsible for resourcing, developing or implementing inservice in PNG, is unavoidable. The Plan takes account of current policy in this area and defines in greater detail specific responsibilities for inservice to support education reform.

The DoE *Staff Development Policy* states that responsibility for the provision of inservice is shared between the individual staff member, supervisors, provinces and DoE staff. It states:

- It is the responsibility of every member of staff to actively seek out ways and means to achieve ... personal and professional growth
- The development of staff is a definite responsibility of all ... supervisors
- Staff development and inservice programmes are a shared responsibility of both Provinces and DoE
- All divisions and institutions are to ... provide staff development programmes that will improve on-the-job performance, proficiency and skills.

DoE Staff Development Policy (1989)

Within this context some groups have particular roles and responsibilities.

National

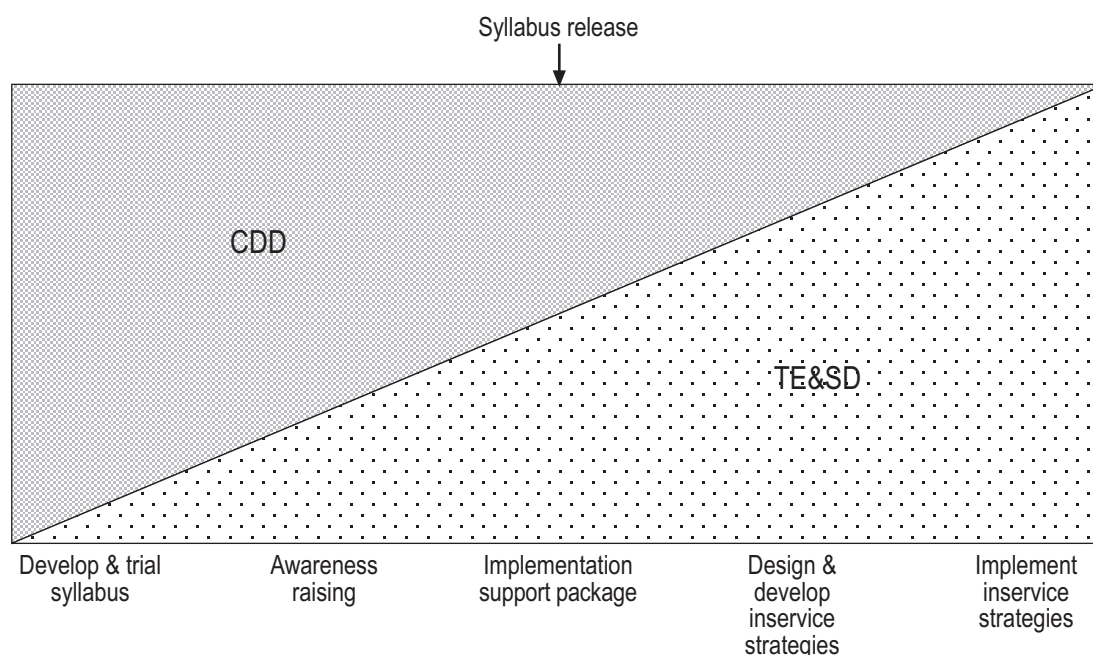
At the national level the two DoE divisions with major responsibility for inservice to support the reform curriculum are TE&SD and CDD. TE&SD and CDD must work in partnership to ensure the effective provision of inservice to support curriculum reform.

This partnership is critical to the successful implementation of both the *Inservice Management Plan 2001-2005* and the *Curriculum Management Plan 2001-2005*. The roles and responsibilities of each division must be articulated, clearly understood, agreed to and implemented.

The complementary roles and responsibilities of each division in regard to the curriculum cycle and inservice training are illustrated in Figure 1. This delineation of individual responsibilities and areas for cooperative development is to be implemented for the five years of the Plan and will be reviewed on a regular basis.

The implementation strategy for the reform curriculum requires the joint development of new, self-paced implementation support packages that will be disseminated to all teachers with each new set of syllabuses. The Package can be used locally by head teachers, teams of teachers or individual teachers and will assist them to implement new syllabuses as soon as they are released.

Figure 1. Developing and implementing support for the reform curriculum – the TE&SD and CDD partnership



Teacher Education and Staff Development Division

The DoE *Staff Development Policy* tasks the Staff Development Unit (SDU), within TE&SD, with providing inservice training to staff in all sectors of the national education system.

The SDU is the central coordinating body for staff development ... (and) is to collaborate with ... other divisions and institutions ... to develop appropriate programmes for staff development and inservice.

TE&SD has responsibility for the development and implementation of inservice strategies to support the curriculum. In undertaking this role it is to seek the advice of CDD on matters related to curriculum content. TE&SD will assist CDD to develop Implementation Support Packages.

TE&SD is also responsible for liaising and consulting with provinces to:

- identify inservice needs associated with the reform curriculum
- assist provinces develop inservice plans and strategies to support the DoE Inservice Management Plan (with the support of CRIP)
- identify trainers and to train trainers (with the support of CRIP)
- identify and provide resources to implement the Plan
- monitor and evaluate the quality and effectiveness of inservice initiatives (with the support of CRIP)
- identify Provincial Inservice Training Officers/Coordinators (PISTOs).

Curriculum Development Division

CDD's core role is to develop the curriculum and associated teacher support materials and to distribute these to schools through provinces. It also has a critical role in working with TE&SD to develop the content of inservice materials to support the reform curriculum and to develop teacher support materials to facilitate the implementation of new syllabuses.

CDD has responsibility for developing and trialing syllabuses and, with the support of TE&SD, the development of implementation support packages. However, trialing syllabuses is not to be seen as the provision of inservice under this new approach. Inservice for teachers commences with the release of the syllabus.

Implementation Support Teams

Implementation Support Teams are established during the development stage of a new syllabus. Separate Implementation Support Teams are established to oversee the development of the implementation support for curriculum at each level of schooling (i.e. elementary, primary, secondary).

The establishment of Implementation Support Teams in the curriculum development stage is a key strategy for coordinating teacher inservice and syllabus development and monitoring the implementation of support undertaken by key stakeholders, particularly CDD and TE&SD.

Specifically, the role of the Implementation Support Team involves:

- advising on the contents of the implementation support package
- determining the nature of the inservice strategy, which includes identifying the content and nature of materials to be developed and how the inservice is to be delivered
- allocating responsibilities and setting timelines for identified tasks
- monitoring the completion of tasks and the quality of their outcomes.

While Implementation Support Teams will be established in the first instance by the Superintendent, Curriculum, responsibility for chairing and supporting the teams will be shared between CDD and TE&SD. These decisions should be made at the first meeting of each new team.

Implementation Support Teams should comprise the following members.

- three CU officers, including the Superintendent Curriculum, relevant section PCO and Curriculum Reform Coordinator
- three TE&SD nominated officers, including the Superintendent SDU, a PNGEI representative and a PTC representative
- one inspector (at the relevant level)
- one representative from PFMD
- others as necessary and appropriate, such as representatives from aid projects who play a key role in supporting curriculum implementation (eg ETESP for elementary, CRIP).

Primary Teachers Colleges and PNG Education Institute

Primary Teachers Colleges (PTCs) and the PNG Education Institute (PNGEI) are key stakeholders in the provision of preservice and inservice training to support curriculum reform. Management staff in these institutions are to liaise with TE&SD and CDD to ensure that reform curriculum and related teaching, learning and assessment practices are incorporated into their teacher training programs.

Relevant staff in PTCs and PNGEI will be involved in the provision of inservice training to teachers.

PNGEI, TE&SD and CRIP will work together to ensure that, wherever possible, inservice training undertaken by teachers under this Plan is accredited towards nationally recognised awards, including DEPI.

Inspections and Guidance Division

Senior primary school inspectors and primary school inspectors have a key role in supporting the implementation of this Plan. They will need to:

- support and encourage school staff to undertake training
- assess the extent to which head teachers are meeting their obligations under the Plan
- identify teachers and head teachers who can act as trainers
- assist in the selection of appropriate teachers to participate in inservice
- participate in training to build their knowledge
- assist provinces to develop and implement provincial inservice plans
- act as trainers for particular initiatives
- monitor the implementation of inservice activities and evaluate their outcomes.

They will be provided with training and briefings to assist them undertake these important roles.

Provincial

Provinces

Provinces will play a major role in implementing this Plan.

Current DoE policy requires that annual staff development plans be developed at all levels of the system. The successful implementation of this Plan will require provinces to develop and resource a provincial Reform Curriculum Inservice Plan (RCIP) to support the implementation of the inservice component of the reform curriculum. The RCIP should be linked to and may be a sub-document of Provincial Education Plans which have been developed by provinces to guide the provincial implementation of the reform curriculum.

The development of provincial RCIPs is important because it will ensure that the diversity of reform issues is addressed in a way that is appropriate to each province. The RCIPs will also allow provinces to implement the inservice component of the reform curriculum at a rate and in a manner that best suits their local circumstances.

TE&SD and CRIP will provide support for the development and annual review of provincial RCIPs, including the provision of training workshops for key provincial personnel, funding to conduct the workshops and resources to support the implementation of RCIPs.

It will be critical to the success of education reform and the implementation of this Plan for each province, where this has not been done already, to identify a person or a small team to take responsibility for curriculum reform issues for the next five years. The officer or team would have particular responsibility for the provincial implementation of the *Inservice Management Plan 2001-2005* and *Curriculum Management Plan 2001-2005*, as well as the development and implementation of the provincial Reform Curriculum Inservice Plan. This officer or team would act as a link between the province, DoE divisions, CRIP and other related projects. They would work closely with senior primary school inspectors who will have a similar coordinating role.

While the establishment of such a position has resource implications, evidence from other projects such as ETESP has demonstrated that it may not be possible to implement the strategies in this Plan unless a provincial officer(s) is dedicated to the task. In a real sense the success of the curriculum reform is dependent on the effectiveness of this officer(s) and their appointment should be a high priority for provinces.

Local

District, school and cluster levels

Under current policy each primary school is required to develop an inservice plan. This plan should include strategies to support the implementation of curriculum reform. This may require the nomination of a teacher to take responsibility for the management of curriculum reform inservice issues in the school. The teacher could have a coordination and communication role.

The quality of the leadership of primary school head teachers is critical to the success of curriculum reform inservice in their schools. They need to support and supervise their staff as they implement the reform curriculum and provide leadership in the provision of reform curriculum inservice training for their staff. They also need to participate in the inservice training that will be provided for them under this Plan and ensure that the school has an inservice plan that enables all teachers to participate in relevant reform curriculum inservice activities.

Head teachers will also need to work with each other, and with inspectors and elementary school staff to implement cluster-based inservice programs that will be promoted and funded under this Plan.

Donor agencies

CRIP

One of the main components of CRIP is the provision of inservice to support the implementation of curriculum reform in PNG. The CRIP team will work closely with

TE&SD and CDD in the development, implementation and evaluation of the *Inservice Management Plan 2001-2005*. CRIP will also facilitate and encourage alignment between the curriculum development and distribution process and the provision of teacher inservice.

CRIP resources and funding will be provided to support the implementation of the Plan. They will usually be provided on a partnership basis with DoE, and in particular, TE&SD.

Other AusAID projects and other donor agencies

The Plan takes into account the staff development work of other projects funded by AusAID. In particular, PASTEP, ETESP, ISP and BEICMP, play important roles in supporting the implementation of PNG education reform through the provision of training.

This Plan has been developed in consultation with the team leaders of each of these projects and the Plan acknowledges and complements their work.

It will be important also to consult and liaise with other donor agencies including the World Bank, and those from Japan and New Zealand. They are potential partners in the implementation of inservice to support curriculum reform. New Zealand has already made substantial resource contributions in this area.

4. Curriculum reform inservice priorities

Key target groups

The key groups to be supported under this Plan are:

- teachers (elementary prep to grade 8) implementing the reform curriculum
- head teachers
- staff who support teachers, either by developing and distributing reform curriculum materials, or by providing management and leadership at school, district, provincial and national levels.

Selection of participants

The selection of staff to participate in inservice activities in this Plan is to be carried out by supervisors in accordance with the following guidelines.

- ***The relevant people*** - priority for participation in inservice activities is to be given to staff who have direct responsibility or will have responsibility within the next 12 months for implementing the matters that are the subject of the inservice.
- ***Gender balance*** – wherever possible male and female staff members are to participate in inservice. This may require supervisors to make additional efforts to ensure the participation of female teachers and administrative staff.
- ***Teams*** – wherever possible teams rather than individuals should participate in inservice activities to enable the learning to be transferred to the whole staff.
- ***Rural and isolated areas*** – supervisors are to ensure that staff in rural and isolated areas are not disadvantaged in terms of their attendance at inservice. This may require the provision of additional resources, including extra time, to enable staff from these locations to participate in training.

Processes for identifying inservice priorities

Inservice priorities for key target groups will be established by reference to:

- the curriculum development cycle and syllabus release timeframe for elementary, lower primary and upper primary
- the stage of curriculum implementation in each province.

This framework enables high priority activities to be identified accurately, resourced efficiently, provided on time and evaluated systematically. The *Curriculum Management Plan 2001-2005* details the proposed cycle for the release of materials (see Table 1 for details).

Critical points in the cycle include the:

- release of upper primary syllabuses in 2003
- release of new elementary syllabuses in 2003
- release of edition 2 lower primary syllabuses in 2004.

Table 1: Timeline for reform curriculum materials development and teacher inservice

	Elementary	Grades 3-5	Grades 6-8
2000	Scope and sequence and curriculum support materials distributed	Edition 1 syllabuses and some teacher support materials distributed	Some draft syllabuses on trial in Milne Bay
2001	Scope and sequence reviewed and evaluated. Development of new syllabuses commenced.	Review of edition 1 syllabuses commenced. Catch-up inservice for grades 3-5 teachers on edition 1 curriculum completed.	Trialing continues in Milne Bay and in New Ireland. Development of syllabuses completed.
2002	<i>National Curriculum Statement for Papua New Guinea</i> developed and distributed.		
2002	New syllabuses and curriculum support materials produced.	Edition 1 syllabuses evaluated and teacher needs for support identified. Rewrite of edition 2 syllabuses commenced. Inservicing on edition 1 curriculum continues.	Curriculum support materials for the new syllabuses developed. Preliminary inservice support for teachers with grades 6-8 students.
2003	New set of elementary curriculum materials distributed. Inservicing on new curriculum materials begins.	Development (including trialing) of edition 2 syllabuses completed and new support materials produced. Inservicing on edition 1 curriculum continues.	Set of syllabuses and curriculum materials distributed. Inservicing on new curriculum begins.
2004	Any additional teacher and student materials produced and distributed. Inservicing on new curriculum materials continues.	Set of edition 2 curriculum materials distributed. Inservicing on edition 2 curriculum begins.	Any additional teacher and student materials produced and distributed. Inservicing on curriculum continues.
2005	Inservicing on new curriculum materials continues.	Inservicing on edition 2 curriculum continues.	Inservicing on curriculum continues. Establish evaluation process for review of the syllabuses and teacher needs for support.

Curriculum reform inservice priorities

Table 2 identifies the key priorities for inservice to support curriculum reform.

Table 2: Priorities for teacher inservice – 2001 –2005

Teachers	2001	2002	2003	2004	2005
Elementary	Low	Low	High	High	High
Grade 3- 5	High	Medium	Medium	High	High
Grade 6 –8	Low	Medium	High	High	High

Most inservice needs relate to the skilling and upgrading of practising teachers as a preparation for teaching within the reform system.

Other areas include improving management and delivery capabilities, improving coordination and support services as well as monitoring the implementation of the programs.

In addition existing inservice priorities for curriculum reform include:

- catch-up inservice to lower primary teachers teaching elementary school graduates
- preparing primary school teachers for bridging, bilingual and multigrade teaching in lower primary
- preparing elementary and lower primary teachers to develop school-based curriculum
- supporting head teachers to implement the reform curriculum
- upgrading of teachers to Diploma status (through DEPI).

5. Inservice strategies

Principles

The following principles provide the foundation for the design, development, implementation and evaluation of all reform curriculum inservice strategies. Inservice research and practice has shown these to be solid building blocks on which to base educational improvement programs.

Inclusive	available and accessible to all members of a target group, regardless of gender or location
Grounded	inservice activities that focus on the work of schools and their staff - the strategies are school-focused and curriculum-focused
Team-based	inservice approaches that enable teachers to learn together with other teachers with whom they work
Locally based	staff can access training as close as possible to their workplace
Flexible	staff can access those training activities that they need, when they need to, in the sequence they desire, and in a location convenient to them
Accredited	satisfactory completion of inservice activities is recognised, valued and rewarded by tertiary institutions
Articulated	inservice activities can link to recognised courses of tertiary study
Sustainable	inservice builds local capacity to design, develop, deliver and evaluate training programs and strategies
Needs-based	training is planned and provided on the basis of a sound analysis of actual training needs
Supported by	quality materials that are well-presented and based on current knowledge
Timely	training is provided 'just-in-time' and in the right amounts for each person
Clear roles	responsibility for each action or activity is given to one or more persons, and this information is widely known

Table 3 shows how these principles can be used to guide action at each stage of the inservice process.

These principles represent an ideal. They are not necessarily reflected in current practice. Their application will require all of us to think beyond current models, to learn new skills and to take risks if we are to improve educational outcomes for our students.

Table 3: Principles of effective inservice and their application

Principle	Design	Development	Implementation	Evaluation
Inclusive	Writing/planning teams should comprise 50% females and 50% males	Materials contain inclusive images, grammar and text	Activities are implemented so that participants are not excluded on the basis of gender or isolation	Evaluation assesses the extent to which all members of a target group have fair access to training
Grounded	Design ensures that participants can relate new learning to actual work situations	Activities/ tasks/ etc reflect actual working contexts of participants	Activities enable participants to gain new insights into actual work problems	Evaluation assesses the extent to which training leads to improved work practices
Team-based	Design teams value what participants already know	Materials and activities enable participants to learn from, and with, other participants	Activities are arranged so work groups learn together	Evaluation assesses the extent to which teams, as well as individuals, learn
Locally-based	Materials and activities are designed to be self-contained	Materials and activities include or encourage local expertise	Activities are undertaken by school or cluster groups	Evaluation assesses the extent to which staff can access training activities within their local community(s)
Flexible	Materials are designed so they can be used by staff individually or in groups, and with or without a presenter, trainer or facilitator	Participants are able to access activities in more than one method/way. Materials use open learning methods	Activities are implemented in different ways to accord with provincial or local contexts	Evaluation assesses the extent to which staff in a variety of contexts have access to the activities
Accredited and Articulated	Accreditation and articulation requirements are considered in the design phase	Individual activities or courses can build together to form an accredited program	Accreditation tasks are included and can be undertaken as desired. Marking procedures are clear, known and efficient.	Evaluation assesses the extent to which participants seek and receive formal recognition
Sustainable	Design promotes local skill development	Materials and activities are easily adaptable locally	Activities skill staff to increasingly take responsibility for their own and others' development	Evaluation assesses the extent to which staff development is part of daily practice
Needs-based	Design is based on sound training needs analysis	Activities and materials help participants choose where to start	Participants can choose activities which address the skills they need to develop	Evaluation assesses the extent to which training has filled identified skill gaps
Supported by quality materials	Materials are attractively presented, well laid out and easy to reproduce	Content and processes reflect current literature and theories	Materials enable participants to reflect on, share and document their learning	Evaluation assesses the extent to which learning has been enhanced by the quality of the materials

Timely	Activities are designed so they can be used in short sessions	Materials are developed to be available in line with curriculum distribution	Staff access the activities and materials as they need to develop particular skills	Evaluation assesses the extent to which staff are trained to implement and support the reform
Clear and defined roles	Design team members are clear about the tasks they have to complete	Materials and activities specify what roles need to be done	Roles and tasks are negotiated and agreed	Evaluation assesses the extent to which activities are efficiently conducted

Strategies and their application

The inservice strategies that will be promoted and implemented through the Plan are based on the principles of effective inservice detailed previously. The strategies also take account of the context in which inservice is undertaken in PNG. This context is characterised by:

- high teacher commitment to learn through inservice training
- distance and isolation
- resource constraints
- the sharing of responsibilities for inservice between the DoE and provinces.

For these reasons, the Plan emphasises the importance of locally based, school and cluster activities and the use of self-paced learning material. The materials will be developed so that they can also be used by groups of teachers in a more formal way if appropriate. TE&SD and CRIP will train provincial facilitators and trainers to work with schools and groups of schools to assist them make effective use of inservice training materials. Inspectors will play an important role in supporting their schools undertake training modules.

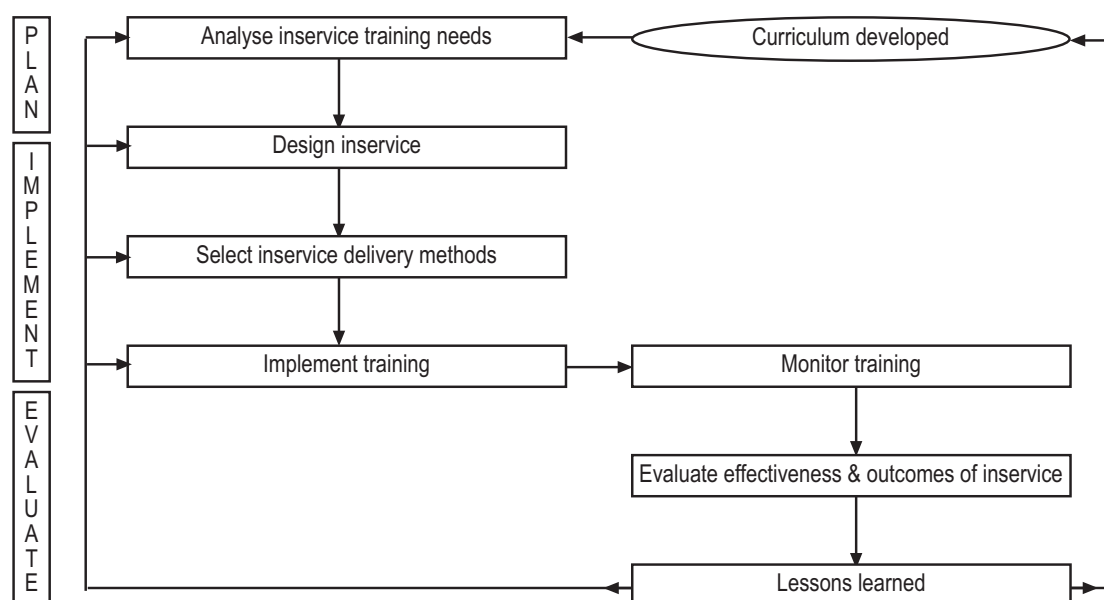
However, the Plan is not limited to these approaches. In determining appropriate strategies the planning process illustrated in Figure 2 will be utilised.

As activities are developed to support the implementation of the reform curriculum, strategies such as the following will be investigated and considered:

- school and cluster based learning teams (eg head teachers, elementary teachers in charge, bridging teachers)
- school networks of geographically sensible groupings of elementary and/or primary schools
- action research models where groups of teachers implement and evaluate new strategies often with external support
- support for local resource centres, professional networks and associations
- distance education modes - flexible learning and delivery
- specialist workshops.

Each of these models encourages a collaborative approach to inservice training and staff development. Their successful implementation will depend on the provision of appropriate learning materials, the availability of support staff such as inspectors and trainers and the provision of funding and resources.

Figure 2: Process for identifying and developing inservice strategies



Specialised training materials will be developed for head teachers to assist them undertake their leadership role in implementing the reform curriculum. These materials will be developed in consultation with head teachers and could include modules which address issues such understanding syllabuses, timetabling the reform curriculum and leading inservice training.

Implementation support packages

An implementation support package will be developed for each set of syllabuses at each level of schooling. The package will introduce the new syllabus and provide ideas to help raise awareness of the new curriculum in the school community.

The package provides initial, self-paced inservice learning to assist all teachers, teachers in charge and head teachers implement new syllabuses.

The contents of packages may vary depending on the level of schooling and the nature of the syllabuses.

As a minimum each package should include:

- notes explaining the place of the new syllabus in the curriculum reform
- a chart to show the content overview of the new syllabus
- questions that the community might ask and a set of notes that can be used to inform the community
- some ways of helping teachers become familiar with the content to be covered
- suggestions for identifying resources to support the syllabus, including materials and resource people available within the school community.

NIST week

It is proposed under this Plan that, for the period 2002-2005, at least three days of every national inservice training week (NIST) be devoted to the inservicing of primary and elementary teachers on curriculum reform issues. The staging of NIST week over a specified period in each year would provide a more economical way of utilising trained and experienced personnel.

TE&SD, CDD, I&GD and CRIP will work together to develop inservice materials to be used by teachers and head teachers on these days. Teachers and head teachers will be consulted in the preparation of these materials to ensure their relevance for schools.

Each year the priority areas for reform curriculum inservice will be identified by TE&SD and the information disseminated to schools and provinces.

Primary and elementary schools will be required to include inservice for curriculum reform in their inservice plans.

Training delivery

DoE is a training provider accredited by the NTC. Education staff at each level provide a pool of potential trainers to conduct training needs analyses and, with training in appropriate delivery methods, to provide school-based, district, provincial or regional training.

Potential trainers may be drawn from CDD, TE&SD and I&GD staff, PNGEI staff, Provincial Reform Coordinators and/or Inservice Coordinators, staff of PTCs, head teachers and experienced teachers. When selecting trainers for curriculum reform inservice it will be important to avoid selecting trainers already committed to curriculum reform programs. This will also mean that a more extensive pool of trainers can be identified and trained.

TE&SD, with the support of CRIP, will implement training programs for trainers to ensure equitable access to inservice training throughout PNG.

The following criteria are to be used to guide the selection of trainers for reform curriculum inservice activities.

1. Relevant educational qualifications and/or appropriate teaching experience.
- or
2. Training qualifications as determined from time to time by the NTC.
3. Where more than one trainer is required for an activity, or where an activity is repeated over time, females and males and urban and rural staff are to be represented equally in the trainers used.

These criteria do not apply for the selection of presenters for short sessions where the overall program is managed by a qualified trainer. Presenters are to be selected on the basis of their content knowledge, expertise and credibility.

6. Resourcing the plan

Resources

The DoE is responsible for providing quality and targeted inservice within the resources available.

The development and implementation of sustainable and quality inservice strategies to support the reform curriculum requires the DoE to provide ongoing resources for this purpose. DoE will be supported in this endeavour by project funds provided by a range of donor agencies.

A carefully planned approach will be needed to ensure that donor agency projects such as CRIP, ETESP, BEICMP, ISP and PASTEP are coordinated and target appropriate inservice and preservice priorities.

Consistent with Government policy, this Plan will be implemented on a cost-sharing basis.

TE&SD has primary responsibility for the implementation of the Plan and it will allocate funding to support the implementation of inservice activities in the Plan. Ongoing funding to provinces will be allocated provided provinces develop an annual RCIP and acquit previous grants appropriately. Provinces will need to identify resources and funding in their annual RCIP.

Provinces, schools and teachers will be actively encouraged to contribute funds to meet part of the cost of inservice.

CRIP

CRIP, in partnership with TE&SD, will contribute resources to support the implementation of the Plan. All CRIP funding is to be used in accordance with Project objectives and priorities. The CRIP Activity Approval Group (AAG) must approve funding for all CRIP activities.

Guidelines for resource allocation

This plan comprises developmental and implementation components. The initial balance will be in the order of 60% development and 40% implementation. Over the life of the program the implementation component will increase significantly.

In this Plan:

- TE&SD has primary responsibility for identifying resources and negotiating resource sharing arrangements for inservice activities to support the reform curriculum
- TE&SD is responsible for establishing systems to allocate and monitor resource allocations and to ensure that funds are released to provinces for inservice activities in a timely manner that reflects the implementation schedule

-
- each provincial Reform Curriculum Inservice Plan should provide details of resource allocations
 - DoE and provincial resource allocations are to be acquitted and reviewed annually.

7. Monitoring and evaluating the plan

Monitoring

Monitoring processes are designed to determine whether what was planned was actually done. In general, this information will be available from records compiled for other purposes and should not require the collection of separate data. Printing requisitions, course attendance lists, financial acquittals and annual reports from schools, inspectors and provinces will be primary data sources for monitoring the implementation of the Plan.

Provinces will be required to provide an annual report on the outputs of its Reform Curriculum Inservice Plan, together with an acquittal of TE&SD and CRIP funding grants, as a precondition for funding for the next year. Guidelines will be provided to assist provinces acquit their funds and prepare their annual reports. The report and acquittals are to be provided by December each year and will be reviewed and analysed by TE&SD. Relevant DoE divisions will also provide an annual report on the outputs of its inservice activities to support the implementation of the reform curriculum.

To ensure that appropriate and accurate data are collected and are used effectively, a monitoring system will be developed for DoE divisions and provincial offices. With some expert guidance from TE&SD, I&GD and the CRIP team, a workable monitoring system will be established within each division and province.

Evaluation of inservice effectiveness and outcomes

Evaluation strategies seek to determine the effectiveness of inservice activities and strategies. Evaluation will focus on outputs and outcomes, not on the amount of resources applied to inservice, nor solely on participation figures.

CRIP will fund a longitudinal evaluation on the impact of curriculum reform inservice as well as more contained studies of the outcomes of inservice activities. DoE divisions, provinces and schools will be required to collect information on the outcomes of their inservice programs. They will be assisted in this task by TE&SD and CRIP. The data they collect will contribute to the CRIP funded impact studies of the effectiveness and quality of reform curriculum inservice programs.

Using lessons learned in future activities

The annual reports provided by provinces on the outcomes of their RCIPs will contain monitoring and evaluation information that will enable critical lessons to be identified at each stage of the program. The lessons learned will be incorporated into subsequent inservice work plans and RCIPs.

The evaluation structure proposed for the inservice strategy will inform practice in a number of contexts:

- within individual classrooms and schools
- within DoE management, divisions and provinces

-
- within CRIP
 - across other current and future donor-supported education projects.

Lessons learned from the implementation of this Plan will inform and improve other aspects of DoE's staff development and inservice program.

DoE and CRIP will collaborate to disseminate to provinces and districts information about the effectiveness of particular initiatives and the Plan as a whole.

Evaluation and monitoring activities are of paramount importance to the sustainability of inservice strategies. Improvements in any program will evolve from lessons learned. Being aware and making use of lessons learned from inservice activities will be critical for the long-term success of the Plan and curriculum reform.

8. Inservice Management Plan 2001 – 2005

Key outcomes

The outcomes of the *Inservice Management Plan* are:

1. Teacher inservice strategies and materials are developed and delivered to support the reform curriculum from 2001.
2. Teachers are able to implement the reform curriculum in their schools.
3. DoE, provincial and district education staff who are to be involved in the delivery of teacher inservice are professionally developed from 2001.
4. The capacity to develop and deliver local inservice for the reform curriculum is strengthened and supported from 2002.

The five-year plan

For each of the outcomes the five-year plan provides details of the:

- key inservice activities to be implemented in the next five years
- responsibilities of key groups and stakeholders
- timeframe for implementation
- strategies and methods that will be used to develop and implement the activities
- source of resources.

TE&SD and CRIP will work together to develop work plans for each strategy in the five-year plan. The work plans will identify in greater detail the strategies and how they will be implemented, the roles of different groups, the resources to be provided and the monitoring and evaluation methods.

The Inservice Management Plan 2001-2005 is to be used by all groups to inform their planning, resource allocation and inservice activities to support the implementation of curriculum reform inservice for elementary and primary education for the period 2001 - 2005.

Appendix 1

FIVE-YEAR INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

1. Teacher inservice strategies and materials are developed and delivered to support the reform curriculum from 2001.
2. Teachers are able to implement the reform curriculum in their schools.

YEAR: 2001

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Elementary teacher training	Formal training by elementary trainers – cluster based	February - December	ETESP	ETESP Elementary trainers	ETESP	ETESP
Catch-up inservice for grades 3-5 teachers	Five-day residential workshop in provinces and districts	May – August	CRIP	TE&SD Provinces Inspectors Trained trainers	CRIP	TE&SD NZ Gov. CRIP
Develop edition 1 lower primary inservice modules	Lower primary IST working group. Cluster based training model using self paced modules or trained facilitators.	July - September	CRIP TE&SD CDD	N/A	CRIP TE&SD	N /A

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

1. Teacher inservice strategies and materials are developed and delivered to support the reform curriculum from 2001.
2. Teachers are able to implement the reform curriculum in their schools.

YEAR: 2002

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Conduct trainers workshop for edition 1 lower primary inservice	Workshops to train provincial and district staff.	February - December	CRIP TE&SD CDD	CRIP TE&SD I&GD	CRIP TE&SD	CRIP TE&SD
Elementary teacher training	Formal training by elementary trainers – cluster based	February - September	ETESP	ETESP Elementary trainers	ETESP	ETESP
Implement edition 1 lower primary inservice modules	Cluster based training model using self paced modules or trained facilitators. Implemented through NIST week or as ongoing training.	March - December	N/A	Provinces Inspectors Head teachers Trainers	N/A	CRIP TE&SD Provinces Schools
Preservice training programs for lower primary upgraded to reflect reform	PTCs review preservice programs to ensure alignment with reform curriculum	Ongoing	PASTEP PTCs	PTCs	PASTEP TE&SD	PASTEP TE&SD
DEPI for lower primary reviewed and upgraded to reflect reform	PNGEI, in liaison with CDD, reviews DEPI program	Ongoing	TE&SD PNGEI	PNGEI	PNGEI TE&SD	PNGEI TE&SD

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

1. Teacher inservice strategies and materials are developed and delivered to support the reform curriculum from 2001.
2. Teachers are able to implement the reform curriculum in their schools.

YEAR: 2002

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Training needs analysis – elementary trainers and teachers	Conduct training needs analysis for elementary trainers and teachers in response to revised elementary curriculum	June - August	TE&SD ETESP CDD CRIP	ETESP TE&SD	TE&SD ETESP	ETESP TE&SD
Develop revised elementary training program	Joint working party to revise current program to reflect syllabus changes	August - November	ETESP CDD TE&SD CRIP	N/A	ETESP TE&SD	N/A
Develop elementary inservice training program for new curriculum	Elementary IST Working party. Self-paced or facilitated modules for implementation at cluster level	September - December	CRIP CDD TE&SD	N/A	CRIP TE&SD CDD	N/A
Training needs analysis – upper primary curriculum	Conduct training needs analysis for teachers in response to edition 1 upper primary curriculum	May - June	TE&SD CDD CRIP	TE&SD CRIP	TE&SD CRIP	TE&SD CRIP
Develop inservice program for upper primary curriculum and trainers	Upper primary IST working party to develop upper primary inservice program	August - October	TE&SD CDD CRIP	N/A	TE&SD CRIP CDD	N/A

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

1. Teacher inservice strategies and materials are developed and delivered to support the reform curriculum from 2001.
2. Teachers are able to implement the reform curriculum in their schools.

YEAR: 2003

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Conduct trainers workshop for edition 1 lower primary inservice	Workshops to train provincial and district staff.	February - November	CRIP TE&SD CDD	CRIP TE&SD I&GD	CRIP TE&SD	CRIP TE&SD
Implement edition 1 lower primary inservice modules	Cluster based training model using self paced modules or trained facilitators. Implemented through NIST or as ongoing training.	February -December	N/A	Provinces Inspectors Head teachers Trainers CRIP TE&SD	N/A	CRIP TE&SD Provinces Schools
Upgrade training for elementary trainers	Provincial workshops to upgrade trainers	March - April	N/A	TE&SD	N/A	TE&SD Provinces
Implement revised elementary training program for new elementary trainee teachers	Cluster based training program implement by trainers	March – December	N/A	TE&SD	N/A	TE&SD Provinces
Implement elementary inservice program for new materials	Cluster based modules for fully registered elementary teachers. Facilitated by elementary trainers and elementary inspectors	April - December	N/A	TE&SD CRIP Provinces Inspectors Elementary trainers	N/A	TE&SD CRIP Provinces

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

1. Teacher inservice strategies and materials are developed and delivered to support the reform curriculum from 2001.
2. Teachers are able to implement the reform curriculum in their schools.

YEAR: 2003

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Implement training program for upper primary trainers	Provincial or regional workshop	February - November	N/A	CRIP TE&SD I&GD	N/A	TE&SD CRIP Provinces
Implement upper primary inservice program	Self paced or facilitated inservice modules for implementation in NIST or other relevant time	March – November	N/A	Provinces Inspectors Head teachers Trainers TE&SD CRIP	N/A	TE&SD Provinces CRIP Schools
Training needs analysis for edition 2 lower primary curriculum	Conduct training needs analysis for edition 2 lower primary curriculum	May - July	TE&SD CDD CRIP	TE&SD	TE&SD CRIP	TE&SD CRIP

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

1. Teacher inservice strategies and materials are developed and delivered to support the reform curriculum from 2001.
2. Teachers are able to implement the reform curriculum in their schools.

YEAR: 2003

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Develop inservice program and trainers program for edition 2 lower primary curriculum	Lower primary IST working group to develop inservice strategy for edition 2 lower primary curriculum	August – October	TE&SD CRIP CDD	N/A	CRIP TE&SD CDD	N/A
Review and upgrade upper primary preservice programs	PTC staff review and upgrade preservice course to reflect new upper primary curriculum	January – March	PTCs PASTEP TE&SD	PTCs	PTCs PASTEP TE&SD	PTCs PASTEP TE&SD
Review of DEPI to reflect new upper primary curriculum	PNGEI, in liaison with CDD, reviews and upgrades DEPI to reflect new upper primary curriculum	January - March	PNGEI TE&SD	PNGEI TE&SD	PNGEI TE&SD	PNGEI TE&SD

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

1. Teacher inservice strategies and materials are developed and delivered to support the reform curriculum from 2001.
2. Teachers are able to implement the reform curriculum in their schools.

YEAR: 2004

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Implement revised elementary training program for new elementary trainee teachers	Cluster based training program implement by trainers	March – December	N/A	TE&SD	N/A	TE&SD Provinces
Implement elementary inservice program for new materials	Cluster based modules for fully registered elementary teachers. Facilitated by elementary trainers and elementary inspectors	April - December	N/A	TE&SD CRIP Provinces Inspectors Elementary trainers	N/A	TE&SD CRIP Provinces
Implement training program for upper primary trainers	Provincial or regional workshop	February - November	N/A	CRIP TE&SD I&GD	N/A	TE&SD CRIP Provinces
Implement upper primary inservice program	Self paced or facilitated inservice modules for implementation in NIST week or other relevant time	March – December	N/A	Provinces Inspectors Head teachers Trainers TE&SD CRIP	N/A	TE&SD Provinces CRIP Schools

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

1. Teacher inservice strategies and materials are developed and delivered to support the reform curriculum from 2001.
2. Teachers are able to implement the reform curriculum in their schools.

YEAR: 2004

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Implement trainers program for edition 2 lower primary curriculum	Regional or provincial workshops to train trainers and facilitators	February – December	N/A	TE&SD CRIP Provinces	N/A	TE&SD CRIP Provinces
Implement inservice program for edition 2 lower primary curriculum	Self paced or facilitated learning modules for implementation in NIST or other relevant times	March - December	N/A	TE&SD Provinces Inspectors Trainers Head teachers CRIP	N/A	TE&SD Provinces Schools CRIP

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

1. Teacher inservice strategies and materials are developed and delivered to support the reform curriculum from 2001.
2. Teachers are able to implement the reform curriculum in their schools.

YEAR: 2005

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Implement elementary inservice program for new materials	Cluster based modules for fully registered elementary teachers. Facilitated by elementary trainers and elementary inspectors	March - December	N/A	Provinces Inspectors Elementary trainers TE&SD CRIP	N/A	TE&SD CRIP Provinces
Implement revised elementary training program for new elementary trainee teachers	Cluster-based training program implemented by trainers	March – December	N/A	TE&SD	N/A	TE&SD Provinces
Implement trainers program for edition 2 lower primary curriculum	Regional or provincial workshops to train trainers and facilitators	February – December	N/A	Provinces TE&SD I&GD CRIP	N/A	TE&SD CRIP Provinces

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

1. Teacher inservice strategies and materials are developed and delivered to support the reform curriculum from 2001.
2. Teachers are able to implement the reform curriculum in their schools.

YEAR: 2005

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Implement inservice program for edition 2 lower primary curriculum	Self paced or facilitated learning modules for implementation in NIST or other relevant times	March - December	N/A	TE&SD Provinces Inspectors Trainers Head teachers CRIP	N/A	TE&SD Provinces Schools CRIP
Implement training program for upper primary trainers	Provincial or regional workshop	February - November	N/A	CRIP TE&SD I&GD	N/A	TE&SD CRIP Provinces
Implement upper primary inservice program	Self paced or facilitated inservice modules for implementation in NIST or other relevant time	March – December	N/A	TE&SD Provinces Inspectors Trainers Head teachers CRIP	N/A	TE&SD Provinces CRIP Schools

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

3. DoE, provincial and district education staff who are to be involved in the delivery of teacher inservice are professionally developed from 2001.

YEAR: 2001

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Print and distribute Inservice Management Plan	Copies of the Plan distributed to inspectors, provinces, DoE and schools	August – September	TE&SD CRIP	TE&SD CRIP	TE&SD	TE&SD
Conduct training needs analysis for CDD staff and implement training	Analysis undertaken by CRIP and Partner Organisation. Training program to include mentoring, coaching and workshops. (Refer to Curriculum Management Plan)	May - December	CDD CRIP	CDD CRIP Partner Organisation	CRIP CDD	CRIP CDD
Provide Strand Heads, PTCs and PNGEI briefings on curriculum development cycle	Workshops in staff development time	July – October	CDD CRIP	CDD CRIP	N/A	CDD CRIP PTCs PNGEI
Conduct regional workshops for primary inspectors on new curriculum and inservice models	Four two-day regional workshops	October - December	I&GD CRIP TE&SD CDD	I&GD TE&SD CRIP	I&GD CRIP	I&GD CRIP TE&SD

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

3. DoE, provincial and district education staff who are to be involved in the delivery of teacher inservice are professionally developed from 2001.

YEAR: 2001

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Inservice for senior inspectors and provincial staff to support development and implementation of provincial RCIPs	Two-day regional workshops for provincial staff and senior inspectors to develop 2002 RCIPs.	November	TE&SD CRIP	TE&SD CRIP	TE&SD CRIP	TE&SD CRIP Provinces I& GD

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

3. DoE, provincial and district education staff who are to be involved in the delivery of teacher inservice are professionally developed from 2001.

YEAR: 2002

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Training on Upper Primary curriculum and inservice program for Inspectors	Regional workshops	September - October	CDD CRIP TE&SD I & GD	CDD CRIP TE&SD I&GD	CDD CRIP	CRIP TE&SD CDD I & GD
Provide Strand Heads, PTCs and PNGEI briefings on upper primary curriculum	Workshops in staff development time	September - November	CDD CRIP	CDD CRIP	N/A	CDD CRIP PTCs PNGEI
Annual Inservice Management Plan Workshop for senior inspectors and provincial staff	Two-day workshop to review 2002 Plan and RCIPs and develop 2003 Plans	November	TE&SD Provinces CRIP	TE&SD Provinces CRIP	TE&SD CRIP Provinces	TE&SD CRIP Provinces

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

3. DoE, provincial and district education staff who are to be involved in the delivery of teacher inservice are professionally developed from 2001.

YEAR: 2003

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Training on new elementary curriculum and inservice program for Inspectors	Regional workshops	March	CDD CRIP TE&SD I & GD	CDD CRIP TE&SD I & GD	CDD CRIP	CRIP TE&SD CDD I & GD
Provide Strand Heads, PTCs and PNGEI briefings on new elementary curriculum	Workshops in staff development time	March - May	CDD CRIP	CDD CRIP	N/A	CDD CRIP PTCs PNGEI
Provide Strand Heads, PTCs and PNGEI briefings on edition 2 lower primary curriculum	Workshops in staff development time	September - October	CDD CRIP	CDD CRIP	N/A	CDD CRIP PTCs PNGEI
Annual Inservice Management Plan Workshop for senior inspectors and provincial staff	Two-day workshop to review 2003 Plan RCIPs and develop 2004 Plans	November	TE&SD Provinces CRIP	TE&SD Provinces CRIP	TE&SD CRIP Provinces	TE&SD CRIP Provinces

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

3. DoE, provincial and district education staff who are to be involved in the delivery of teacher inservice are professionally developed from 2001.

YEAR: 2004

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Training on edition 2 lower primary and inservice program for Inspectors	Regional workshops	March	CDD CRIP TE&SD I & GD	CDD CRIP TE&SD I & GD	CDD CRIP	CRIP TE&SD CDD I & GD
Inservice Management Plan Workshop for senior inspectors and provincial staff	Two-day workshop to review 2004 plan and develop 2005 plan	November	TE&SD Provinces CRIP	TE&SD Provinces CRIP	TE&SD CRIP Provinces	TE&SD CRIP Provinces

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

3. DoE, provincial and district education staff who are to be involved in the delivery of teacher inservice are professionally developed from 2001.

YEAR: 2005

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
National inservice evaluation and inservice planning conference	Three day conference to review the Inservice Management Plan and its outcomes and to develop new DoE Inservice Management Plan	August	TE&SD CRIP Provinces CDD I & GD PTCs	TE&SD CRIP Provinces PTCs I&GD	TE&SD CRIP Provinces	TE&SD CRIP Provinces PTCs I&GD

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

4. The capacity to develop and deliver local inservice for the reform curriculum is strengthened and supported from 2002.

YEAR: 2001

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Develop strategy to promote and support local and school-based inservice initiatives	Joint working group to undertake needs analysis and strategy development	July – December	TE&SD CRIP Head teachers I & GD	N/A	CRIP TE&SD	N/A

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

4. The capacity to develop and deliver local inservice for the reform curriculum is strengthened and supported from 2002.

YEAR: 2002

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Training programs for, senior inspectors, provincial and district staff to implement school based training program to support curriculum reform in elementary and primary schools	CRIP will fund proposals from schools or clusters on submission basis to support local inservice to implement reform curriculum and/or develop local curriculum materials. Two – day training workshops for targeted head teachers, inspectors and provincial staff to implement school-based inservice	Ongoing for the period. Workshops will be conducted on basis of need and availability of funds. School proposals to be submitted annually.	TE&SD CRIP CDD I & GD	TE&SD CRIP Provinces I & GD	TE&SD CRIP	TE&SD CRIP Schools Provinces
Develop and trial Collegial Curriculum Leadership program for Head Teachers	Cluster teams of eg 4-5 principals, with Initiatives funding, to conduct action research in 4 provinces	Development - June 2002 Implementation 2002-2005	TE&SD CRIP	TE&SD CRIP	TE&SD CRIP	TE&SD CRIP

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

OUTCOMES:

4. The capacity to develop and deliver local inservice for the reform curriculum is strengthened and supported from 2002.

YEAR: 2003 - 2005

Activity	Strategy	Timeline	Key Responsibilities		Resourcing	
			Develop	Implement	Develop	Implement
Implement local inservice support program	CRIP will fund proposals from schools or clusters on submission basis to support local inservice to implement reform curriculum and/or develop local curriculum materials.	Ongoing for the period. School proposals to be submitted annually.	TE&SD CRIP CDD I & GD	TE&SD CRIP Provinces I & GD	TE&SD CRIP	TE&SD CRIP Schools Provinces
Implement Collegial Curriculum Leadership Program for Head Teachers	Cluster teams of eg 4-5 principals, with Initiatives funding, to conduct action research in 4 provinces	Implementation 2003 -2005	NA	TE&SD CRIP	NA	TE&SD CRIP

Appendix 2

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

SUMMARY OF ACTIVITIES BY YEAR

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

2001

ACTIVITY	TIMEFRAME
Elementary teacher training	February - December
Catch-up inservice for grades 3-5 teachers	May – August
Conduct training needs analysis for CDD and TE&SD staff and commence training program	May - December
Develop lower primary inservice modules	July - September
Provide Strand Heads, PTCs and PNGEI briefings on curriculum development cycle	July – October
Develop strategy to promote and support local and school-based inservice initiatives	July – December
Print and distribute Inservice Management Plan	August - September
Conduct regional workshops for primary inspectors on new curriculum and inservice models	October - December
Inservice for senior inspectors and provincial staff to support development and implementation of provincial RCIPs	November

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

2002

ACTIVITY	TIMEFRAME
Conduct trainers workshops for lower primary inservice	February - December
Elementary teacher training	February - September
Implement edition 1 lower primary inservice modules	March - December
Training needs analysis – upper primary curriculum	May - June
Develop Collegial Curriculum Leadership program for Head Teachers.	June - July
Training needs analysis – elementary trainers and teachers	June - August
Develop revised elementary training program	August - November
Develop inservice program for upper primary curriculum and trainers	August - October
Training on Upper Primary curriculum and inservice program for Inspectors	September - October
Provide Strand Heads, PTCs and PNGEI briefings on upper primary curriculum	September - November
Develop elementary inservice training program for new curriculum	September - December
Trial Collegial Curriculum Leadership program for Head Teachers	September - December
Annual Inservice Management Plan Workshop for senior inspectors and provincial staff	November
Preservice training programs for lower primary upgraded to reflect reform	Ongoing
DEPI for lower primary reviewed and upgraded to reflect reform	Ongoing
Training programs for, senior inspectors, provincial and district staff to implement school based training program to support curriculum reform in elementary and primary schools	Ongoing for the period. Workshops will be conducted on basis of need and availability of funds. School proposals to be submitted annually in March.

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

2003

ACTIVITY	TIMEFRAME
Conduct workshop edition1 lower primary trainers	February - November
Review and upgrade upper primary preservice programs	January – March
Review of DEPI to reflect new upper primary curriculum	January - March
Implement training program for upper primary trainers	February - November
Implement edition 1 lower primary inservice modules	February -December
Training on new elementary curriculum and inservice program for Inspectors	March
Upgrade training for elementary trainers	March - April
Provide Strand Heads, PTCs and PNGEI briefings on new elementary curriculum	March - May
Implement upper primary inservice program	March – November
Implement Collegial Curriculum Leadership program for Head Teachers	March - December
Implement revised elementary training program for new elementary trainee teachers	March – December
Implement elementary inservice program for new materials	April - December
Training needs analysis for edition 2 lower primary curriculum	May- July
Develop inservice program and trainers program for edition 2 lower primary curriculum	August – October
Provide Strand Heads, PTCs and PNGEI briefings on edition 2 lower primary curriculum	September - October
Annual Inservice Management Plan Workshop for senior inspectors and provincial staff	November
Implement local inservice support program	Ongoing for the period.

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

2004

ACTIVITY	TIMEFRAME
Implement training program for upper primary trainers	February - November
Implement trainers program for edition 2 lower primary curriculum	February – December
Training on edition 2 lower primary and inservice program for Inspectors	March
Implement revised elementary training program for new elementary trainee teachers	March – December
Implement upper primary inservice program	March – December
Implement Collegial Curriculum Leadership program for Head Teachers	March - December
Implement inservice program for edition 2 lower primary curriculum	March - December
Implement elementary inservice program for new materials	April - December
Annual Inservice Management Plan Workshop for senior inspectors and provincial staff	November
Implement local inservice support program	Ongoing for the period

INSERVICE MANAGEMENT PLAN FOR CURRICULUM REFORM

2005

ACTIVITY	TIMEFRAME
Implement training program for upper primary trainers	February - November
Implement trainers program for edition 2 lower primary curriculum	February – December
Implement Collegial Curriculum Leadership program for Head Teachers	March - December
Implement revised elementary training program for new elementary trainee teachers	March – December
Implement inservice program for edition 2 lower primary curriculum	March - December
Implement upper primary inservice program	March – December
Implement elementary inservice program for new materials	March - December
National inservice evaluation and inservice planning conference	August
Implement local inservice support program	Ongoing for the period.