



International Education Agency of PNG

The IEA Curriculum: Core Document

Revised Edition – 2006

Contents

- Contents 2
- Foreword 3
- Introduction 4
- The IEA Curriculum: Foundations 5
- Key Outcomes for IEA Schooling 6
- Curriculum Areas 8
- Equity 9
- PNG Perspectives 9
- An International Curriculum 9
- An Outcomes Based Approach 10
- Structure 11
- Implementing the Curriculum 12
- School Curriculum Policy 14
- Planning and Assessment 15
- Subject Time Allocations 17
- Information and Communication Technology 18
- Glossary of Terms Related to Outcomes Based Curriculum 19

Foreword

Learners in today's schools face many complex, diverse and uncertain global and local social, economic, political and environmental issues. Rapid technological progress, changing family and institutional structures and increasing cultural diversity all influence and are influenced by education.

The IEA School Curriculum has been developed within this dynamic environment and contains the mandatory curriculum framework for all IEA schools for students up to Grade 8. It provides a foundation for system wide accountability, and a broad, clearly articulated policy framework within which the system management can be effectively devolved.

The curriculum provides a guarantee of high standards to the IEA's clients, and concise direction for school staff involved in implementing and supporting the curriculum. The extensive consultation process across the system which underpins the production of these documents ensures that a high level of curriculum ownership exists throughout IEA schools and their communities.

In support of the curriculum, the IEA is committed to the regular monitoring of school level implementation and to the provision of comprehensive, on-going curriculum support. This involvement in school level curriculum also enables the regular review of the curriculum documents in response to changing needs and new developments in education.

The IEA Board of Directors has determined that all schools will be required to operate within the curriculum framework outlined in this document

Steve Mead

Executive Director

Introduction

Mission Statement of the International Education Agency of Papua New Guinea

The International Education Agency provides high quality private education, meeting the needs of individual learners in a caring environment.

In order to fully develop the talents and capacities of all students in line with its mission statement, the IEA provides a broad and balanced curriculum designed to promote intellectual, creative, personal, physical and recreational skills and understandings. The curriculum fosters an appreciation of the natural and social environments, encourages a sense of responsibility towards these and helps students develop strong self concepts so as to promote responsible independence and moral autonomy. It helps students learn to appreciate the value systems implicit in national cultures, and to recognise the need for tolerance and understanding.

The IEA curriculum is not a detailed syllabus or blueprint for the development and delivery of specific programs. It does not specify teaching methods to be used, resource materials or methods of assessment. Because of the IEA's diversity and commitment to meeting individual needs, decision making about the development and implementation of teaching and learning plans is, as far as practicable, devolved towards those who must implement the decisions. These details, along with decisions about staffing, equipment and other resources, and all other aspects of actual programs, are determined by the individual school in the light of that school community's needs, priorities and resources.

Through the curriculum the IEA supports schools in developing and delivering programs by providing a strong focus for teaching and learning and clear statements of what students are expected to achieve.

The IEA curriculum has been developed in the PNG context and in collaboration with Papua New Guinean and international school practitioners. It provides a framework which supports teachers in their efforts to optimise the educational experience at an international level in a local setting.

Because it is attuned to the goals and aspirations of the government and people of Papua New Guinea, the IEA is mindful of its duty to contribute to the Nation's development through the education of its students and through the development of its teachers.

All IEA schools strive to prepare students for life in a multi-cultural society, providing experiences leading to an appreciation and understanding of the culture of PNG within the context of the global community.

The IEA Curriculum: Foundations

The IEA Mission Statement outlines a set of beliefs which guide the operation of IEA schools. From this foundation a set of principles have been developed which reflect system wide commitment to current educational thought and provide a framework within which IEA schools implement the curriculum. These principles are broad enough to enable teachers to develop and implement innovative programs reflecting varied pedagogical approaches.

Principles of developmental learning, partnerships, communication and continuous improvement reflect the processes and structure central to the IEA curriculum. Through these driving principles it is intended that the goal of developing connected, lifelong learners will be achieved.

The promotion of intellectual, creative, personal, physical and recreational skills and understandings

A wide range of skills is vitally important to a child's education. Schools strive to equip students to contribute to the economic, cultural, recreational and pastoral well-being of the community so that they may become valuable citizens.

Fostering of appreciation and responsibility towards natural and social environments

Concern with the quality of the environment, both the natural and the social, has become a major political, economic and cultural issue. The youth of today will hold the responsibility in the future for preserving the environment in its delicate balance. The school's curriculum accepts the task of preparing students for this complex but essential role.

A focus on learning

The school's curriculum is designed to ensure that the emphasis is on the student learning rather than the teacher teaching. It ensures a stimulating environment in which students have the opportunity to examine in detail the processes they must move through in achieving desired outcomes.

The achievement of each individual's full potential

All students can learn. The IEA is committed to a learner centred approach to curriculum delivery. A range of learning opportunities is provided to ensure optimum student achievement.

Reflection of an understanding of the stages of child development

Students pass through definable stages of development. They do not, however, all develop at the same rate. While most IEA schools group students according to age, the curriculum is sufficiently flexible to ensure that students are engaged in learning experiences appropriate to their individual stages of development, and not dictated by grade placement or the stages of commercial programs.

Development of the ability to engage with change

Our world changes so quickly, and the future has become so difficult to predict, that change will be a constant and major aspect of the adult lives of every student in IEA schools. Since the IEA draws its student population from a diverse range of national and cultural backgrounds, the curriculum focuses on the development of this ability to adapt and to understand the nature of change.

Development of strong positive self concepts

The curriculum provides opportunities for students to become attuned to their own self worth, and to develop sound levels of self awareness and esteem.

Appreciation of the value systems of national cultures

International schools in PNG have a wonderful opportunity to provide students with first hand experience of a wide variety of cultures. The curriculum makes use of these opportunities to ensure a broad inter-cultural knowledge and respect.

Maintenance of close communication with the student's home and family

The student's home has significance in education which often surpasses that of the school. Curriculum planning within schools must absorb the desires and needs of the family, and provide for communication of educational progress with the family. Education is a cooperative process.

Opportunities for teacher professional growth and development

All teachers need to be current in professional practice. The isolation and communication barriers faced by teachers in many IEA schools require a concerted effort from all stakeholders to facilitate Professional Development for teachers.

Key Outcomes for IEA Schooling

The IEA works within both the Papua New Guinea and international visions of education towards preparing young people to be valuable participating members of their communities. Students are helped to develop the skills to choose new opportunities and technologies, and to use these widely in a rapidly developing global community.

It is in this context that the IEA expects its schools to be learning communities of students, families and teachers who pursue academic excellence and the social development goals of equality, justice and human dignity. Schools can ensure they do this by providing opportunities for each child's intellectual, physical, social, moral and aesthetic development.

Schools provide students with opportunities to develop the knowledge, skills, attitudes and values needed for the changing vocational and social needs of the twenty-first century. These needs include:

- the valuing of lifelong learning

- a commitment to democratic ideals
- a pride in their diverse cultures, and
- the ability to be adaptable and enterprising.

The learning outcomes outlined in each curriculum document provide guidance in developing learning experiences in the classroom. The key outcomes outlined below provide the broad focus for all learning activity in IEA schools. The IEA Key Outcomes must become integral components of the curriculum, instruction, assessment, and the culture of the learning organisation.

The IEA key outcomes are that each child will ...

... be self-directing

One who is self-confident, has high self esteem and personal integrity with a positive vision for self and the future.

Evidenced by

- being able to set, evaluate and achieve realistic personal goals with initiative, commitment, perseverance, courage and enterprise
- being self-monitoring, self-managing and self-modifying and assuming responsibility for actions
- a healthy lifestyle

... communicate effectively

One who confidently conveys and receives information, instruction, ideas and feelings appropriately and effectively in a range of different cultural, language and social contexts.

Evidenced by

- reading, viewing, listening, writing, presenting, speaking and numerating with a demonstrated awareness of and responsiveness to different language conventions and interpretations
- the ability to discriminate and critically analyse a range of communicative sources

... behave ethically

One who exhibits appropriate morals, manners and virtues in a range of social and cultural settings and a sense of their own spirituality.

Evidenced by

- the demonstration of honesty, respect, humility, trust, integrity and fairness in multicultural community relationships

... work collaboratively

One who develops good relationships with others and works in cooperative ways to achieve common goals.

Evidenced by:

- the ability to monitor behaviour as a group member
- demonstration of interactive communication and consideration of individual differences
- the ability to assess and manage group functioning with joint ownership of responsibility for group actions and decisions.

... analyse and solve problems

One who accesses a range of information sources appropriate to the resolution of complex issues and applies strategies with accuracy and thoroughness.

Evidenced by

- the ability to identify, describe and redefine a problem and then to inquire and research, explore, generate and develop ideas with imagination and creativity, initiative, reflection and flexibility.

Each of the IEA curriculum documents includes a section on how the individual subject can contribute to the achievement of the key outcomes.

Curriculum Areas

The following section outlines broad outcomes to be adopted by schools when developing a total curriculum. It includes the outcomes which students will achieve at the end of their study at each level within each curriculum area. The nature of the area of Early Childhood requires a different approach to presentation of curriculum documentation. However the principles which provide the essential foundation of the remainder of the curriculum remain the same.

The following curriculum areas have been outlined in detail:

Early Childhood

English Language

Mathematics

Society and Environment

Science

Technology

The Arts

Physical Education, Health and Personal Development

The outcomes and strategies outlined are intended as the basis of individual schools' curriculum planning. In grades 9-12 the teaching program will be guided by the demands of externally set curricula and examinations. This may necessitate some adaptation of the curriculum framework, depending on the Grade level involved.

Schools need to develop programs which provide for the achievement of curriculum outcomes for all students. Above all, outcomes provide guidance for the focus of assessment.

Equity

All students in IEA schools have the right to take full advantage of the education they are offered. Care must be taken that schools provide equal access and opportunity to all students and do not inadvertently advantage some students over others, either through oversight or through subtle processes which may be so ingrained in practice that they are simply overlooked.

Given the importance placed on 'learner centred' education, teachers are faced with the challenge of ensuring that all students have equal access to learning and to all available resources. We must ensure that the curriculum caters for the needs, interests and learning styles of all students.

PNG Perspectives

Papua New Guinea is a unique country with a multicultural context which cannot be found in any other place on Earth. Over 800 languages (more than a quarter of all languages) are spoken within its small area. More than 1500 different counting systems have been recorded. While writing was not invented by any Papua New Guinean society, there remains a strong oral tradition which has successfully transferred knowledge, culture and a deep relationship with the land for around 50,000 years.

In its short history of contact with the world beyond its borders, spanning much less than one half of one percent of its total history, PNG has been bombarded by change. Yet the core of its culture remains and must be respected by anyone who would strive to educate the Nation's youth. There are unique values enshrined in the Melanesian culture and a sense of equity and justice demands that this be preserved if PNG is to take its own place in the wider world.

The IEA strives to ensure that western educational ideas and the English language do not subvert the actualisation of being a Melanesian in a global society. There must be a strong commitment to the view that there is significant educational advantage for students whose prior knowledge is valued and built upon when they enter school.

Each of the IEA curriculum documents includes a section which outlines ways in which the subject can be taught with PNG Perspectives in mind.

An International Curriculum

Students from a diverse range of cultural groups from both 'inside' and 'outside' Papua New Guinea attend IEA schools.

The IEA curriculum outcomes outline a learning journey which prepares students for the next stage of schooling whether it is in Papua New Guinea or elsewhere in the

world. The Curriculum interfaces especially well with the curricula of Western Countries.

Central to IEA curriculum is the question of what it means to be educated as a person living and growing up in Papua New Guinea. For some students this is their permanent home, for others a home away from the country they call home. IEA curriculum developers are also mindful that some students will never have one country they call home. However, for all IEA students, Papua New Guinea is the place in which they are currently growing up and as such these students live, contribute to, participate with and indulge in the culture and society that is Papua New Guinea.

An IEA education enables students to learn to view people around the world from multiple perspectives and emphasises the essential oneness of humanity and nature especially in the coherence of land, people, nature and time.

As an ‘international minded educator’ the IEA has developed a curriculum which helps teachers confront stereotypes and resist simplification of other cultures and teach about global issues. IEA schools foster the habit of examining multiple perspectives; teaching about power, discrimination and injustice, and provide cross cultural experiential learning. In IEA classrooms teachers ensure students acquire skills to work across cultures and encourage students to personalise their own connections with other countries and cultures.

The IEA curriculum provides a framework for schools when exploring cultural experiences and cultural diversity programs which recognise and value the traditions, histories, and languages of the cultures within Papua New Guinea:

- examining issues related to racism and explore ways to promote non-racist attitudes and behaviour in the school and wider community
- recognising that students may need to meet more than one set of cultural expectations
- considering members of cultural groups within the local and wider community when including aspects of content related to those cultures

An Outcomes Based Approach

The identification of learning outcomes allows for a clear statement of the curriculum, presented in a way that ensures that students move along a continuum to achieve the next level of learning of which they are capable. Outcomes describe some form of achievement for the student. The achievement described can be quite broad but it must embody something that at one stage in the student’s development they could not do, and at a later stage they could. Ideally outcomes are determined through a process of *designing down* from higher order outcomes.

Within this approach, specific decisions about teaching/learning activities are the responsibility of schools and individual teachers. There is not a one-to-one correlation between outcomes and learning experiences. A given activity might serve a range of outcomes, levels, or even curriculum areas.

Progress is monitored and accountability is ensured through the identification and monitoring of indicators. These are statements which tell about how achievement of an outcome will be evidenced.

Structure

The curriculum is organised around eight *curriculum areas*. Each curriculum area is addressed in the curriculum document where specific student learning outcomes are published and assistance is provided with the development of teaching approaches, planning and assessment. This document provides a detailed framework within which school and classroom teaching/learning programs are developed.

The Early Childhood section of the IEA Curriculum addresses the needs of pre-school aged students in the system. This section is also developed contextually for Papua New Guinea and provides a foundation for children to become confident and competent and to help them move seamlessly into the school years.

In each curriculum area the student learning outcomes are arranged around five *achievement levels* for students from Prep to Grade 8. The levels do not correlate with any grade but are sequential. Students starting school would normally be working towards outcomes stated for Level 1 and students in Grade 8 would be working around level 5.

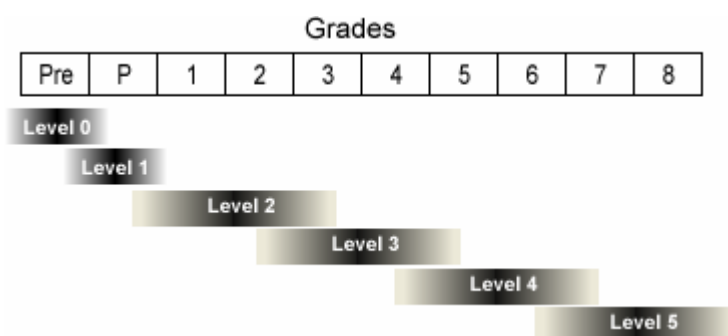


Figure 1: Relationship of Levels to Grades

Different students progress through the levels at different rates so that knowing a child's age or grade does not necessarily suggest the appropriate level for that child. Figure 1 shows the broad relationship between levels and ages. It assumes that students have begun their learning in a given curriculum area at the beginning of school and at age 5. Later starting ages may, of course, mean later achievement of each level.

Depending on course provision and selection, the PNG National Curriculum is used for students in Grades 9 to 12. Some schools offer the option of the Australian Capital Territory Senior Secondary Curriculum for Grade 11/12, the International General Certificate of Secondary Education from Cambridge for Grade 9 and 10, and The International Baccalaureate for Grades 11 and 12.

The IEA curriculum is concerned with the development of broad understandings and skills and is based on the belief that an inquiry based approach is best developed around those resources, human and physical, which are available in each local school community and environment.

The IEA curriculum has been developed around the concept of *designing down* (Figure 2). An example of how this process works is shown in the following diagram.

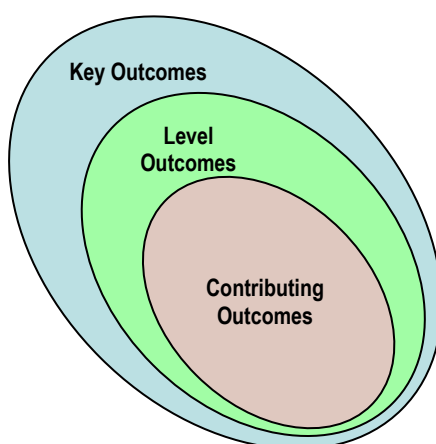


Figure 2: Designing Down

Beginning with the broad mission of the IEA, a set of five *key outcomes* has been developed. These are shown on page 6 and provide a broad statement of the ultimate goals of education in IEA schools.

At the next layer, a set of outcomes which describes overall achievement at each level within a curriculum area has been identified. From these, each layer is divided into strands each with its own set of learning outcomes.

Embedded in the curriculum is the notion of *perspectives*. The curriculum exists in a broad context of values and beliefs which underpin both the content and the delivery. In particular, the IEA curriculum is concerned with ensuring that the curriculum is reflective of Papua New Guinea, and that it ensures broad equity in educational outcomes.

Implementing the Curriculum

Roles and Responsibilities

The implementation of the IEA curriculum is the most important task performed within the school.

The following paragraphs outline the responsibilities of those involved in curriculum development and management.

The International Education Agency

The responsibilities of the International Education Agency relating to curriculum development and implementation are to:

- monitor, develop and review curriculum directions and guidelines
- provide support to schools to cater for the professional development of their staff

- encourage and facilitate communication between schools on curriculum matters
- monitor the needs of principals and teachers as they relate to curriculum and to respond to those needs.

The Principal

The responsibility for curriculum implementation rests with the school principal. Indeed, the most important responsibility of the principal is the planning and management of effective curriculum implementation. The specific responsibilities of the principal with regard to curriculum are to:

- assess the needs of the students and the aspirations of the community and to ensure that these are reflected in curriculum decision making
- utilise the skills of teachers in such a way as to ensure that each makes the greatest possible contribution to curriculum implementation
- coordinate the supply and use of resources to ensure their maximum effectiveness in the implementation of the curriculum
- ensure parents and the community are well informed about the curriculum,
- ensure that valid assessment and evaluation procedures are in place.

The Teacher

Every teacher has a unique set of experiences and talents which, under the leadership of the principal, can be valuably utilised in the tasks of curriculum implementation and management. The responsibilities of the teacher with regard to curriculum are to:

- contribute to broad discussion in such a way as to help determine appropriate direction for school level curriculum decision making
- seek professional development opportunities from a variety of sources and to communicate new ideas to colleagues
- accept and carry out those tasks of curriculum management and implementation required by the principal
- carry out the assessment and evaluation of each student.

The School Board

The school Board represents the local school community and is responsible for ensuring that the school is able to achieve its broad goals. The responsibilities of the school Board relating to curriculum are to:

- assist the principal in determining the needs and aspirations of the local community
- monitor the progress and to provide whatever assistance may be required to facilitate the achievement of curriculum goals
- assist the principal in communicating to the community the various curriculum initiatives in place within the school.

Parents and the Community

The parents and community have a right to contribute to the determination of the school's broad goals and a responsibility to exercise this right. In addition to those of the school board, the responsibilities of the parents and community relating to curriculum are to:

- share information with the school about the students in their care so that the welfare and learning needs of each can be addressed
- gain an understanding of the curriculum so that aspects of the child's education which occur at home can be harmonised with school experiences
- encourage enthusiasm for the school throughout the broader community.

School Curriculum Policy

Schools have a responsibility to make a number of important policy decisions in implementing the IEA Curriculum. Such policy making involves all professional school staff.

School curriculum policy includes:

School culture: While the learning outcomes in the IEA curriculum are designed for all students, their achievement will present a range of challenges from school to school. Schools should carefully identify and consider those local factors which affect the implementation of the curriculum including community and school values, economic and geographic issues, school history and tradition, and future expectation.

Organisation: Effective curriculum implementation is built upon a foundation of sound organisation of staff, time and resources. Schools need to determine staffing structures which allocate responsibility for the supervision of, development and specialised implementation of the curriculum. Attention must be paid to the establishment and communication of workable timetables, class organisation, programming procedures, and long term whole – school curriculum plans.

Assessment and Evaluation Assessment and evaluation are integral parts of the curriculum and essential for effective curriculum implementation. Formative and summative assessment and evaluation are carried out for a variety of purposes, some elements of which are mandated by the IEA and external curricula.

Resources: Most resource decisions relate to specific curriculum areas and are best documented in those sections. However, some resources and their inventory, such as the school library, computers, audiovisual equipment and sporting facilities will need specific policy decisions if they are to be used effectively. These decisions include the identification of staff responsibilities and the timetabling of their use.

Individual Curriculum Areas: A number of decisions will need to be made about the implementation of curriculum areas either as separate areas or through integrated approaches. These will include the availability and use of specific resources, the selection of particular approaches to teaching and learning, the nomination of curriculum content including the allocation of particular content to specific grades, and

the nature of relationships between curriculum areas. These decisions will help to ensure continuity of learning through the grades.

Planning and Assessment

The development of a teaching and learning program is the responsibility of every IEA teacher and schools are expected to establish clear guidelines for teacher planning and assessment. At a minimum, teachers' program plans indicate intended learning outcomes, student learning experiences in addition to monitoring and assessment plans.

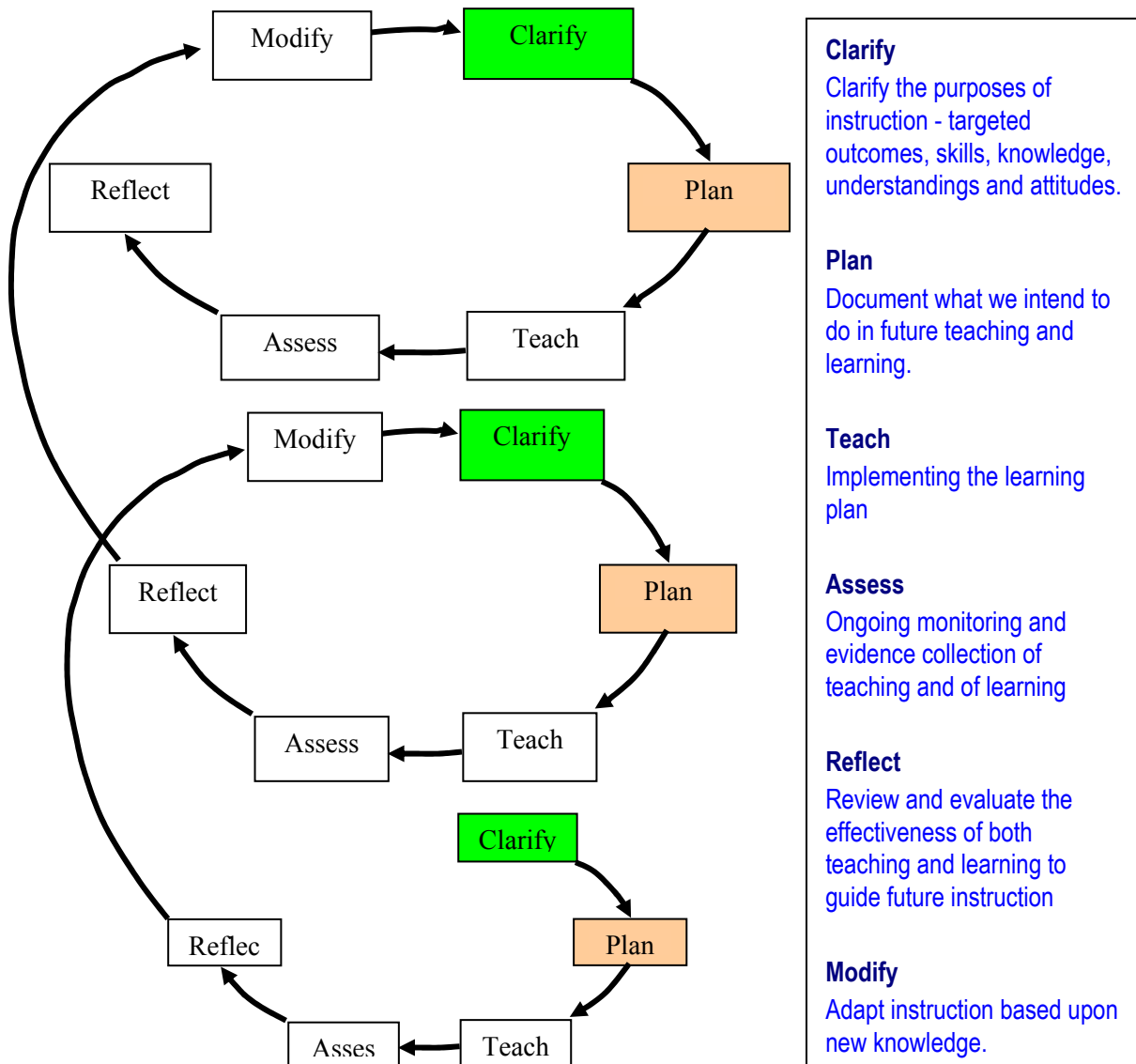


Figure 3: The Planning Cycle

The exact nature of the teachers' program plans will vary from classroom to classroom as teachers need to respond to the particular needs of students and their program plans will thus, reflect an understanding of different learning styles. The availability and nature of resources also has an impact on the design of the teachers' planned programs.

Wiggins and McTighe tell us that program design is iterative (see Figure 3), as opposed to rigid or linear. As illustrated above, teachers find themselves “constantly circling back to aspects of the design that need to be revised or rethought entirely in light of reflection, feedback from others, and experience with learners”. Effective program plans, designed by teachers, either individually or in teams, specify the curriculum outcomes, balanced assessment plans and a well constructed, coherent teaching plan.

Charlotte Danielson (2004) writes, “In combination, curriculum and assessment fully define what students will learn; where curriculum lays out what students *will* learn, assessments show what they *have* learned. It would be reasonable to regard assessments as simply part of the curriculum planning effort – one more element of a well-designed curriculum”.

A teacher’s assessment plan influences the nature of instruction in the classroom. Stiggins tells us that assessments serve many purposes:

1. to inform future instruction (Formative or Assessment *for* Learning)
2. to identify the extent to which students are meeting IEA or International Outcomes or standards. (Summative or Assessment *of* Learning)
3. to provide feedback to students regarding progress
4. to provide accurate information to parents regarding student progress.

IEA teachers must ensure that the content of their assessment (what is being assessed) matches both the format of the assessment (how it is assessed) and the selected methods of instruction. When these three are aligned, decisions based upon the assessments are considered to be valid, reliable and fair.

When making assessment decisions, teachers will want to ensure that:

- Students understand the purposes of assessments and their relevance to learning
- Students have multiple opportunities to demonstrate success and understanding
- Students have access to clear criteria and exemplars for what is being assessed
- Assessments promote teacher and student self-reflection
- A variety of assessment tools are utilized, ensuring that the assessment is balanced
- Assessment tools are both valid and reliable
- The assessment tasks enable students to perform across a range of learning outcomes and levels.
- Student assessment is continuous, involving the ongoing process of data collection and analysis
- Student assessment practices are aligned throughout the school
- Individual, class or group based assessment records are carefully maintained and reflect current learning and achievement
- Parents/guardians know and understand the purposes of assessment
- Communication between the school and the home supports learning.

Subject Time Allocations

Educational research supports the need for a deliberate focus on the development of literacy and numeracy in the first three to five years of school with other curriculum areas integrated throughout the learning program. There may be an increasing level of subject specialisation as the students progress through primary and into secondary school.

IEA policy number 98 states that schools are required to provide a minimum of 23.75 hours per week of direct instructional time. This does not include administration and other non-instructional activities.

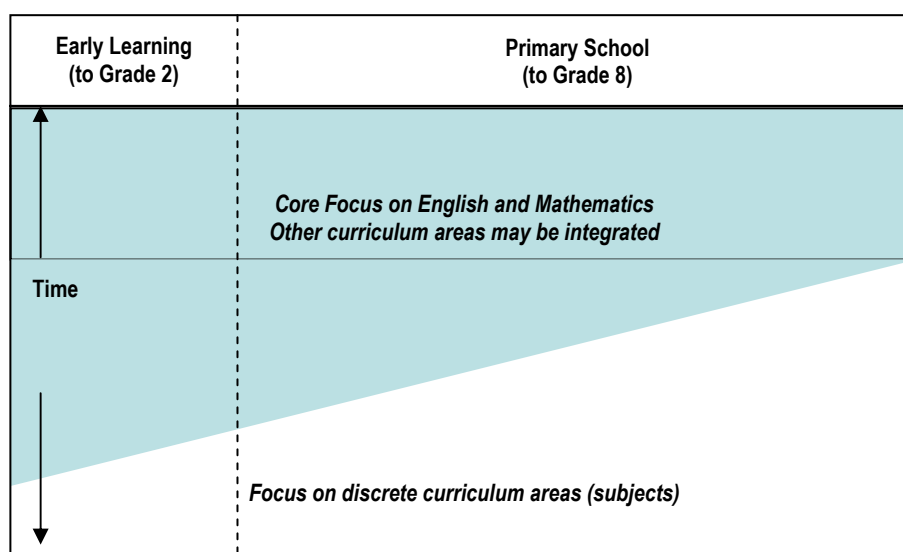


Figure4: Time Allocations

Schools providing approved external curricula will comply with the time allocations required

Teachers plan in a variety of ways which include subject based, thematic and integrated approaches to teaching and learning. Each method has implications upon the allocation of time to the curriculum areas. It is important that school policies differentiate between the different approaches to planning.

Subject Based	Thematic	Integrated
Different topics are selected, based on each of the areas of the IEA curriculum. There may be little or no similarity between the topics studied in each curriculum area. Each curriculum area is readily identifiable and is taught each week.	A topic is selected for exploration within one subject area or across a number of relevant areas. Each subject area may be timetabled and taught in isolation, even if there is a connection by theme. Most curriculum areas are readily identifiable and taught equably as the theme is implemented.	The topic selected has relevance to the cultural, maturational and academic needs of a class, and will further student achievement towards the relevant curriculum outcomes. Delineation between subject areas may be blurred. Some curriculum areas may be taught in more depth within a unit of work than others. The implementation of all curriculum areas is viewed as a whole year process.

Information and Communication Technology

Today's workplaces and communities need flexible and self directed people who can solve problems and think critically. Students of today must be confident to challenge and question established ideas and practice and be skilled and resourceful in exploring alternatives. Integrating Information and Communication Technologies (ICT) into the curriculum offers opportunities to develop these skills and attributes through:

- supporting moves to higher order thinking
- developing all facets of information literacy skills
- engaging students in learning tasks
- developing literacy skills in a wide range of contexts
- sharing learning experiences across subject boundaries.

In order to maximise the benefits of using ICT in schools it is vital that, as with all other curriculum areas, teaching and learning programs promote engaged learning. Engaged learning involves collaboration, connections within school communities and the global community and interaction of students within those contexts.

Glossary of Terms Related to Outcomes Based Curriculum

The following glossary provides an overview of most of the terms used in discussions about outcomes based education. These terms are used in most education systems, but have different meanings from place to place. The definitions provided here are not meant to be internationally acceptable. Rather, they provide a firm platform for communication within the IEA system. Terms written in italics are themselves defined within the glossary.

ASSESSMENT

The gathering of evidence about student performance that constitutes a valid and reliable indication that the student has achieved identified learning outcomes. The close connection between this and *evaluation* often leads the two words to be used interchangeably to mean the full process of assessment and evaluation.

CURRICULUM AREA: An organising structure for the broad curriculum.

Eight curriculum areas have been identified for IEA schools:

English Language	Mathematics
Society and Environment	Science
Technology	The Arts
Physical Education, Health and Personal Development	
Early Childhood	

IEA curriculum is divided into curriculum *strands*.

DESIGNING DOWN: The process of unpacking a broad outcome into smaller component outcomes.

For example, key outcomes are unpacked to create level outcomes, which are in turn designed down to contributing outcomes.

EVALUATION: The making of decisions based on a set of student performance data. See also *assessment*.

GRADE: The nominal class in which a student is placed.

IEA schools generally encompass a total of 14 grades from preschool to Grade 12. The grade in which a student is enrolled does not indicate the *level* at which the student will be working. A grades structure enables students of similar ages to be grouped together in the same classroom even though these students may be working at a range of different levels.

KEY OUTCOME: Outcomes written at the highest possible layer, defining the ultimate achievements of all students who complete their education in IEA schools.

It should be possible to see a link between all outcomes written at other layers and the system's key outcomes. Key outcomes for the IEA system are included in the curriculum core document.

INDICATOR

Indicators inform the teacher and the learners of the level of performance required of them to achieve a particular learning outcome. Indicators need to describe the **task** to be done, the **criteria** used to measure the performance, and the **standard** of work required. They determine the evidence required to show learning has occurred.

LEVEL: A broad assessable tier of student achievement.

IEA curriculum documents outline outcomes at 5 achievement levels which cover the first ten years of schooling. Only a proportion of students will achieve Level 5 outcomes by the end of Grade 8. Students pass through levels at widely differing rates.

OUTCOME: Student learning outcome.

A statement of demonstrable student achievement which provides direction for the planning of teaching/learning activities.

PERSPECTIVE: An aspect of the curriculum which pervades all curriculum areas.

In IEA schools, the PNG context and Equity have been identified as such issues. Schools are required to provide these perspectives to the implementation of all curriculum areas.

STRAND: Subdivision of a subject used for organising outcomes.

For example, the subject English Language has the strands of Written English, Visual English and Oral English.

SUBJECT

Same as *Curriculum Area* (see above)

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