GUIDELINES

FOR THE IMPLEMENTATION OF THE PILOTS FOR

VERNACULAR LANGUAGES AND ENGLISH

IN EDUCATION IN SOLOMON ISLANDS

13th of November 2010

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1. Guidelines for establishing Pilot Schools

1.1 List of Issues and Criteria

The Table below lists issues to be considered and criteria to be met by a school/community before a pilot project can be established.

ISSUES	DETAILS
1. Travel to and from project schools	Select schools initially on basis of accessibility for ongoing in-servicing of teachers and projected monitoring and evaluation.
2. Community support and enthusiasm for the project	• School Board supportive of instruction in vernacular and English willing to meet regularly; • Community willing to actively support and encourage teachers and students in learning in and through two languages; • Community members willing to engage with teachers in developing a community calendar and relevant supporting curriculum.
3. Teachers • Trained teachers • Teachers who speak, read and write the languages of the classroom • Teachers who can write their language well according to the grammatical constraints of their language • Teachers supportive of and enthusiastic about the use of vernacular and English in the classroom • Teachers prepared to set aside time for in-service sessions and training workshops • Teachers willing to work together as a school-wide team of collaborative professionals	Teacher needs: • Upgrading of own levels of language and literacy competence in the language selected as LOI; • Skilling of teachers to be able to explain the grammar of their vernacular; • In-servicing in strategies for teaching oral language and literacy for academic purposes; • In-servicing in methods and strategies for assessing progress of students from term to term; from class to class – moderation as one such strategy; • In-servicing in developing skills in programming and planning in two languages across the curriculum; • Knowledge about different text types – "curriculum genres"; • Knowledge about how to create materials in the vernacular.
4. Head teacher	• Supportive and enthusiastic about vernacular language in the classroom ; • Prepared to plan for interruptions to weekly and term programs to make time for ongoing teacher in-service sessions
5. Language	• Consensual decision by school staff, parents and community members on the language of instruction; • Orthography of the language in existence; • Word book or dictionary suitable for use in the classroom;

	• Simplified grammar suitable for use by teachers available in the community language; • Literacy materials available through workshops conducted to create them.
6. Education Authorities	• Willing to plan awareness sessions for communities on reasons for change in language policy; • Pro-active in supporting the Policy Framework and Strategic Action Plan; • Prepared to post teachers fluent in speaking the community language to appropriate classrooms/schools.
7. Ministry	• Establishment of position for officer with direct responsibility for overseeing development of the pilot project (Co-ordinator role); • Establishment of steering committee to oversee implementation process.

1.2 Community and School Board of Management needs prior to involvement in the project

- Head Teacher and community leaders' meetings to discuss the project and raise awareness.
- Board of Management workshop to raise awareness and give training regarding responsibilities for implementing the policy;
- Head teacher and Board Chair introduced to school-based planning, monitoring and evaluation of the specific objectives of the policy.

1.3 Teacher in-service needs prior to the implementation of a school's pilot scheme.

> School-based workshops arranged for
> - community awareness;
> - developing personal literacy competence of Primary level teachers in both Vernacular and English language and literacy;
> - developing methodology for teaching Vernacular language;
> - developing a community calendar as the foundation for local curriculum development with community people, class teachers and head teacher;
> - programming and planning techniques and strategies for two-languages teaching;
> - developing assessment strategies for vernacular and English teaching and learning, and how to keep records of student learning;
> - Materials preparation workshops – how to create texts of different kinds, how to construct Big Books with supporting resources and how to innovate on existing texts.

1.4 Process for applying to be considered as a Pilot Project school

- The school Board chairperson, on behalf of the community, applies for selection;
- The list of approved selection criteria (see Table 1.1 above) sent to the school;
- The school responds with the information requested;
- The school decides on the model of introduction vernacular and second/foreign language;
- MEHRD personnel visit the community and school to confirm information given;
- Implementation schedule developed between the community/school/MEHRD;
- A mentor/trainer is nominated to oversee the in-service training of teachers and to do further community awareness, where necessary.

2. Guidelines for managing different community and school language situations

Situation 1 : **The students and teacher(s) share a common vernacular language**.

In these situations, there can be a smooth transition between ECE students and the Year 1 class. However, note that

Teachers need to be highly literate in L1 for Grades 1 – 3
Teachers need to have strong oral competence in English for Grades 2 and 3 and strong literate competence from Grade 3 onward.
A curriculum based on the community seasonal calendar (Annex 9) is developed by a curriculum committee of community 'knowers' working with primary teachers.
Supporting materials are developed from the guidelines given in the syllabus documents.

Situation 2 : **Classrooms with speakers of several languages**

A strategy for achieving a bilingual programme in classrooms with speakers of several languages is to adopt a multi-level teaching approach. This brings together students
- from the same language group,
- different age groups

into one class, thus:

Language A	Language B	Language C
(One classroom, one teacher)	(One classroom, one teacher)	(One classroom, one teacher)
Year 1	Year 1	Year 1
Year 2	Year 2	Year 2
Year 3	Year 3	Year 3

The teacher provides different levels of learning activities for the different age groups. The lessons are conducted in the students' first language with carefully staged introduction of the second language. The multi-level strategy could also be followed through in Grades 4, 5 and 6.
This approach could be used for part of the school day. It would require some training to ensure that teachers can deliver lessons in a multi-level situation, to an acceptable standard.
Note that:
- Teachers need to be highly literate in their Vernacular (i.e. for Language 1, 2 or 3).
- Teachers need to have high levels of competence in oral and written English.
- Teachers need to be competent in multi-level teaching .

Situation 3 : **One majority community language and several smaller languages**
Students can be grouped thus:
- one classroom of the majority of speakers;
  one classroom made up of the students with different languages with Pijin as the LOI, if the students know Pijin.

(See diagram on following page)

Language A majority of speakers	Pijin
(One classroom, one teacher)	(One classroom, one teacher)
Year 1	Year 1
Year 2	Year 2
Year 3	Year 3

Again, note that:
    Teachers need to be highly literate in their Vernacular (larger language group or Pijin.
    Teachers need to have high levels of competence in oral and written English.
    Teachers need to be competent in multi-level teaching.

Situation 4 : Pijin is not used in the community, and there are several small language groups

The community is given the choice of which language to use as the LOI. Community support to 'stream' classrooms according to language groups for speakers of the individual languages could be organized for one or two afternoons a week.   Community members acting as teachers lead students to engage in relevant activities in their own language groups.

- Teachers need to be highly literate in their Vernacular (i.e. for Language 1, 2 or 3).
- Teachers need to have high levels of competence in oral and written English.
- Teachers need to be competent in multi-level teaching.

Language A	Pijin
(One classroom, one teacher)	(One classroom, one teacher)
Year 1	Year 1
Year 2	Year 2
Year 3	Year 3

Situation 5 : Where there is no majority language

As, for example, in the urban areas, Pijin as the vernacular can be used as LOI after discussion with the parents.

3. Models for the use of Vernaculars and English

Option 1 - Early development of vernacular before introduction of English.

	10/90%	20/80	30/70%	40/60%	50/50%	60/40%	70/30 %	80/20%	90/10%	100%
YEAR 9	ARTS, CULT	& PE	All subjects	taught in	English	excepting	Personal	Development	subjects	⟶
YEAR 8	ARTS, CULT	& PE	All subjects	taught in	English	excepting	Personal	Development	subjects	⟶
YEAR 7	ARTS, CULT	& PE	All subjects	taught in	English	excepting	Personal	Development	subjects	⟶
YEAR 6	LA-V,	Health	PE, CE,	Cr. Arts		Social Studies	Science	LA-English	Maths	⟶
YEAR 5	LA-V	Social Studies	Health	Other	subjects	Vern. As LOI	Science,	LA-E &	Literacy,	Maths
YEAR 4	LA-V	as	LOI	for	all	subjects	ICT	Science	LA-E & literacy	Maths
YEAR 3	Vernacular	as	LOI	for	all	subjects	⟶	⟶	Introd to E literacy	Maths in E
YEAR 2	Vernacular	as	LOI	for	all	subjects	⟶	⟶	⟶	ORAL ENG as subject
YEAR 1	Vernacular	language	as	Language	of	instruction	for	all	subjects	⟶
ECE (ages 3 – 5)	Vernacular	language	as	language	of	instruction	for	all	subjects	⟶

Explanation of Option 1

Early Childhood Years

- Vernacular is used as the LOI for the Early Childhood years.
- In ECE centres with speakers of many languages in the same classroom, Pijin can be chosen as the LOI.

Primary Years 1 – 3

- In this Model there is an emphasis on building a strong foundation in the L_1 before introduction of the second language English. This is because children learn the second language more quickly when they achieve academically in the first language. For this reason, students complete their Year 1 with vernacular as the LOI.
- As the model indicates, Oral English is introduced in the second part of Year 2.

Primary Years 4 - 6

- In Years 5 – 6 the transition to English needs to be given more time due to the delayed introduction of English.
- In this model, by Year 6 students spend 50% of the school week learning through vernacular and 50% learning through English. Both languages are used as LOI's in the appropriate subjects.

Junior Secondary Years 7 – 9

- Some part of the school programme is still taught in vernacular through these final years of formal schooling. This is to promote language maintenance and use and to provide school leavers with a thorough grounding in their vernacular so that they are well-prepared for a community-oriented future if they so choose.
- In these years, English is the LOI with vernacular used for explanations of complex concepts where appropriate.

Senior Secondary years 10-12

- In Senior Secondary years, students have the option of learning the languages of trade, foreign relations, diplomacy and technology. These include: Mandarin, French, Spanish, Taiwanese, Japanese and Korean.

Note: In Junior Secondary and Senior Secondary years, students have the option of learning an additional language as an extra-curricular subject, depending on availability of local resources (teacher, materials, etc.) This could be a neighbouring language, the language of the landowners where the school is situated, or Pijin.

Option 2 : Inclusion of Pijin as a subject with Vernacular and English.

|	10/90%	20/80%	30/70%	40/60%	50/50%	60/40%	70/30%	80/20%	90/10%	100%
YEAR 9	Pers. Dev.	subjects	English as	LOI for all	subjects	except	Personal	Development	subjects	→
YEAR 8	Vernacular	as LOI for	Pers. Dev	English as	LOI for	all subjects	except	Personal	Development	subjects
YEAR 7	Vernacular	as LOI for	Pers. Dev	➢ LA Pijin	English as	LOI for	LA English,	Maths,	Science,	Social Studies
YEAR 6	Vernacular	as LOI for	Pers. Dev.	subjects	LA Pijin	English as	LOI for	LA English,	Maths,	Science
YEAR 5	Vernacular	as LOI	→	→	→	LA Pijin	English	as LOI for	LA, Maths,	Science
YEAR 4	Vernacular	as LOI	→	→	→	ICT	LA Pijin		Maths,	∅ LA English
YEAR 3	Vernacular	as	LOI	for	all	subjects	except	LA English	Introd. E. Maths	Introd. English literacy
YEAR 2	Vernacular	as	LOI	for	all	subjects	except	LA English	→	Oral English
YEAR 1	Vernacular	as	LOI	for	all	subjects	except	LA English	→	Oral English
❖ (PRE YEAR)	Vernacular	as	LOI	for	all	subjects	except	LA English	→	Oral English
ECE (ages 3 – 5)	Vernacular as Language of Instruction for whole year									O.English 5%

Pre- Year is to be phased out by 2013
LA English = 'Language Arts English'.
LA Pijin = Language Arts Pijin
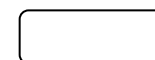
[ ] Vernacular   [ ] Pijin   [ ] English

Explanation of Option 2

Early Childhood Years

- Vernacular is used as the LOI for the Early Childhood years.
- In ECE centres with speakers of many languages in the same classroom, Pijin can be chosen as the LOI.
- In the second half of their final year in Early Childhood, 5-year-olds may be introduced to oral English as preparation for transition to school.

Primary Years 1 – 3

- Oral English is taught as a subject for part of the school day until the end of Year 2. For all other subjects, the LOI is the vernacular.
- The choice may be made to delay introduction of English until a later Year.
- Basic English literacy is taught from Year 3 onwards, along with the introduction of Maths in English.

Primary Years 4 - 6

- After a thorough foundation is laid in vernacular, English is gradually introduced for specified subjects. The subjects are taught with English as the LOI. For all other subjects, vernacular is the LOI.
- In this model, by Year 6 students spend 40% of the school week learning through vernacular and 50% learning through English. Both languages are used as LOI in the appropriate subjects.
- Pijin may be introduced as a subject in Year 4. If students speak Pijin, literacy may begin then; if students do not speak Pijin and it is not used in the community, oral Pijin only should be taught.

Junior Secondary Years 7 – 9

- Some part of the school programme is still taught in vernacular through these final years of formal schooling. This is to promote language maintenance and to provide school leavers with a thorough grounding in their vernacular so that they are well-prepared for a community-oriented future if they so choose.
- Speaking and writing in Pijin may continue through to Year 9 if that is deemed feasible, particularly where students may be proceeding on to a Community High School where students speaking other languages attend common classes.
- In these years, English is the LOI with vernacular (or Pijin) used for explanations of complex concepts.

Senior Secondary years 10-12

- In Senior Secondary years, students have the option of learning the languages of trade, foreign relations, diplomacy and technology. These include: Mandarin, French, Spanish, Taiwanese, Japanese.
- Note: In Junior Secondary and Senior Secondary years, students have the option of learning an additional language as an extra-curricular subject, depending on availability of local resources (teacher, materials, etc.) This could be a neighbouring language, the language of the land-owners where the school is situated, or Pijin.

Option 3 : Early Introduction of English

	10/90%	20/80%	30/70%	40/60%	50/50%	60/40%	70/30%	80/20%	90/10%	100%
YEAR 9	ARTS, CULT	& PE								
YEAR 8	ARTS, CULT	& PE	All subjects	taught in	English	excepting	Personal	Development	subjects	
YEAR 7	ARTS, CULT	& PE								
YEAR 6	LA-V,	Health	PE, CE,	Cr. Arts	English as LOI for	all subjects	except	Personal	Development	subjects
YEAR 5	Vernacular as LOI	for LA-V,	Health,	PE, CE,	Creative Arts,	LA-E,	Social Studies,	ICT	Science	Maths
YEAR 4	Vernacular as LOI	for LA-V	Social Studies	Health	PE, CE	Creative Arts	English as LOI for LA-E,	ICT	Science	Maths
YEAR 3	Vernacular as LOI	for LA-V,	Social Studies	Science	Health	PE	CE	Creative Arts	LA-E,	Maths
YEAR 2	Vernacular	as	LOI	for	all	subjects		except	English literacy	Oral English
YEAR 1	Vernacular	as	LOI	for	all	subjects		except	Oral	English
ECE (ages 3 – 5)	Vernacular	as	LOI	for	all	subjects				

Key: Vernacular �   English □

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Explanation of Option 3

Early Childhood Years
- Vernacular is used as the LOI for the Early Childhood years.
- In ECE centres with speakers of many languages in the same classroom, Pijin can be chosen as the LOI.
- In the second half of their final year in Early Childhood, 5-year-old children may be introduced to oral English as preparation for transition to school.

Primary years 1-3
- The vernacular language chosen by the community and school is the LOI for the lower primary Years 1 – 3. Teaching and learning is in and through the vernacular.
- Students in schools that select Model 1 are introduced to oral English *as a subject only* in Year 1 for a proportion of the school day in keeping with the model selected.
- Students do not begin literacy in the second language (English) until the third term of Year 2. This is to allow students at least a year of formal schooling in oral and written vernacular before introducing English. This allows them to develop confidence, competence and creativity in learning in vernacular language.
- There is a gradual introduction of subjects to be taught in English across the years of primary schooling. English is used as the LOI for those subjects; vernacular may be used where necessary for explaining more complex concepts. The exception is for Language Arts English, where English only is used for that lesson time.

Primary years 4 – 6
- By Year 4 students spend 50% of the school week learning through vernacular and 50% learning through English. Both languages are used as LOI's in the appropriate subjects and at the appropriate times as per the model.
- In Years 5 – 6 all subjects are taught in English, using English as the LOI except for Personal Development subjects, which are taught through the vernacular.

Junior Secondary Years 7 – 9
- Some part of the school programme is still taught in vernacular through these final years of basic education. This is to promote language maintenance and use and to give school leavers a thorough grounding in their vernacular so that they are well-prepared for a community-oriented future if they so choose.
- In these years, English is the LOI with vernacular used for explanations of complex concepts when needed to enhance students' understanding.

Senior Secondary Years 10-12
- Students have the option of learning the languages of trade, foreign relations, diplomacy and technology. These include Mandarin, French, Spanish, Korean, Japanese.

Note: In Junior Secondary and Senior Secondary years, students have the option of learning an additional language as an extra-curricular subject, depending on availability of local resources (teacher, materials, etc.) This could be a neighbouring language, the language of the land-owners where the school is situated, or Pijin. It is noted that the right to choose the language of learning and teaching is vested in individual parents. That right, however, needs to be exercised within the overall framework of the obligation on the education system to provide a quality education for all, and in keeping with the Vision and Goals of the policy.

4. Policy Framework and Strategic Action Plan

Overarching Goal: *To contribute to the achievement of universal access to quality basic education for all children by 2015 through the provision of multilingual education.*

Objective	Indicators of Achievement	Sources of Verification	Strategies	Assumptions	Constraints and barriers
Overall Objective:To enhance quality education for all through the provision of multilingual education (MLE)	Pilot projects in four (4) schools providing MLE (see annex 1)	• Allocations for MLE in education budget • Increased access • Increased retention rates in LP years	• Establish pilot projects in selected schools • Survey/record of student access and retention rates across LP 1-3 • Develop a M&E framework	• Increased access and retention rates from ECE through Year 2	• National Education budget • Donor funding • Natural disasters
Specific Objective:To devise plans and procedures for the implementation of MLE in Basic Education in line with 3 Strategic Goals	Policy and costed plan for introducing MLE in Years 1, 2 and 3 approved and being implemented in project schools	• NEB approval • National Cabinet approval • Inclusion of provisions for implementation in PEAP's	• Identifying characteristics of possible pilot schools collected • 6-monthly MLE progress reports from project schools • Reports from PEO's.	• Target communities supportive of MLE	• Cabinet approval • Funding (High costs) • Time factors
Access					
Improved access, attendance and retention	More students graduating from ECE, access primary schooling and improved attendance and retention rates in basic education	• School attendance records • Anecdotal records of teachers and parents	• Introduce MLE • Monitor MLE	• Improved student attendance • Student enthusiasm for schooling	• Availabililty of teachers literate in language selected by school as LOI
Quality					
To encourage higher proportions of students to complete basic education with higher levels of personal academic achievement and pride in their language and culture. To enhance quality education for all through the provision of multilingual education (MLE)	• Improved vernacular literacy capacity of classroom teachers in LP • Capacity of teachers to develop quality locally-based curriculum in partnership with community members • Enriched capacity of teachers for language/ literacy pedagogy in vernacular • Enriched capacity of teachers in programming and planning in two languages • Strengthened capacity of teachers to develop	• Records of teachers' literacy capacity in selected LOI • Locally-based curriculum developed and in use • Teachers' self-reporting • Teacher daily programming and planning records • School meeting Minutes • Progress reports to appropriate education authorities; • Curriculum content and materials formally approved by CDC.	• Establish baseline survey of academic achievement of Year 1, 2 and 3 language levels • Intensive workshops for relevant teachers in literacy in selected vernacular as LOI • Workshops for teachers to develop locally based vernacular literacy materials and resources • Workshops for teachers in contemporary language/ literacy pedagogy • Workshops for teachers for programming and planning in two languages across the curriculum • Workshops for teachers to develop criteria for vernacular language assessment	• Sufficient time made available for in service for teachers • Sufficient funds available • Teachers positive about increased responsibili- ties • Improved student performance in vernacular literacy	• Head teacher support for MLE • Teacher support for MLE • Teacher adaptability for new learning • Availability of appropriate Facilitators for workshops • Travel constraints of participants – time, funds • Availability of teachers literate in language selected by school as LOI

Objective	Indicators of Achievement	Sources of Verification	Strategies	Assumptions	Constraints and barriers
	locally-based literacy learning and teaching resources • Strengthened capacity of teachers in teaching English as a foreign/second language		• Workshops for teachers to improve capacity to teach EFL/ESL • Workshops to develop English curriculum for Year 2 in keeping with model and LOI(s) selected by community • Identify and further train key teachers at local school level for extension of programme after pilot projects completed • Recruit University researchers for M & E of progress of programme over specified time, e.g. during life of NEAP 2010-2012	• Included in MEHRD NEAP, 2013-2015	Slow pace of specific curriculum development No funds and HR's available for extension of the programme
Introduction of models of conducive learning environments • facilitating learning • preparing students for continuing education after the years of basic education	• Mother tongue used as LOI • Second language and bilingual education methodology and techniques used in teaching in schools implementing MLE • Improved learning and achievement • Students, parents and teachers satisfied with results • Increased retention and progression	• Primary level curriculum • Teaching and learning materials and resources • Educational statistics • Interviews of students, parents, teachers, community members	• Teachers, parents and community members consulted about the model to be adopted (see annex 1) • LOI selected and approved as per requirements of policy • Upgrading of teacher capacity for teaching and learning (see above) • Curriculum for vernacular language developed	• Teachers, parents and community members have sufficient data and information to make well informed choices • TTDO assists in specific teacher training • Expertise available for specific curriculum development	• Capacity of TTDO and CDC to contribute to training and curriculum development respectively.
• Management					
An institutional structure, processes and co-ordination for sustainable MLE policy development and implementation established	Organization structure and responsibilities for development and implementation of MLE Policy defined	• Organizational chart • Functions of Ministry defined • Staff appointed to accept responsibility in key positions	• Appoint SI National Co-ordinator and Working Group for oversight of implementation process • Appoint province-level mentor for overseeing each local project	• Policy ratified by NEB, Cabinet; • Funding available for appointment of key personnel • Initial implementation to be co-ordinated by Director, Primary until appointment of National Co-ordinator for MLE	• National Education budget • Donor funding • Extra workloads for key personnel
Strengthened capacity at central, provincial and school level to develop and implement MLE	• Key personnel undertake studies in theory and practice of MLE • Policy Implementation	• SIEMIS records • Monitoring reports from schools and provincial officers	• Training needs analysis for MLE specifically • HRD plan to meet training needs • Request to aid donors for assistance	• Ministry(central, provincial and school-level) personnel in favour of and actively support	• Relevant personnel available for and able to travel for mentoring purposes

Objective	Indicators of Achievement	Sources of Verification	Strategies	Assumptions	Constraints and barriers
	plans included in PEAP's • Decreasing need of technical assistance		with programmes for training • Development of M&E system • Project monitoring and evaluation reports • Central personnel work with provincial officers to adjust/amend PEAP's to reflect MLE • Less input from TA's • Identify key teachers for upgrading professional levels as support for implementation	MLE • Teachers demonstrate high levels of literacy in target LOI • LP teachers given in-service on practical approaches to implementation (materials, curriculum, pedagogy) • Positive attitudes of communities displayed in active support for staff and students of project schools • TSD provides support for key teachers	• School staff and community agree on language selected as LOI • Community support for policy • Teacher workload
Strengthened capacity at community level to assist with implementation of MLE	• Increased ownership of local programme of MLE • Community language selected and agreed on as LOI by community and school staff • Awareness workshop – see Annex 1.2, p.19	• Reports from facilitators • Local curriculum document • School Action Plan • Record in school meeting minutes of language selected	• Conduct community awareness in programme models • Establish curriculum committee to develop locally-based curriculum	• Community members actively support initiative of committee members and teachers	• Community support for policy and choice of LOI

5. Implementation

Phase1 – First year of implementation

Action required	Activity	Personnel responsible	T 1	T 2	T 3	T4
1. Community awareness	• Ongoing community awareness, as necessary; • liaison between school and community on progress of the project	SB, HT ,Class teachers EO, Co-ordinator	On-going	over	the	length of the project
2. Improved vernacular literacy capability of all LP teachers	Literacy capability workshop and assessment; knowledge of orthography & grammar of vernacular	Literate community resource personnel TBA	2 days	2 days		1 day review
3. Capacity building of all LP teachers to develop quality locally-based curriculum in partnership with community members	Workshop to • develop community calendar • develop locally-based curriculum • select themes, topics, outcomes	TA with counterpart Co-ordinator, selected community members, EO	2 days 5 days 2 days		5 days 2 days	
4. Capacity building of LP teachers to develop texts in a range of vernacular genres	Workshop to develop Grade1 literacy learning and teaching resources based on locally-based curriculum	TA with counterpart Co-ordinator, EO, community members	5 days	5 days		
5. Capacity building of LP teachers for language/literacy pedagogy	Workshop to integrate Big Book methodology with literacy teaching for vernacular	TA, counterpart, SICHE, Co-ordinator, EO		5 days		5 days
6. Capacity building of all LP teachers to assess students' progress in vernacular	Workshop to • develop benchmarks for vernacular language and literacy at Grade 1 level • develop appropriate assessment strategies • learn moderation process and practice	TA, counterpart, SICHE Co-ordinator, EO		5 days	5 days	5 days
7. Capacity building of teachers to program and plan across content subjects in vernacular language	Workshop to identify outcomes for Grade 1 for • Maths, Community Studies, Health Education, Creative Arts; • integrate with themes of community calendar and language/ literacy learning • develop teaching plan	TA, counterpart, SICHE, teaching staff, selected community members Co-ordinator, EO	5 days		5 days	
8. Annual review	Workshop to review progress made, issues etc. for the year; action to be taken for following year	LP teachers, HT, SB, selected community members, Co-ordinator, TA, EO, SEO, Director Primary				3 days

Phase 1 – Second year of implementation

Action required	Activity	Personnel responsible	T 1	T 2	T 3	T 4
1. Capacity building of teachers to develop quality locally-based curriculum in partnership with community members	Workshop to • build on community calendar to develop Grade 2 locally-based curriculum • select corresponding themes, topics and outcomes	TA with Counterpart Co-ordinator, EO, CDD, selected community members	5 days		5 days	
2. Capacity building of teachers to develop texts in a range of vernacular text types, focusing on narratives	Workshop to develop Grade 2 literacy learning and teaching resources based on locally-based curriculum	TA with Counterpart, Co-ordinator, EO, community members	5 days		5 days	
3. Capacity building of teachers for language and literacy pedagogy	Refresher workshop to integrate Big Book and additional literacy methodology	TA & Counterpart, Co-ordinator, EO, SICHE		5 days		5 days
4. Capacity building of all LP teachers to assess students' progress in vernacular	Workshop • building on Grade 1 benchmarks, develop benchmarks for vernacular language and literacy at Grade 2 level • develop appropriate assessment strategies • moderation exercise for Grade 2	TA, SICHE & Counterpart, Co-ordinator, EO		3 days	3 days	
5. Capacity building of teachers to program and plan across content subjects in vernacular language; and oral English	Workshop building on Grade 1, to identify Grade 2 outcomes for • Maths, Community Studies, Health Ed'n, Creative Arts • integrate with themes of community calendar and language/ literacy • develop teaching plan	TA, & Counterpart, SICHE Co-ordinator, EO	5 days		5 days	
6. Capacity building of teachers to teach oral English	Workshop to design oral English syllabus for Grade 2 and strategies for teaching oral English	TA, Counterpart,CDD Co-ordinator, EO	3 days		3 days	
7. Annual review	Workshop to review progress made, issues etc. for the year; action to be taken for the following year	LP teachers, HT, SB, selected community members, Co-ordinator, TA, EO, SEO, Director Primary				3 days

Phase 1 – Third year of implementation

Action required	Activity	Personnel responsible	T 1	T 2	T 3	T 4
1. Capacity building of teachers to develop quality locally-based curriculum in partnership with community members	Workshop to • build on community calendar and Grades 1 & 2 curriculum to develop Grade 3 locally-based curriculum • select corresponding themes, topics and outcomes	Counterpart as TA Co-ordinator, CDD, EO, selected community members	5 days		5 days	
2. Capacity building of teachers to develop texts in a range of vernacular genres, with emphasis on expository texts	Workshop to develop literacy learning and teaching resources for Grade 3 based on locally-based curriculum	Counterpart as TA Co-ordinator, EO, community members	5 days		5 days	
3. Capacity building of teachers for language/literacy pedagogy	Workshop on variety of strategies for literacy learning/teaching building on Big Books.	Counterpart as TA &/or SICHE, Co-ordinator, EO		2 days	2 days	
4. Capacity building of teachers to assess student progress in vernacular and English	Workshop to • develop benchmarks for vernacular and English language/literacy at Grade 3 level • develop appropriate assessment strategies • further develop moderation process and practice	TA, SICHE, Co-ordinator, EO		3 days	3 days	
5. Capacity building of teachers to program and plan in two languages	Workshop to identify outcomes for Grade 3 for • Maths in English language • Community Studies • Health Education • Creative Arts • integrate with themes of community calendar and language/literacy • develop teaching plan	TA & SICHE, Co-ordinator, EO	5 days		5 days	
6. Capacity building of teachers to introduce English literacy	Workshop to design a syllabus for Grade 3 English literacy	TA, Co-ordinator CDD	3 days		3 days	
7. Annual review	Workshop to review progress made, issues etc. for the year; action to be taken for the following year	LP teachers, HT, SB, selected community members, Co-ordinator, TA, EO, SEO, Director Primary				3 days

Phase 1 Fourth year of implementation

Action required	Activity	Personnel responsible	T 1	T 2	T 3	T 4
1. Capacity building of teachers to develop quality locally-based curriculum in partnership with community members	Workshop to • build on community calendar and LP grade curriculum to develop Grade 4 curriculum for vernacular • select corresponding themes, topics and outcomes	Counterpart as TA Co-ordinator, selected community members, EO	5 days		5 days	
2. Capacity building of teachers to develop texts in a range of vernacular genres	Workshop to develop Grade 4 literacy learning and teaching resources based on locally-based curriculum	Counterpart as TA Co-ordinator, EO, community members	5 days		5 days	
3. Capacity building of teachers for language/literacy pedagogy	Workshop on a range of strategies for literacy learning/teaching in Middle Primary.	TA Co-ordinator, EO		2 days	2 days	
4. Capacity building of teachers to assess student progress in vernacular and English	Workshop to • develop benchmarks for vernacular and English language/literacy at Grade 4 level • develop appropriate assessment strategies • moderation process and practice	TA, SICHE Co-ordinator, EO		3 days	3 days	
5. Capacity building of teachers to program and plan in two languages	Workshop to identify Grade 4 outcomes for • English : Maths, Science; • Vernacular: Community Studies, Health Education, Creative Arts; • integrate with themes of community calendar and language and literacy learning	TA, SICHE Co-ordinator, EO	5 days		5 days	
6. Capacity building of teachers to introduce English literacy	Workshop to design/adopt a syllabus for Grade 4 English literacy	TA, Co-ordinator, CDD, EO	3 days		3 days	
7. Annual review	Workshop to review progress made, issues etc. for the year; action to be taken for the following year	LP teachers, HT, SB, selected community members, Co-ordinator, TA, EO, SEO, Director Primary, NESU				3 days

Phase 1 Fifth year of implementation

Action required	Activity	Personnel responsible	T 1	T 2	T 3	T 4
1. Capacity building of teachers to develop quality locally-based curriculum in partnership with community members	Workshop to • build on community calendar and LP grades to develop locally-based curriculum for Grade 5. • selection of corresponding themes, topics and outcomes	TA, Co-ordinator, selected community members, EO	5 days		5 days	
2. Capacity building of teachers to develop texts in a range of vernacular genres	Workshop to develop literacy learning and teaching resources for Grade 5 based on locally-based curriculum	TA, Co-ordinator, EO, community members	5 days		5 days	
3. Capacity building of teachers for language/literacy pedagogy	Workshop on variety of strategies for literacy learning/teaching in Middle Primary.	TA &/or SICHE, Co-ordinator, EO		2 days	2 days	
4. Capacity building of teachers to assess student progress in vernacular and English	Workshop to • develop benchmarks for vernacular and English language/literacy at Grade 5 level • develop appropriate assessment strategies • moderation process and practice	TA &/or SICHE Co-ordinator, EO		3 days	3 days	
5. Capacity building of teachers to program and plan in two languages	Workshop to identify outcomes for Grade 5 for • English :Maths, Science, Language Arts • Vernacular: Language Arts, Community Studies, Health Education, Creative Arts; • integrate with themes of community calendar and language and literacy learning	TA &/or SICHE Co-ordinator, EO	5 days		5 days	
6. Capacity building of teachers to improve English literacy	Workshop to design/adopt a syllabus for Grade 5 English literacy	CDD, Co-ordinator, TA, EO,	3 days		3 days	
7. Annual review	Workshop to review progress made, issues etc. for the year; action to be taken for the following year	LP & UP teachers, HT, SB, selected community members, Co-ordinator, TA, EO, SEO, Director Primary, NESU (2O?)				3 days

Phase 1 Sixth year of implementation

Action required	Activity	Personnel responsible	T 1	T 2	T 3	T 4
1. Capacity building of teachers to develop quality locally-based curriculum in partnership with community members	Workshop to • build on community calendar and LP grades to develop locally-based curriculum for Grade 6. • select corresponding themes, topics and outcomes	TA, Co-ordinator, selected community members, EO	5 days		5 days	
2. Capacity building of teachers to develop texts in a range of vernacular genres for UP students	Workshop to develop Grade 6 literacy learning and teaching resources based on locally-based curriculum	TA, Co-ordinator, EO, community members	3 days		3 days	
3. Capacity building of teachers for language/literacy pedagogy	Workshop on variety of strategies for literacy learning/teaching in Middle Primary.			2 days	2 days	
4. Capacity building of teachers to assess student progress in vernacular and English	Workshop to • develop benchmarks for vernacular and English language/literacy at Grade 6 level • develop appropriate assessment strategies • moderation process and practice	TA, Co-ordinator, SICHE, EO		3 days	3 days	
5. Capacity building of teachers to program and plan in two languages	Workshop to identify Grade 6 outcomes for • English: Maths, Science, Community Studies Language Arts • Vernacular: Language Arts, Health Edn, Creative Arts • integrate with themes of community calendar and language and literacy learning	TA, Co-ordinator, SICHE, EO	5 days		5 days	
6. Capacity building of teachers to support development of quality English literacy	Workshop to design/adopt a syllabus for Grade 6 English literacy with emphasis on language across the curriculum	TA, Co-ordinator, SICHE, CDD, EO	3 days		3 days	
7. Annual review	Workshop to review progress made, issues etc. for the year; action to be taken for the following year	MP &UP teachers, HT, SB, selected community members, Co-ordinator, TA, EO, SEO, Director Primary, NESU				3 days

Phase 1 Seventh year of implementation: GRADES 7 - 9

Action required	Activity	Personnel responsible	T 1	T 2	T 3	T 4
1. Capacity building of teachers to develop quality locally-based curriculum in partnership with community members	Workshop to develop locally based curriculum for Creative Arts & Culture, Grades 7 - 9	Teaching staff, community members	2 days			
2. Capacity building of teachers in pedagogy for language across the curriculum	Workshop to identify Grade 7 outcomes for • English : Maths, Science, Language Arts, Social Studies • Vernacular: Creative Arts and Culture • integrate with themes of community calendar and language and literacy learning	TA, CDD, SICHE, co-ordinator, EO	5 days			
3. Capacity building of teachers in Grades 7 – 9 for advanced language/literacy pedagogy	Workshop on range of strategies for literacy learning/teaching across the curriculum in Grades 7 - 9	TA, SICHE, co-ordinator, EO		3 days	3 days	
4. Capacity building of teachers to assess student progress in vernacular and English	Workshop on strategies for charting student progress	TA, SICHE, co-ordinator, EO		3 days	3 days	
5. Evaluation of academic progress from Grade 1 – 7; 7 - 9	Workshop	TA, LP & UP teachers, HT, SB, EO, co-ordinator,		5 days		
6. Review of program	Workshop to review and evaluate all aspects of project to date	All personnel involved with the project, including teaching staff, HT, SB, Director Primary, selected community members, Co-ordinator, TA, EO, SEO, NESU			5 days (late in 3rd term)	

6. Costings for Workshops in Year 1 as per Phase 1.

Workshop 3 Community Calendar and Curriculum

	School 1 – Tawatana			School 2 - Heuru						
	Term 1	Term 3		Term 1		Term 3				
	Per diems 9 days	Per diems 5 days	TOTAL - A	Per diems 9 days	Accomm.	Per diems 5 days	Accomm.	Travel	**TOTAL B**	**TOTALS A & B**
Tchrs – 3	2700	1500	**4200**	2700		1500			**4200**	8400
C'ty members	2700	1500	**4200**	2700		1500			**4200**	8400
EO	900	500	**1400**							1400
Co-ordinator	900	500	**1400**							1400
TA Air x 2 40HP x 2	1100	700	**1800**		1400			4000 4600	**7000** **4600**	8800 4600
CP	1100	700	**1800**		1400			4000	**7000**	8800 **37,800**
Consumables										

Workshop 4 Developing literacy resources

	School 1 – Tawatana			School 2 - Heuru						
	Term 1	Term 2		Term 1		Term 2				
	Per diems – 5 days	Per diems – 5 days	**TOTAL A**	Perdiems 5 days	Accom.	Perdiems 5 days	Accom.	Travel	**TOTAL B**	**TOTALS A & B**
Tchrs – 3	1500	1500	**3000**	1500		1500			**3000**	6000
C'ty mbers	1500	1500	**3000**	1500		1500			**3000**	6000
EO	500	500	**1000**							1000
Co-ordinator	500	500	**1000**							1000
TA Air x 2 40HP x 2	700	700	**1400**		1400			4000	**5400**	6800
								4600	**4600**	4600
CP	700	700	**1400**		1400			4000	**5400**	6800
Consumables: $2000 + printing costs				2000						
										32,200

Workshop 5 Language/literacy pedagogy

	School 1 – Tawatana			School 2 - Heuru						
	Term 2	Term 4		Term 2		Term 4				
	Per diems 5 days	Per diems 5 days	**TOTAL A**	Per diems 5 days	Accomm.	Per diems 5 days	Accom	Travel	**TOTALS B**	**TOTALS A & B**
Tchrs - 3	1500	1500	**3000**	1500		1500			**3000**	**6000**
C'ty members	1500	1500	**3000**	1500		1500			**3000**	**6000**
EO	500	500	**1000**							**1000**
Co-ordinator	500	500	**1000**							**1000**
TA Air x 2	700	700	**1400**		1400			4000	**5400**	**6800**
40HP x 4								4600	**4600**	**4600**
CP	700	700	**1400**		1400			4000	**5400**	**6800**
Consumables										**32,200**

Workshop 6 Assessment

	School 1 –Tawatana			School 2 - Heuru						
	Term 2	**Term 4**		**Term 2**		**Term 4**				
	Per diems – 5 days	Per diems 5 days	**TOTAL A**	Per diems 5 days	Accomm.	Per diems 5 days	Accom	Travel	**TOTAL B**	**TOTALS A & B**
Tchrs - 3	1500	1500	**3000**	1500		1500			**3000**	**6000**
C'ty members	1500	1500	**3000**	1500		1500			**3000**	**6000**
EO	500	500	**1000**							**1000**
Co-ordinator	500	500	**1000**							**1000**
TA Air x 2	700	700	**1400**		1400			4000	**5400**	**6800**
40HP x 2								4600	**4600**	**4600**
CP	700	700	**1400**		1400			4000	5400	**6800**
Consumables										**32,200**

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Workshop 7 Planning and Programming

School 1 – Tawatana				School 2 - Heuru						
	Term 1	Term 3		Term 1			Term 3			
	Per diems 5 days	Per diems 5 days	**TOTAL A**	Per diems 5 days	Accom	Per diems 5 days	Accom	Travel	**TOTAL B**	**TOTALS A & B**
Tchrs - 3	1500	1500	**3000**	1500		1500			**3000**	**6000**
C'ty members	1500	1500	**3000**	1500		1500			**3000**	**6000**
EO	500	500	**1000**							**1000**
Co-ordinator	500	500	**1000**							**1000**
TA Air x 2	700	700	**1400**		1400			4000	**5400**	**6800**
40HP x 2								4600	**4600**	**4600**
CP	700	700	**1400**		1400			4000	**5400**	**6800**
Consumables										32,200

Workshop 8– Annual review

	Term 4	Term	TOTAL A	Term 4		Term			TOTAL B	TOTAL A & B
School 1 –Tawatana				School 2 - Heuru						
	Per diems 3 days			Per diems 3 days	Accomm.	Per diems	Accom	Travel		
Tchrs - 3	900		**900**	900					**900**	1800
C'ty members	900		**900**	900					**900**	1800
EO	500		**500**						**300**	800
School Bd - 3	900		**900**						**900**	1800
Coordinator	300		**300**							300
TA Air	500				500			2000	**2500**	2500
40HP								2300	**2300**	2300
CP	500		**500**		500			2000	**2500**	3000
SEO	300		**300**							300
Director, Pr	500		**500**		500			2000	**2500**	3000
NESU officer	500		**500**		500			2000	**2500**	3000
Consumables										20,300

8. Community/seasonal calendar – Example 1

The diagram below shows a community calendar constructed for the first three months of the year (Courtesy of Dept. of Education, Port Moresby, P.N.G.)

QuickTime™ and a
decompressor
are needed to see this picture.

9. Community/seasonal calendar – Example 2

QuickTime™ and a
decompressor
are needed to see this picture.

This diagram shows a seasonal calendar constructed for a complete year (Courtesy of Dept. of Education, Darwin, N.T. Australia.