

"Providing
a framework
for **all children**
to learn"



The IEA Curriculum: *Overview*



INTERNATIONAL EDUCATION AGENCY
OF PAPUA NEW GUINEA

A curriculum is a framework of knowledge, skills, understandings and learning experiences which help students to develop to their full potential. A good curriculum allows for continuous learning by each student and is not restricted by fixed groupings of students based on ability.

The IEA curriculum arranges student learning into eight curriculum areas:

- Mathematics
- English Language
- Society and Environment
- Science
- Physical Education, Health and Personal Development
- Technology
- The Arts
- Languages Other Than English

The curriculum is based on the development of a large number of student learning outcomes. This approach reflects recent developments in international curriculum best practice and allows for a clear statement of the learning path along which all students travel. It ensures that students can achieve the level of learning of which they are capable in a particular period. Its fundamental tenant is that all children can learn.

How is the IEA Curriculum developed?

In developing the IEA curriculum, considerable attention has been paid to a wide range of overseas curriculums. We can be confident that students in IEA schools are achieving levels of learning similar to students in other countries.

At the same time, the IEA curriculum has been developed to ensure that each student learns the things they will need for their future lives. It caters equally well for students from Papua New Guinea and for expatriate students. In this sense the IEA curriculum is truly 'international'.



The development of the curriculum is supervised and directed by the IEA Curriculum Coordinating Committee. This group is chaired by the Executive Director of the IEA and includes IEA professional staff, senior teachers and principals with particular strengths in curriculum, and an

Australian based curriculum consultant. The committee meets once each term and makes broad policy decisions about the nature and direction of the curriculum.

Eight smaller committees have been established to take responsibility for each curriculum area. These committees, comprising teachers with special expertise in the curriculum area, coordinate the development of curriculum documents and related support materials.

What is the Structure of the IEA Curriculum?

Levels

The IEA curriculum presents a range of student learning outcomes arranged across the eight curriculum areas and in eight levels. Students begin school working towards the achievement of the first level of outcomes. By the end of Grade 12, some students will have achieved the outcomes from level 8.

The levels do not relate to any specific grade, and students move to the next level when they have achieved the outcomes of the previous level. Students may move more quickly through the levels in one curriculum area than they do in another.

As a rough guide, the average student will complete Level 5 by the end of Grade 8 and Levels 6-8 are usually achieved during the final four years of schooling (Grades 9 to 12). During these years, schools are usually planning to meet the needs of externally adopted syllabi for student entry to other internationally accredited systems. Schools are obliged to check their curriculum for Grades 9 to 12 against the IEA curriculum to ensure that all of the outcomes provided for Levels 6 to 8 are included in the courses offered. (Further information about the curriculum for Grades 9 to 12 is available from schools offering these Grades.)

Outcomes

Learning outcomes are the main feature of the IEA Curriculum. An outcome describes some form of achievement for a 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.

The achievement described in an outcome can be measured. This does not have to involve tests and numeric scores. Teacher observation of student performance on set tasks is the most common and useful form of measurement.

The curriculum also provides some indication of what actions need to be taken to bring about an outcome's achievement. IEA curriculum documents contain suggested learning experiences to assist teachers to develop approaches to teaching.

Some examples of outcomes drawn from different areas of the IEA curriculum are shown on the back of this brochure.

Key Outcomes

All of the learning outcomes in IEA curriculum documents are designed to help the student achieve the IEA Key Outcomes. This is a small group of very broad outcomes which are the ultimate attainments of education in IEA schools.

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.

... 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.

... behave ethically

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

... work collaboratively

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

... 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.



Some examples of Student Learning Outcomes

The student can ...

- match number names, groups and numerals from 0 to 19 (*Mathematics, Level 1*)
- use full stops and capital letters (*English Language, Level 1*)
- use and respond appropriately to familiar language patterns in conversation (*Languages Other Than English, Level 2*)
- build a simple electrical circuit (*Science, Level 2*)
- move confidently in water of any depth (*Physical Education, Health and Personal Development, Level 3*)
- identify a range of different design techniques used in information products (*Technology, Level 3*)
- calculate and order simple probability for random events (*Mathematics, Level 4*)
- compose short musical pieces within given structures of rhythm, form and dynamics (*The Arts, Level 4*)
- explain how resources are accessed by individuals and groups (*Society and Environment, Level 5*)
- demonstrate awareness that language changes over time and is influenced by different cultures (*English Language, Level 5*)
- determine and apply an expression for the rate of change of a variable (*Mathematics, Level 6*)
- discuss why history can be interpreted and reinterpreted in different ways (*Society and Environment, Level 7*)
- display a detailed understanding of industrial production methods in a given technological area (*Technology, Level 8*)

To find out more about the IEA Curriculum please contact:

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