VESP
VANUATU EDUCATION SUPPORT PROGRAM

Curriculum Implementation Monitoring Study: Final Report

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Table of Contents

Annexes

Annex 1: Teacher and principal questionnaire topics
Annex 2: SIO and PT Focus group discussion topics
Annex 3: Structured interview topics
Annex 4: Focus of classroom observations
Annex 5: Detailed results
Annex 6: Means scores and test statistics not elsewhere included
Annex 7: Statistical test methods

List of Tables

List of Figures

Acknowledgements

Abbreviations

CDU	Curriculum Development Unit
CIMS	Curriculum Implementation Monitoring Study
ESD	Education Services Division
FGD	Focus Group Discussion
MoET	Ministry of Education and Training
PT	Provincial Trainer
SIO	School Improvement Officer
VESP	Vanuatu Education Support Program
VITE	Vanuatu Institute of Teacher Education
VITE-ISU	Vanuatu Institute of Teacher Education In-service Unit
VNCS	Vanuatu National Curriculum Statement

1 Executive summary

The Republic of Vanuatu through its Ministry of Education and Training (MoET) has implemented a new primary curriculum for Years 1 to 6 during the period 2016-2021. This curriculum implementation monitoring study was undertaken to gauge progress in implementing the curriculum and to identify the main factors contributing to implementation.

The study drew on a theory of change that said that, if the MoET develops a relevant, understandable, well-designed, and realistic curriculum, and supports teachers and principals with resources, training, and time to implement the curriculum, teachers and principals will be receptive to implementing the curriculum, resulting in substantive progress in curriculum implementation.

The study used a mixed-methods approach involving surveys, interviews, focus group discussions, and teacher observations. Data collection tools included quantitative questionnaires and protocols for focus groups, interviews, and teacher observations. Quantitative data was collected from 47 schools (35 per cent Francophone), 47 principals, and 217 teachers across Vanuatu's six provinces. In addition, qualitative data was collected from 15 schools in three provinces. It included interviews with 23 principals and 41 teachers; observation of 19 teachers in their classrooms; and focus group discussions with three school improvement officers and provincial trainers.

The findings focus on progress in implementing the curriculum (practice), receptivity toward the curriculum, understanding of the curriculum, and support provided for curriculum implementation.

In terms of **progress**, most teachers are implementing the new curriculum in Years 1-6. A large proportion of principals and teachers reported changes to practices resulting from adoption of the language policy, albeit variously understood. The data suggests that, other than the language policy, the focus of curriculum implementation also seems to involve the use of teachers' guides to plan a scheme of work. While these changes are positive, it appears many of these teachers are at the beginning stages of implementation and have variable understanding of the curriculum and its requirements.

Most principals and teachers appear to be **receptive** to the new curriculum, especially to the teaching approaches and the language policy. They report a positive impact on student engagement with learning. However, some teachers, principals, and communities are not fully supportive of the new curriculum, due to a lack of understanding of the benefits of the language policy.

Teachers, principals and support staff in the provinces are still developing their **understanding** of the new curriculum. Although teachers reported good understanding in the questionnaire, the qualitative data suggest that many teachers have not developed a deep understanding of the paradigm shift necessary in teaching and learning. The same applies to principals and those who train and support teachers.

Teachers, and principals report that more training and access to ongoing **support** is needed if teachers are to implement the curriculum as intended. Some principals have had limited training and support and are not confident to support their staff to implement the curriculum. Other issues raised related to training for specific year groups, problems with teachers who have missed the training, no access to refresher courses, problems with access to some materials, and variable awareness of key curriculum policy documents. On a positive note, many teachers reported that peer learning is occurring in their school.

The key findings from the study are:

- The majority of stakeholders are on side and making progress implementing the curriculum.

- Teachers and principals need more support to implement the curriculum.

- Provincial offices need more support to strengthen their capability to assist schools implement the curriculum

- Female teachers and teachers of Year 1-3 (who are mostly female) are more confident about implementing the curriculum and more positive about the training and support they have received.
- Teachers in Year 4-6 report greater understanding of the curriculum but less confidence to implement it than Year 1-3 teachers.
- Greater socialization is required so people better understand the value of, and principles underlying, the curriculum, especially the use of language and the benefits of learning in Bislama and the vernacular in Years 1-3.

The following recommendations based on the findings of this report are proposed to address the implementation challenges. These recommendations should form a foundation for conversations about programmatic responses to the findings of the study.

1. Refine expectations for curriculum implementation that are realistic and achievable for the context and strengthen strategic curriculum monitoring and reporting processes.

2. Explore options to develop and strengthen principals' capability to support curriculum implementation in their schools.

3. Review existing approaches and foci for school support and teacher professional development aligned to recommendation 1.

4. Strengthen systematic communications to schools and their communities about the curriculum reform, including the language policy, to ensure a shared understanding.

5. Review the process for curriculum material distribution and replacement to ensure all schools receive materials that are sent.

6. Establish internal and external school curriculum implementation monitoring systems to inform the extent of implementation and use data from monitoring systems to focus support for curriculum implementation.

7. Explore approaches to develop the capability of teachers to cater for diverse student learning needs.

2 Introduction

Vanuatu introduced a new primary school curriculum in 2016, based on the Vanuatu National Curriculum Statement (VNCS).[1] The curriculum was implemented one year-level at a time, starting with Year 1 in 2016 and proceeding to the final year of primary school, Year 6, in 2021.

This Curriculum Implementation Monitoring Study (CIMS) examines progress in implementing the new curriculum. The study was designed and conducted from **February to October 2021**. Since the Ministry of Education and Training (MoET) currently has no effective system for monitoring teachers and schools, the study fills a key information gap regarding progress in implementing the curriculum.

The primary objective of the study was to gather information for the MoET to support improving and strengthening curriculum implementation at the national, provincial and school levels. The ultimate beneficiaries of the study will be teachers and school leaders who are charged with responsibility for implementing the curriculum.

This study builds on a previous CIMS conducted in 2017.[2] The earlier study was outsourced to external consultants through the Vanuatu Education Support Program (VESP). It focused on implementation of the Year 1 curriculum.

As was the case with the previous CIMS, it is common for studies of this kind to be outsourced, because the MoET has limited human resources to undertake research. However, due to border closures and based on lessons learned from the previous CIMS, the MoET agreed to conduct this small study internally. Feedback from the Curriculum Development Unit (CDU) is that because they have been involved closely in the study, they feel greater ownership of curriculum implementation and have learned what needs to happen to improve the process.

This study was designed by the CDU within MoET's Education Services Division, in collaboration with the Policy and Planning Unit and with support from the VESP. Data were collected by officers from the CDU and two contracted enumerators.

The specific purposes of the study were to:

1. determine progress in implementing the curriculum
2. understand the factors impacting implementation of the curriculum.

Two research questions informed the study.

1. To what extent is the new Vanuatu curriculum being implemented?
2. What factors explain the degree of progress a school makes implementing the new Vanuatu curriculum?

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[1] Republic of Vanuatu, *Vanuatu national curriculum statement,* Ministry of Education, Port Vila, 2010

[2] ARV Pongi, Final report on the monitoring of the implementation of the year 1 Vanuatu curriculum September 2016 – June 2017, PECC, 2017.

3 The Context of the Study

Several contextual factors impact the implementation of a new curriculum. In Vanuatu, the nation's geography and history, the current capacity of teachers, and the way the curriculum has been developed and rolled out are major contextual factors. The first CIMS also revealed more specific factors, including teacher's willingness to implement the curriculum, their understanding of the curriculum, the support provided by MoET personnel and the availability of resources.[3]

3.1 The geographical and historical contexts and their impact
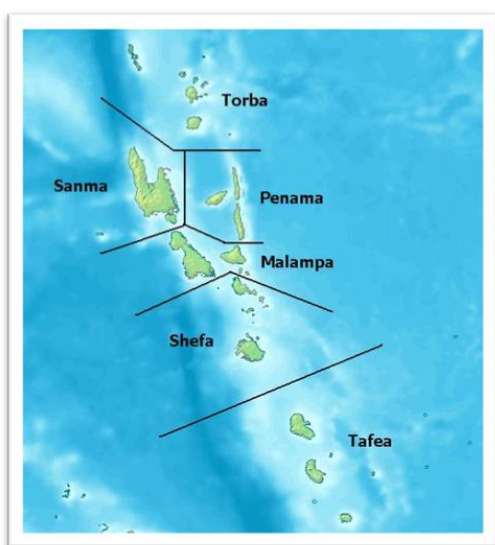
Vanuatu comprises a nation of about 83 islands stretching across approximately 1,300 kilometres from north to south and supporting a household population of approximately 301,695 people. The country is divided into six provinces (Torba, Sanma, Penama, Malampa, Shefa and Tafea), each with its own Provincial Education Office. The largest towns are the capital, Port Vila, in Shefa Province, with a household population of about 50,000 and Luganville, in Sanma Province, with a population of about 17,000.[4] Accessibility to many schools is often challenging, involving air, sea and road travel. Roads to some communities may be impassable during the wet season. Providing support to curriculum implementation is therefore often dependent on the availability of transport to schools.

Prior to independence in 1980, Vanuatu comprised a colonial condominium (the New Hebrides/Nouvelles Hebrides) jointly controlled by Britain and France. Over the course of the colonial era, both Francophone and Anglophone education systems were developed, each with their own curricula, teacher training, and administration. After independence, these two systems were administratively united, while the system continued to include schools using the two different mediums of instruction.[5]

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[3] Pongi, 2017.

[4] Vanuatu National Statistics Office. *2020 Population and housing census*. VNSO, Port Vila.

[5] D Kalpokas, 'Education'. In B Weightman & H Lini, (eds), *Vanuatu: Twenti wan tingting long taem blong indepeden*s, Institute of Pacific Studies, Suva, 1980, pp. 228-243.

3.2 Teacher training, quality and support in Vanuatu

Two interconnected enablers of curriculum implementation are the quality of teachers and the quality of the training and support they receive.[6] Vanuatu has a limited supply of suitably qualified teachers: 91 per cent of the 1,450 teachers in primary schools either have no qualifications or only have Certificates in Education (issued by the Vanuatu Institute of Teacher Education (VITE).[7] Evidence from the field suggest that Pre-service teacher training is not always strongly aligned to expectations of the new curriculum, teacher recruitment processes are challenging, and teacher professional development approaches are episodic and variable in quality with limited follow-up. There is also currently limited monitoring to confirm if teachers apply what they have learnt. This can result in a mismatch between the expectations of the new curriculum and the capability of teachers and school leaders to implement it.

3.3 Development and implementation of the new curriculum

Although Vanuatu has aspired to a unified curriculum since independence in 1980, disparities in curriculum content, training and assessment have persisted.[8] The foundation for the new curriculum was established with the development of the VNCS in 2010. The VNCS represented the first step towards a harmonised Vanuatu curriculum. It identifies what children and students should learn and experience in schools and colleges, based on the national values and the current and future needs of the country. The VNCS is a statement written by Ni-Vanuatu for Ni-Vanuatu. It guides the development of the national curriculum from Kindergarten to Year 13 and provides a framework for relevant curriculum content for schools in Vanuatu; and for students and teachers in French, English, Bislama and the vernacular languages.

Following development of the VNCS, the MoET developed school syllabuses aligned to the VNCS. The school syllabus development journey commenced in 2011 through the production of the Vanuatu Education Road Map (2010-13). During this phase, the MoET developed the Vanuatu National Assessment and Reporting Policy and the Vanuatu National Language Policy.

A phased rollout of the new curriculum commenced in 2016 in Year 1. By 2021, teachers commenced implementing the new curriculum in Year 6. The production and distribution of curriculum materials and training commenced through VESP Phase 1 (September 2013 – January 2019) and continues under VESP Phase 2 (2019 – 2026).[9]

The key change agents associated with the primary school curriculum reform agenda within the MoET at the time of this study were the CDU and School Based Management Unit (SBM) within the Education Services Division (ESD), VITE In-service Unit (VITE-ISU) and the provincial education office staff appointed to support curriculum implementation.[10]

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[6] Organisation for Economic Cooperation and Development, 2005. *Teachers matter. Attracting, developing and retaining effective teachers.* OECD, Paris. [Online]
http://www.oecd.org/education/school/48627229.pdf
A Hargreaves & D Fink, *Sustainable leadership: Leading schools in times of change,* Jossey-Bass, San Francisco, 2005; M Fullan, *Fundamental change: International handbook of educational change.* Springer, Dordrecht, 2005; Commonwealth of Australia, *Supporting teacher development: Literature review,* Department of Foreign Affairs and Trade, Canberra, 2015. [Online]
https://www.dfat.gov.au/sites/default/files/supporting-teacher-development-literature-review.pdf

[7] Republic of Vanuatu, *A National teacher development plan for Vanuatu: The concept*, Ministry of Education and Training, Port Vila, 2021.

[8] Republic of Vanuatu, *Vanuatu national curriculum statement,* Ministry of Education, Port Vila, 2010.

[9] VESP Phase 1 was co-funded by the New Zealand Government

[10] VITE-ISU was disbanded at the end of 2021. Teacher training including in-service education is now the responsibility of the Vanuatu National University (VNU), which commenced operations in 2021. VNU's School of

The CDU is responsible for the development and coordination of the implementation schedule and communication strategy to ensure shared understanding across key stakeholders regarding curriculum implementation. To date, this has involved development and distribution of Year 1-6 teachers' guides to all primary schools for each of the learning areas and procurement and distribution of a range of classroom support materials including textbooks, readers and numeracy kits.

The SBM Unit coordinates ongoing support for the curriculum implementation at province and school level including awareness raising and training for school principals, provincial officers and school committees in the expected quality standards for teaching and learning.

The VITE-ISU provided training programs to assist teachers implement the new curriculum in Years 1-6. Provincial education office staff included provincial trainers (PTs) and school improvement officers (SIOs) who were expected to conduct support visits to schools to follow up on training delivered by the VITE-ISU.[11]

3.4   Learnings from the first CIMS

This study builds on an initial CIMS conducted in 2017 to determine how well curriculum implementation was progressing in Year 1. The purpose was to determine the extent to which the new curriculum was being implemented, and to understand the factors impacting implementation, and the progress schools were making. It revealed several factors impacting curriculum implementation in Year 1, including that:

- most teachers were receptive to the new curriculum as shown by their enthusiasm for it

- few teachers reported that they understood the new curriculum

- many teachers feel unsupported in implementing the curriculum, especially from provincial education officers and school principals

- provincial SIOs do not visit schools frequently.

The same study framework comprising receptivity, understanding and support has been used to shape and focus this study.

Education is responsible for pre-service education of teachers up to a bachelor's level and provides opportunity for teachers to upgrade their qualifications to a diploma level through external studies. When this study was conducted, provincial education office staff comprised provincial trainers (PTs) and school improvement officers (SIOs). However, at the time of writing, these positions have been discontinued.

[11] As part of an initiative to devolve support services closer to schools, a revised provincial education structure has been proposed. This includes recommendations to establish provincial officers to support curriculum implementation. These roles include School Improvement Officers (recently abolished), Provincial ECCE Coordinators, Provincial Inclusion Education Coordinators, Provincial Primary Officers, and Provincial Secondary Officer. The restructure has not yet been formally endorsed but it is understood that all these positions have been filled.

4 Framework

4.1 Curriculum and its implementation

The curriculum is the foundation upon which an education system is built. It describes what students are expected to learn and value, and the desired approaches to teaching, learning and assessment. It underpins all other parts of the system and guides students' day-to-day experiences in the classroom. The curriculum forms the basis for teacher training programs, the content of textbooks and other materials, the development of education standards, and the protocols for monitoring school performance. Furthermore, the capacity of an education system to contribute to national, social and economic development is shaped by the curriculum.[12]

Curriculum reform is a process that aims to change the objectives of learning and the way learning takes place. It is one way in which nations respond to the environmental, economic, health, or societal challenges they face.[13] If children in school keep on learning what was taught to their parents, they will not be appropriately prepared for a more uncertain future characterised by an ever-changing environment.[14]

Curriculum reform projects around the world have had varying levels of success, and a wide range of factors have been identified as impacting curriculum implementation.[15] This study incorporates one parameter responding to research question 1 and representing the extent of curriculum implementation ("practice") and three factors affecting implementation and corresponding to research question 2 ("understanding", "receptivity" and "support") as described below.[16]

Practice refers to the extent to which practices that reflect the intentions of the new curriculum are becoming evident in stakeholders' work. These practices are an indicator of the extent of curriculum implementation.

Understanding refers to how well stakeholders understand a range of key elements of the new curriculum (including the new syllabus, student centred learning, contemporary approaches to assessment, inclusivity and the National language Policy) and their views about the extent of shift required or offered under the new curriculum. For effective curriculum implementation, a teacher should understand and interpret the curriculum well.[17] Principals also need a sound understanding of

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[12]F Nurhaya, A Sanmiati, & H Hersulastuiti, 'Teachers perceptions towards implementation of 2013 curriculum*, In* Mulyadi, D et al (eds), *2nd English Language and Literature International Conference (ELLiC),* Faculty of Foreign Language and Culture, Universitas Muhammadiyah Semarang, Semarang, 2018. [Online] https://jurnal.unimus.ac.id/index.php/ELLIC/issue/viewIssue/932/44; P Gouëdard, B Pont, S Hyttinen, & P Huang, 2020, *Curriculum reform: A literature review to support effective implementation,* OECD, Paris. [Online] https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP%282020%2927&docLanguage=En; International Bureay of Education (n.d.). *Curriculum (plural curricula),* IBE, Geneva. [Online] http://www.ibe.unesco.org/en/glossary-curriculum-terminology/c/curriculum-plural-curricula

[13] Gouëdard et al, 2020.

[14] Organisation for Economic Cooperation and Development, 2018. *The future of education and skills: Education 2030.* OECD, Paris. [Online] https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf

[15] R Cunningham, *Busy going nowhere: Curriculum reform in Eastern and Southern Africa*, UNICEF, Nairobi, 2018; Fullan, 2005; Hargreaves & Fink, 2005.

[16] These four factors are adopted from a NZ curriculum implementation study conducted for the NZ Ministry of Education. See C. Sinnema. *Monitoring and evaluating curriculum implementation: Final evaluation report on the implementation of the NZ Curriculum 2008-09.* University of Auckland, Auckland, 2011. https://www.educationcounts.govt.nz/publications/schooling2/curriculum/executive-summary.

[17]T Badugela, *Problems facing educators in implementing the national curriculum statement: The case of Tshifhena Secondary School, Vhembe District, Limpopo Province, South Africa,* MEd thesis, University of South Africa, *2012.* [Online] https://uir.unisa.ac.za/bitstream/handle/10500/7642/dissertation_badugela_tm.pdf

the curriculum to effectively coordinate curriculum activities to fulfill their role as curriculum-instructional leaders.[18]

Receptivity refers to the stakeholders' attitudes to the curriculum, extent to which stakeholders value the curriculum and view it as compatible with their own educational philosophy, their confidence in implementing it in their own context, and the degree to which they perceive implementation to be feasible. Receptivity can impact stakeholders' ability to accurately interpret and successfully enact curriculum changes. Greater receptivity should lead to more effort to implement the curriculum and more comprehensive implementation.[19]

Support refers to the kinds of support stakeholders receive to understand and implement the curriculum (including from people within and beyond their schools) and how valuable they perceive those supports to be. This includes provision of training and resources. Factors (such as adequacy of resources, professional support and participative leadership) are critical for curriculum implementation in terms of both content and pedagogy.[20].

The parameter and factors described above interact with each other. In this study, understanding, receptivity and support are considered key factors affecting curriculum practice. In addition, support can impact understanding of and receptivity towards the curriculum. Common understanding of the curriculum between stakeholders is also crucial for effective implementation.[21]

4.2   Theory of change

A theory of change sets out a program's goal and the steps that are expected to lead to that change. Figure 1 illustrates the theory of change that has shaped the framework and the methodology for this study. It shows that, if the MoET develops a relevant, understandable, well-designed, and realistic curriculum, and supports teachers and principals with resources, training, and time to implement the curriculum, teachers and principals will be receptive to implementing the curriculum, resulting in substantive progress in curriculum implementation.

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[18] M Bahtilla & X Hu, 2020, 'The principal as a curriculum-instructional leader: A strategy for curriculum implementation in Cameroon secondary schools', *International Journal of Education and Research,* vol. 8, pp. 81-96; A Walker, H Qian & S Zhang, S, 2011, 'Secondary school principals in curriculum reform: VIctims or accomplices?' *Frontiers of Education in China,* vol. 6, pp. 388-403; M Fullan, 2002, 'The change leader', *Education Leadership,* vol. 59(8), pp. 16-20.

[19] B Van Oers, 2015, 'Implementing a play-based curriculum: Fostering teacher agency in primary schools', *Learning, Cultural and Social Interaction,* vol. 4, pp. 19-27; B Handel & A Herrington, 2003, 'Mathematics teachers' beliefs and curriculum reform', *Mathematics Education Research Journal,* vol. 15, pp. 59-69; F Alexandre, 2009, 'Epistemological awareness and geographical education in Portugal: The practice of newly qualified teachers', *International Research in Geographical and Enviroinmental Education,* vol. 18, pp. 253-259; A Cheung & P Wong, 2012, 'Factors affecting the curriculum reform in Hong Kong', *International Journal of Educational Management,* vol. 26, pp. 39-54; E Erdin, *Problems that preschool teachers face in curriculum implementation,* MSc thesis, Middle East Technical University, 2010, [Online] https://etd.lib.metu.edu.tr/upload/12612162/index.pdf; G Karakus, 2021, 'A literary review on curriculum implementation problems', *International Journal of Education,* vol. 9, pp. 201-220.

[20] Fullan, 2005; Hargreaves and Fink; M O'Sullivan, 2004, 'The reconceptualisation of learner-centred approaches: A Namibian case study', *International Journal of Educational Development,* vol. 26, pp. 585-602; B Meryem & K Sabri, 2009, 'Evaluation of grade 9 physics curriculum based on teacher's views', *Procedia Social and Behavioral Sciences,* vol. 1, pp. 1121-1126; R MacDonald & S Healy, *A handbook for beginning teachers,* Longman, New York, 1999; CE Ruebling et al, 2004, 'Instructional leadership: An essential ingredient for improving student learning', *The Education Forum,* vol. 68, pp. 243-253; Cheung & Wong, 2012.

[21] R Niesche & R Jorgensen, 2010, 'Curriculum reform in remote areas: the need for productive leadership', *Journal of Education Administration,* vol. 48, pp. 102-117.

5 Methodology

The study used a mixed-methods approach involving surveys, interviews, focus group discussions, and teacher observations. Data collection tools included quantitative questionnaires and protocols for focus groups, interviews, and teacher observations.

Figure 1: Theory of change for the curriculum implementation monitoring study

resulting in substantive progress in curriculum implementation

↑

teachers and principals will be receptive to implementing the curriculum

↑

and support teachers and principals with resources, training and time to implement the curriculum

↑

If we develop a relevant, understandable, well-designed and realistic curriculum
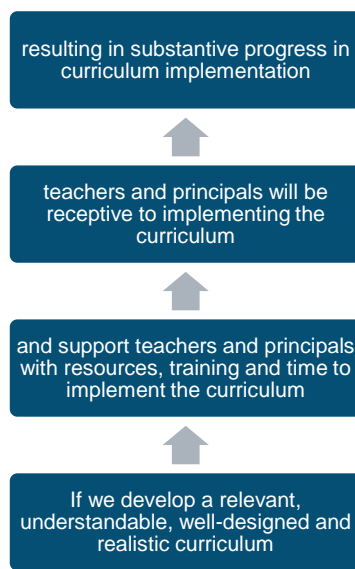
5.1 Quantitative questionnaires

Separate questionnaires were administered to Year 1-3 and Year 4-6 teachers and the principal in a proportional random sample of 49 schools stratified by province and language (Anglophone/ Francophone).

The topics covered in the teacher and principal questionnaires are listed in Annex 1. The numbers of teachers and principals who completed the questionnaire, their province, and the proportion of Francophone schools are shown in Table 1.

It was beyond the scope of this report to analyse all the factors associated with questionnaire responses. After discussion with VESP II officials, it was decided to focus on the relationship between questionnaire responses and (i) for teachers, gender and year level taught, and (ii) for principals, gender and years of experience.

5.2 Focus group discussions

Focus group discussions (FGDs) were undertaken with SIOs and PTs. The topics covered in the FGDs are listed in Annex 2. The number of FGDs are shown in Table 2.

5.3 Structured interviews

Interviews with principals and two teachers (one junior primary, the other upper primary) were undertaken in each of the sample schools. The interview topics for teachers and principals are shown in Annex 3. The number of teachers and principals interviewed is shown in Table 2.

5.4 Teacher observations

Observation of nineteen teachers (13 female, 6 male) and their classes was undertaken to determine if the teachers' practices align with those of the new curriculum. The observation protocol focused on several aspects of teaching and learning, as listed in Annex 4. The number of teachers observed in each province is shown in Table 3.

5.5 Sampling

The quantitative questionnaire administration samples are shown in Table 1.[22]

Table 1a: Quantitative data sample. Number and proportion of schools and teachers and proportion of Francophone schools by province and compared to population proportions

Province	Schools and Principals			Teachers			Francophone schools (%)	
	Sample (n)	Sample (%)	Population (%)	Sample (n)	Sample (%)	Population (%)	Sample (%)	Population (%)
Malampa	10	20	20	45	21	1	40	39
Penama	8	16	15	53	24	17	38	32
Sanma	11	22	21	59	27	28	36	34
Shefa	9	18	22	26	12	35	20	22
Tafea	9	18	17	30	14	14	38	45
Torba	2	4	6	4	2	5	50	37
Total	49	100	100	217	100	100	35	34

Table 1b: Quantitative data sample. Number and proportion of teachers by gender and year level taught

	Females		Males	
Year level taught	(n)	(year level %)	(n)	(year level %)
Years 1-3	98	82	22	18
Years 4-6	43	42	59	58

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[22] The actual sample displayed in Table 1 varied from the sample proposed in the study design, due to a range of logistical and other factors. A full copy of the study design is available from the first-named author on request.

Table 1c. Quantitative data sample. Number and proportion of principals by gender and years of experience as a principal

Years of experience as a principal	Females		Males	
	(n)	(%)	(n)	(%)
0-2	6	75	2	25
3-5	6	60	4	40
6-10	3	50	3	50
>10	3	21	11	79

Interview and FGDs were planned for a random proportional sample of 15 schools from three provinces identified by CIMS coordinating group. However, due to logistical, transport and other challenges, these targets were not met (see Table 2). Teacher observation data was collected from two provinces (Shefa and Torba).

Table 2: Qualitative data sample. Number of schools by language, number of principals and teachers interviewed, number of teachers observed, number of focus groups and focus group participants, by province

Province	Schools (n)			Interviews (n)		Teachers observed (n)	FGDs (n)	
	Total	A	F	P	T		SIO	PT
Shefa	7	5	2	8	14	17	1	0
Tafea	6	4	2	13	26	0	1	1
Torba	2	1	1	2	1	2	0	0
Total (%)	15	10 (67%)	5 (33%)	23	41	19	2	1

A = Anglophone; F = Francophone; P = principals; T = teachers

The sample for teacher observations is shown in Table 3 below. Unfortunately, enumerators lost the data from Tafea province. Thus, the intended sample size was not achieved.

Quantitative data were entered into Excel spreadsheets. Descriptive statistics were generated using Tableau software. Means scores between sub-samples were compared in SPSS using parametric or non-parametric tests, depending on the characteristics of the data (see Annex 7 for full details of the tests conducted). Qualitative data were also entered into an Excel spreadsheet for each question so that themes could be identified across the data.

Table 3: Teacher observation sample

Gender and province of the observed teachers

	Female		Male		Grand Total	
	#	%	#	%	#	%
Shefa	13	76	4	24	17	89
Torba		0	2	100	2	11
Grand Total	13	68	6	32	19	100

5.6 Limitations of the study

This study shares the limitations of research on curriculum implementation. First, there is no perfect method of determining the extent to which the curriculum is implemented. The development of indicators to measure "fidelity", to ensure that teachers adhere to the intended curriculum, is a major challenge because there will never be a clear-cut point where curriculum will be "implemented".23

Second, since no systematic observation of teachers and schools occurs in Vanuatu, the study relies heavily on participants' self-reports of curriculum practice, understanding, receptivity and support. However, self-reports have their limitations, because perceptions rely on understanding.24 For example, teachers' reports of how much they practice the curriculum relies on the extent of their understanding of the curriculum. To address this limitation, the study uses classroom observation as a means of triangulating the data and hence to obtain a sense of "implementation integrity".25

Due to time and report-length constraints, this report does not undertake disaggregation of data for every substantive question against all the demographic categories for which data was collected. Instead, disaggregated data is presented and discussed for those demographic categories considered pertinent to supporting curriculum implementation in the future.

23Gouëdard et al, 2020; B Cowie et al., *Curriculum implementation exploratory studies: Report to the Ministry of Education ,* New Zealand Council for Educational Research, Wellington, 2009. [Online] http://www.educationcounts.govt.nz/publications

24 L Srakang, *A study of teachers' perceptions toward using English texbooks. A case study of 10th grade English in Maha Sarakham province,* MA thesis, Srinakharinawirot University, 2013 [Online] http://ir.swu.ac.th/xmlui/bitstream/handle/123456789/4111/Ladaporn_S.pdf

25W Penuel, R Phillips & C Harris, 2014, 'Analysing teachers' curriculum implementation from integrity and actor-orientated perspectives', *Journal of Curriculum Studies,* vol. 46, pp. 751-777.

6 Findings

The findings in this section respond to the two research questions and the four parameters associated with curriculum implementation, as shown in Table 4. Further results details can be found in Annex 5.

Table 4: Research questions and implementation factors

Research question	Implementation factor
1. To what extent is the new Vanuatu curriculum being implemented?	Practice
2. What factors explain the degree of progress a school makes implementing the new Vanuatu curriculum?	Receptivity
	Understanding
	Support

The quantitative findings for each implementation parameter along with illustrative examples from the qualitative data are presented below.

6.1 Practice

6.1.1 Changes in teaching practices

The teacher questionnaire asked respondents the extent to which they have changed various teaching practices since implementing the new curriculum.[26] The principal questionnaire asked respondents how much they thought teachers had changed their practices in the same areas.[27]

Possible responses were 'No change' (scored as 0), 'Slight change' (1), 'Moderate change' (2) and 'Major change' (3).

The practices and their average scores are shown in the following table.

Table 5: Changes in teaching practices. Teachers' and principals' mean scores

Curriculum area	Teachers' mean score	Principals' mean score
Involving students in the lessons	2.06	2.02
Use of vernacular, Bislama, English or French when teaching	2.01	2.17
Use of resources to support teaching and learning.	2.00	2.04
Focus of teaching	1.99	2.04

---

[26] For detailed results, see Figure 2 in Annex 5.
[27] For detailed results, see Figure 5 in Annex 5.

Curriculum area	Teachers' mean score	Principals' mean score
Conducting assessments	1.94	1.98
Reporting student achievements to parents.	1.94	1.90
Teaching strategies	1.90	1.98
Planning lessons	1.85	1.92
Catering for the different learning needs of students	1.84	1.73
Use of assessment data	1.78	1.72

Green text indicates highest score(s); red text indicates lowest score(s)

More than

90%

of teachers say they made at least **some** change in all areas

The greatest levels of change were:

32%

of teachers said they made **major** changes in how they involve students in lessons

31%

of teachers said they made **major** changes in how they use the vernacular, Bislama, English or French when teaching

The least levels of change were in differentiated learning and use of assessment data.

> # 19%
>
> of teachers said they made **major** changes in (i)
> use of assessment data and (ii) catering for
> students' different learning needs

- Male and female teachers did not differ in their reports of overall change to practice nor in the level of change of individual practices.[28]

- Year 1-3 teachers and Year 4-6 teachers did not differ in their reports of overall change to practice although Year 1-3 teachers reported greater change in use of Bislama and vernacular languages.[29]

- Teacher observations confirmed the widespread implementation of aspects of the curriculum.

- The least observed area was providing differentiated learning activities to support students with different learning needs including those with disabilities or at various levels of development and understanding.

> *Teacher quote: Blending the old and the new curricula*
>
> *"I am using both the old and new curriculum. An example is when creating an activity for a subject like Science, I compare activities from the old curriculum with the teachers' guide from the new curriculum to create lesson activities"*
>
> **Year 4-6 Teacher, Tafea**

As the table above shows, principals reported similar levels of change to teachers, including major change in all areas.

> # 31%
>
> reported **major** changes in using the
> vernacular/Bislama to support student learning and
> develop English/French

---

[28] There was no statistically significant difference between male (mean score $\overline{x}$= 1.86) and female ($\overline{x}$ = 1.97) teachers in the overall level of change they had made (Z = -1.598; p = 0.110), nor in the level of change made to the specific practices (Z range from -2.050 to -0.214, all p > 0.05).

[29] There was no statistically significant difference between Year 1-3 teachers ($\overline{x}$ = 1.97) and Year 4-6 teachers ($\overline{x}$ = 1.88) in the overall level of change they had made (Z = -1.542; p = 0.123). Year 1-3 teachers reported greater change in the way they use language when teaching ($\overline{x}$ = 2.14) than Year 4-6 teachers ($\overline{x}$ = 1.86), and this difference was statistically significant (Z = -2.700; p = 0.007).

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25%

reported **major** changes in planning for improved student learning; using resources to support teaching and learning; and involving students in lessons

</div>

- Male and female principals did not differ in their reports of overall change to practice nor in the level of change of individual practices.[30]

- There was no difference in report of overall change from principals with different years of experience as a principal.[31] However, principals with 0-2 years' experience as principal were least likely to believe that teachers needed to change the way they planned their lessons.[32]

Principal quote: The degree of change brought about by the new curriculum

"There has been a huge change compared to when the old curriculum was still being implemented in English. The use of vernacular and Bislama as languages of instruction has really helped the children to understand what they are being taught. Teachers are able to achieve the curriculum's objectives."

Principal, Torba School

School Improvement Officer quote: Example of changed practices

"Teachers write numbers out in languages for lower classes. There are a lot of positive practices. Teachers connect lesson to the real-life experience. They write the day in L1 and L2"

SIO, Shefa

6.1.2   Frequency of changes in teaching practices

Teachers were asked how frequently they used various teaching practices.[33] Possible responses were 'Never' (scored as 0), 'Sometimes' (1), 'Often' (2) and 'Always' (3).

The practices and their average scores are shown in the following table.

---

[30] There was no statistically significant difference between male (mean score $\overline{x}$= 1.84) and female ($\overline{x}$ = 2.08) principals in the overall level of change they believed teachers had made ($Z = -1.511$; $p = 0.131$), nor in the level of change made by teachers to specific practices (Z range from -1.584 to -0.554; all $p > 0.05$).

[31] There was no statistically significant difference between principals with different numbers of years of experience as a principal in the overall level of change they believed teachers had made (mean scores $\overline{x}$ ranged from 1.68 to 2.25; $H = 3.624$; $df = 3$; $p = 0.305$).

[32] 0-2 years' experience $\overline{x}$= 1.68; 3-5 years $\overline{x}$= 2.25; 6-10 years $\overline{x}$= 1.82; 11+ years $\overline{x}$= 2.10; $H = 10.149$, $df = 3$, $p = 0.017$

[33] For detailed results, see Figure 3 in Annex 5.

Table 6: Frequency of changes in teaching practices. Teachers' mean scores

Teaching practice	Mean score
Ensure the classroom environment is a safe, stimulating, and welcoming place for students.	2.31
Use Bislama or vernacular as the language of instruction	2.30
Provide learning experiences that excite and motivate students to learn	2.19
Ensure teaching and learning experiences are relevant for the students and connected to their real-life experience	2.18
Encourage student curiosity and provide opportunity for deep learning	2.17
Conduct classroom assessment to determine what each student can do	2.15
Ensure that the learning experiences you provide challenge your students to think and problem solve	2.14
Provide different activities to students to cater for their different learning styles and abilities	2.11
Provide support to help students who are not achieving the learning outcome(s)	2.11
Design a scheme of work using new syllabus and teacher guides	2.10
Provide regular feedback to students on areas of weakness and strength	2.10
Revise and adjust your teaching based on assessment results	2.03

The scores in the table suggest that on average teachers often to always adopted practices associated with the new curriculum.

Over 70%

of teachers reported they **always** or **often** adopt practices associated with implementing the new curriculum

The most frequent changes were:

87%

of teachers said they **always** or **often** ensure the classroom environment is a safe, stimulating, and welcoming place for students

84%

of teachers said they **always** or **often** encourage student curiosity and provide opportunity for deep learning; and provide learning experiences that excite and motivate students to learn.

- Female teachers reported greater frequency of use of the teaching practices overall than male teachers, and greater frequency of:

    – creating a scheme of work

    – encouraging student curiosity and providing opportunity for deep learning

    – providing learning experiences that excite and motivate students to learn

    – using Bislama or the vernacular

    – catering for different learning styles and abilities

    – conducting classroom assessments

    – ensuring the classroom is a safe, stimulating and welcoming place for students

    – giving students a chance to practice what they have been taught.[34]

---

[34] There was a statistically significant difference between male ($\bar{x}$ = 2.01) and female ($\bar{x}$ = 2.24) teachers in the overall frequency of use of the teaching practices (Z = -3.131; p = 0.002), and in the frequency of change made to the specific practices listed (Z range -2.694 to -2.041; all p < 0.05).

- Year 1-3 teachers reported slightly greater frequency of use of the teaching practices overall than Year 4-6, mainly due to greater frequency in the use of Bislama and the vernacular.[35]

6.1.3 Frequency of communicating with parents

Teachers were asked how often they ensure parents are aware of various aspects of their children's learning.[36] Possible responses were 'Never' (scored as 0), 'Sometimes' (1), 'Often' (2) and 'Always' (3).

The topics of communication and their mean scores are shown in the following table.

Table 7: Frequency of communicating with parents. Teachers' mean scores

Topic communicated	Mean score
Their child's attitude towards learning	1.60
What their child has successfully achieved and their strengths	1.59
Their child's behaviour and how respectful and responsible they are.	1.56
The effort their child applies to their learning and how hard they try	1.54
Learning difficulties their child is having	1.50
What topics the teacher is teaching their child	1.21

All aspects had a mean score between 1 and 2, indicating that, on average, teachers sometimes or often communicated those aspects of learning with parents.

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[35] There was a marginally statistically significant difference between Year 1-3 teachers ($\bar{x}$ = 2.22) and Year 4-6 teachers ($\bar{x}$ = 2.08) in the overall frequency of use of the teaching practices (Z = -1.896; p = 0.058). Year 1-3 teachers ($\bar{x}$ = 2.48) were much more likely to use Bislama or the vernacular as the language of instruction than Year 4-6 teachers ($\bar{x}$ = 2.09), and this difference was statistically significant (Z = -3.458; p = 0.001).

[36] For detailed results, see Figure 4 in Annex 5.

The three most frequently communicated aspects were:

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49%

of teachers said they **always** or **often** tell parents what their child has successfully achieved and their strengths.

</div>

<div style="border:1px solid black; text-align:center">

49%

of teachers said they **always** or **often** tell parents about their child's attitude to learning.

</div>

<div style="border:1px solid black; text-align:center">

48%

of teachers said they **always** or **often** tell parents about the effort their child applies to their learning and how hard they try.

</div>

On the other hand,

<div style="border:1px solid black; text-align:center">

33%

of teachers said they **always** or **often** tell parents about the topics they are teaching their child.

</div>

- Male and female teachers did not differ in the frequency of reporting to parents overall nor in the frequency of reporting on particular aspects of learning.[37]

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[37] There was no statistically significant difference between male ($\overline{x}$ = 1.75) and female ($\overline{x}$ = 1.98) teachers in the overall frequency of reporting to parents (Z = -0.785 ; p = 0.0.433), nor in the frequency of reporting on specific aspects of learning (Z range from -1.681 to -0.028; all p > 0.05).

- Year 1-3 and Year 4-6 teachers did not differ in the frequency of reporting to parents overall nor in the frequency of reporting on particular aspects of learning.[38]

In summary, many teachers are progressing implementation of the new curriculum in Years 1-6. An area where teachers require more support is catering for the diverse learning needs of students and using assessment results to inform teaching.

6.2 Receptivity

This section describes teachers' and principals' receptivity towards the new curriculum. It focuses on stakeholders' attitudes to the curriculum, and the extent to which stakeholders value the curriculum and view it as compatible with their own educational philosophy. This section also explores teachers' and principals' confidence in implementing the curriculum in their context and the degree to which they perceive implementation to be feasible.

6.2.1 Teachers' and principals' views on the new curriculum

The teacher questionnaire asked respondents their views on the new curriculum compared to the previous curriculum.[39] Possible responses were 'Disagree' (0), 'Not sure' (1), 'Agree' (2), 'Strongly agree'(3).[40]

Table 8: Views on the new curriculum compared to the old curriculum. Teachers' mean scores

View on the new curriculum	Mean score
The new curriculum requires a change in teaching practice	2.19
The new curriculum requires more work of teachers	1.94
The new curriculum gives teachers more flexibility	1.92
The new curriculum materials are easier to follow	1.87
The new curriculum is easier to implement	1.79
The new curriculum is more complex	1.69

Two thirds or more of teachers agreed or strongly agreed with each statement.

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[38] There was no statistically significant difference between Year 1-3 ($\overline{x}$ = 1.54) and Year 4-6 ($\overline{x}$ = 1.45) teachers in the overall frequency of reporting to parents (Z = -1.076; p = 0.058), nor in the frequency of reporting on specific aspects of learning (Z range from =-1.725 to –0.178; all p > 0.05).

[39] For detailed results, see Figure 6 in Annex 5.

[40] Three of the characteristics of the new curriculum could be considered as 'positive' changes ('gives teachers more flexibility', 'materials are easier to follow' and 'easier to implement'). Agreeing them could indicate greater receptivity. However, the three could be considered 'negative' ('is more complex', 'requires more work of teachers', and 'requires a change in teaching practice'). Agreeing with them could represent lower receptivity. The use of an asymmetric rating scale (there was no 'strongly disagree' option) meant that the positive and negative characteristics' scores could not be combined to produce an overall score. Hence no overall mean and no differences between overall means for sub-samples are reported.

> # 89%
> of teachers agreed or strongly agreed that new curriculum requires a change in teaching practice.

> # 79%
> of teachers agreed or strongly agreed that new curriculum gives more flexibility.

> # 76%
> of teachers agreed or strongly agreed that the new curriculum materials are easier to follow

At the same time:

> # 67%
> of teachers agreed or strongly agreed that the new curriculum is more complex

- Female and male teachers did not differ in their views on particular characteristics of the new curriculum.[41]
- Year 1-3 and Year 4-6 teachers did not differ in their views on particular characteristics of the new curriculum.[42]

Teachers' responses in the interviews were mostly favourable about the new curriculum.

Most teachers thought the new curriculum was suitable for Vanuatu, but teachers held diverse views on the language policy. On the one hand, teachers supported using a language in the early years that students could understand. On the other hand, some teachers reported lacking skills to teach in English at upper primary level, and a lack of understanding of the overall educational value and pedagogical rationale of the language policy among teachers and community members.

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[41] Z values ranged from -2.841 to -0.122, all $p > 0.05$.
[42] Z values ranged from 0.646 to -0.022, all $p > 0.05$.

> *Teacher comments: Suitability of the curriculum for Vanuatu*
>
> *"The curriculum is suitable for Vanuatu, because all the resources and materials are developed based on the local context. Most topics are related to different things and concepts within Vanuatu."*
>
> **Year 1-3 Teacher, Shefa**
>
> *"Students enjoy activities from new curriculum and find it easier to learn. Most of the contents are easier than that of the old curriculum … the new curriculum is better than the old one."*
>
> **Year 4-6 Teacher, Shefa**

> *Teacher comments: Curriculum resources*
>
> *"The curriculum is very rich with resources that allow teachers and students to interact a lot with the community."*
>
> **Year 4-6 Teacher, Tafea**

> *Teacher comments: Language Policy*
>
> *"I like it because it helps the students when the teacher instructs them in Bislama. When the teacher explains the lesson to the students in a language they understand, it helps the student understand what they are being taught."*
>
> **Years 1-3 Teacher, Shefa**
>
> *"Students learn much faster. Most students in class 2 are beginning to read and write. Students only have to learn the 19 letters in the vernacular and as they go further up to higher classes, they are able to learn the English alphabet."*
>
> **Years 2 Teacher, Tafea**
>
> *"The curriculum is really great and suitable for Vanuatu. The challenge is with the language of use. Students who learn in Bislama do not write well in English."*
>
> **Years 4-6 Teacher, Shefa**
>
> *"I like using the new curriculum to teach because the instructions are in Bislama and also because I am not a trained teacher, when I come across English words that I find difficult to explain, I can always use Bislama."*
>
> **Years 4-6 Teacher, Shefa**
>
> *"The community does not agree with the teaching of Bislama and the vernacular in the classroom."*
>
> **Years 1-3 Teacher, Tafea**

The teacher and principal questionnaire asked respondents their views on the relevance of various aspects of the curriculum in addressing the needs of Ni-Vanuatu students.[43] Response options were 'Not relevant' (0), 'Slightly relevant' (1), 'Mostly relevant' (2) and 'Very relevant' (3). The curriculum aspects and mean scores are shown in the following table.

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[43] For detailed results, see Figure 7 in Annex 5.

Table 9: Relevance of the curriculum for Ni-Vanuatu students. Teachers' and principals' mean scores

Curriculum aspect[44]	Teachers' mean score	Principals' mean score
The suggested teaching and learning activities are appropriate for our local context	2.21	2.26
The assessment approaches are suitable for students	2.09	2.11
The teaching approaches work well for (my) students	2.06	2.11
The learning outcomes are relevant for students	2.02	2.06
The language policy supports student learning	1.96	n/a
The implementation of the language policy will support improved student learning	n/a	1.85

85%
of principals and
81%
of teachers believed the suggested teaching and learning activities are mostly or very relevant

76%
of principals and
81%
of teachers believed the assessment approaches are mostly or very relevant

---

[44] The wording of the language policy question varied between the teacher and principal survey.

> # 74%
>
> of principals and teachers believed the learning
> outcomes are mostly or very relevant

- Female teachers had slightly more positive views than male teachers on the relevance of the curriculum overall. In particular, they were more likely to believe that suggested teaching and learning activities are appropriate for the local context and that the teaching approaches work well for their students.[45]

- Year 1-3 teachers and Years 4-6 teachers did not differ in in their views on the relevance of the curriculum overall. Year 1-3 teachers were more likely to believe that the suggested teaching and learning activities are appropriate for the local context.[46]

- Male and female principals did not differ in their views on the relevance of the curriculum overall nor the relevance of particular aspects of the curriculum.[47]

- There was no difference in views on relevance of the curriculum overall from principals with different years of experience as a principal, nor regarding the relevance of particular aspects of the curriculum.[48]

When asked in interviews if they thought the new curriculum was suitable to Vanuatu, principals were overwhelmingly positive in their responses. Most principals believed the curriculum was suitable for the context, enhances student learning and had an appropriate approach to language

---

[45] There was a statistically significant difference between male ($\bar{x}$= 1.93) and female ($\bar{x}$= 2.15) teachers in the overall views on the relevance of the curriculum (Z = -1.858; p = 0.063). For 'suggested teaching and learning activities are appropriate for the local context', female $\bar{x}$ = 2.34, male $\bar{x}$ = 2.00, Z = -2.580, p = 0.010. For 'the teaching approaches work well for my students', female $\bar{x}$ = 2.13, male $\bar{x}$ = 2.00, Z = -2.111, p = 0.035).

[46] There was no statistically significant difference between Year 1-3 teachers ($\bar{x}$= 2.14) and Year 4-6 teachers ($\bar{x}$= 2.00) in views on the overall relevance of the curriculum (Z = --1.087; p = 0.277). For 'suggested teaching and learning activities are appropriate for the local context', Year 1-3 $\bar{x}$ = 2.39, Year 4-6 $\bar{x}$ = 2.05, Z = -2.717, p = 0.007.

[47] There was no statistically significant difference between male ($\bar{x}$= 2.95) and female ($\bar{x}$ = 3.19) principals in the overall views on the relevance of the curriculum (Z = -0.765; p = 0.444), nor the relevance of particular aspects of the curriculum (Z range from -1.007 to -0.036; all p > 0.05).

[48] There was no statistically significant difference between principals with different numbers of years of experience as a principal in the overall level of change reported (mean scores $\bar{x}$ ranged from 2.60 to 3.58; H = 4.649, df = 3, p= 0.199), nor in the level of change reported to the specific practices (H range from 3.053 to 5.778; df = 3; all p > 0.05).

Principals' comments: Relevance of the new curriculum to the context

"The new curriculum is … suitable for Vanuatu. It is locally developed in a knowledge that is culturally relevant. It is a new method that has moved the education system from an old syllabus which has had it issues. The new Year 1 to Year 6 curriculum has had a lot of positive impacts. One of its key components is the language policy and the requirement of the use of vernacular as a language for instruction in lower classes."

Principal, Tafea

"It suits the country's context. The level of knowledge that is being taught to the students using the new curriculum is more advanced than the previous ones. In the past most of the information used was adopted information from the outside world to develop the curriculum but the new one that is now in place is locally owned. There will also be improvements done to it as it develops."

Principal, Shefa

Principals' comments: Suitability of the curriculum for student learning

"Students are really interested to learn. Students enjoy learning from the new curriculum. Activities have motivated students to take part."

Principal, Tafea

"There have been more interactions between teachers and students which is quite different from the past. Student's attendance has improved."

Principal, Shefa

"Children's conversations in the classroom have improved. The classes are sometimes noisy because students can freely express themselves."

Principal, Tafea

Principals' comments: Suitability of the language policy

"When a child learns his or her language at home, they will find it easy when they are instructed in that language within the classroom because it is a language that they speak. When teachers use English, the children do not often understand what is being taught."

Principal, Tafea

"The new curriculum is suitable for Vanuatu. Instructing students in their first language or Bislama allows them to understand things they have some ideas about and adding more knowledge to that gives them the ability to learn … faster."

Principal, Shefa

"I have observed that students are able to understand information in the vernacular or Bislama. Students are reading at an early stage. Students only used to read pictograms in year 1. Most students are now already reading in Year 1."

Principal, Tafea

"The students are reading at an early stage due to the use of the Prima in class which has allowed them to learn sounds in the vernacular and they are beginning to read. Understanding is still an issue."

Principal, Tafea

6.2.2 Teachers' and principals' views on curriculum implementation expectations

The teacher and principal questionnaires asked respondents to rate how realistic they thought the expectations for implementing the new curriculum were.[49] Response options were 'Not realistic' (0), 'Slightly realistic' (1)'Mostly realistic' (2) and 'Very realistic' (3). The aspects of the curriculum and their mean scores are shown in the following table.

Table 10: How realistic are curriculum implementation expectations: Teachers' and principals' mean scores

Curriculum aspect	Teachers' mean score	Principal's mean score
Prepare the materials required for each lesson	1.80	1.58
Complete all the assessment and reporting tasks required by the new curriculum (teachers)/ Undertake class-based assessment (principals)	1.80	1.72
Cater for diverse needs of students	1.75	1.60
Implement the language policy	1.69	1.60
Complete all the planning requirements as expected by the new curriculum	1.66	1.54
Cover all the learning outcomes across the different subjects in the allocated time	1.66	1.57
Access all the resources required to implement the curriculum	1.61	1.62

On average, a small majority of teachers viewed the expectations as mostly or very realistic.

57% or more

of teachers viewed implementation expectations of each aspect as mostly or very realistic

45% or more

of principals viewed implementation of each aspect as mostly or very realistic

---

[49] For detailed results, see Figures 8 and 9 in Annex 5.

The most positive views were held concerning materials preparation and assessment and reporting:

65%

of teachers and

55%

of principals

viewed implementation expectations for preparing lesson materials as mostly or very realistic

64%

of teachers and

55%

of principals

viewed implementation expectations for completing assessment and reporting requirements as mostly or very realistic
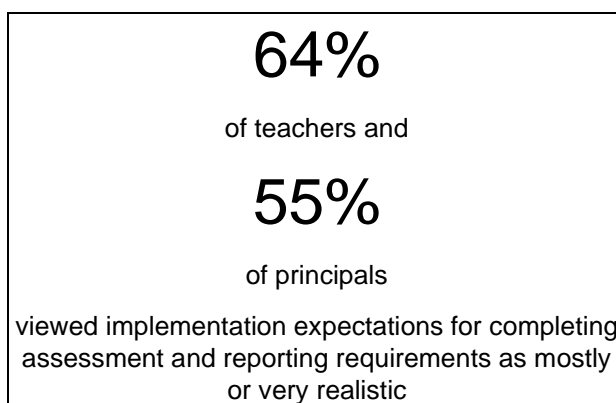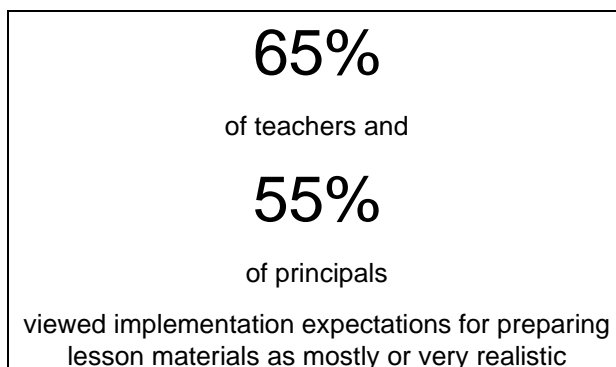
The expectations considered least realistic by teachers concerned accessing resources, while for principals it was completing lesson plan requirements.
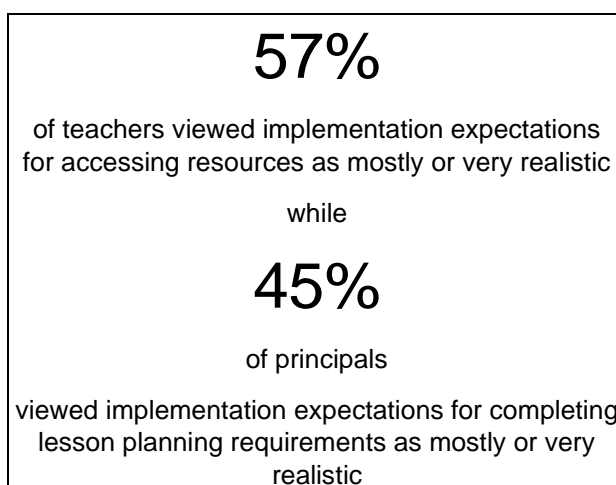
57%

of teachers viewed implementation expectations for accessing resources as mostly or very realistic

while

45%

of principals

viewed implementation expectations for completing lesson planning requirements as mostly or very realistic

- Male and female teachers did not differ in their views on curriculum implementation expectations overall nor in their views on expectations concerning specific aspects.[50]

---

[50] There was no statistically significant difference between male (mean score $\bar{x}$= 1.63) and female ($\bar{x}$ = 1.76) teachers views on curriculum implementation expectations overall (Z = -1.161; p = 0.246), nor in their views on expectations concerning specific aspects (Z range from -1.429 to -0.376; all p > 0.05).

- Year 1-3 teachers and Year 4-6 teachers did not differ in their views on curriculum implementation expectations overall nor in their views on expectations concerning specific aspects.[51]

- Male and female principals did not differ in their views on curriculum implementation expectations overall nor in their views on expectations concerning specific aspects.[52]

- There was little difference in views on curriculum implementation expectations overall from principals with different years of experience as a principal, although principals with 0-2 years of experience were somewhat less likely to believe the expectations were realistic.[53]

- In particular, principals with 0-2 years' experience were less likely to believe that expectations concerning preparing materials required for each lesson and accessing all the resources required to implement the curriculum were realistic.[54]

6.2.3   Teachers' confidence to implement the curriculum

In the teacher questionnaire, respondents were asked how confident they were to implement various aspects of the curriculum.[55] Possible responses were 'Not confident' (scored as 0), 'Slightly confident' (1), 'Mostly confident' (2) and 'Very confident' (3).

The curriculum aspects and their mean scores are shown in the following table.

Table 11: Level of confidence in implementing the curriculum. Teachers' mean scores

Curriculum aspect	Mean score
Using a vernacular language or Bislama in addition to English or French in the classroom	2.10
Using assessment results to improve teaching and learning	2.07
Planning lessons	2.01
Teaching to the curriculum outcomes	2.00
Providing constructive feedback to students to help them learn	1.99
Reporting student achievements to parents	1.99

---

[51] There was no statistically significant difference between Year 1-3 teachers ($\overline{x}$ = 1.72) and Year 4-6 teachers ($\overline{x}$ = 1.70) on curriculum implementation expectations overall (Z = -0.177; p = 0.859), nor in their views on expectations concerning specific aspects (Z range from -1.400 to -0.226; all p > 0.05).

[52] There was no statistically significant difference between male (mean score $\overline{x}$ = 1.54) and female ($\overline{x}$ = 1.67) principals on curriculum implementation expectations overall (Z = -0688; p = 0.492), nor in their views on expectations concerning specific aspects (Z range from -1.062 to -0.036; all p > 0.05).

[53] For overall expectations, 0-2 years' experience $\overline{x}$ = 1.09; 3-5 years $\overline{x}$ = 2.05; 6-10 years $\overline{x}$ = 1.68; 11+ years $\overline{x}$ = 1.60; H = 7.591, df = 3, p = 0.055.

[54] For preparing materials required for each lesson, 0-2 years' experience $\overline{x}$ = 1.13; 3-5 years $\overline{x}$ = 2.00; 6-10 years $\overline{x}$ = 2.00; 11+ years $\overline{x}$ = 1.43; H = 7.728, df = 3, p = 0.052. For accessing resources required to implement the curriculum, 0-2 years' experience $\overline{x}$ = 0.88; 3-5 years $\overline{x}$ = 2.11; 6-10 years $\overline{x}$ = 1.83; 11+ years $\overline{x}$ = 1.71; H = 10.345, df = 3, p = 0.016

[55] For detailed results, see Figure 10 in Annex 5.

Curriculum aspect	Mean score
Developing a scheme of work	1.97
Assessing how well students have learned.	1.97
Using the teaching methods recommended in the teacher guides	1.96
Catering for the different learning needs of students	1.86
Engaging parents in student learning	1.73

83%

of teachers were mostly or very confident (i) using a vernacular language or Bislama in addition to English or French in the classroom and (ii) teaching to the curriculum outcomes

82%

of teachers were mostly or very confident using assessment result to improve teaching and learning

Teachers' high levels of confidence in using assessment results to improve teaching and learning may explain why they reported relatively little change in this area (see "Practice" section above).

Two areas where teachers expressed least confidence:

29%

of teachers were not confident or only slightly confident in catering for students' differing learning needs

37%

of teachers were not confident or only slightly confident in engaging parents in student learning

Interview data suggest that confidence with respect to the finer points of implementing the language policy relates to issues such as lack of clarity about whether to use Bislama or vernacular, how to bridge from Bislama/vernacular to English/French and lack of understanding of guidelines.

> *Teachers' comments: Confidence in implementing the finer points of language policy*
>
> *"[Is it permissible] to use Bislama, since teaching materials and resources are written in Bislama, or is it that the Bislama materials are to be translated into the vernacular?"*
> **Years 1-3 Teacher, Tafea**
>
> *"Years 3 and 4 and upper-class teachers need more training to be able to use the bridging method [to] help students get from vernacular to begin learning English or French."*
> **Years 1-3 Teacher, Tafea**
>
> *"I use French, but sometimes I use Bislama. I do not know the language guideline for teaching and learning."*
> **Years 4-6 Teacher, Shefa**

- Male and female teachers did not differ in their levels of confidence overall in implementing the curriculum. [56] However, female teachers were more confident to:

  - Teach to the curriculum outcomes[57]

  - Use the teaching methods in the teaching guides[58]

  - Use a vernacular language or Bislama in addition to English or French in the classroom[59]

  - Assess how well students have learned[60]

  - Use assessment results to improve teaching and learning.[61]

- Year 1-3 teachers were more confident overall in implementing the curriculum than Year 4-6 teachers. [62] In particular, Year 1-3 teachers were more confident to:

  - Use the teaching methods in the teaching guides[63]

  - Use a vernacular language or Bislama in addition to English or French in the classroom[64]

  - Cater for different student learning needs[65]

  - Assess how well students have learned[66]

  - Use assessment results to improve teaching and learning[67]

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[56] There was no statistically significant difference between male (mean score $\bar{x} = 1.87$) and female ($\bar{x} = 2.02$) teachers in the overall level of confidence (Z = -1.563 ; p = 0.118).

[57] Female $\bar{x} = 2.07$, male $\bar{x} = 1.89$, Z = -1.1999, p = 0.046

[58] Female $\bar{x} = 2.06$, male $\bar{x} = 1.79$, Z = -2.643, p = 0.008

[59] Female $\bar{x} = 2.19$, male $\bar{x} = 1.96$, Z = -2.039, p = 0.041

[60] Female $\bar{x} = 2.04$, male $\bar{x} = 1.84$, Z = -1.958, p = 0.050

[61] Female $\bar{x} = 2.19$, male $\bar{x} = 1.85$, Z = -3.225, p = 0.001

[62] There was no statistically significant difference (at the p = 0.05 level) between Year 1-3 teachers ($\bar{x} = 2.04$) and Year 4-6 teachers ($\bar{x} = 1.88$) in the overall level of confidence (Z = -1.777; p = 0.076).

[63] Year 1-3 $\bar{x} = 2.10$, Year 4-6 $\bar{x} = 1.79$, Z = -3.288, p= 0.001

[64] Year 1-3 $\bar{x} = 2.21$, Year 4-6 $\bar{x} = 1.96$, Z = -2.716, p= 0.007

[65] Year 1-3 $\bar{x} = 1.95$, Year 4-6 $\bar{x} = 1.74$, Z = -1.965, p= 0.049

[66] Year 1-3 $\bar{x} = 2.06$, Year 4-6 $\bar{x} = 1.85$, Z = -2.122, p= 0.034

[67] Year 1-3 $\bar{x} = 2.17$, Year 4-6 $\bar{x} = 1.93$, Z = -2.215, p= 0.027

In summary most principals and teachers appear to be receptive to the new curriculum, particularly the teaching approaches and language policy. They report a positive impact on student engagement with learning. There is some doubt concerning how realistic are the curriculum's expectations. Sizable proportions of teachers lack confidence in some curriculum areas, but female and Year 1-3 teachers tend to be more confident than other teachers.

6.3   Understanding

High levels of understanding impact stakeholders receptivity toward the curriculum and, hence, how well they implement it. This section describes findings related to:

- teachers', principals' and education officers' perceived understanding of the curriculum elements

- teachers' and principals perception of the support they need to better understand and implement the curriculum

- principals' understanding of their role in curriculum implementation.

6.3.1   Understanding of the curriculum elements

In the teacher and principal questionnaires, respondents were asked how well they understood various elements of the curriculum.[68] Responses options were 'Never seen this element' (0), 'I do not understand' (1), 'I understand fairly well' (2), 'I understand well' (3) and 'I understand very well' (4).

Each element and the teachers' and principals' mean scores are shown in the table below.

Table 12. Understanding of curriculum elements. Teachers' and principals' mean scores

Curriculum element	Teachers' mean score	Principals' mean score
How to use the student report card to report student progress and achievement to parents/ caregivers	2.60	2.42
Different ways of assessing student learning	2.58	2.19
How to use assessment information to support student learning and improve your teaching	2.42	2.17
The timetabling policy and how much time is allocated for each subject at your year level	2.36	2.15
How to use the A-E grading scale for assessing student achievement	2.34	2.25
The structure of the new syllabus and what subjects you are expected to teach for your year level.	2.32	1.96
Different methods of recording evidence of student learning	2.32	2.19

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[68] For detailed results, see Figure 11 and 12 in Annex 5.

Curriculum element	Teachers' mean score	Principals' mean score
How to develop a scheme of work based on the learning outcomes in the syllabus	2.27	2.15
The policy and guidelines regarding the language of instruction to be used at your year level	2.17	2.06
The guiding principles for teaching and learning as described in the Vanuatu National Curriculum Statement	1.85	1.77

On average, most teachers understood at least 'fairly well' each element of the curriculum.

Each curriculum element was understood at least 'fairly well' by

65-87%

of teachers

Each curriculum element was understood at least 'fairly well' by

67% - 86%

of principals

The best understood elements were concerned with assessment and reporting.

87%

of teachers said they understood at least 'fairly well' how to use different ways of assessing student learning

86%

of principals and

81%

of teachers understood how to use the student
report card at least 'fairly well'

86%

of teachers said they understood at least 'fairly
well' how to use assessment information to support
student learning and improve teaching

82%

of principals understood at least 'fairly well' how to
use the A-E grading system
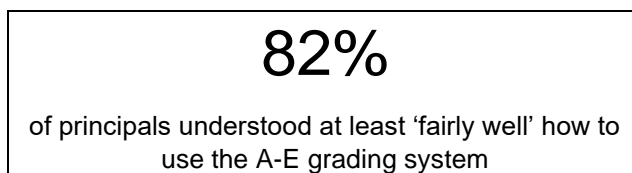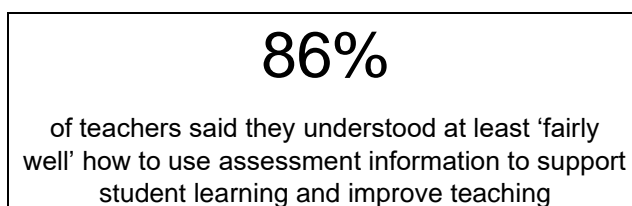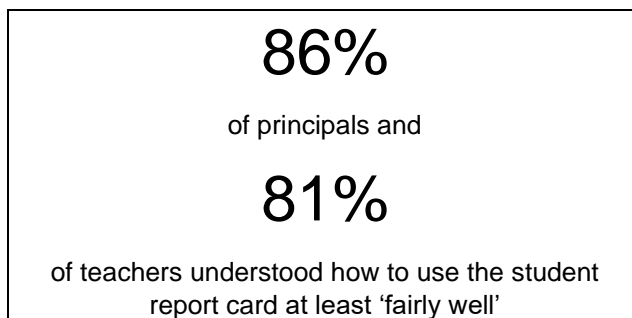
The elements least understood by teachers were related to a range of education policies and
practices.

19%

of teachers said they did not understand policy and
guidelines regarding the language of instruction to
be used at their year level

16-17%

of teachers did not understand (i) how to use the
A-E grading system, (ii) different methods of
recording student evidence of learning, (iii) the
guiding principles in the VNCS, and (iv) how to
develop a scheme of work based on learning
outcomes
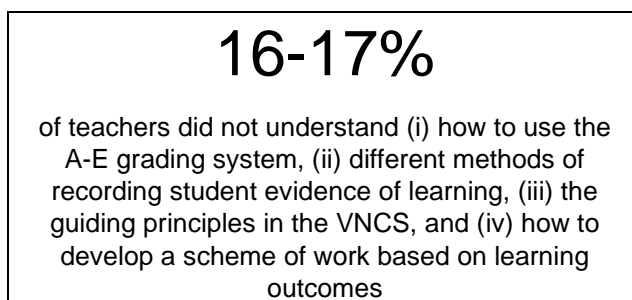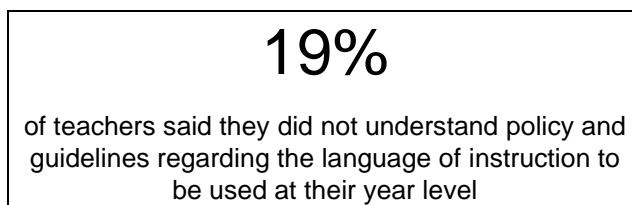
The elements least understood by principals were related to assessment.

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21%

of principals

did not understand different methods of recording evidence of student learning

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17%

of principals did not understand how to use assessment information to support student learning and improve teaching

</div>

- There was no difference between male and female teachers understanding of the curriculum elements overall. Female teachers were more likely to understand the timetabling policy and subject time allocations.[69]

- Year 4-6 teachers expressed a greater overall understanding of the curriculum elements than Year 1-3 teachers.[70] In particular, Year 4-6 teachers expressed greater understanding of:

    – how to develop a scheme of work[71]

    – the timetabling policy[72]

    – the language policy[73]

    – how to use assessment information to improve teaching and learning[74]

    – different methods of recording evidence of student learning.[75]

- Female principals reported higher overall level of understanding of the curriculum elements than male principals.[76]

- Female principals were more likely to understand

    – different ways of assessing student learning[77]

---

[69] For teachers who had seen the curriculum elements concerned, there was no statistically significant difference (at the p = 0.05 level) between male ($\overline{x}$= 2.16) and female ($\overline{x}$ = 2.41) teachers' understanding of the curriculum overall (Z = -0.063; p = 0.063). For timetabling policy and subject time allocations, female $\overline{x}$= 2.47, male $\overline{x}$= 2.16, Z = -2.050, p = 0.040.

[70] For teachers who had seen the curriculum elements concerned, there was a statistically significant difference between Year 1-3 teachers' ($\overline{x}$ = 2.17) and Year 4-6 teachers' ($\overline{x}$ = 2.50) understanding of the curriculum overall (Z = -2.604; p = 0.009).

[71] Year 1-3 $\overline{x}$= 2.09, Year 4-6 $\overline{x}$= 2.47, Z = -2.852, p = 0.004

[72] Year 1-3 $\overline{x}$= 2.47, Year 4-6 $\overline{x}$= 2.16, Z = -2.050, p = 0.049

[73] Year 1-3 $\overline{x}$= 1.93, Year 4-6 $\overline{x}$= 2.45, Z = -2.039, p = 0.041

[74] Year 1-3 $\overline{x}$= 2.32, Year 4-6 $\overline{x}$= 2.54, Z = -2.161, p = 0.030

[75] Year 1-3 $\overline{x}$= 2.22, Year 4-6 $\overline{x}$= 2.43, Z = -2.715, p = 0.007

[76] For principals that had seen the curriculum elements, there was a statistically significant difference between male (mean score $\overline{x}$= 1.89) and female ($\overline{x}$ = 2.39) principals' understanding of the curriculum elements overall (Z = -2.249; p = 0.024).

[77] For different ways of assessing student learning, female $\overline{x}$= 2.50; male $\overline{x}$= 1.96, Z = -2.030, p = 0.042.

- how to use assessment information to support student learning and improve teaching[78]

- different methods of recording evidence of student learning.[79]

- There was no difference in understanding of the curriculum elements overall or of specific curriculum elements between principals with different years of experience as a principal.[80]

Interviews with teachers revealed not just their understanding of components of the curriculum, but also their understanding of the overall focus of the new curriculum reform project. In particular, they tended to have a narrow understanding of 'curriculum' in general and the new curriculum in particular, as the following quotes show.

> *Teachers' quotes: What is the (new) curriculum?*
>
> *"The new curriculum is a new method that the Ministry of Education has implemented for teachers to use as a trial to find out if it will be useful or if it is not. Components are resources such as textbooks, class readers, teachers guide, pupil's book, reading materials."*
>
> **Year 5 Teacher, Shefa**
>
> *"The new curriculum refers to changes that have been made to transform the old curriculum that used to be in English into Bislama."*
>
> **Years 1-3 Teacher, Tafea**
>
> *"The main focus of the new curriculum is to do with language. The previous curriculum was developed according to the need to learn either English or French. The new curriculum is more focused on the first language or the vernacular."*
>
> **Years 1-2 Teacher, Tafea**
>
> *"The new curriculum consists of strands and sub-strands and activities, resource books for students that instruct teachers about what particular activity to be carried out each week."*
>
> **Years 1-2 Teacher, Tafea**

Several interviewed teachers also revealed an understanding of the changes in assessment methods that have occurred from the old to the new curriculum.

---

[78] For using assessment information to support teaching and learning, female $\bar{x}$= 2.55; male $\bar{x}$= 1.88, Z = -2.470, p = 0.014

[79] For different methods of recording evidence of student learning, female $\bar{x}$= 2.55; male $\bar{x}$= 1.80, Z = -2.511, p = 0.012

[80] There was no statistically significant difference in understanding of the curriculum between principals with different numbers of years of experience as a principal ($\bar{x}$ = 1.78 - 2.42; H = 5.086; df = 3; p = 0.166), nor in their understanding of specific curriculum elements (H range from 1.128 to 5.513; df = 3; all p > 0.05).

> *Teachers' quotes: Assessment methods in the new curriculum*
>
> *"I know that children are learning when I observe them while they work on individual activities."*
>
> **Years 1-3 Teacher, Shefa**
>
> *"The two assessment approaches used are the formative and summative approach. The assessments assist teachers to find out about students' performances. The teacher gives oral assessments."*
>
> **Years 1-6 Teacher, Tafea**
>
> *"I carry out assessments everyday with the new curriculum. For the old curriculum, assessments are carried out at the end of each term."*
>
> **Years 1-3 Teachers, Shefa**

Interviews with principals did not reveal a much more substantial understanding of the new curriculum than teachers. Most principals had a superficial understanding of the new curriculum. Their responses to interview questions contained limited references to key curriculum components and concepts and often lacked relevant information.

> *Principals' quotes: What is the (new) curriculum?*
>
> *"The new curriculum has a format that is culturally relevant. One of the key components is language. It is suitable for Vanuatu."*
>
> **Principal, Tafea**
>
> *"The curriculum refers to the teaching strategies and how the curriculum concepts are applied into the school programs. Key components include planning, language, skills. The use of vernacular in years 1, 2 and 3."*
>
> **Principal, Torba**
>
> *"The new curriculum is new methods that are developed to teach. The new curriculum consists of planning, schemes, subject timing, tools for assessments and how to assess students, and reporting."*
>
> **Principal, Tafea**

6.3.2   Perceptions of support needed to better understand and implement the curriculum

The teacher questionnaire asked respondents to rate the level of support they needed in various areas of the curriculum.[81] Response options were 'I don't need support' (scored 0), 'Some support would be helpful' (1) and 'Urgent support is needed' (2).

The curriculum areas and the mean scores for support needs are presented in the following table.

Table 13. Support needed to implement the curriculum. Teachers' mean scores

Curriculum area	Mean score
Implementing the language policy	1.43
Teaching multi-aged classes	1.34
Use of assessment results to inform your teaching.	1.25
Providing effective feedback to students	1.22
Identifying appropriate classroom assessments	1.21
Providing targeted intervention (additional help) to individual students	1.20
Planning a scheme of work	1.19
Targeting student learning outcomes and indicators	1.18
Student –centred teaching methods	1.14
Lesson planning	1.12
Timetabling	1.11

At least 3 out of 10 teachers needed urgent support in each area. In two areas, more than four out of 10 teachers needed urgent support.

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44%

of teachers needed urgent support teaching multi-age classes

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[81] For detailed results, see Figure 13 in Annex 5.

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42%

of teachers needed urgent support implementing
the language policy

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36%

of teachers needed urgent support using
assessment results to inform their teaching

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35%

of teachers needed urgent support providing
constructive feedback to students

</div>

- Male and female teachers did not differ in their overall need for support nor in their need for support for each curriculum area.[82]
- Year 1-3 teachers and Year 4-6 teachers did not differ in their overall need for support, but Year 1-3 teachers were more likely to want support for timetabling.[83]

The principals' questionnaire asked respondents to indicate the level of support they needed in implementing ten curriculum areas.[84] Response options were 'Don't need support' (scored 0), 'Some support would be helpful' (1) and 'Urgent support needed' (2).

The areas for support and principals' mean scores are shown in the following table.

Table 14: Support needed to implement the curriculum. Principals' mean scores

Curriculum area	Mean score
Understanding the timetabling policy	1.38
Conducting school-based professional development to assist teachers to implement the curriculum	1.38
Understanding the assessment and reporting approaches described in the Vanuatu National Assessment and Reporting	1.31

---

[82] There was no statistically significant difference between male (mean score $\bar{x}$= 1.25) and female ($\bar{x}$ = 1.19) teachers' need for support overall (Z = -0.683; p = 0.494), nor in their need for support for specific curriculum areas (Z range from -1.923 to -0.068; all p > 0.05).

[83] There was no statistically significant difference between Year 1-3 teachers' ($\bar{x}$ = 1.26) and Year 4-6 teachers' ($\bar{x}$ = 1.16) need for support overall (t = -1.47; p = 0.144). For timetabling, Year 1-3 teachers' $\bar{x}$ = 1.21, Year 4-6 teachers' $\bar{x}$ = 0.99, Z = -2.395; p = 0.017.

[84] For detailed results, see Figure 15 in Annex 5.

Curriculum area	Mean score
Providing constructive feedback to teachers on curriculum implementation	1.31
Reporting to the Province (through SIO) on the school's progress in implementing the curriculum	1.31
Using the A-E Grading Scale to describe and report student achievement for each subject	1.29
Using the Syllabus documents and teacher guides to plan, teacher and assess learning	1.28
Understanding the language policy and implications for teaching and learning across all year levels	1.26
Understanding the guiding principles for teaching and learning as identified in the Vanuatu National Curriculum Statement	1.25
Using the Student Report Card template to report student progress and achievement to parents/ caregivers	1.17

In most areas, more than nine in ten principals needs at least some support. At least three in ten principals reported needing urgent support in all but one area (using the student report card template).

<div style="border:1px solid black; text-align:center">

44%

of principals needed urgent support understanding the timetabling policy

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<div style="border:1px solid black; text-align:center">

38%

of principals needed urgent support (i) conducting school-based professional development and (ii) providing constructive feedback to teachers

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- Male principals were more likely than female principals to report higher support needs to implement the curriculum overall.[85]

- In particular, male principals were more likely to report needing support using the student report card templates and using the A-E grading scale.[86]

---

[85] There was a statistically significant difference between male (mean score $\bar{x}$= 1.40) and female ($\bar{x}$ = 1.20) principals' in their desired levels of support overall (t = 2.071; p = 0.044).

[86] For using the student report card template, female $\bar{x}$ = 0.95, male $\bar{x}$ = 1.36, Z = -2.354, p = 0.019. For using the A-E grading scale, female $\bar{x}$ = 1.14, male $\bar{x}$ = 1.44, Z = -1.977, p = 0.048

- There was no difference in perceptions of the level of support needed between principals with different years of experience as a principal, nor in their perceptions of the support needed for implementing individual curriculum elements.[87]

The small number of SIOs and PTs interviewed for this study demonstrated better, albeit not deep, understanding of the new curriculum in interviews. The tended to use more technical language such as 'outcomes', 'strands', and 'formative assessment', and also tended to focus on language policy as one of the key reforms.

6.3.3 Principals' understanding of their role in curriculum implementation

The principals' questionnaire asked respondents how well they understood their role in overseeing implementation of the new curriculum in their school.[88] Response options were 'I do not understand (scored 0), 'I understand fairly well' (1), 'I understand it well' (2) and 'I understand it very well' (3).

The following table shows the four types of oversight the principals were asked about and their mean scores.

Table 15: Understanding of curriculum implementation oversight roles. Principals' mean scores

Type of oversight	Mean score
Providing feedback to teachers on their progress in implementing the new curriculum	1.21
Facilitating school-based professional development to support the implementation of the curriculum	1.15
Reporting to the Provincial Education Office (through SIO) on curriculum implementation progress	1.13
Development of a plan to support the curriculum implementation across all year levels	1.08

Less than three in ten principals reported understanding their role in these areas of support well or very well, except 'providing feedback to teachers on their progress in implementing the new curriculum'.

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37%

of principals understood their role in providing feedback to teachers on their progress in implementing the new curriculum'

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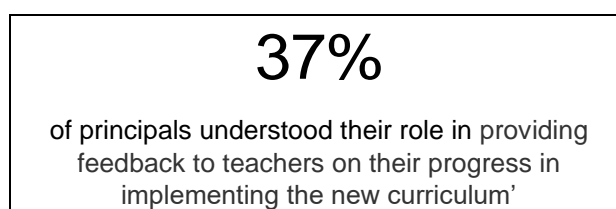
In the other three areas, more than 60% of principals only rated their understanding as 'fairly well' or not at all.

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[87] There was no statistically significant difference levels of desired support between principals with different numbers of years of experience as a principal ($\bar{x}$ ranged from 1.19 – 1.37, F = 0.548; p = 0.653), nor in desired level of support for specific curriculum areas (H range from 0.303 to 5.321; df = 3, all p > 0.05).

[88] For detailed results, see Figure 14 in Annex 5.

- Male and female principals did not differ in their overall understanding of their role in curriculum implementation nor in terms of the individual types of oversight.[89]

- There was no difference in understanding of their role in curriculum oversight between principals with different years of experience as a principal, nor in their understanding of specific types of oversight role.[90]

In summary, teachers, principals and support staff in provinces are developing their understanding of the new curriculum. Although teachers reported good understanding in the questionnaire, the qualitative data suggest that many teachers have not developed a deep understanding of the paradigm shift necessary in teaching and learning. The same applies to principals and those who were appointed to train and support teachers. Many teachers and principals also recognise that they need urgent support to understand and implement most areas of the curriculum.

6.4 Support

The previous section explored teachers' and principals' understanding of the curriculum and their perceptions of the support they still need to improve their understanding and implementation of the curriculum. This section explores responses from teachers and principals concerning curriculum documents and teaching and learning resources, the quality and value of support they received, including from people within and beyond their schools, and the provision of resources.

6.4.1 Access to and use of curriculum documents and teaching and learning resources

The teacher questionnaire asked respondents about the usefulness of various curriculum documents and resources for implementing the curriculum at their year level.[91] Response options were 'I do not have access to the document' (0), 'Not useful' (1), 'Limited use' (2), 'Useful' (3), and 'Very useful' (4).

The documents, resources and means scores for usefulness (excluding teachers who did not have access to the documents) are shown in the following table.

Table 16: Usefulness of curriculum documents and resources. Teachers' mean scores

Document or resource	Mean score
Teacher Guide: Laef long Komyuniti	3.43
Textbook Social Science (Year 4, Year 5, Year 6)	3.42
Teacher Guide: Saens	3.40
Teacher Guide: Matematik	3.39
Teacher Guide: Social Science	3.38

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[89] There was no statistically significant difference between male (mean score $\bar{x}$ = 1.07) and female ($\bar{x}$ = 1.20) principals' understanding of their role in curriculum oversight (Z = -0.457; p = 0.648), nor in their understanding of specific types of oversight role (Z range from -1.047 to -0.069; all p > 0.05).

[90] There was no statistically significant difference in understanding of the curriculum between principals with different numbers of years of experience as a principal ($\bar{x}$ ranged from 0.75 – 1.27; H = 4.929; df = 3; p = 0.177), nor in their understanding of specific curriculum elements (H range from 2.894 to 6.383; df = 3; all p > 0.05).

[91] For detailed results, see Figure 16 in Annex 5.

Document or resource	Mean score
Teacher Guide: Lanwis mo Komyunikesen	3.36
Teacher Guide: Physical and Health Education	3.29
Textbook Mathematics (Year 5, Year 6)	3.29
Teacher Guide: Arts and Craft	3.28
Textbook Science (Year 5)	3.28
Vanuatu National Primary Syllabus Years 4 – 6 (2013)	3.16
Beginning/Continuing to Learn English / French Teacher Resource Books and flipcharts	3.10
Vanuatu National Primary Syllabus Years 1 – 3 (2013)	2.91
Vanuatu National Timetabling Policy for Primary Years 1-6 (2013)	2.90
Language Policy Implementation Planning Guidelines for Primary Schools	2.90
Vanuatu National Assessment and Reporting Policy (2015)	2.89
Vanuatu National Curriculum Statement (2010)	2.81
Vanuatu National Language Policy (2015)	2.78

A large proportion of teachers indicated that they did not have access to key documents.

47-57%

of teachers did not have access to key policy documents including the VNCS, the assessment policy, the language policy, and the timetabling policy

34%

of teachers did not have access to the Year 1-3 primary syllabus and

38%

did not have access to the Year 4-6 primary syllabus

While it might be more important for principals than teachers to have access to national policy documents, all teachers should have access to the syllabus.

Those who did have access to those documents found them useful, as the above table shows.

Conversely, more than 90% of teachers indicated they have access to teachers' guides. Many teachers said they found the teachers' guides to be useful.

> # 81-85%
> of teachers found the Year 1-3 teacher guides useful or very useful

> # 76-83%
> of teachers found the Year 4-6 teacher guides useful or very useful

Most teachers who had Year 4-6 textbooks found them useful or very useful. However, less teachers had access to textbooks than to teacher guides.

> # 33%
> of Year 5 teachers did not have access to the Year 5 science textbook

> # 25%
> of Year 5 and 6 teachers did not have access to the mathematics textbook

- Male and female teachers did not differ in their views on the usefulness of the resource documents overall. Female teachers were more likely than male teachers to find the 'Laef long Komyuniti' teacher guide useful.[92]

- Year 1-3 teachers and Year 4-6 teachers did not differ in their views on the usefulness of the resource documents overall nor the usefulness of individual policy documents.[93]

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[92] There was no statistically significant difference between male (mean score $\bar{x}$= 3.18) and female ($\bar{x}$ = 3.22) teachers' scores on usefulness of documents they had access to (Z =-0.490 ; p = 0.624). For 'Laef long Komyuniti, female $\bar{x}$= 3.52, male $\bar{x}$= 3.11, Z = -2.066, p = 0.039.

[93] Since Year 1-3 and Year 4-6 have different teacher guides and textbooks, only the usefulness of individual common (i.e. policy) documents was compared here. There was no statistically significant difference between Year 1-3 teachers' ($\bar{x}$ = 3.15) and Year 4-6 teachers' ($\bar{x}$ = 3.23) teachers' scores on usefulness of documents

The differential access to policy documents compared to teacher guides and textbooks was confirmed by responses in the principals' questionnaire.[94]

At least 50% of principals reported that they had enough copies for every teacher to have one copy of all of the teachers' guides, textbooks and other resources with the exception of the Year 5 and 6 mathematics textbook and novels for the same year levels. On the other hand, lack of teacher access to policy documents was reported by between 35% and 61% of principals, depending on the document.

The teacher questionnaire also asked respondents about student access to learning resources.[95] Response options included 'No' (scored 0), 'Enough for 1 between 4 students' (1), ''Enough for 1 between 3 students' (2), 'Enough for 1 between 2 students'(3), 'Enough for 1 for each student' (4).

The teaching and learning resources and their mean scores are shown in the following table.

Table 17: Student access to learning resources. Teachers' mean scores

Resource	Mean score
Exercise books to write in	3.5
Pens or pencils to write with	3.3
Student text books for Social Science	2.6
Student text books for Mathematics	2.0
Student text books for Science	1.7
Reading materials including textbooks in English or French	1.6
Reading materials in Bislama	1.6
Reading Materials in vernacular	1.0

Reading materials and science textbooks were in particulalry short supply.

47%

of Year 1-3 teachers said students had no access to reading materials including textbooks in English and French

---

they had access to (Z = -0.594; p = 0.553), nor between scores on the usefulness of individual policy documents (Z range from -1.422 to -0.236; all p > 0.05).

[94] For detailed results, see Figure 17 in Annex 5.

[95] For detailed results, see Figure 18 in Annex 5.

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53%

of Year 1-3 teachers reported no access to
vernacular reading materials

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48%

of Year 4-6 teachers reported no access to
Science textbooks

</div>

- Male and female teachers did not differ in their views on student access to learning resources overall. Female teachers were more likely than male teachers to report that students had access to reading materials in Bislama.[96]

- There were no differences in access to common learning resources across year levels (pens/pencils and exercise books) reported by Year 1-3 teachers compared to Year 4-6 teachers.[97]

Interviewed teachers described some of the ways they used the teaching and learning resources. Some use a combination of old and new resources, while others encountered challenges with the new resources.

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[96] There was no statistically significant difference between male ($\bar{x}$= 2.5) and female ($\bar{x}$ = 2.3) teachers' scores on student access to learning resources overall (Z = -0.971; p = 0.331). For reading materials in Bislama, females teachers' ($\bar{x}$ = 1.8) reported significantly greater student access than male teachers' ($\bar{x}$ = 1.0) (Z = -2.479, p = 0.013).

[97] For pens/pencils, Year 1-3 teachers' ($\bar{x}$ = 3.4) and Year 4-6 teachers' ($\bar{x}$ = 3.2), Z = -0.257, p = 0.797. For exercise books, Year 1-3 teachers' ($\bar{x}$ = 3.5) and Year 4-6 teachers' ($\bar{x}$ = 3.6), Z = -0.966; p = 0.334.

> *Teachers' quotes: Reflections on using teaching and learning resources*
>
> *"All information is found in the teachers' guide. I just need to adapt the lesson plan to my way of teaching. I create schemes using both the old and new curriculum methods. I also have schemes that have both the old and new curriculum methods combined."*
>
> **Years 4-6 Teacher, Tafea**
>
> *"I use a teachers' guide from the old curriculum to develop the mathematics scheme of work. I use the teachers' guide from the new curriculum to develop the scheme of work for the language and communication and general studies."*
>
> **Years 1-3 Teacher, Tafea**
>
> *"I have some challenges because developing the scheme will need a lot of thinking and research because I have to read the indicators so I can lay them out in the right form."*
>
> **Years 1-2 Teacher, Shefa**
>
> *"The only challenge I have is that I don't know how to create a scheme of work following the teacher's guide."*
>
> **Years 1-3 Teacher, Shefa**
>
> *"I compare my lessons with some of the other teachers and I find that they have an instruction book that they were given after they had attended a training workshop and it helps them to develop their lessons. I wish I had something like that because it would help."*
>
> **Years 1-3 Teacher, Shefa**

6.4.2 Quality and value of support received

The teacher questionnaire asked respondents how often in the last two years (Year 1-3 teachers) or last one year (Year 4-6 teachers) they received support or curriculum implementation from a range of relevant officials.[98] Response options were 'Never' (scored 0), 'Rarely: 1 – 2 times a year' (1), 'Sometimes: 3 – 5 times a year' (2), 'Often 6 or more times a year' (3).

Table 18: Frequency of curriculum implementation support in the last one or two years. Teachers' mean scores

Support persons	Mean score
Principal of the school	0.98
Teachers from your school	0.96
Provincial Trainers	0.71
School Improvement Officers	0.60
Principals and teachers from other schools	0.42

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[98] For detailed results, see Figure 19 in Annex 5.

Substantial proportions of teachers reported that they had never received support in the last two years from key officials.

37%
of teachers reported they had never received curriculum implementation support from their principal

56%
of teachers reported they had never received curriculum implementation support from their school improvement officer

45%
of teacher reported they had never received curriculum implementation support from their provincial trainer

- Male and female teachers did not differ in the frequency of support they received overall nor from individual officials.[99]

- Year 1-3 teachers and Year 4-6 teachers did not differ in the frequency of support they received overall nor from individual officials.[100]

The teacher questionnaire asked respondents about the effectiveness of the curriculum implementation training support they received from various officers.[101] Response options were 'No training provided' (scored 0), 'Not effective' (1), 'Limited effect' (2), 'Effective' (3), and 'Very effective' (4).

The table below shows the officials who provided training and the mean effectiveness score for each one.

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[99] There was no statistically significant difference between male (mean score $\overline{x}$= 0.67) and female ($\overline{x}$ = 0.79) teachers' on the frequency of support they received (Z = -1.429 ; p = 0.153). Female teachers ($\overline{x}$= 1.12) were more likely than male teachers ($\overline{x}$= 0.70) to have received support from other teachers in their school (Z = -2.927; p = 0.003).

[100] There was no statistically significant difference between Year 1-3 teachers' ($\overline{x}$ = 0.76) and Year 4-6 teachers' ($\overline{x}$ = 0.73) teachers' on the frequency of support they received (Z = -0.436; p = 0.663), nor on the frequency of support from individual officials (Z range from -1.006 to -0.026; all p > 0.05).

[101] For detailed results, see Figure 20 in Annex 5.

Table 19: Effectiveness of training support for curriculum implementation. Teachers' mean scores

Officer	Mean score
Provincial Trainers	2.84
Principal of your school	2.68
Curriculum Development Unit officials	2.67
Other teachers in your school	2.49
School Improvement Officers (previously ZCAs)	2.48
Principals and teachers from other schools	2.30

53%

of teachers reported the training they'd received from the PT was effective or very effective, although

29%

received no training from a PT or thought it was ineffective

39%

Of teachers said they'd received training from their principal and it was effective or very effective although

37%

said they'd received no training from their principal or it was ineffective.

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29%

of teachers said they'd received training from their SIO and it was effective or very effective

but

51%

said they'd received no training from their SIO or it was ineffective.

</div>

- Female teachers who had done training considered it more effective overall than did male teachers. In particular, female teachers were more likely than male teachers to find the training by provincial trainers and other teachers in the school more effective.[102]

- Year 1-3 teachers and Year 4-6 teachers did not differ in their views on the effectiveness of the training overall nor in their views on the effectiveness of training by specific officials.[103]

Interviewed teachers were often positive about the impact of the training, but also noted issues arising from lack of follow up, teachers not receiving training, being trained in one year level but then being required to teach a different year level, or the lack of capacity of responsible officials to provide high-quality training.

Teachers' quotes: Effectiveness of training

"Trainings based on the new curriculum have supported teacher to develop lesson plans."
Years 4-6 Teacher, Tafea

"I attended training support for Year 5 which has helped me to use the new curriculum"
Years 4-5 Teacher, Shefa

"Training on the new curriculum for Year 1, 2 and 3 was most useful."
Years 1-3 Teacher, Tafea

"If more teachers here had attended training support, I wouldn't be finding it difficult because we would be able to support each other. But because I was the only one who has had training support it is a bit difficult for me."
Years 4-6 Teacher, Shefa

"One of the factors that has hindered me is my lack of training to teach all the classes because I only received training to teach Year 4 and 5."
Years 4-6 Teacher, Shefa

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[102] There was a statistically significant difference between male ($\overline{x}$= 2.46) and female ($\overline{x}$ = 2.67) teachers' views of the effectiveness of the training they received overall (Z = -2.017; p = 0.044). For training by provincial trainers, female $\overline{x}$ = 3.01, male $\overline{x}$ = 2.57, Z = -3.205, p = 0.001. For training by other teachers in the school, female $\overline{x}$ = 2.63, male $\overline{x}$ = 2.33, Z = -2.627, p = 0.009).

[103] There was no statistically significant difference between Year 1-3 teachers' ($\overline{x}$ = 2.60) and Year 4-6 teachers' ($\overline{x}$ = 2.59) teachers' on the effectiveness of the training they received overall (Z = -0.361; p = 0.718), nor on the effectiveness of training by individual officials (Z range from -1.071 to -0.317; all p > 0.05).

The lack of support reported by many teachers may be because those charged with providing curriculum support have had limited training themselves. As a SIO in Tafea said, "We haven't had enough training, so our level of understanding on the new curriculum is based only on trainings we had already attended."

The principals' questionnaire asked respondents to rate the effectiveness of the training they received from the in-service unit, provincial education office and SIOs.[104] It also asked about the usefulness of the support received from SIOs, PTs, and principals from other schools.

Response options for effectiveness were 'Not Effective' (1), 'Limited Effect' (2), 'Effective' (3) and 'Very Effective' (4). Response options for usefulness were 'Not Useful' (1), 'Limited Use' (2), 'Useful' (3) and 'Very Useful' (4).

The mean scores are shown in the following table.

Table 20: Effectiveness of training and usefulness of support for curriculum implementation. Principals' mean scores

Dimension	Source of training	Mean score
Effectiveness of training	In-service Training Unit (ISU, PTs).	2.70
	Provincial Education Office (through ZCAs/SIOs)	2.31
	School Improvement Officers (SIOs)	2.10
Usefulness of support	Provincial Trainers (PTs)	2.36
	School Improvement Officers (SIOs)	2.31
	Principals from other schools	2.05

Of the principals who undertook training with the ISU and through the provincial education office:

56%

found the ISU training effective or very effective

and

40%

found the PEO training effective or very effective

while

16%

said the SIO training was effective or very effective.

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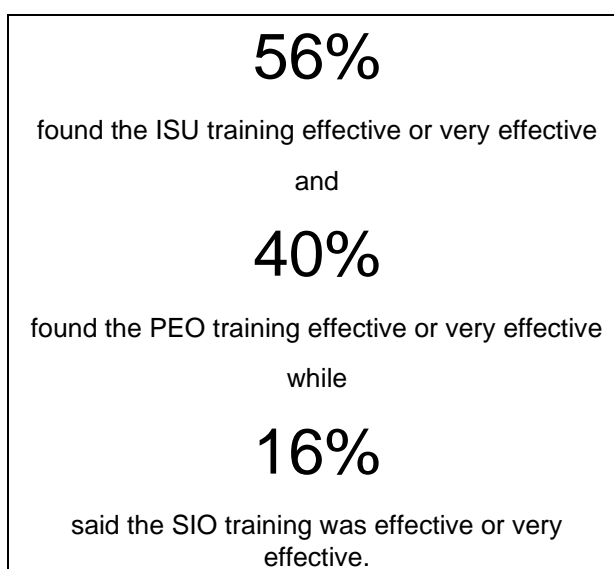
[104] For detailed results, see Figure 21 in Annex 5.

However, not all principals reported receiving training from these sources, while some reported that the training was ineffective.

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11%

of principals received no training from the ISU or found it ineffective

and

37%

received no training from the PEO or found it ineffective

while

48%

received no training from the SIO or found it ineffective

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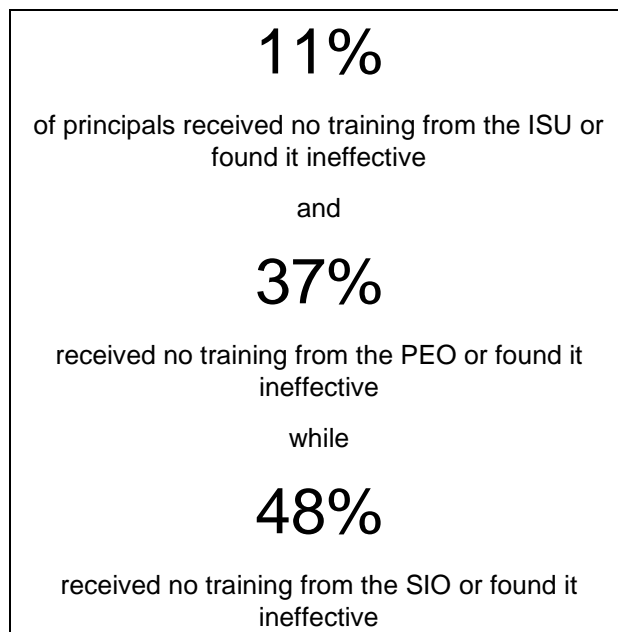
- Male and female principals did not differ in their view overall of the effectiveness of the training they'd received, nor in terms of the effectiveness of training from any one of the specific units (the ISU, provincial education office or SIOs).[105]

- Female principals were slightly more likely to have a higher estimate of the overall usefulness of the support they'd received, although males and females did not differ in terms of their views on support from specific entities (the PTs, SIOs, and principals from other schools).[106]

- There was no difference in views on the overall effectiveness of training between principals with different years of experience as a principal, nor in their view of the effectiveness of training by specific individuals.[107]

- There was no difference in views on the overall usefulness of support received between principals with different years of experience as a principal, nor in their view of the usefulness of the training by specific individuals (SIOs, PTs and other principals).[108]

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[105] There was no statistically significant difference between male (mean score $\bar{x}$ = 2.35) and female ($\bar{x}$ = 2.77) principals' views on the effectiveness of training received from ISU and the provincial education offices overall (Z = -1.196; p = 0.232), in the difference between male and female principals in the effectiveness of SIO training ($\bar{x}$ = 1.85 and 2.55 respectively, Z = -0.578, p = 0.563) nor in their view on the effectiveness of training from the ISU compared to the provincial education office (Z = -1.134 and -0.688 respectively, both p > 0.1).

[106] There was a marginally statistically significant difference between male (mean score $\bar{x}$ = 2.12) and female ($\bar{x}$ = 2.52) principals' views on the usefulness of support received from SIOs, PTs and other principals overall (t = 1.910; p = 0.064) but no gendered differences in their view on the usefulness of support from specific individuals (Z range from -1.662 to -0.764; all p > 0.05).

[107] There was no statistically significant difference in views on the overall effectiveness of training received from the ISU and provincial education offices between principals with different numbers of years of experience as a principal ($\bar{x}$ 2.43 - 2.88; H= 2.178; p = 0.536), nor their view on the effectiveness of training from individual entities (ISU, PTs, SIOs) (H range from 0.566 to 2.376; df = 3; all p > 0.05).

[108] There was no statistically significant difference in views on the usefulness of support received from SIOs, PTs and other principals overall between principals with different numbers of years of experience as a principal ($\bar{x}$ =

The principal questionnaire also asked respondents to rate the effectiveness of their training on key documents and processes.[109] Response options included 'Not Effective' (1), 'Limited Effect' (2), 'Effective' (3) and 'Very Effective' (4).

The documents and process and the principals' mean scores are shown in the table below.

Table 21: Effectiveness of training on key curriculum documents. Principals' mean scores

Document or process	Mean score
Using the Teacher Guides	2.67
Using the textbooks	2.66
Vanuatu National Primary Syllabus Years 4-6 (2013)	2.00
Development of a Curriculum Implementation plan for the school	1.89
Conduct of school-based professional development to assist teachers to implement the curriculum.	1.87
Provide constructive feedback to teachers on curriculum implementation	1.80
Report to the Province on the school's progress in implementing the curriculum	1.72
Vanuatu National Curriculum Statement (2010)	1.57
Vanuatu National Language Policy (2015)	1.43
Vanuatu National Timetabling Policy for Primary Years 1-6 (2013)	1.28
Vanuatu National Assessment and Reporting Policy (2015)	1.11

Lack of training or ineffective training was most commonly report for key curriculum documents.

61%

of principals reported they had never received training on the Vanuatu National Assessment and Reporting Policy, or that it was ineffective

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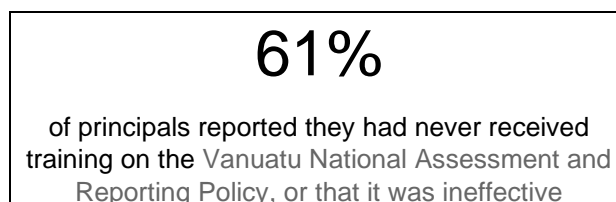
2.00 - 2.59; F = 1.832; p = 0.162), nor their view on the usefulness of support from specific individuals (H range from 1.642 to 4.169; all p > 0.05).

[109] For detailed results, see Figure 22 in Annex 5.

> # 65%
> of principals reported they had never received training on the Vanuatu National Timetabling Policy for Years 1-t, or that it was ineffective

On the other hand, training on the textbooks and teacher guides was much more effective.

> # 10%
> of principals reported they had never received training on the teacher guides, or that it was ineffective

> # 12%
> of principals reported they had never received training on the textbooks, or that it was ineffective.

When it came to actual curriculum implementation tasks, principals' views on training were between the two extremes above.

> Between # 33% and # 36%
> of principals reported they had never received training on (i) developing a curriculum implementation plan (ii) conducting school-based professional development for teachers (iii) providing constructive feedback to teachers, and (iv) reporting to the province on the school's progress; or they said the training was ineffective.

- Male and female principals did not differ in their views on the training on curriculum documents and processes overall nor in terms of the training provided concerning individual documents and processes.[110]

- There was no difference in views on the training on curriculum documents and processes overall between principals with different years of experience as a principal, nor in terms of the training provided concerning individual documents and processes.[111]

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[110] For principals who had undertaken training, there was no statistically significant difference between male ($\overline{x}$= 2.40) and female ($\overline{x}$ = 2.42) principals' views on the training on curriculum documents and processes overall (t = -0.386; p = 0.701), nor in the training provided concerning individual documents and processes (Z range from -1.523 to -0.083; all p > 0.05).

[111] For principals who had undertaken training, there was no statistically significant difference in views on the training on curriculum documents and processes overall between principals with different numbers of years of experience as a principal ($\overline{x}$ 2.28 - 2.74; F = 1.524; p = 0.226), nor in their views on the training provided concerning individual documents and processes (H range from 0.409 to 5.306; df = 3; all p > 0.05).

For the principals' views on the kinds of curriculum implementation support they need, see section 1.3.2 above.[112]

The need for further training for principals and teachers is summed up by the following quotes from principals.

Principals' quotes: Training for curriculum implementation

"There is need for more training for all principals. The trainings will support principals to clearly understand the curriculum and how to implement it and assist teachers on how to teach it … I have tried my best to support the school with the little knowledge that I have."

Principal, Tafea

'Teacher posting was an issue because teachers who receive training are sometimes posted to other schools and replaced with teachers who haven't had any training. The situation sometimes makes it difficult for the principal to assist them because they also have to attend to their own classes."

Principal, Shefa

"My teachers have attended training but only for a week which is too short and will not help in implementing the new curriculum at the school."

Principal, Tafea

7 Discussion and Conclusions

Key takeaways:

- A majority of stakeholders are on side and making progress implementing the curriculum.

- Teachers and principals need more support to implement the curriculum.

- Provincial offices need more support to strengthen their capability to assist schools implement the curriculum.

- Female teachers and teachers of Year 1-3 (who are mostly female) are more confident about implementing the curriculum and more positive about the training and support they have received

- Teachers in Year 4-6 report greater understanding of the curriculum but less confidence to implement it than Year 1-3 teachers.

- Greater socialization is required so people better understand the value of, and principles underlying, the curriculum, especially the use of languages and benefits of learning in Bislama and the vernacular in Years 1-3.

This study addressed two evaluation questions.

1. To what extent is the new Vanuatu curriculum being implemented?

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[112] For detailed results, see also Figure 23 in Annex 5.

2. What factors explain the degree of progress a school makes implementing the new Vanuatu curriculum?

The first research question aligns with the concept of curriculum implementation practice in the study framework. The second research question aligns with the curriculum implementation factors from the study framework, that is, understanding of the curriculum, receptivity towards the curriculum and support to implement the curriculum.

7.1 Research Question 1: Progress implementing the curriculum

7.1.1 Practice

The first research question for this study asked, 'To what extent is the new Vanuatu curriculum being implemented?'

Many of the curriculum implementation challenges noted elsewhere in the world exist for Vanuatu.[113] The survey, interview, focus group and observation data collected for this study indicates that principals and teachers are meeting many of these challenges and making some progress in implementing new curriculum practices.

- Almost all teachers are using the syllabus and teachers' guides to design teaching and learning experiences.
- Most teachers have made positive changes to their practices in key areas, particularly in terms of adopting student-centred and collaborative teaching and appropriate learning and assessment strategies.
- The most common change reported by teachers is how they use language in the classroom, with the use of Bislama and vernacular languages being employed, especially at the lower year levels.
- Female teachers (who dominate Year 1-3) report more frequent use of the teaching practices prescribed in the curriculum, and Year 1-3 teachers overall report greater use of Bislama and vernacular languages.

Two areas stood out in terms of where least change is occurring.

- Using assessment data to inform teaching and learning.
- Catering for the different learning needs of students.

This study showed that both teachers and principals reported positive changes to teachers' practices. Relatively few principals spoke to teachers about curriculum implementation progress, or observed teachers in the classroom, which begs the question of how they know teachers are making these positive changes. The teacher observations conducted in this study confirm the rate of implementation progress, yet the relative lack of support from principals is of concern and is addressed in the discussion about 'Support'.

In summary, the most significant change in practice has been the use of vernacular and Bislama to facilitate learning. Although teachers report they are reforming their practices, and some teachers are making major changes, observations and feedback from interviews suggest that there is still a long way to go. A significant challenge will be the capability of teachers to transition students from learning in vernacular or Bislama to learning in English or French.

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[113] Cunningham, 2018; Fullan, 2005; Hargreaves and Fink, 2005; OECD, 2005.

7.2 Research question 2. Factors affecting implementation

This section describes findings about the extent to which specific factors that affect curriculum implementation are in place. These factors are receptivity, understanding, and the support provided to principals, teachers, and schools.

7.2.1 Receptivity

Teachers reported being very receptive to the curriculum, recognizing that changes in practice are required to implement it. They felt the curriculum and associated teaching and learning materials are suitable for the Vanuatu context and, thus, aligned with their beliefs about the importance of teaching to the local context.[114] Most teachers that were engaged in the study were favourable towards the language policy and believed it improved student engagement with learning. They mostly felt that it was a realistic expectation to implement the different elements associated with the curriculum reform and signalled reasonable confidence to implement them. Teachers were satisfied that the new curriculum provides more flexibility in teaching. Although the majority of teachers found the new curriculum more complex, nearly three-quarters said it was easier to implement.

Female teachers and teachers in Year 1-3 were more likely to find the curriculum relevant to the local context or that the teaching approaches and learning activities were appropriate. Female teachers and teachers in Year 1-3 were more confident to use the methods in the teaching guides, use Bislama or vernacular languages, assess student learning and use assessment to improve teaching and learning.

Principals also expressed a positive attitude towards the new curriculum. They felt that the expectations for teachers to implement the curriculum were realistic but expressed some reservations. A high proportion of principals felt that the expectations on teachers were not particularly realistic. Principals with 0-2 years' experience felt that the expectations around teaching and learning materials and resources to support the curriculum were particularly unrealistic.

A large proportion of principals also indicated that they felt the curriculum was relevant, appropriate, and aligned with good teaching practices. The attitude expressed by principals suggests receptivity to the new curriculum. This is important because without the principals' guidance and efforts, teachers may not be able to effectively implement modifications or change as far as curriculum implementation is concerned[115]

A few interviewees identified hesitancy towards the new curriculum among some community members, particularly the language policy. More work therefore needs to be done to socialise parents and communities into the pedagogical principles underlying the use of Bislama and vernacular in the early years of primary school, and to provide evidence for the improved learning outcomes that the policy provides. Receptivity to the language policy will also increase when teachers have improved skills to support students' transition from Bislama and the vernacular language to English and French.

7.2.2 Understanding

The quantitative data collected as part of the study suggests that teachers and principals are developing their understanding of the new curriculum and this is contributing to effective implementation.[116] A high proportion of teachers can describe the syllabus structure and report understanding of concepts, such as learning outcomes, new directions in assessments, student-centred learning approaches (such as group work), inclusivity, and the language policy. Principals believed that untrained teachers and teachers without formal qualifications tend to have a lower

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[114] Erdin, 2005.

[115] Fullan, 2002.

[116] Cheung & Wong, 2012; Badugela, 2021.

understanding of the new curriculum, which suggests that special efforts need to be made to upskill these teachers in curriculum implementation.

Female teachers were more likely to understand the timetabling policy and how to allocate time to subjects. Year 4-6 teachers reported greater understanding of the curriculum overall than Year 1-3 teachers, despite the fact that Year 1-3 teachers were generally more confident (see above). It may be that Year 4-6 teachers have been trained more recently, so their understanding of the curriculum is greater. Conversely, they have had less time to implement the curriculum, so their confidence to do so is less than the Year 1-3 teacher who have been implementing the curriculum for a longer period of time. In addition, the need to transition to English and French in Year 4-6 may also affect teachers' confidence to implement the curriculum, as some of the interviews indicated.

Overall, principals reported a lower understanding of the curriculum than teachers. A high proportion of principals said that they understood the various components of the new curriculum only "fairly well". On average, close to 20 per cent of principals were not aware or did not understand key elements of the new curriculum. About half of the principals felt they had a reasonable understanding of their role in overseeing implementation of the new curriculum in their school.

Female principals were more likely to report understanding key areas of the curriculum, including assessing student learning, using assessment information to improve teaching and learning, and methods for recording student learning. Male principals were more likely to express a need for support to understand the student report cards and the A-E grading system.

Although teachers report they understand the new curriculum fairly well, principals do not always possess the understanding of the new curriculum to support its implementation in their schools. This is a concern because, although the teacher is the key agent in the curriculum implementation process, the guidance and support of principals are necessary to ensure effective curriculum implementation. Without the principals' guidance and efforts, teachers may not be able to effectively implement modifications or change as far as curriculum implementation is concerned. For this reason, principals need to be knowledgeable about teaching and learning.[117]

7.2.3 Support

Many teachers and principals who participated in this study reported deficiencies in most forms of support necessary to implement the curriculum. This was especially the case for support from personnel to assist with implementation. Such support is important because, if the teacher is not conversant with the curriculum, it could lead to difficulties in achieving the curriculum objectives.[118]

Although most teachers reported having access to teachers' guides, which they found useful. Female teachers were more likely to indicate that they had access to the Laef long Komyuniti teacher guide. A high proportion of teachers did not have access to non-subject specific documents. Large proportions of teachers also reported problems with access to reading books for students, especially in the vernacular and textbooks in Year 4-6, although female teachers were more likely to indicate that they had access to Bislama reading materials. This lack of resources impacts the extent to which the curriculum is implemented, and teachers adopt learner-centred approaches.[119] The responses by principals to questions on access to resources reinforced the responses provided by teachers.

Teachers and principals were mostly satisfied with the quality of the one-off training provided by PTs. Female principals were more likely to consider the training useful, and female teachers were more likely to have found the training by provincial trainers and other teachers in the school to be effective.

A high proportion of study participants, however, were not as satisfied with the availability and quality of post-training support to assist them to implement the curriculum. One reason for this lack of support

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[117] Fullan, 2001; Meryem & Sabri, 2009.

[118] Meryem & Sabri, 2009; Macdonald and Healy, 1999.

[119] Sullivan, 2004.

might be that that those charged with supporting curriculum implementation in schools do not possess the resources or the expertise and confidence to do their job.

The finding from this study that 50 per cent of teachers said they were provided no support from their principal to implement the curriculum is of concern. Indeed, more than half of principals reported that their training for implementing key policies of the new curriculum implementation was ineffective. This makes it difficult to lead curriculum implementation with confidence. Additionally, more than one-quarter of principals said they needed "urgent" implementation support.

Despite the finding that both teachers and principals who participated in this study reported limited access to quality support, many felt they understood the curriculum and felt confident to implement it. This contradictory finding may be because teachers did not want to underplay their own abilities but were more comfortable to be critical of the support provided by others.

A number of schools are implementing internal professional learning around the new curriculum, in which teachers support each other to understand and implement the curriculum. Encouraging these efforts will increase teachers' sense of ownership of the implementation process and address a number of issues identified in this study, including lesson planning, post-training support and providing teachers with the skills to teach different year levels. Where feasible to do so, neighbouring schools could also be organised into clusters to support teachers' professional development and sharing of ideas and resources.

7.3 Summary

This study shows that fair progress has been made in the sample schools in implementing the new curriculum from Year 1 to Year 6 in the period 2016-21. There is evidence of teachers applying practices associated with the new curriculum, especially when it comes to adoption of the language policy. There are also signs that teachers are exploring more student-centred approaches and a variety of assessment approaches to assist learning. Further research is needed to determine the extent of teachers' adoption of these approaches.

While teachers and principals report receptivity of the new curriculum in classrooms, evidence from this study suggests they are still developing a deeper understanding regarding the paradigm shift necessary in teaching and learning. This may be a product of limited access to training and support reported by teachers and principals engaged in this study. Although stakeholders provide positive feedback and utility of teachers' guides and satisfaction with training provided by PTs, access to materials and resources, especially policy documents and textbooks, and limited access to ongoing support is limiting progress.

Many teachers and principals infer that the curriculum is defined by the language policy and the use of Bislama and the vernacular for instruction. Implementation is, however, frequently hampered by factors including lack of resources in minority languages, lack of appropriate written materials including textbooks, and deployment of teachers who do not have the required language or training. There also appears to be variable attitudes towards and understanding about what it means to implement the language policy. However, there are some indications that teachers' literacy levels in French and English are not where they should be, which is a matter for concern.

There were a number of differences between male and female teachers and principals, between teachers from different year levels and between principals with different years of experience. In general, teachers at Years 1-3 were more confident to implement the curriculum, while teachers at Year 4-6 and female principals felt they understood the aspects of the curriculum better. Female teachers were more receptive to the curriculum and more positive about the support they had received.

This study was necessary because of a lack of systemic approaches, including internal school-based methods, to monitoring and reporting curriculum implementation. This means the system cannot respond in a timely and evidenced-based way to support implementation needs.

The MoET has made good progress given the resources at its disposal. The platform is now set for refining and strengthening implementation in a manner which is both realistic and achievable in the context.

Annexes

Annex 1: Teacher and principal questionnaire topics

Teachers

1. Teacher access to and perceived usefulness of the curriculum documents
2. Student access to learning materials
3. Perceived effectiveness for curriculum implementation of the training provided by VITE- ISU and the PTs
4. Perceived effectiveness for curriculum implementation (in general) of the support provided by MoET personnel
5. Effectiveness of the training and support received in implementing specific curriculum and policy documents
6. Frequency in the period 2016-2018 of curriculum implementation support received from a range of MoET personnel
7. Frequency in the last two years of curriculum implementation support received from a range of MoET personnel
8. Usefulness for curriculum implementation of various types of support
9. Aspects of curriculum implementation in which the teacher considers they need more support
10. Understanding of various aspects of the curriculum
11. Degree of change to various teacher tasks required by the new curriculum
12. Degree of change teachers have made to how they perform various teaching tasks required by the new curriculum
13. How often teachers perform the various teaching tasks required by the new curriculum
14. How often teachers provide opportunities for students to learn in the manner required by the new curriculum
15. How often teachers communicate with parents about students' learning
16. How often parents and community members are involved in student learning
17. Level of difficulty in incorporating into their teaching various educational practices required of the curriculum
18. Progress made in implementing particular subjects and approaches
19. Views about the new curriculum compared to the previous curriculum
20. Relevance of the new curriculum for Ni-Vanuatu students
21. How realistic are the requirements of the new curriculum
22. Confidence in implementing various aspects of the new curriculum

Principals

1. Teachers' access to the documents for understanding and implementing the new curriculum
2. Effectiveness of the training provided to support principals to implement the new curriculum in general

3. Effectiveness of the support provided by SIOs in assisting principals to implement the new curriculum in general
4. Effectiveness of the training and support provided in assisting principals to understand and implement various curriculum documents and polices
5. How often in the last five years principals have received support from MoET personnel to assist principals implement the new curriculum
6. Usefulness of the support provided by MoET personnel to assist principals in implementing the new curriculum
7. Areas in which principals need more support to improve implementation of the new curriculum
8. Understanding of a range of curriculum documents and approaches
9. The level of changes teachers need to make to implement various aspects of the curriculum
10. The level of change students are expected to make in their learning styles
11. Principals' understanding of their role in overseeing implementation of the new curriculum
12. Degree of change teachers have made to their practices since implementing the curriculum
13. How often principals undertake various curriculum implementation support tasks
14. Progress their school has made in implementing the new curriculum
15. Relevance of the new curriculum for Ni-Vanuatu students
16. How realistic are the requirements on teachers of the new curriculum
17. How realistic principals think it is for principals to support the implementation of the curriculum
18. Teachers' confidence to implement the new curriculum

Annex 2: SIO and PT Focus group discussion topics

1. Components of the new curriculum
2. Suitability of the new curriculum for Vanuatu (SIOs only)
3. PT's and SIOs' role in supporting curriculum implementation
4. Support provided to PTs and SIOs to understand the curriculum
5. Confidence in teachers' ability to implement the curriculum
6. Key changes teachers are expected to make
7. Receptivity of teachers and principals to the new curriculum
8. Overall impression of the curriculum
9. New practices observed in schools
10. Initiatives to engage parents and community members in curriculum implementation
11. Factors contributing to implementation success
12. Challenges faced by principals and teachers
13. Effectiveness of how the curriculum was introduced to principals and teachers
14. Additional support needed by the PT or SIO.

Annex 3: Structured interview topics

Teachers

1. Components of the new curriculum
2. Expected learnings
3. Language policy and language use
4. Assessment expectations in the new curriculum
5. Timetable and subject time allocation
6. Scheme of work and lesson plans
7. Teacher's assessment practices
8. Suitability of the new curriculum for Vanuatu
9. Enjoyment of teaching the new curriculum
10. Support received in implementing the new curriculum
11. Factors hindering curriculum implementation
12. How to improve curriculum implementation
13. Aspects of the curriculum successfully implemented

Principals

1. Components of the new curriculum
2. Suitability of the new curriculum for Vanuatu
3. Type and effectiveness of support the principal and school received from MoET
4. The school's curriculum implementation process and progress
5. Key changes teachers are expected to make
6. Key changes teachers have actually made
7. Changes observed in student learning
8. Involvement of parents and community members in curriculum implementation
9. Overall impressions of the new curriculum including how realistic are its expectations of teachers
10. Confidence in teachers' ability to implement the curriculum
11. Challenges to curriculum implementation in the school
12. Additional support needed.

Annex 4: Focus of classroom observations

1. Teacher explains the intended learning outcomes to students
2. Teacher links the lesson to previous learning
3. Students appear interested in the lesson
4. Teacher uses materials and resources to assist student learning
5. Students have an opportunity to work independently
6. Students have an opportunity to work in pairs or small groups
7. Students actively participate in the lesson
8. Students show interest and enthusiasm for the lesson activities
9. Teacher provides activities that require students to think for themselves and solve problems
10. Students have an opportunity to explain their thinking
11. Teacher asks open-ended questions
12. Students ask questions about what they are learning
13. Teacher responds to student questions with explanation or additional information (more than a yes/no, right/wrong
14. Teacher observes and assesses student learning during the lesson
15. Teacher provides constructive feedback to students on their learning during the lesson
16. Teacher and students use the appropriate language in line with Language policy
17. Teacher engages with both girls and boys during the lesson e.g. providing opportunity for both boys and girls to share their learning, ask questions, use resources

Teacher provides different/adjusted learning activities to support students with different abilities including those with disabilities or level of understanding.

Annex 5: Detailed results

Figure 2: Extent of change teachers reported making in their practices

Practice	3: Moderate change	2: Slight change	1: No Change
a.How you plan lessons	69%	24%	7%
b.The teaching strategies you use	72%	20%	7%
c.How you use the vernacular, Bislama, English or French whe..	75%	21%	
d.How you conduct assessments.	76%	19%	5%
e.How you use assessment data	67%	25%	8%
f.How you used resources to support teaching and learning.	78%	16%	6%
g.What you focus on when teaching	79%	14%	6%
h.How you involve students in the lessons	79%	15%	6%
i.How you cater for the different learning needs of students	70%	25%	5%
j.How you report student achievements to parents.	75%	20%	6%

Legend:
- 1: No Change
- 2: Slight change
- 3: Moderate change

Figure 3: How often teachers engage in practices required by the new curriculum

Practice	4: Always	3: Often	2: Sometimes	1: Never
a.Design a scheme of work using new syllabus and teacher guides.	42%	31%	20%	6%
b.Ensure teaching and learning experiences are relevant for the students and connected to th..	42%	39%	15%	
c.Ensure that the learning experiences you provide challenge your students to think and p..	38%	40%	19%	
d.Encourage student curiosity and provide opportunity for deep learning	34%	50%	14%	
e.Provide learning experiences that excite and motivate students to learn	37%	47%	15%	
f.Use Bislama or vernacular as the language of instruction.	52%	28%	19%	
g.Provide different activities to students to cater for their different learning styles and ab..	35%	42%	21%	
h.Conduct classroom assessment to determine what each student can do.	38%	42%	17%	
i.Provide regular feedback to students on areas of weakness and strength.	36%	42%	19%	
j.Provide support to help students who are not achieving the learning outcome(s).	36%	43%	18%	
k.Revise and adjust your teaching based on assessment results	28%	50%	19%	
l.Ensure the classroom environment is a safe, stimulating and welcoming place for students	45%	42%	12%	

1: Never
2: Sometimes
3: Often
4: Always

Figure 4: Frequency with which teachers report various pieces of information to parents

	4: Always	3: Often	2: Sometimes	1: Never
a.What topics you are teaching their child	8%	25%	47%	20%
b.Learning difficulties their child is having.	15%	26%	55%	5%
c.What their child has successfully achieved and their strengths	16%	33%	47%	5%
d.Their child's attitude towards learning.	17%	32%	44%	7%
e.The effort their child applies to their learning and how hard they try	14%	34%	44%	8%
f.Their child's behaviour and how respectful and responsible they are	16%	30%	48%	6%

- 1: Never
- 2: Sometimes
- 3: Often
- 4: Always

Figure 5: Principals' perceptions of changes to teacher practices

	3: Major changes	2: Moderate changes	1: Slight changes	1: No Change
a.How they plan their lessons	25%	42%	33%	
b.The teaching strategies they use	23%	52%	25%	
c.How they use language to support student learning	31%	54%	15%	
d.How they conduct assessments.	23%	54%	21%	
e.How they use student assessment data	13%	49%	36%	
f.How they used resources to support teaching and learning.	25%	54%	21%	
g.What they focus on when teaching	21%	63%	17%	
h.How they involve students in the lessons	25%	52%	23%	
i.How they cater for the different learning needs of their students including for students with a disability	17%	40%	44%	
j.How they report student achievements to parents.	19%	54%	25%	

- 1: No Change
- 1: Slight changes
- 2: Moderate changes
- 3: Major changes

Figure 6: Teachers' views on the new curriculum

	4:Strongly Agree	3: Agree	2: Disagree	1: Not Sure
a.The new curriculum is more complex	24%	43%	21%	13%
b.The new curriculum gives teachers more flexibility	27%	52%	15%	6%
c.The new curriculum requires more work of teachers	31%	47%	16%	6%
d.The new curriculum materials are easier to follow	27%	49%	16%	8%
e.The new curriculum requires a change in teaching practice	37%	51%	6%	6%
f.The new curriculum is easier to implement	23%	51%	18%	8%

- 1: Not Sure
- 2: Disagree
- 3: Agree
- 4:Strongly Agree

Figure 7. Principals' views on the new curriculum

	4: Very relevant	3: Mostly relevant	2: Slightly relevant	1: Not relevant	0: Don't know
a.The learning outcomes are relevant for students	34%	40%	23%		
b.The suggested teaching and learning activities are appropriate for our local context	46%	39%	11%	4%	
c.The teaching approaches work well for students	40%	32%	26%		
d.The implementation of the language policy will support improved students learning	37%	28%	24%		7%
e.The assessment approaches are suitable for students	41%	35%	20%		

- 0: Don't know
- 1: Not relevant
- 2: Slightly relevant
- 3: Mostly relevant
- 4: Very relevant

Figure 8: Teachers' perceptions about the realistic quality of curriculum implementation expectations

Figure 9: Principals' perceptions about the realistic quality of curriculum implementation expectations on teachers

Figure 10: Teacher confidence to implement various aspects of the curriculum

Aspect	4: Very Confident	3: Mostly Confident	2: Slightly Confident	1: Not Confident
a.Planning lessons	23%	58%	17%	
b.Developing a scheme of work	23%	53%	20%	
c.Teaching to the curriculum outcomes	20%	63%	15%	
d.Using the teaching methods recommended in the teacher guides	22%	56%	20%	
e.Using a vernacular language or Bislama in addition to English or French in the classroom	32%	51%	13%	5%
f.Catering for the different learning needs of students	18%	54%	26%	
g.Assessing how well students have learned.	20%	60%	18%	
h.Using assessment results to improve teaching and learning	26%	56%	16%	
i.Providing constructive feedback to students to help them learn	21%	60%	16%	
j.Reporting student achievements to parents	24%	53%	21%	
k.Engaging parents in student learning	18%	45%	30%	7%

■ 1: Not Confident
■ 2: Slighlty Confident
■ 3: Mostly Confident
■ 4: Very Confident

Figure 11: Teachers' rating of their understanding of various elements of the new curriculum

a.The guiding principles for teaching and learning as described in the Vanuatu National Curriculum Statement that describe. These descri..
6% | 17% | 44% | 15% | 19%

b.The structure of the new syllabus and what subjects are expected to be taught at each year level.
10% | 10% | 58% | 6% | 15%

c.How to develop a scheme of work based on the learning outcomes in the syllabus
11% | 19% | 51% | 13% | 6%

d.The timetabling policy and how much time is allocated for each subject at each year level
15% | 19% | 45% | 9% | 13%

e.The policy and guidelines regards the language of instruction to be used at each year level
13% | 17% | 50% | 6% | 15%

f.Different ways of assessing student learning
6% | 27% | 50% | 13%

g.How to use assessment information to support student learning and improve teaching
10% | 21% | 48% | 17%

h.Different methods of recording evidence of student learning
15% | 19% | 42% | 21%

i.How to use The A-E Grading scale for assessing student achievement
19% | 17% | 46% | 8% | 10%

j.How to use the Student Report Card to report student progress and achievement to parents/ caregivers
19% | 25% | 42% | 8% | 6%

Legend:
- 0: Never Seen this element
- 1. I Do Not Understand
- 2. I Understand fairly well
- 3. I Understand well
- 4. I Understand very well

Figure 12: Principals' rating of their understanding of various elements of the curriculum

Element	4. Very well	3. Well	2. Fairly well	1. Not understand	0. Never seen
a. The guiding principles for teaching and learning as described in the Vanuatu National Curriculum Statement that describe. These descri..	6%	17%	44%	15%	19%
b. The structure of the new syllabus and what subjects are expected to be taught at each year level.	10%	10%	58%	6%	15%
c. How to develop a scheme of work based on the learning outcomes in the syllabus	11%	19%	51%	13%	6%
d. The timetabling policy and how much time is allocated for each subject at each year level	15%	19%	45%	9%	13%
e. The policy and guidelines regards the language of instruction to be used at each year level	13%	17%	50%	6%	15%
f. Different ways of assessing student learning	6%	27%	50%	13%	
g. How to use assessment information to support student learning and improve teaching	10%	21%	48%	17%	
h. Different methods of recording evidence of student learning	15%	19%	42%	21%	
i. How to use The A-E Grading scale for assessing student achievement	19%	17%	46%	8%	10%
j. How to use the Student Report Card to report student progress and achievement to parents/ caregivers	19%	25%	42%	8%	6%

Legend:
- 0: Never Seen this element
- 1. I Do Not Understand
- 2. I Understand fairly well
- 3. I Understand well
- 4. I Understand very well

Figure 13: Areas in which teachers need more support

	2: Urgent support is needed	1: Some support would be helpful	0: I dont need support
a.Timetabling	28%	54%	17%
b.Planning a scheme of group	34%	51%	15%
c.Lesson planning	32%	49%	20%
d.Targeting student learning outcomes and indicators	32%	55%	14%
e.Identifying appropriate classroom assessments	33%	55%	12%
f.Use of assessment results to inform your teaching.	36%	53%	11%
g.Providing effective feedback to students	35%	52%	13%
h.Student –centred teaching methods	31%	52%	17%
i.Providing targeted intervention (additional help) to individual students.	31%	59%	11%
j.Teaching Multi-aged classes	44%	47%	9%
k.Implementing the Language Policy	42%	50%	8%
l.Other: Please specify	43%	57%	

- 0: I dont need support
- 1: Some support would be helpful
- 2: Urgent support is needed

Figure 14: Principals' reported understanding of key aspects of curriculum implementation in their schools

a.Development of a plan to support the curriculum implementation across all Year levels	27%	54%	19%
b.Facilitating school-based professional development to support the implementation of the curriculum	25%	58%	15%
c.Providing feedback to teachers on their progress in implementing the new curriculum	35%	44%	19%
d.Reporting to the Provincial Education Office (through SIO) on curriculum implementation progress	29%	48%	21%

■ 0: I Do Not Understand
■ 1: I Understand fairly well
■ 2: I Understand it well
■ 3: I Understand it very well

Figure 15: Areas in which principals need more support

Area	2. Urgent Support needed	1. Some Support would be helpful	0. Don't need support
a.Understanding the guiding principles for teaching and learning as identified in the Vanuatu National Curriculum Statement (2010)	33%	58%	8%
b.Using the Syllabus documents and Teacher Guides to plan, teacher and assess learning	33%	63%	
c.Understanding the Timetabling Policy	44%	50%	6%
d.Understanding the Language Policy and implications for teaching and learning across all Year levels	34%	57%	9%
e.Understanding the assessment and reporting approaches described in the Vanuatu National Assessment and Reporting Policy (2015)	33%	65%	
f.Using the A-E Grading Scale to describe and report student achievement for each subject	35%	58%	6%
g.Using the Student Report Card template to report student progress and achievement to parents/caregivers	28%	62%	11%
h.Conducting school-based professional development to assist teachers to implement the curriculum	38%	63%	
i.Providing constructive feedback to teachers on curriculum implementation	38%	56%	6%
j.Reporting to the Province (through SIO) on the school's progress in implementing the curriculum	31%	69%	

Legend:
- 0. Don't need support
- 1. Some Support would be helpful
- 2. Urgent Support needed

Figure 16: Usefulness of curriculum materials - comparison between Year 1-3 and Year 4-6 teachers

Material	Group	4: Very Useful	3: Useful	2: Limited Use	1: Not Useful	0: I do not have a..
a.Vanuatu National Curriculum Statement (2010)	YL 1 to 3	11%	27%	14%		43%
	YL 4 to 6	9%	25%	14%		51%
b.Vanuatu National Primary Syllabus Years 1 – 3 (20..	YL 1 to 3	20%	24%	19%		34%
c.Vanuatu National Timetabling Policy for Primary Years 1-6 (2013)	YL 1 to 3	8%	21%	17%		53%
	YL 4 to 6	11%	21%	9%		59%
d.Vanuatu National Assessment and Reporting Policy (2015)	YL 1 to 3	9%	18%	12%		58%
	YL 4 to 6	12%	17%	9%		60%
e.Vanuatu National Language Policy (2015)	YL 1 to 3	9%	22%	10%		53%
	YL 4 to 6	10%	24%	8%		53%
f.Language Policy Implementation Planning Guidelines for Primary Schools	YL 1 to 3	11%	20%	13%		55%
	YL 4 to 6	11%	16%	12%		60%
g.Teacher Guide: Lanwis mo Komyunikesen	YL 1 to 3	54%	30%	12%		
	YL 4 to 6	41%	38%	14%	8%	
h.Teacher Guide: Matematik	YL 1 to 3	54%	33%	9%		
	YL 4 to 6	47%	35%			
i.Teacher Guide: Saens	YL 1 to 3	53%	33%	9%		
	YL 4 to 6	46%	40%	8%		
j.Teacher Guide: Laef long Komyuniti	YL 1 to 3	50%	34%			7%
k.Beginning/Continuing to Learn English / French Te..	YL 1 to 3	29%	28%	13%		25%
l.Vanuatu National Primary Syllabus Years 4 – 6 (20..	YL 4 to 6	21%	30%			38%
m.Teacher Guide: Social Science	YL 4 to 6	46%	37%	9%	7%	
n.Teacher Guide: Arts and Craft	YL 4 to 6	42%	34%	11%	9%	
o.Teacher Guide: Physical and Health Education	YL 4 to 6	43%	38%	10%		
p.Textbook Social Science (Year 4, Year 5, Year 6)	YL 4 to 6	50%	28%	9%		12%
q.Textbook Mathematics (Year 5, Year 6)	YL 4 to 6	36%	27%	10%		25%
r.Textbook Science (Year 5)	YL 4 to 6	33%	24%	8%		33%

Figure 17: Access to curriculum materials reported by principals

Material					
a.Vanuatu National Curriculum Statement (2010)	6%	17%		29%	44%
b.Vanuatu National Primary Syllabus Years 4 – 6 (2013)	11%	9%	17%	28%	35%
c.Vanuatu National Timetabling Policy for Primary Years 1-6 (2013)		11%	20%		60%
d.Vanuatu National Assessment and Reporting Policy (2015)		11%	24%		61%
e.Vanuatu National Language Policy (2015)		15%	33%		48%
f.Language Policy Implementation Planning Guidelines for Primary Schools	7%	7%	30%		54%
g.Teacher Guide: Language and Communication (for their Grade level)	60%		6%	13%	17%
h.Teacher Guide: Mathematics (for their Grade level)	60%		8%	21%	8%
i.Teacher Guide: Science (for their Grade level)	60%		9%	19%	11%
j.Teacher Guide: Social Science (for their Grade level)	63%		7%	24%	
k.Teacher Guide: Arts and Craft (for their Grade level)	52%	10%		27%	8%
l.Teacher Guide: Physical and Health Education (for their Grade level)	50%	10%		25%	10%
m.Textbook Social Science (Year 4, Year 5, Year 6)	54%	8%		25%	8%
n.Textbook Mathematics (Year 5, Year 6)	48%	10%	8%	21%	13%
o.Textbook Science (Year 5)	60%	13%	6%	11%	11%
p. Novels (Year 5, Year 6)	32%	7%	14%	18%	29%

■ 0: NO- teachers do not have access to a copy
■ 1:Yes, enough copies for 4 or more teachers to share one copy
■ 2: Yes, enough copies for 3 Teacher to share one copy
■ 3: Yes, enough copies for 2 teachers to share one copy
■ 4: Yes, enough copies for every teacher to have one copy

79

Figure 18: Teachers' reports concerning students' access to materials

a.Reading materials including textbooks in English or French	1_3	9% / 13% / 8% / 23% / 47%
b.Reading materials in Bislama	1_3	13% / 18% / 13% / 31% / 26%
c.Reading Materials in vernacular	1_3	9% / 10% / 6% / 22% / 53%
d.Pens or pencils to write with.	1_3	77% / 5% / 6% / 10%
	4_6	75% / 11% / 12%
e.Exercise books to write in.	1_3	82% / 5% / 8%
	4_6	86% / 5% / 6%
f.Student text books for Social Science	4_6	40% / 28% / 5% / 7% / 21%
g.Student text books for Mathematics	4_6	34% / 18% / 7% / 39%
h.Student text books for Science.	4_6	29% / 15% / 5% / 48%

0: No
1: Yes, enough items for 4 or more students to share one
2: Yes, enough items for 3 students to share one
3: Yes, enough items for 2 students to share one copy
4: Yes, enough items for every student to have one

Figure 19: Frequency of support

0: Never
1: Rarely 1 – 2 times a year
2: Sometimes 3 – 5 times a year
3: Often 6 or more times a year

Figure 20: Effectiveness of support provided by different stakeholders

Figure 21: Effectiveness of support reported by principals

Figure 22: Effectiveness of training in key documents reported by principals

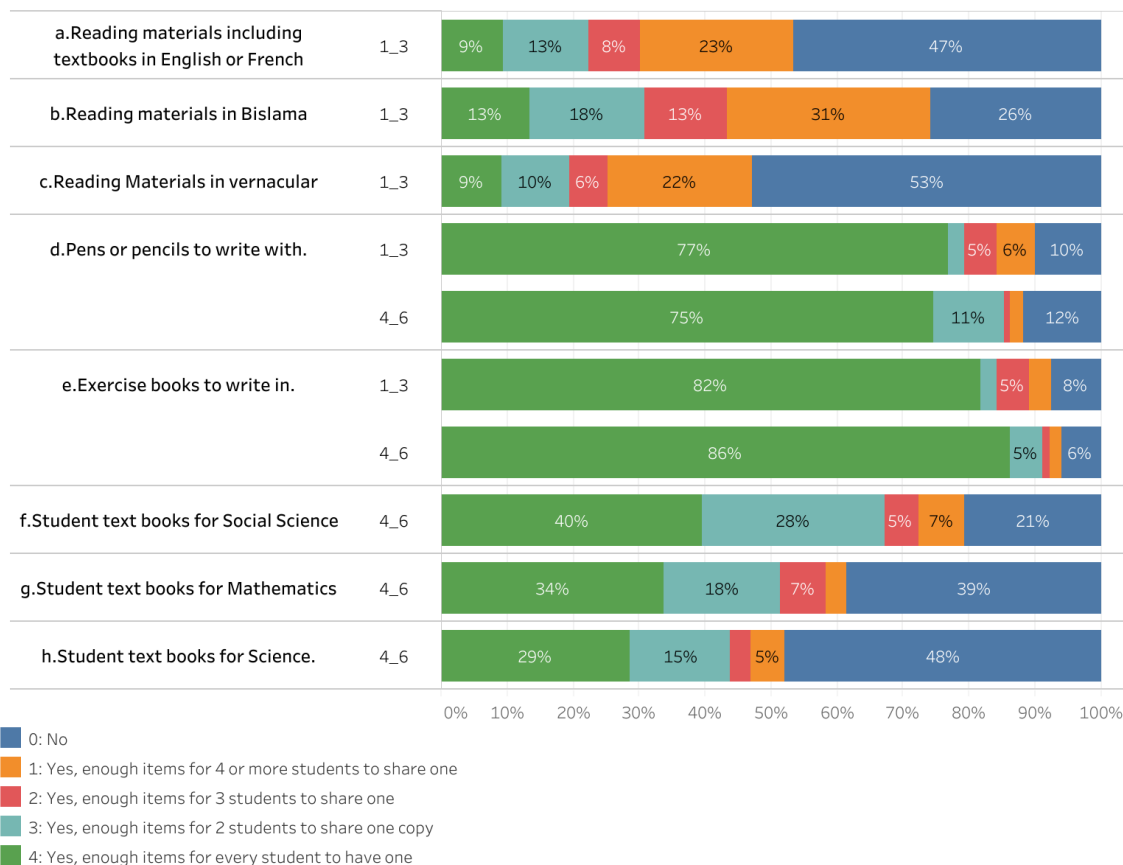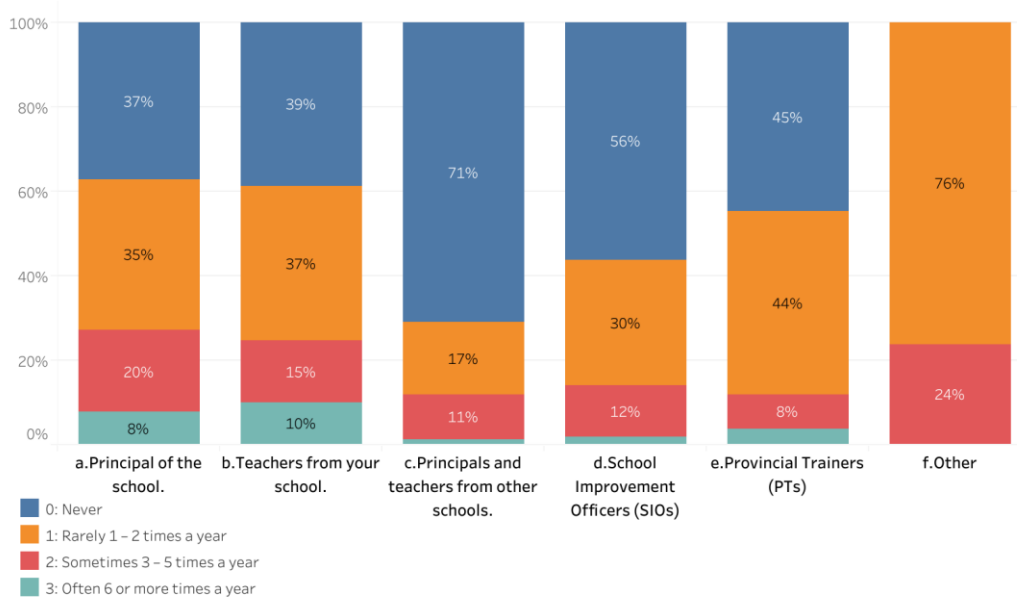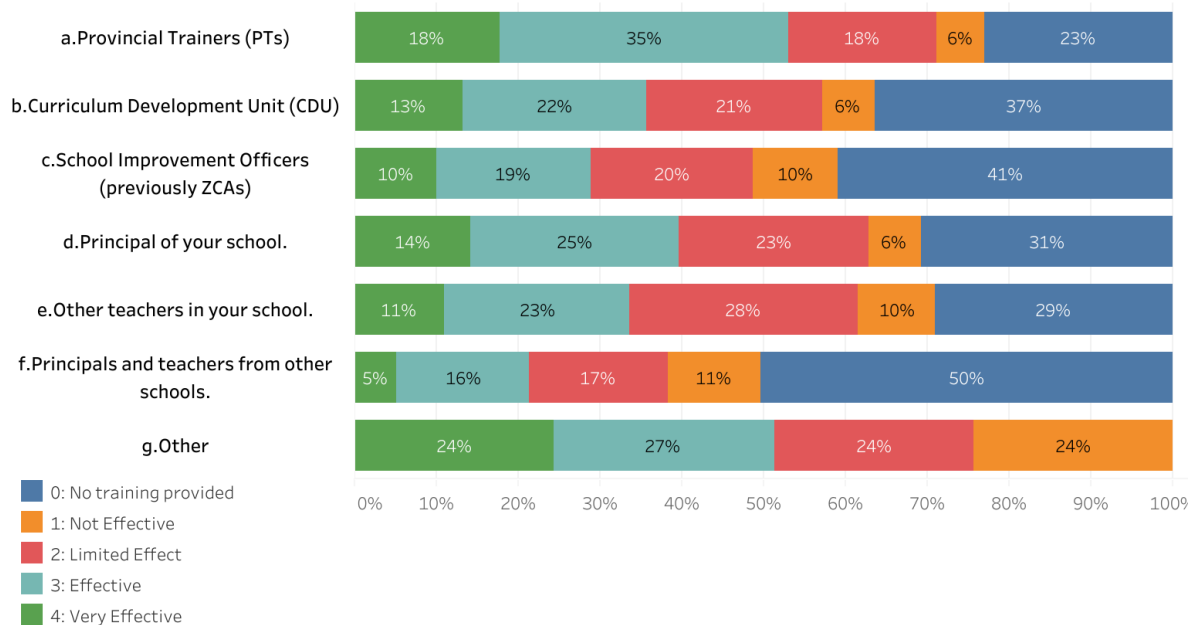| Document	4: Very Effective	3: Effective	2: Limited Effect	1: Not Effective	0: No training or support provided
a.Vanuatu National Curriculum Statement (2010)	6%	17%	32%	17%	28%
b.Vanuatu National Primary Syllabus Years 4-6 (2013)	9%	34%	28%	9%	21%
c.Vanuatu National Timetabling Policy for Primary Years 1-6 (2013)	4%	17%	23%	13%	43%
d.Vanuatu National Assessment and Reporting Policy (2015)	4%	9%	26%	17%	45%
e.Vanuatu National Language Policy (2015)	6%	17%	26%	15%	36%
f.Using the Teacher Guides	23%	38%	29%	4%	6%
g.Using the textbooks	21%	38%	28%	11%	2%
h.Development of a Curriculum Implementation plan for the school	9%	33%	22%	13%	24%
i.Conduct of school-based professional development to assist teachers to implement the curriculum	9%	30%	26%	13%	23%
j.Provide constructive feedback to teachers on curriculum implementation	11%	17%	37%	11%	24%
k.Report to the Province on the school's progress in implementing the curriculum	4%	19%	40%	17%	19%

0: No training or support provided
1: Not Effective
2: Limited Effect
3: Effective
4: Very Effective

Figure 23: Areas and degree of support required by principals

Area	2. Urgent Support needed	1. Some Support would be helpful	0. Don't need support
a.Understanding the guiding principles for teaching and learning as identified in the Vanuatu National Curriculum Statement (2010)	33%	58%	8%
b.Using the Syllabus documents and Teacher Guides to plan, teacher and assess learning	33%	63%	
c.Understanding the Timetabling Policy	44%	50%	6%
d.Understanding the Language Policy and implications for teaching and learning across all Year levels	34%	57%	9%
e.Understanding the assessment and reporting approaches described in the Vanuatu National Assessment and Reporting Policy (2015)	33%	65%	
f.Using the A-E Grading Scale to describe and report student achievement for each subject	35%	58%	6%
g.Using the Student Report Card template to report student progress and achievement to parents/caregivers	28%	62%	11%
h.Conducting school-based professional development to assist teachers to implement the curriculum	38%	63%	
i.Providing constructive feedback to teachers on curriculum implementation	38%	56%	6%
j.Reporting to the Province (through SIO) on the school's progress in implementing the curriculum	31%	69%	

0. Don't need support
1. Some Support would be helpful
2. Urgent Support needed

83

Annex 6: Means scores and test statistics not elsewhere included

Teacher questionnaire

Q5 <u>How effective</u> was the training and support provided in assisting you to implementing the following?

Sub-question	Mean
Vanuatu National Language Policy (2015)	1.61
Teacher Guide: Lanwis mo Komyunikesen	2.65
Teacher Guide: Matematik	2.80
Teacher Guide: Saens	2.68
Teacher Guide: Laef long Komyuniti	2.50
Beginning/Continuing to Learn English / French Teacher Resource Books	2.18
Vanuatu National Curriculum Statement (2010)	1.18
Vanuatu National Primary Syllabus Years 4-6 (2013)	1.90
Vanuatu National Timetabling Policy for Primary Years 1-6 (2013)	1.29
Vanuatu National Assessment and Reporting Policy (2015)	1.39
Teacher Guide: Social Science	2.72
Teacher Guide: Arts and Craft	2.64
Teacher Guide: Physical and Health Education	2.71
Textbook use (Mathematics, Science, Social Science)	2.57

Sub-sample	Mean
Year 1-3 teachers overall	2.95
Year 4-6 teachers overall	2.87
Female teacher	2.98

Sub-sample	Mean
Male teachers	2.81

Q6. How often did you receive support to implement the new curriculum in 2016 – 2018

(year 1-3)/ 2019-20 (Year 4-6) from the following people? Never (0); Rarely - 1 – 2 times a year (1); Sometimes - 3 – 5 times a year (2); Often - 6 or more times a year (3)

Sub-questions	Mean score
Teachers from your school.	1.07
Principal of the school.	1.04
Provincial Trainers (PTs)	0.92
School Improvement Officers (SIOs)	0.70
Principals and teachers from other schools.	0.50

Sub-sample	Mean
Year 1-3 teachers overall	0.90
Year 4-6 teachers overall	0.81
Female teachers	0.79*
Male teachers	0.67*

Statistically significant difference between female and male teacher means (p = 0.049).

Q8 How useful were the following types of support in assisting you implement the new curriculum?

Sub-questions (Year 1-3 only)[120]	Mean score
School-based professional development	2.02
Provincial-based workshop	1.98
Coaching and mentoring support from colleagues in your school	1.74
Coaching and mentoring support from SIOs or PTs	1.49

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[120] An error in the Year 4-6 teacher questionnaire results in incorrect options being listed for question 8.

Sub-questions (Year 1-3 only)[120]	Mean score
Cluster-based workshop	1.14

Sub-sample	Mean
Female teachers (Year 1-3 only)	2.74*
Male teachers (Year 1-3 only)	2.31*

* Statistically significant difference between female and male teacher means (p = 0.008).

Q11. What <u>level of change</u> do you think teachers are expected to make when implementing the new curriculum across the following areas?

No Change (0); Slight change (1); Moderate change (2); Major change (3)

Sub-question	Mean
Using assessment information to improve learning.	2.14
Using the vernacular /Bislama to support student learning and develop English/French	2.13
Teacher as facilitator of student learning.	2.06
Catering for the different learning needs and learning styles of students	2.05
Reporting to parents/caregivers on student achievement	2.04
Planning for improved student learning.	1.97
Teaching to achieve curriculum learning outcomes.	1.96

Sub-samples	Mean
Year 1-3 teachers overall	2.04
Year 4-6 teachers overall	2.06
Female teachers	2.06
Male teachers	2.03

Q14. <u>How often</u> do you provide opportunities for students to do the following?

Rarely (0); Sometimes (1); Often (2); Always (3)

Sub-questions	Mean
Use the vernacular/Bislama to support learning	2.41
Work cooperatively in small groups and learn from one another	2.29
Use learning resources and materials to support their learning	2.25
Ask questions and discuss their learning in the class.	2.22
Work independently	2.21
Practice what you have taught them.	2.15
Use English or French	2.10
Self-assess and identify their own strengths and weaknesses	1.87

Sub-samples	Mean
Year 1-3 teachers overall	2.20
Year 4-6 teachers overall	2.17
Female teachers	2.26*
Male teachers	2.07*

* Statistically significant difference between female and male teacher means (p = 0.015).

Q16   How often are parents and community involved in the following practices?

Never (0); Sometimes (1); Often (2); Always (3)

Sub-question	Mean
Supporting students with their learning e.g. take an interest in children's learning, supports with homework, assist the school when asked.	1.33
Discussing with the teacher their child's progress	1.10
Contributing to the teaching and learning programme.	0.95

Sub-samples	Mean
Year 1-3 teachers overall	1.20
Year 4-6 teachers overall	1.05
Female teachers	1.20
Male teachers	1.00

Q17   How difficult is it to incorporate the following into your teaching practices?

Not Difficult (0) Slightly Difficult (1) Difficult (2) Very Difficult (3)

Sub-questions	Mean
Involve parents in the teaching/learning process in school.	1.24
Involve parents in student work at home (homework).	1.23
Consult parents and community members on your teaching programme	1.13
Involve students in deciding about what and how they learn.	1.07
Involve students in deciding how their achievements are to be assessed.	1.04

Sub-samples	Mean
Year 1-3 teachers overall	1.20
Year 4-6 teachers overall	1.07
Female teachers	1.14
Male teachers	1.15

Q18   What progress have you made implementing the following areas of the new curriculum?

Have not begun implementation (0); Begun Implementation (1); Almost full implementation (2); Full implementation (3)

Sub-question	Mean
Teaching in Bislama or Vernacular (Year 1-3)/ Using vernacular and/or Bislama to support student learning across the curriculum (Year 4-6)	1.97

Sub-question	Mean
Reporting to parents on student progress using the A-E Grading scale and the Student Report Card	1.91
Mathematics	1.90
Using information from assessments to help students learn	1.90
Living in our Community (Year 1-3 only)	1.86
Science	1.81
Language and Communication	1.72
Social Science (Year 4-6 only)	1.65
Physical and Health Education (Year 4-6 only)	1.48
Arts and Craft (Year 4-6 only)	1.47
Catering for students with a disability	1.18

Sub-samples	Mean
Year 1-3 teachers overall	1.87*
Year 4-6 teachers overall	1.61*
Female teachers	1.84**
Male teachers	1.57**

Statistically significant difference overall between year level means for comparable items (p = 0.011)

*** Statistically significant difference between female and male teacher means (p = 0.006).*

Principal questionnaire

Q5. How often in the last five years have you received support from the following people to assist you implement the new curriculum?

'Never' (0), 'Rarely: 1 – 2 times a year' (1), 'Sometimes: 3 – 5 times a year' (2), 'Often 6 or more times a year' (3)

Sub-questions	Mean
Provincial Trainers (PTs)	1.00
School Improvement Officers (SIOs)	0.65
Principals from other schools.	0.39

Sub-samples	Mean
0-2 years' experience as a principal	0.50
3-5 years' experience as a principal	0.82
6-10 years' experience as a principal	0.89
>10 years' experience as a principal	0.72
Female principals	0.77
Male principals	0.74

Q9. In implementing the new curriculum what level of change do you think teachers have to make in the following areas?

No Change (0); Slight change (1); Moderate change (2); Major change (3)

Sub-question	Mean
Planning for improved student learning.	2.11
Using the vernacular /Bislama to support student learning and develop English/French	2.09
Catering for the different learning needs and learning styles of students	2.02
Teaching to achieve curriculum learning outcomes.	2.00
Using assessment information to improve learning.	1.96
Teacher as facilitator of student learning.	1.94

Sub-question	Mean
Reporting to parents/caregivers on student achievement	1.89

Sub-samples	Mean
0-2 years' experience as a principal	1.61
3-5 years' experience as a principal	2.33
6-10 years' experience as a principal	2.40
>10 years' experience as a principal	1.94
Female principals	1.98
Male principals	2.10

Q10. What level of change do you think students are expected to make in the following areas in the new curriculum?

No Change (0); Slight change (1); Moderate change (2); Major change (3)

Sub-question	Mean
Ask questions and discuss their learning in the class.	2.30
Connect learning to their real-life experiences and existing knowledge.	2.28
Use learning resources and materials to support their learning	2.21
Work cooperatively in small groups and learn from one another	2.17
Use their vernacular/Bislama to support learning	2.13
Practice what they have been taught.	2.09
Complete challenging activities where they are required to think and problem solve	2.09
Demonstrate excitement and motivation about what they are learning	2.06
Self-assess and identify their own strengths and weaknesses	2.00
Work independently	1.91

Sub-samples	Mean
0-2 years' experience as a principal	1.71
3-5 years' experience as a principal	2.43
6-10 years' experience as a principal	2.58
>10 years' experience as a principal	2.02
Female principals	2.12
Male principals	2.11

Q13. How often do you do the following?

Never (0); Sometimes (1); Often (2); Always (3)

Sub-questions	Mean
Interact with students (in the playground, classroom etc.)	1.55
Provide constructive feedback to individual teachers on their progress in implementing the new curriculum	1.48
Observe teachers implementing the new curriculum	1.30
Ask individual teachers about their progress in implementing the new curriculum, identifying what is progressing well and the challenges they face	1.19
Facilitate school-based professional development activities to support teachers to implement the new curriculum	1.06
Discuss successes and challenges in implementing the new curriculum with other principals	1.04
Discuss successes and challenges in implementing the new curriculum with the SIO	1.04
Discuss the new curriculum with the School Council and the School Community Association and update them on the school's progress in its implementation	0.98

Sub-samples	Mean
0-2 years' experience as a principal	0.95*
3-5 years' experience as a principal	1.63*

Sub-samples	Mean
6-10 years' experience as a principal	1.35*
>10 years' experience as a principal	1.08*
Female principals	1.30
Male principals	1.10

Statistically significant difference between groups (p = 0.013).

Q14. What progress do you feel the school has made in implementing the following areas of the new curriculum?

Have not begun implementation (0); Begun Implementation (1); Almost full implementation (2); Full implementation (3)

Sub-question	Mean
Using the new curriculum documents (e.g. syllabus, teacher guides, student textbooks) to plan, teach and assess learning	1.75
Reporting to parents on student progress using the A-E Grading scale and the Student Report Card	1.68
Implement the Language Policy, where the vernacular and/or Bislama are taught and used for learning in Years 1-3 and a bilingual approach used to help students learn English or French language and subject content in Years 4–6.	1.64
Catering for the different learning needs of students	1.53

Sub-samples	Mean
0-2 years' experience as a principal	1.25*
3-5 years' experience as a principal	2.22*
6-10 years' experience as a principal	2.13*
>10 years' experience as a principal	1.45*
Female principals	1.84
Male principals	1.44

Statistically significant difference between groups (p = 0.009).

Q17. How realistic do you think it is for principals to support the implementation of the curriculum in each of the areas listed below?

Not realistic (0); Slightly realistic (1); Mostly realistic (2); Very realistic (3)

Sub-question	Mean
Provide constructive feedback to individual teachers on their progress in implementing the new curriculum	1.98
Observe teachers implementing the new curriculum	1.94
Discuss successes and challenges in implementing the new curriculum with other principals	1.83
Ask individual teachers about their progress in implementing the new curriculum, identifying what is progressing well and the challenges they face	1.78
Discuss successes and challenges in implementing the new curriculum with the SIO	1.78
Facilitate school-based professional development activities to support teachers to implement the new curriculum	1.74
Discuss the new curriculum with the School Council and the School Community Association and update them on the school's progress in its implementation	1.59

Sub-samples	Mean
0-2 years' experience as a principal	1.60
3-5 years' experience as a principal	2.16
6-10 years' experience as a principal	2.26
>10 years' experience as a principal	1.49
Female principals	2.13*
Male principals	1.52*

Statistically significant difference (p = 007).

Q18. How confident do you think teachers are in implementing the following aspects of the new curriculum?

Not confident (0); Slightly confident (1); Confident (2); Very confident (3)

Sub-questions	Mean
Implementing the Language Policy, using Vernacular, Bislama, and English or French to support student learning	2.11
Teaching to the curriculum outcomes	2.00
Reporting student achievements to parents	2.00
Assessing what students have achieved	1.96
Using assessment results to improve teaching and learning	1.93
Providing constructive feedback to students to help them learn	1.89
Planning lessons	1.87
Using the teaching methods recommended in the teacher guides	1.85
Developing a scheme of work	1.83
Engaging parents in student learning	1.78
Catering for the different learning needs of students including students with a disability	1.72

Sub-samples	Mean
0-2 years' experience as a principal	1.56
3-5 years' experience as a principal	2.26
6-10 years' experience as a principal	1.70
>10 years' experience as a principal	1.75
Female principals	2.00
Male principals	1.79

Annex 7: Statistical test methods

Tests of normality

Kolmogorov-Smirnov and Shapiro Wilk tests were used to investigate the normality of the data.

For normally distributed data:

- Student's t-tests (t) were used to compare means of sub-samples comprising two groups (some male and female principal variables). The null hypothesis was that the means of the populations from which the two samples were taken are equal, so two-side test results are reported.

- ANOVA (F) was used to compare means of sub-samples comprising more than two groups (that is, the four categories of "years of experience as a principal").

For non-normally distributed data:

- Mann-Whitney (U) tests were used to compare sub-samples comprising two groups (male and female teachers, male and female principals, Year 1-3 teachers vs Year 4-6 teachers).

- Kruskal-Wallis (H) tests were used to compare sub-samples comprising more than two groups (that is, the four categories of "years of experience as a principal").

Statistical significance is reported at the 95% confidence level (p=0.05)

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