Queensland University of Technology

Discourse on
Primary School Physical
Education Curriculum
in Papua New Guinea

A thesis submitted in fulfilment
of the requirements
for the degree of Doctor of Philosophy
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Keywords

Papua New Guinea
Education
Physical education
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History
Society
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Power

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Post-colonialism
Colonialism
Hegemony
Globalism
Apathy
School sports
Contextuality
Abstract

The Problem

Physical Education in Papua New Guinea (PNG) schools did not appear to be widespread nor progressing effectively. Its place in education appeared uncertain. Therefore the study’s key question was, “What is the status of physical education in PNG, and the implications of this status?” The focus was narrowed to the history of the development of physical education curriculum, and considered decisions made by curriculum officers about what ought to be taught.

Purposes

The study’s purposes, in answering the key question, were to:
- evaluate the existing physical education curriculum
- generate recommendations for physical education programs.

The Research

Postmodern ethnography was chosen to undertake the evaluation, through the analysis of historical records and personal narratives. As there was little available literature on physical education curriculum development in PNG, the narratives and opinions of a variety of policy-makers, policy-developers, policy-implementers, and clients of this curriculum development were recorded. The curriculum itself was analysed, as well as related articles and official documentation. The collective data were evaluated, to provide an overall view of physical education curriculum development.

Methodology

Following the search for literature in libraries, data were collected from Curriculum Development Division records. As many curriculum documents (such as syllabi and advisory memos) as possible were collected. Key personnel were identified and personally interviewed by the researcher. For a wider group (school principals) an interview guideline was used, while for the one-on-one interviews, an unstructured interview format was adopted, allowing respondents considerable control, as they recounted their histories, experiences, and opinions. Further data were collected from correspondence from teachers’ colleges, and the former director of the National Sports Institute.

The data were analysed by viewing through seven key concepts central in postmodern literature: knowledge, power, culture, post-colonialism, hegemony, globalism, and apathy. The analysis was constructed upon the historical background information, issues that arose during the research activities and the collection of the raw data and, additionally, upon the researcher’s own evaluative feelings.
Outcomes

During the analysis of the literature, the narratives, the curriculum, and related documents, four recurrent issues emerged:

- physical education’s low status
- problems in understanding the concept of physical education
- apathy towards physical education
- PNG knowledge versus global knowledge

The analysis of the data was therefore undertaken around these issues, as viewed through the key concept’s lenses.

It was found that there was a lack of usefulness in the existing physical education documents, and that there was a lack of availability of existing physical education documents. Key Education authorities were unfamiliar with physical education curriculum. Its history, both in colonial and post-colonial times, was weak. It continued to receive little attention by curriculum administrators, or schools. The National attitude of apathy towards physical education had been established by the colonial administrators and educators, and reproduced. CDD administration had little time for physical education. Consequently, there was little physical education taught in PNG schools, even though it was in the national curriculum. The only physical activity which had some place in schools was the commercial modified rules sport program, Pikinini Sport. Global activities dominated any thought of local input and activities.
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Statement of Authorship

Unless otherwise indicated in the text, to the best of my knowledge the work contained in this thesis does not include work submitted for another degree at this or any other university.

...........................................................

Philip J Doecke

/    /

Date
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Many people helped get this study completed, and I trust that those in Curriculum in Papua New Guinea will seriously consider what has been discussed and recommended. I sincerely hope that the many wonderful children in PNG will benefit.

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1.1 Introduction

Papua New Guinea (PNG) is a developing nation. Many elements of its former society, culture and practice are being irreversibly changed, as it seeks to establish its own identity as a young independent sovereign state. Education is a key element in any nation’s agenda. In PNG it has undergone major review in the last decade (Curriculum Reform Office, 1994).

Curriculum developed and delivered for implementation in its schools has importance for the future of education and post-education activities in a society. This study investigates the physical education curriculum in PNG and implementation in primary schools. It evaluates its status, its contribution to and influence on education in this nation, and its subsequent contribution to this developing nation’s culture.

1.2 Initial Identification of the Problem

As proclaimed in official PNG Department of Education Curriculum Statements and outlines, physical education is an important and desired area of learning within the national curriculum (Newton & Kera, 1989; Curriculum Reform Office, 1994). However, the initial concerns and thoughts about the actual status of physical education in PNG that lie behind the study arose from personal experience. In 1972 the writer arrived in PNG as a member of the Royal Australian Army Education Corps, to teach at the Recruit Training Depot. His teaching role was primarily in the area of English as a
Second Language to National recruits. While the military recreational and sport facilities, designed, built and maintained by mostly Australian contractors, were of a high standard, those observed in community schools in particular were of a simple standard, and poorly maintained. The children observed in the streets and schools of the capital, Port Moresby, were generally thin, but were active and appeared healthy. Out of the city area, in the villages, the children were seen to run, jump and swim, shouting happily as they played games with rudimentary toys, ragged and worn balls, or with no toys at all, but nevertheless fully enjoying their activity. Generally, a happy tone prevailed among children, especially in the villages, which appeared much as they must have for generations past. At this time, the country was administered as an Australian protectorate.

Twenty-two years later, PNG had been independent for nineteen years. The writer returned to PNG to take up an administrative and teaching role (Head of Physical Education – HPE) at the PNG National Sports Institute. There, students from the University of PNG (Goroka Campus), intending to teach physical education in schools, would attend classes in the discipline as part of their education degree or diploma. New observations of physical education classes at schools in the region, together with students’ anecdotal reports, raised questions in the writer’s mind. The answers to these questions led the writer to believe that physical education was not being taught well, and did not have a valuable place in the national perspective on education. Children in schools were observed either inside the classrooms, outside milling about, or in work
parties slashing long grass with bush knives. There was no evidence of spontaneous physical play. It was rare to see an organised physical education class lesson under way.

It was part of the writer’s duty statement, and his intention as an Australian physical education teacher, to supervise and teach quality and effective training programs in physical education to PNG Education students. The curriculum, Institute publications, documents and records indicated that quality work had been undertaken there for some years, and that many students had passed through NSI’s classrooms. Why, then, was physical education apparently not positively impacting on students in schools, and through them the wider community and society? What could the writer find out that might explain this situation? What contributions could any findings make to support the future development and implementation of successful programs in schools?

1.3 Diversity and Scope of the Problem

The key question for this study may be expressed as, “What is the status of physical education in Papua New Guinea, and the implications of this status?” The potential for on-going study into curriculum development, the place, content and methodology, even in the subject specific area of physical education, is great. More specific questions for further research are proposed in the recommendations at the end of this study.

1.4 Narrowing the Scope of the Inquiry

This study is narrowed through necessity. Its starting point is curriculum, to the exclusion of instruction. The term ‘curriculum’ here is used to describe the published
course of study for teaching physical education in PNG schools. This includes curriculum statements, syllabus documents and teachers’ guides. Included in the term is the implication that research and developmental activities have been undertaken where decisions have been made by curriculum officers about what ought to be taught. The products are documents that set out the instruction to take place in PNG schools.

1.5 The Importance of the Study
In PNG, there is very little literature on any aspect of the development of physical education curriculum. In terms of physical education’s contribution to the curriculum and education in PNG on the whole, there is again a dearth of literature. PNG and its National populations are Melanesian, having existed with their own ways of knowing and learning for as long as people have occupied that region. Their cultural heritage is significantly different from that of the colonials who occupied and administered the country, importing a British-European form of education. Who are the Papua New Guinean people? Where do they live? What is their knowledge? In what learning are they currently engaged, in schools and the education system? Is this learning the most suitable to meet their needs? These are some questions that contribute to understanding the context of physical education in PNG.

The search for literature concerning curriculum development in PNG revealed nine articles concerning curriculum development in physical educations. These are reported and examined in Chapters Two and Five. Three questions were identified for specific research.
1.5.1 Questions to Be Addressed

• How do PNG teachers accept and use the existing physical education curriculum documents?

• To what extent is physical education being taught in PNG schools?

• What are the reasons for its success or failure?

It is intended that the answers to these questions will contribute to the growing body of knowledge about the development of culturally suitable curricula in physical education (Coakley, 2002; Corbett, Cheffers & Crowley Sullivan, 2001; Wilcox, 1994). It is expected the study will generate recommendations that may be applied to curriculum development in PNG, and in other countries that have similarly recently emerged from a position under colonial authority into one of independent national sovereignty and autonomy.

1.6 Purposes of the Study

This study then seeks to:

• evaluate the existing physical education curriculum;

• generate recommendations for physical education programs.

1.7 Anticipated Outcomes of the Study

This study will produce an evaluation of the curriculum, from which recommendations for its enhancement will be presented.
1.8 Limitations of the Study

This study is not an attempt to evaluate the principles and prospects for success of the ‘Education Reform’ that was under way in PNG schools over the past ten years. The ‘Education Reform’ is noted only as it is related to a specific study of the history of, and current practice in, physical education curriculum.

As noted in 1.5, the small body of related literature limits the study. Research on ‘curriculum’ implies access to written documentation. The comprehensive document search for publications, memos, and minutes of meetings, however, proved difficult, given the limitations under which the research was conducted. Further, the written resources acquired were unable to provide the complete picture. Consequently, the completion of the research depended on searching for available people who had been involved in the development of the curriculum and its use, and whose recollections and memories would help fill the gaps in the history. This is not a literate, rather an oral culture. This therefore is the reason for oral sources of information being required to supplement the literature.
Chapter Two: Background to the Study: Historical Review of
Physical Education Curriculum Development

2.1 Introduction

This is an evaluation of the development of the physical education curriculum in PNG. The development of curriculum is an activity undertaken by people who intentionally plan learning experiences for children in their communities.

In considering what might be the most appropriate method to undertake an inquiry into this curriculum development, understanding the history of what had happened is important, and supported in literature about curriculum research. In various places, postmodernists have expressed concern in understanding the ‘now’, and that relevance is ‘now’ (Pinar, Reynolds, Slattery & Taubman, 1996). Agger (1990, p.8) argues that postmodern discourse is expressed in “the eternal present”. Perhaps, however, an adequate understanding of ‘now’ may only be built upon experiences of the past, and of our own and others’ histories (Popkewitz, 1988). History is cited repeatedly in articles and discourse undertaken on cultural events, shifts in power over time, and social transformations, each of which influence research in education and curriculum outcomes (Heath, 1982; Beck, 1993; DeLashmutt & Braund, 1996; Rader & Rader, 1998).

Goodson and Dowbiggin (1997) emphasise the strong place in research for the historian of curriculum. Derrida (cited in Megill, 1985) states,
The word ‘history’ has no doubt always been associated with a linear scheme of the unfolding of presence, where the line relates the final presence to the original presence according to the straight line or the circle … History in all its forms, in so much as it aims to capture, to reflect, to reconstruct, to picture or express the real in the form of presence, to represent, to make present again a present which is now present-in-the-past, has always been the principle support of metaphysics. (pp.297-298)

According to Descombes (1980) and Young (1990), this is interpreted as the meaning of history is being replaced by the history of meanings; the “result is that we must now talk of histories rather than history” (in Pinar et al., 1996, p.468; italicised in original). The place of history, or “histories” is pivotal in postmodern ethnographic research (Colebrook, 1997; Thomas and Nelson, 1990).

One of the historian’s tasks is revealing whose power was exerted in the formulation and construction of curriculum. “Those in positions of power are responsible for the assumptions that underlie the selection and organisation of knowledge in society” (Young, 1971, pp.19-46). The historian recovers “the complex patterns of structuration, and distributions of power that influence how a society selects, classifies, transmits and evaluates the knowledge it considers to be public” (Goodson & Dowbiggin, 1997, p.83). This involves reconstructing the relationship between profession and state and the struggle among constituencies and agencies with interests in the social consequences of professional practice. By so doing, the historian reveals what forms of knowledge are legitimised and sanctioned within an institutionalised structure; that is, what kinds of knowledge are authorised through patterns of resource allocation, status distribution, and career prospects. The historian also seeks to shed light on the way in which socially approved structures of knowledge legitimise the relations of power between professional
and client at specific times in the past. Out of the power relations between the state authorities and the profession emerge both a ‘discipline’ and a mode of disciplining self, emotions, intellect, and behaviour. “Power produces knowledge,” asserts a leading postmodern writer, Foucault (1979). Scrutiny of the history reveals evidence of various concepts that hold key roles in the history, including the concepts identified by Foucault of ‘power’ and ‘knowledge’.

The place of the physical education curriculum needs to be established within the broader context of what was happening in PNG at that time in history. This will provide the platform upon which the inquiry can proceed.

2.2. Physical Geography

To understand the history of a region, and the sorts of factors that may contribute to the unfolding of this history, the geography of the region should be understood. The following map (figure 2.1) shows Papua New Guinea’s location in relation to the rest of the world.
The island of New Guinea is the second largest island on the earth after Greenland (excluding the island continent of Australia). The nation of Papua New Guinea comprises the eastern half of the island, together with a band of many islands that stretches out into the South-Western Pacific Ocean. These mountains and the island tips are volcanic, and many are still active. Some of these islands include New Britain, New Ireland, and Bougainville. The western half of the island is Irian Jaya, administered by Indonesia. Mainland PNG has a huge mountainous ‘backbone’, which clearly divides the north from the south.

Beyond the north coast PNG looks out towards the equator and the vast expanses of the Pacific Ocean. Just a few kilometres south, over the shallow tropical waters of the Torres Straits, lies Australia.
Its total area is little under half a million square kilometres. Associated with the volcanoes is a prevalence of seismic activity and topographical transformation initiated by high rainfall on shallow young topsoil, barely held together by shallow rooted vegetation. There is a very high rainfall in most areas and, coupled with the sub-equatorial heat, the resultant vegetation can be extremely dense. Enormous river deltas cover vast areas of the southern coast, with grassy flats and mangrove swamps separated by meandering river channels. The rest of the country comprises high ridged mountains and hills, separated by plunging river valleys. It is extremely difficult terrain to cross. Anecdotes provided by various acquaintances (Winderlich, 1976) describe having to walk for one week up hills and down valleys from a mission station to reach the nearest airstrip (this, by a pregnant Australian mother approaching labour). Some valleys are so deep that communication from one village to another is best undertaken by early morning shouting or blowing of shell horns. The climb and descent could take all day.
Figure 2.2: Physical Map of Papua New Guinea (Waiko 1993, p.3).

More modern access is by aircraft. A description of flying in Papua New Guinea by Mission Aviation Fellowship pilots is that “if you can fly in Papua New Guinea you can fly anywhere in the world”. Airstrips in the Highlands are often constructed from ridges that have been progressively ‘shaved’ until there is enough width for the aircraft’s undercarriage to just fit onto the flat surface. Takeoff and landing are often ‘one hundred percent committal’ procedures. Once airborne, the vistas are superb and spectacular. These views, however, can be dramatically interrupted at around about noon by billowing cumulus columns, wryly referred to by local pilots as ‘cumulus concretus’. All too often an aircraft piloted by an individual foolish enough to fly into one of these cloud masses is in no condition to progress further. Air travel is highly hazardous, yet there is no major highway linking the two largest cities (Port Moresby on the south coast and Lae on the north coast). With only coastal roads currently available, apart from local tracks, air
travel remains the major way the country is being opened up at this time.

2.3 Human Geography

Throughout the Highlands the factor of difficult access combines with a fertile volcanic and often alluvial soil, to result in minimal human mobility. Most of the human population stay put in their villages, on their traditional grounds. While there is evidence of gardening having occurred up to around nine thousand years ago (Waiko, 1993), most of the agricultural activities were simplistic, and subsistent. The adequacy of the simple food resources, coupled with inhibited mobility, saw little trade or intercultural interaction. This contrasts with the coastal and islands folk who, by means of a variety of canoes and larger boats, had developed a quite sophisticated trade economy.

Physical appearances among the different racial groups from different parts of the country can be quite marked. The Buka people (an island off the north coast) have a “midnight black” skin colour, and there are many shades of brown, through to the pale brown of people from the Central Province (the south coast, around the capital, Port Moresby) (Dorney, 1993). Most Papua New Guineans are classified as Melanesians. However, the tiny populations of the western islands of the Manus province are descended from Micronesia, and those from the furthest east islands of the North Solomons province are Polynesian (ibid.).

Each cultural group has its own values and beliefs, actualised in laws and traditions. The land is not surveyed nor are boundaries marked in western style or manner. Attempts to
do so in recent years have resulted in major local conflict. These conflicts are just one kind of dispute prevalent among local population groups. In the Highlands of PNG where workable land may be scarce because of the rugged nature of the terrain, age-old disputes may arise from time to time over land demarcation. If the National Government attempts to establish facilities (which will allegedly benefit the community) on traditional land [of which ninety-seven percent is owned by the local people (Dorney, 1993)], the ensuing claims for compensation, and related threats of extortion once facilities are in place, significantly hinder technological progress and growth.

There are very many other cultural differences, which may arise among neighbouring populations, leave alone those across the great distances of this very large island and its associated outlying islands.

What is arguably the most significant cultural identifying characteristic anywhere is language. The national population is quite small in international terms, and totals around four million. Quite small, that is, when compared to the land area. Yet, “the language count for PNG (not including Irian Jaya) is now over 870, there is still some survey work to be done!” state Barber and Barber (2001). The languages represent distinct clan groups throughout PNG. Dorney (1993, p.32) argues that

… the language distribution in PNG is the most complex in the world. In practice it means Papua New Guineans have an extraordinary facility to learn languages. While the average third-generation Australian struggles with just the one language, the average Papua New Guinean speaks three or four. And those who’ve been to school and been taught English have learnt it, not as their second language but perhaps their fifth.
Many languages have under ten thousand speakers, some only a few hundred (Turner 1990, p.22). There are some *lingua francas*, particularly Motu in Papua and Tok Pisin (Melanesian Pidgin) in New Guinea (*ibid.*). English is now widespread among those with school education.

This diversity is a challenge for the central governing authorities of the young nation, which is looking to provide unifying strategies to harness its multiple strengths in order to benefit everyone (Matane, 1987). While there is recognition and respect for each different language clan group across PNG, the new nation is looking for each section of the country to provide resources that can contribute to its development. A strong, centralised education system could assist this process if it is cohesive.

Successful communication requires shared language skills. The continuing presence of multiple languages has contributed to causing significant and problematic effects in the successful development of curriculum in PNG.
2.4 Summary of PNG’s National History

2.4.1 Papua New Guinea and the Papua New Guineans

Comprehensive histories of Papua New Guinea’s emergence into the twentieth century are not extensive. One of those available, which may be the most widely read, is that written by Sean Dorney, *Papua New Guinea: People Politics and History Since 1975* (1993). Another is titled *A Short History of Papua New Guinea* (1993), by John Dademo Waiko, the first historical treatise written by a Papua New Guinean academic. He is the former Professor and Head of History at the University of Papua New Guinea, and in 1999, became National Minister of Education. In his preface, Waiko declares the impressive history of the Melanesian people, yet at the same time expresses regret at the lack of recorded history of the Melanesian people and region.
How can I put fifty thousand years of my people’s history into fifty thousand words? Such a task is, of course, not possible and I have not attempted to do so in this Short History of Papua New Guinea. One reason why it is difficult is that, for almost all of this time, there is so little evidence upon which to base our history. All Melanesian societies prior to the nineteenth century were pre-literate and there was only sporadic European and Asian contact prior to the colonisation of the region by the British and the German colonial powers in the late nineteenth century.” (p.viii).

A publication that deals specifically with the pre- and post-Independence years of Papua New Guinea is Papua New Guinea: the Challenge of Independence (Mark Turner, 1990). The first autobiography written by a Papua New Guinean for an international audience is that by Sir Albert Maori Kiki, Kiki - Ten Thousand Years in a Lifetime (1968).

Human occupation of PNG dates over forty thousand years (Waiko, 1993). The first European contact was probably by Portuguese expeditionary parties in the first half of the sixteenth century (Dorney, 1993). These were followed within the century by some attempts at establishing Christianity among various clan groups. These were often unsuccessful, and included some episodes that were violent and non-constructive. Serious efforts to colonise PNG were only undertaken in the nineteenth century. Under pressure from the Queensland Premier, Britain established a colony on the eastern part of the main island in 1884, as the Australian colonies were concerned about Germany’s plans for occupation (Dorney, 1993; Waiko, 1993). Holland had already claimed the western half of the island in 1848 (now part of Indonesia, known as the province of Irian Jaya). The Germans took the north-eastern corner in November 1884, and called it Kaiser-Wilhelmsland. The process of settling on a border dividing the eastern half of New Guinea in two was undertaken in Europe, between British and German negotiators.
It was an arbitrary line ruled across the map (Dorney, 1993).

The German colony was administered by a private business firm, the Neu Guinea Kompagnie, to exploit the region as completely as possible. The British handed over responsibility for the administration of its colony to Australia in 1906, naming it ‘Papua’ at that time. These administrations professed an approach of “protecting the native people from exploitation and their land from expropriation” (Dorney, 1993). Two different styles ran the two colonies, and “many people in Papua believe the Germans did a better job” (ibid.).

The first foreign residents were missionaries, who started moving into the country in the mid nineteenth century. They were initially French Marist Catholics in 1847, and the first protestants were the London Missionary Society in 1874 (Waiko, 1993). Christian belief was widely adopted, yet underlying it there remained a continuing traditional belief in the spirit world and the power of magic and sorcery (Habel, 1979; Kiki, 1968).

In this region there was no unified colonial administration of any kind. Until the establishment of the central administration in Port Moresby, with a police force and military presence, much of the grass-roots level rule of the colony was conducted by Australian patrol officers (Dorney, 1993).

After World War I, Australia was mandated by the League of Nations to administer the former German colony. Developmental progress was slow, and was dominated by
exploration of the islands’ interiors (Waiko, 1993). World War II’s significant impact in the region forced the Australian administration to combine the separate administrations of Papua and New Guinea into one. The loss of coastal New Guinea to the Japanese in the Pacific War saw the southern coastal town of Port Moresby consolidated as the capital. The resulting Japanese push to control all of PNG was eventually halted by the Battle of the Coral Sea, having been inhibited by the rugged terrain and climate of the central Highlands.

It was in the post World War II years that the Australian administration sought to establish and develop a suitable infrastructure, and a civil service and national economy were implemented. Much of this was under the direction of Sir Paul Hasluck, the Minister for Territories, in the Menzies Government, from 1951 to 1963. He was one of the first politicians to state publicly that it was hoped PNG would eventually develop to some form of self-government but “that is a long way ahead” (Dorney, 1993, p.43). It was to be only twenty-four years before Independence, but no-one at that time suspected how quickly it would come (Dorney, 1993, p.48).

1964 saw Papua New Guineans casting their first vote, for the first sitting of the House of Assembly (ibid.). This included around forty-four elected PNG members. Few of these were educated beyond primary schooling (ibid.).

The PNG public service was developed, and a national political context was constructed. Self-government was gained in December 1973, and Independence in September 1975. It
is suggested by Dorney that the majority of Papua New Guineans were not so much in a hurry, but that the Australian Labour Government accelerated the process (op.cit.).

There was little desire or enthusiasm evident by the Australian administration for funding and supporting extensive instruction for the new bureaucracy in the progression toward nationhood (Turner, 1990). Turner, a lecturer at the Administrative College of Papua New Guinea for eight years, later a researcher at the Research School of Pacific Studies at the Australian National University, then Senior Lecturer in Development Administration at the University of Canberra, refers to “Australian indifference” in several locations in his discussion on the “colonial possessions” (Turner, 1990, pp.6-9).

The Australian government had more important things to do than devote its energies to economic development in Papua and New Guinea.

Another result of Australian indifference was that the territorial public services in large part were left to their own devices in determining a style of administration for Papua and New Guinea. Australia had no experience of governing overseas territories and so had no philosophy of colonial administration and body of practice as existed [elsewhere]. (Brackets added).

Change was anathema to the colonists, and stagnation was the order of the day in this colonial backwater.

Waiko, and Dorney (correspondent with the Australian Broadcasting Commission in PNG) echo these sentiments in their respective books A Short History of Papua New Guinea (1993) and Papua New Guinea: People, Politics and History Since 1975 (1993). This may be argued as indicative of an overall apathetic attitude towards PNG by Australia. As a result, valuable opportunities for development may have been missed.
2.5 Educational Development

From the outset, when establishing settlements in the early nineteenth century, missions always made a point of constructing and staffing schools as soon as their church building was completed. Mission schools have always held a significant place in education in PNG, and continue to so in the current era, providing about half of the nation’s schooling (Dorney, 1993).

However, over one hundred years ago, education of the children under their jurisdiction was of little interest to the colonial administrators. Minimal resources were allocated to educational programs or facilities (Waiko, 1993). An early record of an effort to budget for educational programs was provided in Australia’s annual report to the League of Nations’ Permanent Mandates Commission in 1921. It revealed that Australia spent twelve pounds on native education that year. In 1934 Australia suggested handing over total responsibility for education to the missions. The commission rejected this suggestion, and questioned whether the priority placed on native education by the Australian administration was high enough, as it represented only one percent of the territory’s budget (Dorney, 1993). The Australian administration’s expenditure on education was less in the 1930’s than it was in the 1920’s (ibid.). This seemed to reflect a long-lasting trend and attitude toward education by the various administrations in PNG, maintained by ensuing governments, even into the post-colonial era. This trend has affected the development of education, and education’s contribution to the successful development of a diverse population, yet again, in complex and problematic ways.

It has been argued that language is a key issue in successful learning (Craig, 1992). The
place of language in PNG is especially significant because of the sheer diversity and range of languages throughout the country. This may be considered problematic both when considering producing resources and when endeavouring to foster a unified approach to education as a national responsibility. This ostensibly is why the then Minister for Territories, Hasluck, decided to enforce English as the language of instruction in all PNG schools (Archibald, 1996). The policy that anyone heard using their ‘ples tok’ (village language) in school would be punished has contributed to the complex and problematic effects now very evident in PNG society (Dinnen, 1997; O’Collins, 2000). It was only in 1983 that the vernacular was again permitted in schools – in non-core subjects (Archibald, 1996). Children were in effect disenfranchised from their culture by this decision, which resulted in their losing respect for their traditional social customs and values. They learned about global issues, mathematics and language that did not originate from within their own culture and community. The teachers were often expatriates, or trained by instructors from overseas. What few books and other resources they had had little PNG identity. The images and concepts they learned had predominantly urban themes, such as having a job in a town or city. Many students left school after five or six years (often forced out by failing a secondary school entrance exam requirement), dissatisfied with their own family and socio-cultural origins and prospects (Archibald, 1996). Instead of maintaining traditional roots and practices in the rural regions, in traditional agriculture, many drifted into urban centres. They would look for support from members of their language clan groups already living in those places. However, this support was limited. Known as raskols (thieves), members of clan groups would survive by theft. The widespread extent of this violence is leading to a nation-
wide break-down in law and order (Dinnen, 1997; O’Collins, 2000).

Education is always a key factor when considering a nation’s future. However, the existing construction of education in PNG is of concern, and may be considered pessimistically. In terms of education producing young people who are well educated and prepared to contribute to the community and the nation’s society, there is much about education in PNG to provide cause for concern. As Dorney (1993, p.316) reported,

… the most worrying statistic about PNG is the ratio of young people leaving school each year to new jobs created - about eight to one. Many school leavers have dropped out of the system and not graduated. Only one in three children completing the final year of primary school is able to find a place in a secondary school.

That rate was about the same as at Independence in 1975. Most recent data available indicates that in 2000 58.9% of enrolled children reach grade 5, and that the average ‘school life expectancy’ is 6.1 years (World Bank, 2003).

In 1960, seventy-five percent of school age children were still not attending primary school (Turner, 1990). Dorney (1993) reported that in 1962, about 128,000 PNG children were enrolled in primary schools in PNG. Only about thirty percent of those were educated by the Australian administration in PNG, while the other seventy percent attended mission schools. At Independence, primary enrolments had grown to 237,000, with government schools educating about forty percent and the missions sixty percent. Post-Independence, by 1988, primary students numbered 374,000 with about half of them in government schools.
In 1962 the Australian administration had not established any secondary schools for Papua New Guineans. The only secondary teaching was in classes added to the top of some primary schools or at the teacher training colleges. By 1975 there were 28,000 PNG students attending high schools, which had increased to over 50,000 by 1988. Prospects for employment for high school graduates declined in this period. In 1984 only forty-six percent of students who completed their final year in provincial high school could find employment or a place in tertiary education, and that figure has further declined since. In 2002, Education Minister Taranupi admitted that:

an estimated 5 to 10 percent of school-aged children did not … get the opportunity to enrol in formal education. Of those who did commence primary school, nearly 50 percent dropped out before reaching sixth grade”. Churches provide up to 60 percent of places, from primary schools to tertiary institutions. As a result, most children receive no secondary education or tertiary education and an estimated 55 percent of the population is illiterate (Marshall, 2002, p.1).

At the university level, however, there has been a record of student lawlessness, violence, drunkenness and indiscipline (ibid.). Security breaches on campuses had been an issue of increasing concern to staff, families, students and administration. The university, like many other national institutions, experienced major funding cuts in 1994 and the following years ['Economic crisis hits university’s budget’ (Bere, in Uni Tavur, August 19, 1994 pp.1-2); ‘Uni chiefs urged to hold emergency fees session’, (Kari, in Post-Courier, October 6 1999, p.4)].
Political and social pressures resulted in the resignation of the most qualified National in the field of education, the inaugural Vice Chancellor of the University of Goroka in 2002 (Larias, 2002).

2.6 Physical Education in the Pre-Independence Era

There is little recorded history of physical education being part of the educational program in the period prior to Independence. The earliest published article found during the search was ‘A Report on the Development of Physical Education in Papua and New Guinea’, appearing in *The Australian Journal of Physical Education* (1962). The investigating writer, Peterkin, was a Lecturer in Physical Education at the Australian School of Pacific Administration. Papua and New Guinea were separate territories administered by Australia at the time he wrote. He describes the following situation he found following a six week visit to PNG in 1961 (1962, p.30): “Few schools have established a regular programme of Physical Education and many schools disregard it altogether, tossing it aside with the usual statement ‘at the expense of more important subjects’.”

He lists factors affecting the teaching of physical education in the Territories. The respondents are non-National teachers.
Ask the European teacher why he does not teach Physical Education and you will get a variety of answers. These are mainly -
(a) That he considers the native is fit and does not require physical education.
(b) That there is so much to teach that something has to go ‘by the boards’.
(c) That it is too hot, that conditions and facilities are poor and the lack of equipment makes it too difficult a task.
(d) There is a fourth reason which is usually not admitted but is obvious, being that the teacher does not know how to teach Physical Education effectively and is afraid to tackle it. (p.32)

He concludes this list with the terse summative statement, “The first reason indicates a narrow minded attitude towards Physical Education, or an ignorance of the values of Physical Education, and the other reasons are merely excuses” (p.32). He addresses each of the excuses, pointing out achievable ways to refute the negative opinion expressed by his interviewees.

Peterkin’s key concern is with the status of training of teachers in physical education. He first expresses concern about the low status placed upon it in “native teachers’ colleges”. His next concern is the similar low status placed upon it by the “European teacher as head teacher”. Typically the head teachers of schools in the colonial era were expatriates. These seldom showed any interest, enthusiasm or willingness “to encourage and train his native staff in that field” (p.32).

The provision must also be made for the holding of refresher courses in Physical Education for both native and European teachers during vacation periods. These courses must be carefully planned and methods and materials must be applicable to the New Guinea situation. (p.32)

This was not a good recommendation because it incorporated the notion of Papua New Guineans and their activities as being seen as underprivileged devalues their culture and
knowledge, as inferior and of less value to those of the colonials. Physical education’s development did not incorporate any of the values or practices of the people to whom it was being taught, and in their communities. At this early stage of physical education in PNG, traditional knowledge was not considered by those who constructed the curriculum for inclusion, and would not therefore experience perpetuation and support. This parallels the same attitude presented earlier regarding language in schools. Physical activity in schools was to be of colonial origins and content. Even the notion schooling, established in PNG by missionaries, could be considered a western concept. Schools could be considered as sources of pro-colonial, non-PNG learning. The curriculum to be used in those schools could therefore also be considered a source of pro-colonial, non-PNG learning.

The ‘taim bilong masta’ (literally the period or time of rule belonging to the white masters, the traditional pidgin term to describe the colonialist period under Australian rule) sentiment is well evident in this patronising perspective and practice.

In Peterkin’s ensuing section ‘The Aims of Physical Education in the Territories of Papua and New Guinea’ he pursues a discussion of the implementation of the aims of Physical Education. As he perceives them, they “are physical, social and emotional, and recreational development through the medium of physical activities and sport” (p.33). The argument about physical activity in traditional communities is impaired by the opinion that, “Physical Education at school [provides] the native with a host of play experience which he is unable to conceive by himself. The influence of the European can
be seen in children’s play in and around larger centres.” He pursues a ‘them and us’ approach to his argument, ‘them’ as the underprivileged native (Papuan and New Guinean) and ‘us’ (from an Australian, European or western background) as the privileged and benevolent holder of the most worthwhile knowledge. For example,

Throwing and catching are natural activities for which children could use a variety of objects, but in some areas there seems to have been no attempt to make a ball, and so they would certainly have to rely on its introduction by the European. Then the native must rely on the European to show him what to do with this equipment. This is where the importance of Physical Education in school becomes apparent – in introducing the native child to all forms of play and recreational activities that we know, so that he can devise the same amount of pleasure as we do from knowledge of participation in these activities and satisfaction from fulfilment of leisure time through worthwhile activity (p.33).

The poor situation in physical education teaching first described by Peterkin had worsened. According to Miller (1979, p.4) and Seward (1987, p.12), all instruction in physical education was withdrawn in 1975, from high schools as well as the Goroka Teachers College (GTC). The reasons included,

- Poor teacher attitudes
- climatic conditions
- lack of facilities and equipment
- poor promotional chances for physical education teachers within the schools. (p.2)

Education departmental administrators considered it easier to remove the subject entirely, rather than commit time, effort and money to redress the situation and improve the standard and quality of teaching the subject and its teachers. Physical education as a teacher education subject was not resumed until 1982. As noted in the Preface to the
Physical Education Syllabus: Grades 7&8 (1982), the Education Department acknowledges, without assigning any reason, authority or blame, the subject’s removal from the secondary curriculum.

Physical Education was removed from the Provincial High School curriculum in 1975.

In 1977 the Provincial High School Board of Studies discussed its reintroduction and recommended that a syllabus be prepared. A Syllabus Advisory Committee was appointed. Workshops were held during 1978 and 1979 and a draft syllabus was written.

During 1980, the Draft Syllabus was trialed in selected schools and Teachers Guides were evaluated. The results of the trialling were considered by the Syllabus Advisory Committee when it met in June 1981 and the Draft Syllabus was modified. (p.2)

The Board of Studies determined the progressive reintroduction of physical education into grades 7 through 10 in 1986 and 1987. It is now taught compulsorily in provincial high schools. In 1995-96, some ‘top-up’ schools opted to offer physical education at grade 11. (A ‘top-up’ school offers certain students an additional year to the provincial high school programs that once retained students only to year 11. The emphasis for the additional year is on vocational preparation, as well as school retention.) No physical education was taught in national high schools (grades 11 and 12).

A search for literature or official government records of the requirement for curriculum development in physical education at the primary school level did not reveal any record or memo. Initial information about events that transpired and decisions that were made has been obtained through discussions with personnel involved, noting the record of workshops and curriculum activities associated with the PNG Sports Commission, and
with the verbal involvement of the NDOE. Several documents and circulars were produced particularly in regards to language education changes and developments (Tetaga, 1989). The lack of official records kept and reports of progress made suggested that physical education was not important, or that the keeping of records was not important.

2.7 Physical Education in the Post-Independence Era

Following Peterkin (1962), the next significant communication is that of Miller (1979). His research records much of the processes of curriculum development for primary school physical education. These are set out in Physical Education and Sport. Report prepared for the Government of Papua New Guinea. He describes how some teachers in schools he visited were still using a syllabus prepared in 1967. (This researcher was unable to access any copies.) Others referred to available texts (no title revealed) while many did no physical education at all. Initial attempts to revise the curriculum were undertaken under the Curriculum Officer for Physical Education (COPE), Bai, in 1976, but at the time of his writing the UNESCO report, only the grade one syllabus was available for schools. Those specimen copies he saw were, in his opinion, insufficiently comprehensive for a year’s work in each grade, and lacked a range of activities.

Miller (1979, p.3) describes his observation of the teaching of physical education in the following way,
In … community schools… physical education is a required subject in the curriculum and every teacher is expected to teach it. Officials of the Ministry as well as Headmasters were all agreed that the subject was not being properly taught and interest in the subject was very low. Teachers were in the habit of taking children to the playing field for physical education lessons and after throwing a football to them, would instruct them to go and play while the teacher selected a comfortable position under the shade of some nearby tree and read the daily newspaper until the period was up.

Although there is some improvement in that deplorable state of affairs, teachers still do not know what to teach at different grade levels of the school. Because of this lack of guidance, many teachers teach whatever comes to their minds while others concentrate simply on playing games.

Minor games which are very necessary for teaching many important elements in sport at this stage of children’s development were very limited … There was a notable absence of traditional dances, and for a culture that is so rich in movement and dance, there should be a place for such an essential component of the syllabus as an aspect of the national culture. (p.4)

Miller records,

Many teachers have blamed the Ministry of Education for failing to make available the syllabus and a Teacher’s Guide to schools and they believe that lack of interest in the subject is due to lack of interest by those officials in the Ministry of Education who failed to do their duty. (p.4)

While deputy director of NSTI, Miller himself wrote and produced a pair of curriculum documents (see Appendix 1.2). They were typed without any dates, and were printed at the Institute (circa 1981). The first is A Handbook for Teachers of Physical Education. The second is a worthwhile attempt to redress his concern of no formal record of traditional games. This is a country where traditional movement activities are extensive. It is a small collection of Traditional Games of Papua New Guinea. He gathered these
by recording descriptions of the games seen or demonstrated when on teaching practice in various schools around the country.

There has been very little development of curriculum materials to the point of ratification and endorsement by the NDOE. The sole physical education curriculum document written for primary schools that received official NDOE support and ratification, and was given the status of an ISBN number, is the *Physical Education Curriculum Statement: Community School* (1989). It was published by the PNG Department of Education, and written by the two Curriculum Officers for Physical Education (COPE) who succeeded Bai, John Newton and Klei R. Kera (see Appendix 1.4). Neither of these individuals remains in education in PNG. Other ‘draft’ or ‘trial syllabus’ documents existed, most dated about 1983 to 1986, but were never endorsed.

In 1990, Kinavai produced a concise but informative summative and discussion document, *Addressing Physical Education: the curriculum, the problems and possible solutions*. It is apparent that this document was a response to the proposal to create the PNG Sports Commission (PNGSC), the effect that this would have on physical education in schools and on the NDOE. The PNGSC was ostensibly created to identify and develop sports talent across the nation. He states,

> Physical education has been taught in schools for a long time with varying degrees of emphasis from school to school. However, following PNG’s poor performance in the South Pacific Games in 1982, Parliament resolved that physical education become a compulsory subject non core subject in schools. (1990, p.1)
Kinavai identified the existence of physical education in PNG schools as the improvement of the nation’s performance in regional games. Specifically, he saw the government’s key purpose to support a project known as Operation Gold, a national search for potential winning athletic talent for the 1991 South Pacific Games. He hoped that the development of the PNG Sports Commission would perhaps enhance the efforts of schools to teach physical education.

Following written and verbal invitations to contribute, Doecke selected, updated and expanded Miller’s collection of traditional games. These were incorporated into a Greenwood Press publication (2001), *Unique Games and Sports Around the World* [(D. Corbett, J. Cheffers & E. Crowley Sullivan (Eds.))].

### 2.7.1 Curriculum Officers for Physical Education

To 2000, there had been seven Physical Education Curriculum Officers (COPE). While the exact duration of occupancy of each officer is not known, few stayed longer than three or four years. Most of the Nationals quickly moved upwards in Education or other government departments. Wut-Hou cited the lack of professional and financial support in the Curriculum Unit as a key reason for her prompt acceptance of a job offer to an international school in Port Moresby in 1995.

One of the first COPE positions was filled by Wali Bai (from around 1976). Following her was John Newton, who may have returned from Australia for a second stint (he had married a Papua New Guinean), with Klei Kera as his National understudy (from around
the mid-1980s to 1989). George Kinavai followed (around 1992), then the position was vacant until Claire Wut-Hou’s appointment (1994-1995). She was followed by Mirou Avosa (1996 – 1999+). None of these were academics. Neither was it someone strongly qualified in physical education, or in curriculum writing. It was usually an individual who had some teaching experience in the subject, and was able to supply their own local housing, therefore not requiring government housing. There were always difficulties in adequately filling the COPE officer’s position, especially with a suitably qualified and experienced person. There were several times when the position was empty for lengthy periods, at one stage for around three years. Consequently, development of curriculum in physical education was highly erratic and inconsistent. As localisation programs progressed through the country, National teachers were sought as subject specialists, and were employed to be key writers in their field. They would be supported by selected or nominated teachers to form the Syllabus Advisory Committee (SAC).

### 2.8 Towards Subject Specialisation and Teacher Education

#### 2.8.1 Physical Education Teacher Education at the National Sports Institute

Goroka in the Eastern Highlands Province (EHP), in the central part of the country, hosts the largest high school in PNG, and has several significant tertiary institutions. These include a technical college, and The University of Goroka (TUOG). The university’s key role is as the principal teacher education and training centre for the nation. It was first known as Goroka Teachers College (GTC), and then as the University of PNG (Goroka
Campus) (UPNG(GC)). It gained its independence from the University of PNG in 1997. Its courses are primarily for training secondary school teachers and subject specialists.

The National Sports Institute of PNG (NSI) is centrally located in Goroka, having ready access to TUOG. First called the National Sports Training Institute (NSTI), NSI was established on the site of the Showgrounds in 1979. This location was a compromise decision based upon Miller’s recommendation that a Department of Health and Physical Education be established within the Faculty of Education at the University of PNG (Miller, 1978). Miller was the deputy director, while Seward served for five years as the founding director of the NSTI. In 1984 Seward became the inaugural National Director of Sports. He is an historian of significance to physical education and sports in PNG (1986, 1987). He presents some early history of the development of physical education prior to 1988 in his thesis, Preparing Specialist Physical Education Teachers for Papua New Guinea: Adapting Existing Models for an Emergent Nation. As the title of the study suggests, it focuses on the development of physical education teacher education programs for the country. In its introductory chapters, contributory historical elements are considered.

The official and prime purpose of the NSTI was to develop sports programs throughout the country in order to better equip potential sportsmen and women in preparation for various international and regional sports events. Foremost among these were the South Pacific Games. PNG would have its first opportunity to host these in 1991. The record
shows (Sinclair, 1991) that, while successfully hosting the 1991 Games, PNG also gained the highest medal tally.

In 1983 the NSTI changed its name to the National Sports Institute of PNG (NSI), as it officially entered a Memorandum of Understanding (MOU) with the Goroka Teachers College (GTC), to become an affiliated institution (Kambuou, 1994). This enabled it to officially offer physical education courses to the GTC, which would contribute to the students’ teaching qualifications. The costs of conducting these courses and employing suitably qualified and experienced lecturers would not be incurred by the GTC, but by the PNG Sports Commission, NSI’s parent organisation. Searches initiated by the researcher in 1996, then conducted over the next eighteen months by the Vice Chancellor of the UPNG (GC), the Director of NSI and then the Executive Director of the PNG Sports Commission failed to locate any copy of the MOU in any institution’s records (Sapea, 1999).

NSI held national responsibility for two main programs. The first of these programs was sports training, which was centred on NSI until 1999. Its personnel planned and conducted coaching courses for various sports around the country. These were held on site, with trainees flying into Goroka from around the country. Alternatively trainers travelled out to the various provincial centres funded by the particular sports body or the provincial or national government. On occasions, an international sports organisation may also have provided funds. This has been the case with soccer (the Australian Soccer Federation, as it was known at the time), the Olympic Solidarity Movement, and others.
Second, NSI provided programs for students studying to teach physical education in secondary schools as part of their BEd program. Their motivation to choose to become secondary physical education teachers stemmed from personal enjoyment of physical activity, essentially by intrinsic interest alone when younger, and they pursued sports involvement within community recreational activities. The standard for entry into TUOG was strong passes in selected prerequisite subjects at the senior secondary level. However, for prioritising student enrolments in the physical education component of the BEd course, and applying pre-selection criteria, the academic advisory staff was limited to identifying students who expressed a preference for the sciences, together with a history of personal involvement in sports.

Until 1999, NSI was particularly effective in delivering useful teacher education programs on behalf of the GTC, and then the UPNG(GC). In the two-year and then three-year diploma courses, students selected physical education as one of their elective teaching subjects. Later from 1995, physical education units could be taken as major or minor emphases within a newly developed and approved Bachelor of Education program organised by the university. Physical education, despite negative aspects, proved to be quite a popular choice among PNG students, with cohorts of around thirty-five to forty per year (NSI records, 1999).

Funding problems become a significant issue within the UPNG(GC) and NSI, commencing in 1995. These difficulties appeared to reflect national government fiscal
policy and national economic problems (for example, ‘Inflation up 14pc’, *Post-Courier* October 6, 1995, and ‘$US80m ‘aid’ kit: Aust PM announces package to revive ailing PNG economy’, *Post-Courier* October 8-10, 1995). The last personal communication with the director of the NSI (Sapea, in 1999) indicates that government support for NSI had ceased, and that it had to rely on funds generated by itself. The likely outcome, in his opinion, would be that physical education teacher education programs as conducted by NSI, were at risk of having to be concluded.

It was subsequently reported as such in the national press, ‘PNG sports institute to become defunct’ (*Post-Courier*, June 22, 1999, p.32). TUOG had no obligation to financially support the course to that time, and was itself indeed under a financial bind. Given the large outlay it would have had to make to establish suitable facilities and equipment for instruction, it is highly unlikely that it would take on the physical education course. Sapea is quoted in the press article, “the NSI is the only place in the country which trains physical education teachers for PNG, as well as Vanuatu and the Solomon Islands” (*ibid*.). He continued, “… there will not be a second semester for students currently at the institute” (*ibid*.). Further, there would no longer be any sports training or coaching courses, requiring a total reliance on the various sports bodies to send their representatives overseas to undertake coaching courses, or bring the trainers into the country – if they chose. The decision to scrap the NSI came directly from the PNG Government (*ibid*.). Sapea expressed the hope that the government would re-think its stand on the National Sports Institute.
2.8.2 Physical Education Teacher Education at Community School Teachers Colleges

The same interest in developing teacher training skills as shown at the secondary level had not been reflected at the community (‘primary’) school teacher training level. At the community college level Miller was highly critical of what was being covered in the physical education courses (1978). In 1978 there were nine teachers colleges, but he reported that some apparently could not provide him with details of their physical education programs. Others, in his opinion, were very limited in appropriate and suitable content. “There was no Foundations course: or Safety Education: or no Health Education in some colleges including the one in Port Moresby” (the capital city) (p.6). This indicates he held a broader view of physical education content than that expressed in those syllabuses containing purely sports and games activities. He cited several other colleges where there was no physical education subject available in the whole two year teacher education course due to the departure of the incumbent, with little effort made to replace that person.

These reports, together with the personal observations that had been made while living in and moving around the community, provided the initiative to seek an update from community school teachers colleges. This was to find out if there had been progression in their development of instructional training programs in physical education.

Physical education is expected to be taught at a range of schools across the country during teaching practice. However, written and verbal reports (Mileng, personal communication, 1996) by physical education students from the NSI and the supervising
lecturers has shown that in some schools the headmasters asked students why they pursued teaching physical education; in their opinion it was a subject of little importance and significance.

Saunders (1994, p.19) states how “in many countries, the last twenty-five years have brought considerable change in physical education particularly with regard to teacher training and opportunities in higher education.” It is suggested that the change noted by Saunders has not occurred in PNG. This assertion begged for an explanation of the status of physical education in PNG.

Some success was noted in physical education in PNG in the effective delivery of physical education programs for secondary school teachers through NSI since 1979. The other was an Australian Sports Commission initiative that was kicked off in 1994 – Pikinini Sport. However, what was to be prepared for and undertaken in schools saw little change or improvement.

2.9 ‘A National Philosophy of Education’

The National Government directed the formation of a Committee to compile and express a philosophy of education for Papua New Guinea. The findings and report based upon the committee’s respondents and deliberations are printed in Matane’s (1986) A National Philosophy of Education. This document incorporates the national objectives for education, based very much upon an understanding and expression of an analysis of the PNG contextual situation.
The basis of Matane’s thinking is the ‘Five National Goals’ expressed in the *National Constitution*. These recognise the importance of …

- Integral human development
- Equality and participation
- National sovereignty and self-reliance
- National resources and environment
- Papua New Guinea ways. (p.7).

The aims of formal education in the community school are to provide new generation Papua New Guineans with strong nation-building skills, starting from within their own community. This is because around eighty-five percent of the people still live in village and rural communities.

These practical and social skills should enable students to become dynamically involved in the physical, economic, social, political and spiritual development of themselves and the community, as well as forming a basis for living and learning in their own and other communities (*op.cit.*, p.22).

Following through on Matane’s *A National Philosophy of Education*, the Secretary for Education, Tetaga, issued a Secretary’s Circular No.9/90. The subject of this circular was ‘Future Directions in Education’. This paved the way for “a general review of our department’s objectives and operations. This also gave us the opportunity to try to come to grips in a practical way with the implementation of our accepted philosophy of
education” (p.1). Three documents were produced which the executive “accepted as indicative of the future direction of education in Papua New Guinea” (p.1). These three documents (1989) were: *Literacy and Awareness Programme*, *Relevant Education for All Programme*, and *Education Access and Expansion Programme*.

As the title suggests, the first dealt with the need to promote the acquisition of literacy by all Papua New Guineans. It overturned the injunction instituted back in the mid-1950s by the Australian administration in Canberra that all education was to be conducted in English; any one using the vernacular in schools could be punished (Archibald, 1996). The Matane Report urged a return to vernacular education (*ibid.*). The second document undertook to deal with the development of education systems as providing appropriate places for the languages and cultures of the communities, and for preparing children appropriately for their place in this developing nation. The third document dealt with the expansion of the education system.

Directives of the Education Sector Review (1991) initiated the production of appropriate new national syllabi in each subject area. Based upon these Directives the Superintendent Curriculum circulated a Minute (1993) in which “the specifications of the various types of curriculum materials … have now been endorsed by the Board of Studies …” The minute set out the requirements for these documents in the following way (reproduced as printed).
<table>
<thead>
<tr>
<th>Type</th>
<th>Content</th>
<th>Function</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Rationale Scope and Sequence Period/time Allocations Assessment Supplementary materials</td>
<td>Brief concise account of what a subject is all about - a handy reference. <strong>Not a teaching document.</strong></td>
<td>CDD staff, DOE headquarters staff, other educationalists e.g. Teachers college staff, university staff, visitors to CDD, etc <strong>NOT FOR SCHOOL USE</strong></td>
</tr>
<tr>
<td>Syllabus</td>
<td>An expansion of the Curriculum Statement to also include aims, objectives, attainment targets, references to supplementary materials and examples</td>
<td>The official course for a subject. Used for designing appropriate teaching strategies and classroom learning situations.</td>
<td>Teachers, subject masters, headmasters, inspectors and other educators requiring details <strong>SCHOOL USE</strong></td>
</tr>
<tr>
<td>Teachers Guide</td>
<td>Detailed lesson plans for teaching strategies designed to achieve objectives of syllabus</td>
<td>Classroom use by teachers</td>
<td>Teachers <strong>SCHOOL USE</strong></td>
</tr>
<tr>
<td>Teachers Resource</td>
<td>Additional material for teachers to use during teaching or in preparation for teaching e.g. posters, concrete aids, in-service packages, videos, etc</td>
<td>Assist teachers in preparation and presentation of lessons</td>
<td>Teachers, inspectors, in-service officers <strong>SCHOOL USE</strong></td>
</tr>
<tr>
<td>Student Book</td>
<td>HANDS-ON student material e.g. textbook, reader, activity book, activity cards - usually interactive</td>
<td>Actively involve students in their learning</td>
<td>Students, (teachers) <strong>SCHOOL USE</strong></td>
</tr>
</tbody>
</table>

**Curriculum Statement**
1. Rationale and nature of the course
2. General aims of the course (and specific aims for each grade if appropriate)
3. Content overview (Scope and sequence)
4. Skills and attitudes
5. Materials - Essential instructional material - Supplementary resource material
6. Assessment policy
7. Timetable requirements: period/time allocations
8. Date/members/acknowledgments
This document should describe the course as a whole for a particular stage, e.g. primary maths, secondary English, etc
**Syllabus**

All the above

**plus:**

9. Attainments targets
10. General objectives for each grade (if appropriate)
11. Specific objectives for each topic (unit) within each grade
12. Suggested activities, examples, strategies
13. Specific references to essential instructional and supplementary teacher/student material

Designed as a reference for teachers to assist with lesson preparation and planning and not as a teaching document - although very experienced teachers may wish to develop their own teaching strategies and learning situations from it.

This document should describe the course as a whole for a particular stage. e.g. primary maths, secondary English, etc.

**Teachers Guide**

Detailed lesson plans for each topic which usually include objectives, materials needed, suggested methodology, activities, examples, references to student material, expected learning outcomes. May include test, revision or extension/remedial items.

Designed to be used by teachers to help them teach their lessons in the classroom. The extent to which they are used should depend upon the individual teacher’s experience, expertise and preference.

This document may cover the whole course for one year, e.g. Grade 1 Maths, or one topic (unit) within a year, e.g. the sun and the Earth, Grade 7 Science, Unit 2

Figure 2.4: Types of Curriculum Documents Described.

This provided the template for curriculum development in all subject areas, including physical education. In 1993, the first stage of writing work was commenced by the officers of the Curriculum Unit within the Curriculum Development Division of the National Department of Education (NDOE); these were to be Attainment Targets for each subject. At this time, however, the physical education curriculum writer’s position had been vacant since 1991, and was not to be filled until mid-1994; so physical education’s curriculum development was unable to make a start at the same time as the other subject areas.
2.10 Deliberations on Educational Reform

A major international and national seminar was convened at the University of PNG’s main Waigani Campus (‘Participating in Educational Change: Possibilities, Issues and Experiences’. Faculty of Education 13th Extraordinary Meeting), which invited noted international and national speakers to address the issue of reform in education in a developing Pacific nation. The papers from this meeting are recorded in the proceedings, as well as compiled with other deliberative works on the topic, published in Thirlwall and Avalos (1993) Participation and Educational Change: Implications for Educational Change.

A key factor that arose throughout the deliberations was the need for universal education, at least until grade eight. The need for early childhood (Elementary, or Preps - Grade 1 and Grade 2) programs was further expressed. These were to be the target of, and absorb, the priority of funds sought and applied in the Education Reform process (Archibald, 1996). A great proportion of these funds was made available through the Australian Agency for International Development (AusAID).

2.11 Tentative Steps Towards a New Syllabus

In response to the Directives of the Education Sector Review (1991), the Curriculum Development Division appointed a new COPE. The Head of Physical Education (HPE) at the National Sports Institute worked with the newly appointed COPE to set the syllabus writing project in motion. They worked with the draft of the nearly finished Australian Health & Physical Education Curriculum Statement and Profile, together with
the NASPE Outcomes of Quality Physical Education (USA) and the National Curriculum Council (UK) Non-Statutory Guidance: Physical Education (1992) as major references. Following deliberations about these curriculum documents, the decision was made by the PNG writers to incorporate the central core of knowledge, skills and values from the overseas’ documents as the basis upon which the PNG syllabus would be established. It was perceived that this core content was broadly central to the requirements of physical education in PNG. The contextual needs would be identified and expressed during the choice of learning experiences, and in line with the development of a national rationale.

The first physical education curriculum drafts were developed upon available templates, by reference to models from other key learning areas, especially the Language curriculum. This subject was pivotal to the whole education reform project. This was due to its strong swing away from the use of the foreign language English as the sole language of instruction, to the use of the local vernacular language (‘ples tok’, literally the talk or language of that place or village), especially for early childhood (elementary) education. Teaching and learning in the vernacular was then continued together with the community’s chosen lingua franca, be it either Pidgin or English, from grade three onwards.

In 1996 another COPE was appointed, one with no physical education qualifications, but with an interest in teaching some sport at the primary school level. A Curriculum Overview (First Draft - For Discussion Only) (Department of Education 5/96) document was produced. What actually appeared in this 1996 document showed a lack of
congruency with what was developed by the COPE at the time and HPE in 1994. Work that had been drafted and reviewed in 1994 had now been reconfigured. Content that had been considered fundamental to physical education for primary school children was now omitted. Its presentation was inconsistent, in format and style, especially when compared to work produced by the curriculum officers from other subject areas. Importantly, there were no clear and strong learning objectives in the cognitive, psychomotor and affective domains, or clear scope and sequence.

A Syllabus Advisory Committee meeting was held at the Curriculum Development Division, in June 1996 – the first since 1991. It was attended by the COPE, her supervisor who was responsible for Health Education and Physical Education, the Curriculum Officer for Science, a lecturer from the Port Moresby In-service College, the HPE from NSI, and the superintendent of the Curriculum Development Division (in attendance for part of the time). Another curriculum officer was also in attendance, who was responsible for elementary school curriculum material preparation, and a teacher who had an interest in physical education. The following were drafted and were geared to address the grade level groupings (Elementary: Preps to Grade 2; Lower Primary: Grades 3 to 5; Upper Primary: Grades 6 to 8; Lower Secondary: Grades 9 to 10; Upper Secondary; Grades 11 to 12):
• Subject Rationale
• Level Rationales
• Level General Objectives
• Level Specific Objectives.

2.12 Attempts to Improve the Status of Physical Education

In 1994 to 1996, four noteworthy attempts were made to improve the status of physical education. They were in support of the Education Reform directives. None of these attempts came from within the Education Department, however. These were:

(1) taking on board the Australian Sports Commission’s initiative ‘Pikinini Sport’. This came from sports driven areas, not from Education;
(2) a submission to undertake research. This came from HPE at NSI, in order to evaluate the status of physical education across the country;
(3) a submission to upgrade and re-accredit the subject. This came from HPE at NSI, in an endeavour to improve the status of physical education across the country; and
(4) the writing of the first PNG physical education book for students.

2.13 Pikinini Sport

A significant initiative in the field of curriculum and instruction of physical education arose in 1993. The Australian Sports Commission (ASC) approached the PNG Sports Commission (PNGSC) offering to introduce, teach and assist the implementation of a modified rules’ approach to teaching sports and sports skills for primary school children.
The PNGSC responded favourably, and the feasibility and needs for the establishment in PNG of the proposed sports model were considered. Ideas about how the program could be introduced were conveyed to the PNGSC Sports Director (Waddy) by representatives of the PNGSC, PNGSC regions, the NDOE, the NSI, Provincial Government Sports Officers, and various sporting groups who had coaching directors or development officers. The ASC was represented by two officers experienced in education and sports administration, as well as in the instruction of the modified sports themselves. These flew up from Australia at the ASC’s expense, to a meeting of PNG representatives in February 1994.

The purpose, history, and function of the Aussie Sport model were detailed, as was its development and application to other international locations, as KiwiSport in New Zealand, in the high population low socio-economic community townships of South Africa, and Fiji. Further initial expressions of interest had since come from Japan and the United Kingdom.

In PNG an effort to give the program a local flavour was to name it Pikinini (literally translated ‘children’) Sports. Pikinini Sports operates on the simple premise that children are not little adults. Therefore, they are not equipped to play adults’ games and sports. The Aussie Sport mission is “to enrich the lives of young people through quality sporting experiences which encourage lifelong participation” (Australian Sports Commission, 1986).
The main hurdle to overcome in PNG was successfully resourcing and financing the program, to provide specialised sports equipment, in-services, airfares and transport, and printed resources.

The PNG Sports Commission targeted corporate groups for assistance. Of these, the Amatil Coca Cola company committed 35,000 kina to establish the program in its trial stage, followed by a further 50,000 kina for each of the ensuing four years, in order to see the program spread further throughout regional community schools. Consequently the program became known as the Coca Cola Pikinini Sports (CCPS).

The NDOE, even though the major beneficiary of this program through its delivery in departmental schools, took a ‘watch and see if it works’ point of view. Their personnel were cautious in receiving the evidence presented to them by the ASC. The curriculum representatives, following their effective participation in the training workshop, recommended that the program be trialled in schools. These commenced in five schools in each of four selected provinces, but still without any commitment or expense to the NDOE. It may be seen from all elements of the history of curriculum development that government support for development through financing and resources was generally reluctant.

Aussie Sport incorporates nearly forty sports within its modified rules program. Four were selected to introduce the model into PNG. These covered an appropriate range of sports movements and activities: striking with an implement, hitting with the hands,
kicking, catching and throwing. Practical reasons such as resources, procuring competent, suitably qualified and available Australian instructors, helped finalise the selection, to netball, soccer, volleyball, and T-ball (softball). They were all suitable for PNG as they already existed in the country, albeit in full rules’ format and, therefore, some resources already were accessible.

The PNG general manager of Amatil Coca Cola officially launched the program in June, 1994 with the Acting Australian High Commissioner, and the Minister for Religion, Home Affairs and Youth, under whose portfolio Sports falls. Education was to be represented by the Minister for Education, who at short notice sent the Deputy Secretary for Education in his place (Doecke & Kumbruwah, 1994).

As reported by Doecke and Wut-Hou (1995), the trials were successfully introduced in three of the four provinces where the PNGSC had a regional office. The fourth trialling province became a victim of volcanic eruptions in September 1994. Fifteen more schools in each of the remaining three provinces commenced trial programs in 1995. Through 1996, the program reached up to fifteen more schools for each of the provinces in which the program had commenced, so that about one hundred schools were involved in the pilot program by the start of 1997. With 1034 primary schools throughout PNG, however, there was a very long way to go before each school could say it had exposure to the program. Exposure was measured by each school having one or more teacher representatives attend one or more ‘train-the-trainer’ workshops, having received
instructional materials and sports equipment supplied by the PNGSC and funded by CCPS, and having taken these back for implementation into the school’s program.

Further modified sports (including rugby league and basketball) were targeted for introduction in 1995, with more workshops being conducted at PNGSC centres to train more teachers from more schools. CCPS programs were intended to progressively reach further out into the country.

In January, 1995 the PNGSC Pikinini Sport coordinator convened a workshop of curriculum officers and NSI lecturers to prepare curriculum materials for the Pikinini Sport program. These were based on the existing Aussie Sport manuals for the four proposed sports. They would however, be rewritten to suit the contextual needs of primary school teachers around the country.

2.14 Attempts at Research into Physical Education Curriculum Development

In September, 1994, the Curriculum Development Division recommended that HPE, as part of a National counterpart training program, accompany the COPE to the 1st Asia ICHPER•SD Congress to be held in Kuala Lumpur, Malaysia, in October 1994. The two officers jointly wrote and submitted the paper, ‘Physical Education Reform in Papua New Guinea: Introducing a Corporate Model Into the Curriculum’ (1995), which was later published by the PNG Journal of Teacher Education. This reported on the development of Pikinini Sport in the country. Attendance at the congress was funded by NSI and by a
community member’s gift - even though attendance was urged and endorsed by the NDOE.

In January, 1995, the HPE and COPE made a joint submission to the NDOE Research and Evaluation to visit various regions of PNG. The purpose was to assess what physical education was being taught in schools across the nation, and to develop a broad national appraisal of the subject. By the time a response had been received to the proposal (February 1995) the national fiscal program had been turned upside down by devaluation and floating of the kina on the international monetary market. It got caught up in the national currency crisis. Funds for research, resources, conferences, and purchasing, were frozen. The only cash released by the Department of Finance was for salaries, some allowances, and institutional utilities. By 1997, only salaries were being funded nationally.

Consequently Department funding was unavailable to convene a meeting or workshop of physical education teachers from around the country. Transport is expensive throughout the country, and is fraught with many and various problems. The Curriculum Development Division is based in Waigani, the administrative centre in the capital city of Port Moresby. It is accessible by the rest of the country only by air. Because of geographically difficult terrain, roads from Port Moresby extend a couple hundred of kilometres along the coast in one direction, and half of that at the most in the other direction, to only one other reasonably large regional centre.
2.15 Subject Re-accreditation

At the secondary level subjects have three levels of accreditation. Category A subjects are Core Subjects, such as Maths, English, Science, and Social Studies. Their assessment is compulsory for all secondary students. Category B subjects are Assessable Subjects, such as Woodwork, Metalwork, and Home Economics, and students who choose these subjects are assessed in them. Category C subjects are known as Enrichment Subjects, and are not required to be assessed. Physical Education is classified as Category C, along with Expressive Arts, Agriculture and others. Little or no emphasis is placed upon the subject at all, unless the individual teacher is personally motivated to do so. Many headmasters would be pleased to have the time allocated replaced with more time for core subjects, in order to gain a higher pass level by the student body for the school.

A submission [titled ‘A Proposal to Upgrade Physical Education From a Category C (Enrichment) Subject to a Category B (Assessable) Subject’, dated October 1996] was made to the Board of Studies. It was argued that the outcomes would be beneficial for students, teachers, and the subject. Greater resources could be allocated to the subject, in order to ensure its improved teaching and curriculum support.

2.16 Written Resources

Curriculum documentation, in the form of teacher resource and support materials, is lacking in PNG schools. There are especially few materials produced in PNG for PNG schools and conditions. A set of materials was produced at NSI by Brandt (1981). Schools that were incorporated into Pikinini Sport were given sample Aussie Sport
materials as part of their involvement. Sports Commission personnel assembled in 1995 at NSI to edit these instructional materials for the PNG school context.

2.16.1 ‘Physical Education for Melanesia’

In May 1995 Oxford University Press approached the staff of NSI to produce a physical education workbook for secondary students. Titled *Physical Education for Melanesia*, it was published in 1999, and was the first ever physical education textbook written specifically for PNG secondary schools. Apart from a draft syllabus, no attempt had been made to this time to write and produce a local textbook for use in local schools. International schools used Australian texts for their use.

A key objective of the coordinating author was that the content be appropriately written for national children in PNG high schools, and not simply a reproduction of work from overseas’ contexts. As such, key chapters are Traditional Games and Traditional Dance. All work was carefully monitored to ensure the suitability of content and appropriateness of language, idioms and ideas for PNG secondary students.

At the initiative of the publishers, the Head of Physical Education at NSI was approached to write this text. He then coordinated several of his teaching staff to contribute from their areas of expertise to the book. It was written specifically for lower secondary school grades. The intent of the coordinating author was to address the needs of the students according to the Education Reform, yet provide a body of knowledge and skills that would maintain a understanding and parity with other school students throughout the
South Pacific region. A number of Papua New Guineans were approached to contribute chapters, including traditional games, and traditional dance. One traditional dance coordinator who was approached, being a Goroka resident and initially willing, eventually did not contribute, but another expatriate National, now residing and teaching traditional dance classes in South Australia, was able to contribute. All illustrations and photographs were of Papua New Guinean children and adults, and all other resources were accessed from regional and local papers and publications. The main contention could be that the principal and other contributing authors were not Papua New Guinean, that they were expatriate and non-National.

A number of international schools in PNG had purchased the book, as had the NSI and TUOG for its library. It was not known how many National schools had purchased the book, which was designed for schools to have class sets in the rooms.

2.16.2 Tertiary Periodicals and Publications

There were a number of publications produced for education in PNG. The first was the *Papua New Guinea Journal of Education*, published by the National Department of Education, the University of Papua New Guinea, and the National Research Institute. A wide range of topics in Education, research, study, histories of schooling and specific events appeared in these pages. Notably however, no articles or references were found relating to physical education, sporting or movement activities in PNG.
There were however, significant and important articles relating to PNG, culture, curricular reform, comparative studies, and more. These included statistics and other information pertaining to intake, enrolment rates and comparisons, and dropouts, the costs of schooling, anthropological studies relating to education and learning in PNG, and more. ‘Relevant Education: the Cultural Dimension’ (Eyford, 1993, pp.9-19) was exemplary of some quality articles which examined “the need for relevant education in Papua New Guinea” (p.9). Others examined traditional education in PNG that, as McLaughlin (1994, p.63) pointed out, was “a forty thousand year education tradition”.

The second journal, first published in 1994, was the *Papua New Guinea Journal of Teacher Education*, published by The University of Papua New Guinea - Goroka Campus. Issues relevant to education, teaching and schooling throughout PNG (and in some instances neighbouring countries) were presented.

To this time the researcher was the only contributor from physical education and sports to have been published in this journal. (‘Physical Education Reform in Papua New Guinea: Introducing a Corporate Model into the Curriculum’, Doecke & Wut-Hou, 1995, pp.23-27).

The only three articles on physical education and sport in PNG, found to be published in international published media were ‘An attempt to perpetuate a cultural identity through traditional games in the face of the influence of Western sports in Papua New Guinea’ (Seward, 1986, in Mangon & Small (eds.)); ‘An Uncertain Future for Physical Education

2.17 Conclusion

In PNG schools there is much to be done before each child can participate in quality physical education programs. In an era when funding support for resources and program development is severely inhibited, every opportunity needs to be taken for alternative sources of support. Based upon the data found in the literature, there are large gaps in the history of the development of physical education programs in PNG. The available literature shows a number of major concerns for physical education based upon how it was managed in the past. However, in its first two years, the CCPS model was useful (Doecke & Wut-Hou, 1995). This shows that there is potential for its development in the future of PNG education.

The historical record is incomplete, as documents and minuted records of significant meetings and events may never have been kept. These issues were also raised in the mind of the HPE as concerns, from his time at NSI. Clearly important things had happened in the history of the physical education curriculum development. However, there were no answers immediately available. It was felt necessary therefore to try and identify curriculum writers and others who may have an understanding of, or have participated in these events, to elicit their narratives. This would be in order to fill in the
gaps in the history. The attempts to fill the blanks became a major purpose of the study.
From these additional findings, recommendations could be made to assist and improve
the curriculum development process in an appropriate way for physical education in
PNG.

The concerns that arose from the review of literature are issues of:
• gaps in the historical record about physical education in PNG;
• the continuing consequences of decisions made by the colonial authority about
education in general, and physical education in particular;
• the restricted authorship of the existing curriculum materials;
• lack of continuity in the development of physical education curriculum materials;
• lack of status for the subject area;
• lack of support from the National Department of Education.
3.1 Introduction
Chapter Two presented an initial review of the literature and the context. Subsequently, a research method was sought which would most appropriately pursue inquiry into the questions arising from this review. Data were to be identified which would contribute to filling the gaps in the recorded history. The method chosen would enable answers to be found to the inquiry. Additionally, this inquiry would raise an awareness of needs relating to the development of curriculum in specific contexts. In this study, the focus is the physical education curriculum in the PNG context.

3.2 The Place and Use of Postmodern Research Methodology
There are concepts that hold importance in postmodern literature (Pinar et al, 1996; Agger, 1990; Goodson & Dowbiggin, 1997) that are relevant to this study. The research methodology selected is postmodern ethnography. Ethnography has emerged as a major mode of research in the reconceptualised field of curriculum, as well as in the broader field of education (Health, 1982, 1983; Simon & Dippo, 1986). Ethnography is writing about people (Werner & Rothe, in Doing School Curriculum, n.d.). It is considered to be the most suitable approach for a sociological study about people undertaking curriculum development within a focussed setting. This study is the evaluation of the physical education curriculum, and how the curriculum developed in PNG. Time was spent with a range of people who were or continue to be involved in curriculum development activities there. Together with discourse on the assembled, available curriculum
materials, the recorded narratives provide the major source of discussion, deliberation and responses for examining the overall direction of physical education in the country. An understanding of the opinions and sentiments is best developed through qualitative research methods.

Increasing research of the human experience has, in the last decade, moved towards the humanities, aesthetics and social theory. This has not been without considerable debate, however. Pinar et al. (1996) express their concern throughout their extensive exposé of contemporary literature, deliberations and practice in curriculum research, that it is directed towards understanding curriculum. This ‘understanding’ is a ‘reading’ of reality that reinterprets that reality, and in that reinterpretation, changes both the interpreter and the interpreted (Pinar et al., 1996). By the 1990’s, qualitative inquiry generally and qualitative curriculum evaluation specifically had achieved legitimation in the field (Pinar et al., 1996). “Evaluation is now less concerned with responding to pre-specified problems than with discovering and articulating the problems that are pressing upon participants” (Nixon 1990, p.644).

Additionally, concepts that are central to issues of sociology, culture and education especially in relation to contemporary social issues, were useful in interpreting the readings of the literature review. The concepts establish the platform upon which the research should proceed. The concepts also provide insightful and meaningful ways of undertaking the conceptual analysis. The concepts, their implementation and actualisation as discourse, are dynamic because they are the people’s expressions of
understandings, opinions and values. They are dynamic because they reflect societal and cultural change. Postmodern research acknowledges this dynamism, endeavouring through the research process to record it. History and histories therefore are central to postmodernist research and discourse.

3.2.1 History, Histories and Narratives

The place of history, or “histories” (italicised in original) is pivotal in postmodern ethnographic research. Derrida (cited in Megill, 1985) states,

The word ‘history’ has no doubt always been associated with a linear scheme of the unfolding of presence, where the line relates the final presence to the original presence according to the straight line or the circle … History in all its forms, in so much as it aims to capture, to reflect, to reconstruct, to picture or express the real in the form of presence, to represent, to make present again a present which is now present-in-the-past, has always been the principle support of metaphysics. (pp.297-298)

According to Descombes (1980) and Young (1990), this is interpreted as the meaning of history is being replaced by the history of meanings; the “result is that we must now talk of histories rather than history” (in Pinar et al., 1996, p.468).

Goodson and Dowbiggin emphasise the strong place in research for the historian of curriculum (Goodson, 1997). This person plays a major role in developing an ethnography. One of the historian’s tasks is revealing whose power was exerted in the formulation and construction of curriculum. “Those in positions of power are responsible for the assumptions that underlie the selection and organisation of knowledge in society” (Young, 1971, pp.19-46). The historian recovers “the complex patterns of structuration,
and distributions of power that influence how a society selects, classifies, transmits and evaluates the knowledge it considers to be public” (Goodson & Dowbiggin, 1997, p.83). This involves reconstructing the relationship between profession and state and the struggle among constituencies and agencies with interests in the social consequences of professional practice. By so doing, the historian reveals what forms of knowledge are legitimised and sanctioned within an institutionalised structure; that is, what kinds of knowledge are authorised through patterns of resource allocation, status distribution, and career prospects. The historian also seeks to shed light on the way in which socially approved structures of knowledge legitimise the relations of power between professional and client at specific times in the past. Out of the power relations between the state authorities and the profession emerge both a ‘discipline’ and a mode of disciplining self, emotions, intellect, and behaviour. “Power produces knowledge” (Foucault, 1979).

The ‘voice’ is central to postmodernism, being the medium of communication, transmission of identity, and ownership of discourse (Pinar et al., 1996; Foucault, 1977). Voice is an author-function that permits and enables discourse. The author has authority and ownership, propriety. This empowering author-function produces texts – one’s own narrative, history. Foucault holds that each text, each narrative, is of equal validity. (Zerzan, n.d.). Specifically, research activities incorporating narrative are essential to ethnographic research. The narrative is the testimony provided by an individual; it is true to that person, and need not be challenged. The narrator is the author, therefore that narrator’s text is authentic to that person.
The history provided by each respondent contributes to the history of the whole event. Additionally, the printed histories inherent in various documents, from official memos to published articles, contribute to a more comprehensive understanding of the subject under investigation, its processes and outcomes, and the causes for the perceived problem.

Postmodernism allows consideration of all possibilities, within the parameters of those expressing positions through discourse. Assumptions of critical or negative positions may be as valid as those assumptions that support or assume other stances. The approach is useful when it proceeds to examine issues of power and how they have produced effects, or discursive formations, such as the PNG physical education curriculum in the EHP. Paradoxically, due to its inclusiveness, postmodernism may often be characterised by dissension rather than consensus (Bérubé, 1991).

“Understanding research … requires thought about the intersection of biography, history, and social structure” (Popkewitz, 1988, p.379). Additional curriculum research points to efforts to understand influences and outcomes upon curriculum as political text (social structure), as institutional text, and to their intersections. Schubert (1986, p.132) argues that “practical curriculum inquiry offers a research perspective that more fully embraces the democratic and personal than does research as usually conceived”. It stimulates self-reflection, self-understanding, and social change (Kincheloe, 1993, p.20). “Theorising is a tentative process of reflection about one’s experience for the purpose of becoming an author of that experience.”
A key theoretical issue involved in ethnography is the political question regarding the relationships among the ethnographer and those being studied. McLaren (1991, p.150) asks, “Under which conditions and to what ends do we, as concerned educators, enter into relations of cooperation, mutuality, and reciprocity with those whom we research?” To answer this question McLaren turns to postmodernism and politics. In his view, when ethnographic researchers enter the field, they are entering “a field of competing discourses that help structure a variegated system of socially constituted human relationships.” Using a postmodernist framework to analyse the discourse liberates and empowers the researcher. The researcher’s voice may be integral to the research, may be legitimised, alongside those others who contribute through their histories, opinions and involvement in the study.

This perspective allows the researcher’s voice to be heard, as he had participated in aspects of the physical education curriculum development process in PNG. His narrative could contribute to the history.

The researcher had five years experience working in education in PNG. These were in two sessions: one of two years (1972 - 1973); one of three years (1994 – 1997). Pinar et al. (1996, p.59) state that the “‘insider’s viewpoint’ must be represented, [however] the ethnographer’s viewpoint must be clear as well”. Wolcott (1973) wrote that he avoided an advocacy position during fieldwork but took a position in his subsequent writing. Pinar et al. (1996) suggest that a position may be shared with those of the actual research, including their response to the position in the final report. The researcher’s viewpoint as
a participant in the history was expressed as a curriculum writer, when working with the COPE in 1994 and 1996 (in Chapter Five). However, the researcher takes on a position of advocacy in the recommendations (in Chapter Six).

The benefits and applications of the outcomes of this study are primarily extrinsic rather than intrinsic. Extrinsic merits contribute by providing recommendations to recipients outside the research process, people from organisational structures who have been part of the inquiry. It is up to them what they choose to do with the outcomes and recommendations. Intrinsic merits are those that have value within the research process and system itself. They are valuable in their contribution to methodological knowledge and understandings. The principal purpose and value in the study is for the findings to be applied as recommendations to the Curriculum Development Division of the PNG National Department of Education. There is, of course, the intrinsic value of undertaking the study as a worthwhile and relevant academic exercise. The purpose however in this instance is arguably more pragmatic.

3.3 Overview of the Research Methodology

The research involved collecting data from a range of sources that would adequately and comprehensively report on the study’s purposes (1.6), answer the questions posed (1.5.1), and contribute data to fill the gaps in the literature.

As illustrated in figure 3.1 (Data sources and research activities, p.68), the data for the literature review comprised literature, published and official documents, and memos and
directives, which related to the history of physical education in PNG. Curriculum documents such as syllabuses, curriculum statements and guides were collected from NSI’s library. These were considered from their historical perspective, as to how they contributed to the historical record of the physical education curriculum development. Some institutional and departmental documents, including memoranda from the Curriculum Development Division (CDD), were accessed from files at NSI or provided by CDD personnel.

Records of recent NSI activities such as the establishment of Pikinini Sport (2.13) were recorded and published by the researcher and his associate for the first time (Doecke & Wut-Hou, 1995). The attempts at research (2.14) and the attempt at subject re-accreditation (2.15) were also initiated and officially recorded by the researcher, and referred to in the literature review.

Following the literature search, the need was recognised to search for data to complete the historical record. To enable a comprehensive analysis, it was decided that the most suitable source for data would be people who had had significant dealings with the physical education curriculum – directly, or indirectly.
3.4 Description of the Research Methodology

3.4.1 Research Data Sources

The data sources of this ethnographic research are portrayed in the following chart (Data sources and research activities, figure 3.1), setting out the research sources, and leading to the research activities.

<table>
<thead>
<tr>
<th>Data sources</th>
<th>Research activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review (Chapter 2)</td>
<td>Libraries searches</td>
</tr>
<tr>
<td>Literature</td>
<td>Curriculum Development Division office search</td>
</tr>
<tr>
<td>Published, official documents</td>
<td>1995 - 1996, 1999</td>
</tr>
<tr>
<td>Memos, directives</td>
<td></td>
</tr>
<tr>
<td>Libraries searches</td>
<td></td>
</tr>
<tr>
<td>Curriculum documents</td>
<td>Curriculum Development Division office search</td>
</tr>
<tr>
<td></td>
<td>1994 - 1999</td>
</tr>
<tr>
<td>School principals</td>
<td>Semi-structured interviews 1996</td>
</tr>
<tr>
<td>School teachers</td>
<td>Sportsmasters interviews 1999</td>
</tr>
<tr>
<td>Senior education authorities</td>
<td>Suari interviews 1996, 1999</td>
</tr>
<tr>
<td></td>
<td>Solon interview 1999</td>
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<td></td>
<td>Fova interview 1999</td>
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<tr>
<td>Curriculum writers</td>
<td>Brandts Interviews 1997, 1999</td>
</tr>
<tr>
<td>PNG non-teaching adults</td>
<td>PNG male interview 1999</td>
</tr>
<tr>
<td>Written communication</td>
<td>PNG female interview 1999</td>
</tr>
<tr>
<td>Former NSI director</td>
<td>Sapea 1999</td>
</tr>
<tr>
<td>Community School Teachers</td>
<td>Principals 1996</td>
</tr>
<tr>
<td>Colleges</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3.1: Data sources and research activities.
3.5 Data Collection and Recording

3.5.1 Curriculum and Official Documents Search

The initial component of the research method involved searching for additional physical education curriculum documents which are available to teachers in PNG schools (other than those already acquired for the literature review), and analyse them. These documents included memoranda, reports, official Education and Curriculum Development Division policy statements and other printed materials pertaining to activities that would have influence upon the undertaking of curriculum deliberations and the production of curriculum materials. This first involved locating documents that were held in the NSI library collection. During subsequent interviews with various personnel, memos and directives were identified, copies of which were then requested. Official requests to the Curriculum Development Division (CDD) officials enabled copies of curriculum documents to be made available to the researcher. These included visits with the superintendent of the CDD, when the researcher was provided with access to Education Department and CDD directives and discussion papers.

Sample pages of curriculum documents are included in the appendix (appendix section 3). Curriculum materials actually found in schools were asked to be shown to the researcher. As many curriculum documents as possible were collected, and retained by the researcher for analysis.
The CDD in the PNG National Department of Education produced the authorised curricular statements. In PNG’s case, to be classified as syllabus documents there needed to be authoritative ratification. This authority was the Secretary for Education. He ratified the documents, based upon the recommendations of the Board of Studies. Therefore those documents that were officially ratified were acquired for consideration.

The curriculum documents were read and considered using the following guidelines for analysis. Not all could be answered, however these provided an opportunity for analysis.

Year of production or publication
The writer(s)
The intended reader(s)
What they were about
Expression of worthwhile educational purposes
Incorporation of physical education goals and purposes
Clarity
Sequencing and progression
Set out
Appropriate illustrations
Identifiable themes or elements
Opinions of them held by various educators.

Figure 3.2: Guidelines for analysing the curriculum documents.
3.5.2 Library and Daily Periodicals Search

In the same manner as for the literature review, the searches were undertaken at the National Sports Institute library, and the UPNG (Goroka Campus) library, as well as an ERIC search at the home university (QUT) library. This took place over the period 1997 – 2001.

A search for literature containing the history of the development of physical education curriculum material in Papua New Guinea prior to Independence (1975) revealed a single article (Peterkin, 1962). Publications relevant to the post-independence era were limited in their scope of inquiry. Keywords included ‘history’, ‘education’, ‘curriculum’, ‘physical education’, and ‘colonialism’, and were confined to the PNG context.

Periodicals were received regularly at the NSI library and consulted there. These were reviewed from 1994 to 1999.

A lecturer (Brandt) from the NSTI produced a set of curriculum books for physical education in PNG community schools. They were not officially ratified, but were popularly accepted throughout the region. They also received attention for analysis and discussion.

3.6 Interviews and Discussions

Narratives, also called verbal histories, or anecdotal responses, were obtained as a primary source of data. The methods of acquiring these narratives were through short
semi-structured interviews and several more lengthy interviews. Interview format was used, but in a way which allowed and encouraged freedom for the respondents’ opinions. The individuality of the respondents’ discourse demonstrated their narrative and their history, which was essential to the nature of this research. The transcripts of these interviews are presented in the appendix (appendix section 1).

3.6.1 Key Respondents

There were several groups of people who were considered to hold most useful recollections of their active roles and participation in these curriculum activities. Therefore they were the most appropriate respondents, and were sought to participate in either the short guided discussions, or several more lengthy discussions, or receive written correspondence. Several of the key resource personnel worked in the Eastern Highlands Province (EHP). The EHP is the location of NSI, where the researcher resided and worked. It was therefore expedient for several key field components of the study to be undertaken in that location. Those responsible for the implementation of curriculum in schools are the principals. Twelve EHP schools were visited, and interviews were undertaken with each school’s principal to ascertain issues of curriculum implementation. The Highlands region was well populated in both traditional village and central township-type structures, thereby providing a demographic sample of the population relatively typical for much of the country. It contained neither of the two major urban centres such as Lae or Port Moresby, neither was it purely a rural subsistence region. Despite having language clan groups predominantly indigenous to the region, there were transients from all over the country in the Highlands for various reasons. These provided a cross section
sample of the national population within ready access to the principle municipal, regional and population centre of Goroka. Many of the children of this demographic panoply were enrolled as students in the schools, bringing their family experiences and values with them.

The school principals were considered experts in education and education administration, due to the amount of time and expertise spent by the National Government on their professional development and training, together with the great value of their experience in schools. This has been attributed and accredited to them by the power of the state, which has entrusted the care, administration, and responsibility of a school, its children and all its activities to them. They have the key role in what gets taught in their schools, and therefore have a key role in the actual implementation of the physical education curriculum. This delegated authority and accountability in the role significantly validated their contribution to the discussion. Principals and teachers experienced the implementation of the curriculum into schools, and so their narratives were sought in this regard.

This component of the research was undertaken in the field in 1996. The activity consisted of arriving at the school, asking for the principal, and requesting permission to conduct the discussion with him or her (see appendix 2.2, p.456). Each visit was limited to about thirty minutes, although some lasted twice that long, due to the principals’ interest in wanting to keep talking. Most respondents were unprepared for the questions, and so responses were almost certainly spontaneous, original and authentic.
The next immediate task was to provide each school representative with a copy of the letter from the Assistant Secretary, and ask that it be held in the school’s records (see appendix 2.1, p.454). Most schools’ representatives were principals, although two were vice-principals delegated by the principal.

Travel was undertaken using a National Sports Institute four-wheel-drive vehicle with the NSI driver. Roads to some schools were extremely muddy and difficult to traverse; a standard vehicle would have been unable to make its way through to the school building. A National employee was always in company as incidents of roadblocks and other risky circumstances prevail while travelling in the Highlands region.

Attempts to undertake return visits to these schools in 1999 were unfruitful for two reasons. The first was that one of the two NSI vehicles was being used for institutional duties and unavailable, and the other one was not operational. The second reason was the increased level of violence in the area (tending towards theft, not racial as such), especially along the Highway and on off-highway rural tracks, especially towards (but not limited to) non-Nationals.

The researcher spoke to teachers from six schools in the Goroka district at a sportsmasters’ meeting conducted at NSI in October 1999 (see appendix 1.3.1, p.391). There were five men and one woman. The teachers were unprepared for the session and for the questions, and so responses were fresh and insightful, providing collective, as well
as individual, opinions, on aspects of physical education teaching in the EHP schools. The discussion was undertaken by each school representative having the opportunity to offer his or her response, as well as collaborative responses. The transcripts of the interviews are presented in the appendix. The day after that meeting, an extended and subsequent interview was held with one sportsmaster, at his invitation, at his school (MS1, in appendix 1.3.2, p.403).

The first curriculum officer interviewed held the senior position of Superintendant in the Curriculum Development Division located in Port Moresby. As a senior member of the PNG National Department of Education, he was responsible for curriculum development programs and the preparation of the National Syllabus documents. He therefore had the authority over and responsibility for the development of the physical education curriculum. He represented the views and perspective of curriculum development and its future, as well as being a retainer of procedures, philosophy, and points of view from the past. The discussion was held in his office at the Curriculum Development Division, in Waigani. It was possible to interview him on two occasions, in June 1996, and again in October 1999 (MS2, in appendices 1.1.3, p.314; 1.1.4, p.329). The Curriculum Officer for Physical Education, PNG, was interviewed in 1999.

The senior Education official for the Eastern Highlands Province, PNG, was the Assistant Secretary for Education (MF, in appendix 1.1.1, p.291). He was responsible for the effective delivery of education programs in schools throughout the EHP. He was interviewed in his Goroka office.
A senior and respected education authority in the EHP and throughout PNG was the *Pro Vice Chancellor* of The University of Goroka (MS3, in appendix 1.1.2, p.302). He was one of the most senior and qualified PNG educators, holding a doctorate in educational administration. He was interviewed in his Goroka Campus office of the UPNG, in the EHP in October 1999. He displayed a deep intellectual knowledge and commitment to PNG education and learning. This was not just in the manner of the ‘western way’ of learning, but particularly in redeveloping an interest in traditional knowledge and ways of learning. He himself demonstrated this in a real way, by taking his family every year back to his roots, Manus Island, to live with his family in traditional ways. The discussion looked at broad philosophical issues and the directions of education in PNG.

The writers, curriculum officers, and the provincial senior education official had vested authority and responsibility for the production and dissemination of what was to be taught in schools. Their narratives were sought regarding history of the curriculum development.

The history provided on the development of physical education curriculum materials depended to a great extent on the narratives provided by a married couple who, at the time of being interviewed, resided in Queensland. Much of their early professional careers were spent as lecturers in a primary school teachers’ college in Lae, and then at the PNG National Sports Institute. Their narratives were significant in terms of the history of curriculum development in PNG, and the on-going product for which they
were responsible. They were interviewed as curriculum writers in November 1997 and again in October 1999. The transcripts are presented in appendices 1.2.1, p.350 and 1.2.2, p.378.

Two expatriate PNG Nationals resident in North Queensland participated in discussions about their early childhood and student years in primary and secondary schools in two rather different locations in PNG (MA, in appendix 1.4.1, p.414 and FC, in appendix 1.4.2, p.437). In this study, they were the only ones who were actual consumers and receivers of the curriculum. Their histories provided informative and valuable insights, describing the teaching of physical education classes and activities, within a parochial school and a government school context, and reports on the attitudes of teachers and children’s responses from a primary resource perspective. The narratives of their experiences helped in understanding the broad picture of physical education teaching in schools, particularly in the colonial era prior to Independence.

3.6.2 Recorded and Transcribed Interviews

The respondents were contacted prior to the interview, to determine a mutually suitable time and location. A broad idea of the purpose for the interview, the authority, and the history of what had already eventuated, was given. In a few instances this could be organised prior to arrival in PNG, but with most these had to be organised only a matter of days beforehand.
The structure and direction of the interview was essentially left to the respondent, as recollection, explanation and opinion of events and beliefs came to mind as he or she may have experienced them. The dialogue was recorded on micro-cassette, and then transcribed for printing as a hard copy. This interview format was based upon Stenhouse’s 1982 ‘Gathering Evidence by Interview’, as it was considered congruent with postmodern research, and appropriately within the Werner and Rothe (n.d.) research paradigm. The transcripts are incorporated in appendix 1.

3.6.3 Response Collection and Recording

Most verbal responses were recorded on micro-cassette, together with notes made by the researcher on the discussion outlines sheet. The responses were transcribed by dictation software onto word processor, stored on hard and floppy disks, and hard copies printed.

The proceedings of the more lengthy discussions were recorded on micro-cassette tape, and then transcribed as a hard copy. A printed copy of these interviews has been appended to this thesis.

The narratives provided by the nine principal respondents, and the additional information provided by the groups of principals and sportsmasters, was transcribed from recorded or hand-scribed notes, and recorded as word-processed text. Key historical elements, such as events, concepts and opinions have been scanned and selected by the researcher for specific comparison, commentary and analysis in Chapter Five.
3.6.4 Semi-structured Interviews with Principals

The interviews with the school principals in 1996 were designed to be semi-structured. Prepared, printed outlines of questions (figure 3.3: Guidelines: Curriculum inquiry into Physical Education in Papua New Guinea) about the curriculum and its implementation provided some control and direction in the shorter interview format, so being described as ‘semi-structured’. Elsewhere (for example, Jewett, Bain & Ennis, 1995) these may be termed an ‘inventory’. These were a prescribed set of questions to pose to the principals during the school visits. They provided the opportunity to maintain a standardised focus of questions for the inquiry in developing an understanding of the application and use of the physical education curriculum in the school. They were available to ensure some control over the direction of the discussion, and that possible tangents developed were minimal. This was because of time constraints while travelling throughout the region. It was, however, important to allow individual expression of opinion as part of that respondent’s narrative, as this was deemed important. This was borne in mind and represented during the analysis of the history and the discourses (Chapter Five).
Discussion Guidelines

School Details
Name of School
Name of Headmaster
School Enrolment Numbers
Site Description
Description of Area Available for Physical Activities
  Outdoors
  Under Cover

Current Teaching Practice
Physical Education
Is Physical education currently taught in the school?

Curriculum, Syllabus and Support Documents
Are physical education syllabus documents held in the school?
Where are they kept?
Are they used?
How regularly are they used?
Are other physical education teaching documents held in the school?
Are they used?
Who uses them?

Materials and Facilities
What equipment does the school own?

Policy and Implementation
Does the school have any policies concerning pupil participation in physical education, sport, or any form of physical activity?
How often is physical education taught?

Suitability and Participation
As senior representative of the school’s staff, …
How do teachers feel about teaching physical education?
What training have the staff had in teaching physical education during their teacher training?
Describe it.
Have any of the staff had physical education in-service training commencing teaching?

How do the pupils react to physical education classes?

Describe the type of physical education class undertaken.

Is a variety of activities presented throughout the year?

Is sport the only form of physical activity undertaken?

Does the school have a sports afternoon?

What is the expectation of the regional education department and inspectors?

Do you have interschool sports activities?

Do you teach any traditional games, dances and other similar traditional physical activities to the pupils?

How important do you value physical activity to the pupils?

How important do you rate teaching physical education in this school?

How important do you rate the teaching of traditional activities?

If you were able to teach whatever you liked in physical education, what would you consider to the best content possible for your children?

What factors prevent you from doing this at this time?

Figure 3.3: Discussion Guidelines: Curriculum inquiry into Physical Education in Papua New Guinea.

The researcher’s personal presence at the school locations ensured a first hand account of what was available and used at the school for physical education teaching. The researcher also requested opportunity to view all physical education curricular and support materials, ranging from sports equipment to syllabus documents. The discussion was initiated in any available area, as for a formal interview. This ranged from standing outside a bare-earthen floor classroom, to a more formal headmaster’s office. The proceedings were recorded as best as possible by means of an audio micro-cassette recorder and written notes on the researcher’s copy of the outlines. A copy of the transcripts of the discussions is appended to the thesis.
3.6.5 Selection of the Schools for Visits

The Assistant Secretary for Education in the Department of the Eastern Highlands was contacted to determine which schools should be visited for participation in the research. There were 133 government conducted community schools in the Eastern Highlands (Statistician, Office of Education, Department of the Eastern Highlands, 1995). It was considered inadvisable to approach more than the twelve selected however, because of the distance of their locations, through often hazardous conditions. The EHP education authorities and the researcher’s co-workers at NSI provided this advice. Communication and other unforeseen difficulties and events were significant possibilities that could arise in the course of the study making accessibility or completeness of the study problematic. The turbulent Highlands of PNG (PNG Post-Courier, 2002) provided the continuing potential for unpredictable hazards and diversions to safe access, presence, and communication.

A National member of the NSI staff always accompanied the researcher in the school visits, the principal reason being personal security. This was not when at the school, but rather en route to and from the school. The risk to personal security was a delimiting factor in the conduct of the visits. Two other reasons for the NSI staff member’s presence were to assist in any language or clarification issues that might have arisen, and a greater sense of ease that might be provided by the presence of a National male individual.
Only four of the community schools had telephones, so attempts were made to contact the principals by mail for permission. Mail for each school was placed into a letterbox in the Provincial Administration building that included the Education office, and the principal was expected to drive in to the office to pick up the mail about once a week.

The time chosen to conduct the visits was when it was considered there would be least disruption to the school’s teaching program. The assumption also had to be made that the researcher and driver may arrive unannounced, due to non-receipt of the mail. This indeed proved to be the case in most instances, but did not prevent any visits from taking place, usually in a cordial and friendly manner. The standardised observation and discussion outline form (figure 3.3: Discussion Guidelines: Curriculum inquiry into Physical Education in Papua New Guinea) was taken in hand for administration and application at each school visited.

While five of the selected schools were situated in the Goroka township or its perimeters, it was only a short drive out of the township before all characteristics of rural bush community schools were evident. The schools were all accessible by road. However, a four-wheel drive vehicle had to be used. Rain falls throughout the year in this region; towards the year’s end it was well into the Equatorial Wet Season, and some approaches to schools proved to be unpassable for conventional vehicles. The main Okuk Highway was the only sealed road, and roads to some schools received minimal maintenance. The schools were distributed along approximately sixty kilometres of the nation’s number one highway.
Every attempt was made to keep the school visit at a low-key level, as official visits could be over-rated by the principals in an earnest desire to impress. This could cause inappropriate responses about the school, its programs and activities. Every effort was made to elicit open and honest responses to the questions posed. It was known through report, advice and personal experience, that PNG Nationals may provide the answer that they consider you would like to hear rather than the accuracy of what they actually know. Careful discernment and judgement had to be made throughout the discussions. The presence of the National NSI staff member, an academic, alleviated this.

An early aspect of the discussion process was to ask the principal to show any physical education syllabus documents that the school had in its possession, and any other resource materials that were held for teachers’ use in preparing lessons. These were used to lead into the discussion concerning physical education as it was taught in that school. One physical education class was observed in action. Care was taken while posing these requests that the responses were not contrived, for the apparent benefit of the visitor.

3.6.6 Written Communication

In 1996 letters of inquiry were sent to each of the nine community school teachers colleges, requesting details of physical education programs being taught in the colleges.

Correspondence was received from the former director of the NSI, at a time when he was interviewed by the local press regarding the impact of financial cuts upon the Institute’s
future (1999). His opinion was sought as the official spokesperson for secondary physical education teacher training programs in PNG, as well as the senior administrator at NSI. He was deemed to be in a critical position regarding physical education teacher training in PNG.

3.7 Development of the Analysis

The analysis was initiated through a progressive sequence involving looking back to the Questions to Be Addressed (1.5.1), and the Purposes of the Study (1.6), and the concerns expressed in the Initial Identification of the Problem (1.2). It further considered the data presented in the literature review (Chapter Two). Key concepts were identified in the literature. These were found to be pertinent, congruent with the concepts that had emerged from the data base.

The analysis is presented in three stages, each stage indicating a deepening of the interpretation. The first stage looks at the historical background information, and undertakes to analyse aspects of the events surrounding the development of PNG’s physical education curriculum. The second stage analyses issues that arose during the research activities and the collection of the raw data. The researcher’s own evaluative feelings are expressed in the third stage. Increasingly, throughout the three stages, the key concepts come into play as the focussing lens for the analysis and the discourses.
3.7.1 Historical Analysis

The historical analysis provides the opportunity for the literature review to be brought up to date with more recent data collected during the research. Therefore, a more comprehensive history would be available, with more gaps in the record being filled.

The research is a *tabula rasa* ("blank slate"). The historical analysis therefore is undertaken with no preconceptions or notions, but is based upon understanding the opinions and points of view of the respondents, and their compiled narratives.

Narratives provided by the respondents include recollections, interpretations, opinions, ideas, thoughts and notions, and may certainly contribute to understanding history. They may be unique or recurring, and may lead or contribute to the record of historical events. These are recorded by the primary sources (for example, those interviewed during the research, as well as being found in original memorandums) and those recorded in printed literature. Opinions are also found in formal documents such as government reports, even curriculum documents, which officially represent the ‘government view’, as they are undersigned by a government representative. Nevertheless, in PNG they are products of one or two writers, even though they may have been reviewed at workshops or committees, where information, ideas and opinions have been gathered.

The curriculum documents are also analysed in terms of their historical background. This is specifically the physical education curriculum used in EHP primary schools in PNG, and as discussed in Chapter Five’s analysis (5.7 – 5.8). The guidelines for their analysis are presented in figure 3.2. They were considered particularly in the light of the
narratives provided about the background history of their development and publication. The establishment of purpose and objectives of these documents were noted, together with the manner and choice of content, and the reflection and enhancement of society, culture and traditional values. Referring to Questions to be Addressed (1.5.1), analysis was undertaken to consider if the content reflected familiar, local knowledge, skills, and concepts, or if they relied predominantly on non-National practice.

Other suitable physical education curriculum references were discussed in light of international discourse on curriculum. These included Jewett, Bain and Ennis (1985, 1995) that presented, compared and contrasted physical education curriculum models. Apple (1993) debated issues of culture and socio-culturalism, and the inherent goal for social justice and equity in curriculum. Significant in these deliberations were Pinar et al. (1996) who examined provocative yet necessary ‘contemporary curriculum discourses’.

The discourse on curriculum in international contexts further referred to other curricular activities from within PNG (Eyford, 1993; O’Donoghue, 1994), and other Pacific Island cultures such as Fiji (Helu-Thaman, 1994), Kiribati (Harris & Couzner, 1987) and Samoa (Kiste, 1993).

3.7.2 Focussing the ‘Lens’
Initial analysis of the data brought several key ideas to the mind of the researcher. These were found to be very congruent with concepts reflected in the postmodern literature, in particular the postmodern critique of curriculum. The readings gave insight and meaning
to issues within the data. This provided the justification that came with the adaptation of the postmodern perspective. So, for this reason, the study was committed to postmodernism in the analysis of the discourses.

An initial survey of the printed transcripts of the discussions and interviews (primary sources of data) were read through closely, permitting identification of some concepts that drew the reader’s attention. History was the cohesive ‘glue’ for the texts. Each text formed a layer, like the over layering of plies in plywood. A further analogy was that of several witnesses to a car accident, where each witness had his or her own perspective on the single event. Common themes and issues existed within each account and therefore within the comprehensive history. Postmodern literature about history suggested several key concepts (Bhabha, 1994). Each key concept was physically highlighted in ink in the text, and its location recorded. These were examined more closely, and component areas of commonality or with similar themes were grouped together. Data which, in the opinion of the researcher, contributed to answering the questions to be addressed (1.5.1) and the purposes of the study (1.6) were selected. These included details and content of reports, narrative or other details that described historical events, interview responses or opinions expressed by various authors, or curriculum development activities. The data source was recorded, and the details extracted for insertion in the development of either the analysis or textual reference. The sources (whether sentences, paragraphs, or pages from the documents or transcripts) were next physically laid adjacent to each other for comparison. This side-by-side examination and comparison is synoptic. Some concepts stood alone, being found from only one source. Other concepts were recurring, having
several sources. This was exemplified by several authors recording the same historical event. These emerged through their repetition, emphasis and degree of intensity and duration. Their usefulness or otherwise were confirmed in the analysis undertaken in Chapter Five.

The emergence and identification of these concepts established the basis for an evaluation of the existing knowledge of physical education in PNG. By focusing on what knowledge existed and was recorded, the gaps in the knowledge were more evident. The compilation of the data enabled these gaps to be identified, and so considered what research could be undertaken to contribute further to the knowledge of physical education in PNG.

Over time, discussion, deliberation and reflection modified and narrowed the choice of key concepts to the seven concepts that found expression and impact, to a greater or lesser extent, in the text. The concepts that arose which impacted and recalled the questions to be addressed and the purpose of the study were ‘knowledge’, ‘power’, ‘culture’, ‘post-colonialism’, ‘hegemony’, ‘globalism’, and ‘apathy’.

The discourse is inherent particularly in the narratives of the respondents, but is additionally apparent in implications found within the curricular documents. The high degree of congruency between history and narrative is realised by the history being revealed and recorded by participants who share their truth, as they understand it. In attempting to undertake analysis, history – as historical fact – cannot often be
distinguished from discourse, which contains personal power and knowledge, and it may be inappropriate to attempt to differentiate or divorce the two.

### 3.7.3 Overview of the Analytic Framework

Figure 3.4 provides a schematic view of the research framework. It shows ‘knowledge’, ‘power’ and ‘culture’ as a single large lens, these concepts being dominant throughout the discourse, overarching and influencing all aspects of the history. The light rays of the history/histories are then significantly converged by the effects of ‘post-colonialism’, ‘hegemony’, ‘globalism’, and ‘apathy’, which have further impact on the history/histories, but not to the full extent as the former shaping concepts. The history/histories rays are then passed through concave-shaped filters. These are the actor groups: policy-makers, policy-developers, policy-implementers, and curriculum clients. The explanations of the history/histories pass through the filters, each being narrated by the opinions and perspectives held by the various respondents. What are displayed are the findings, from which emerge the recommendations.
Figure 3.4: Schematic view of the analytical framework.
3.8 **Validation**

Validation holds an important place in the research, including in postmodern ethnography. Principles of triangulation (Cavanagh 1992; Haag 1994) contribute to validating the research. Cohen and Manion (1994) define it “as the use of two or methods of data collection in the study of some aspect of human behaviour” (p.233). The history of the development of physical education curriculum is referred to as the one ‘phenomenon’. Cross-referencing data from the range of different sources, including the analysis of the curriculum documents, and the various respondents, provides consistency to the research and its analysis. When matters raised in the interviews concur with what the documents say, there is validation.

The validation is further evident when considering the diversity of narratives encountered during the research, that contribute to the one history – the development over time of the physical education curriculum in PNG. In Werner and Rothe’s (n.d.) model, “the discussion of the ‘situation from an insider’s viewpoint’”, the ‘description’, is validated by the acceptance this description has for the participants. The application of triangulation to this study occurs through cross-referencing and crosschecking the six research activities with each other, in the compilation of the research history.

There may be differences of opinion between text-narratives. Reality is a perception and expression of an individual’s experience. The function of each respondent’s voice is to be author of his text, his narrative. It is tinted and expressed with his individuality and personality. This in no way diminishes the power or integrity of the text. The narrative is dynamic and dependent upon the individual participant in the unfolding history.
Foucault asserts that each text, each narrative, is of equal worth, enabling and validating the discourse (in Zerzan, n.d.).

This involved cross-referencing and comparing aspects of the respondents’ narratives and information presented in the various documents, articles and references (Cohen & Manion, 1994; Thomas & Nelson, 1990). For example, histories obtained through the discussions with the principals corroborated indications and evidence of reference to the curriculum materials held at the school. Due to regional proximity to each other, there were some similarities and parallels in responses, but with differences evident from school to school. These were reported within the micro-context of each contributory narrative. The responses were considered synoptically, but acknowledging appropriate individual references.

3.9 Limitations
The study has been purposefully established as postmodern ethnography. The place of each participant, including the researcher and his personal involvement in some phases of the curriculum development, does not devalue it, but rather personalises and biases it, contributing to its essential value, knowledge, experience, and worth (McLaren, 1991; Pinar, et al., 1996; Wolcott, 1973). Ethnographic research and the philosophy of postmodernism therefore do not consider any allegation of subjectivity through the interview research tool to be a limitation.
Possible limitations of the researcher’s analysis by any inaccuracies in recording the data were kept to a minimum by using micro-cassette audiotapes to back up the written notes. Where these had any impact upon the recording of the interview sessions, these are noted in the text.

A culturally specific difficulty that may have influenced the accuracy of the discussions is the possibility of the respondents’ endeavour to provide the researcher with information that may not have been intrinsically motivated, honest and frank. Principals were in a position where they could possibly provide answers and comments that they considered were what the researcher should hear, rather than provide responses which were actual recollections and opinions. The various Papua New Guinean respondents’ reception of the English language as used by the researcher may have had subtly different interpretations, which could change shades of meaning.
Chapter Four: Key Concepts Examined

4.1 Introduction
In order to identify relevant concepts to guide the interpretation of the data, an appropriate scrutinising ‘lens’ was sought. As introduced in 2.1 (p.8), identification of the concepts was undertaken using ideas from postmodern literature relating to historical analysis (Goodson & Dowbiggin, 1997). Further, postmodernism encouraged inquiry to be undertaken into issues of knowledge, power and culture (Young, 1971). In this context, the relationship of the physical education curriculum with PNG cultural practice and activity could be meaningfully queried.

Seven key concepts were identified. Reference was made to the manner in which various educational writers expressed their understanding and use of these concepts. These collective meanings were applied in this study, enabling a focus to be obtained for the development of the analysis.

4.2 Conceptual Terms
Seven concepts were used which focused attention on key elements for the analysis of the data and, therefore, the thesis.
Many of these merged and operated together synergistically, which is discussed in 4.2.8.

### 4.2.1 Knowledge

The concept of ‘knowledge’ arose in the literature predominantly as a case of comparing knowledge, or bodies of knowledge. Knowledge is knowing, perceiving or understanding, being acquainted with truth, facts, or principles (*The Macquarie Dictionary*, 1991). The fact or state of knowing empowers a person to use that knowledge. The ways in which it is used (if that person chooses to use it) reflect beliefs, values, opinions and choices held by that person.

‘Power’ and ‘culture’ act with respect to ‘knowledge’, wherein power is created and nurtured. In *Official Knowledge: Democratic Education in a Conservative Age*, Apple links power, culture (as politics), and knowledge. He refers to John Fiske’s significant and often quoted statement: “Knowledge is never neutral, it never exists in an empiricist,
objective relationship to the real. Knowledge is power, and the circulation of knowledge is part of the social distribution of power” (Apple 1993, p.45).

The issue of “Whose knowledge is of most worth?” is fundamental to the direction of inquiry in this study. To this could be added the notion of what is the context of the knowledge-holder, who is the knowledge-holder, and where is he or she? These are questions that contributed to initiating the analysis.

4.2.2 Power

Very closely linked in the literature to the concept of ‘knowledge’ are notions of ‘power’. According to Edwards (1997), ‘power’ is a social process. It implies authority, and dominance, therefore, where there is a dominating group or individual, there is an individual or group that is dominated. It describes the dynamics and degrees of control between discourse and the subjects, constituted by discourses (Weedon, 1987). Edwards (op.cit., pp.5-6) states that “signifying and discursive practices empower and privilege certain individuals, groups, and forms of social life … ‘Power’ in critical social theory is understood in terms of forces that subordinate and dominate”. Edwards informs us that Foucault views power as the construction of the self. “He proposed a link between knowledge and power relations, referred to as ‘knowledge/power’, that govern understandings of knowledge and truth” (p.5). It may be understood to be a motivational force, operating at the ‘material, physical and corporeal’ level of life. Citing White (1988, p.190), Edwards sees power as being productive as it produces practices and
techniques in which a subject may be “integrated into a particular body of ideas or ways of knowing” (p.6).

Knowledge is inextricably connected to power, such that they are often written as power/knowledge (Diamond & Quinby, 1998). They state that discourse is “a form of power that circulates in the social field and can attach to strategies of domination as well as those of resistance” (p.185). An individual or group may express its will in dominant language - verbal, written, image, posturing, and legalised text, such as policy and law, utilising threats and intimidation, even to the point of actualised aggression, and explicit violence. Where a dominant aggressor expresses power over another, the latter may be considered ‘oppressed’ (Freire, 1972). Discourse as power is a central theme in Marshall McLuhan’s The Medium is the Massage (1967) and The Global Village: Transformations in World Life and Media (McLuhan & Powers, 1992). The title plays upon McLuhan’s famous aphorism “The medium is the message” (Postman & Weingartner, 1969, p.28). Media is the knowledge/power, the knowledge, being at the same time the means of transmitting the power. It is self-generating, renewable, and recyclable.

In Weedon’s (1987) interpretation of Foucault, power is expressed and implemented – transmitted/transferred - through discourse by referring to:
ways of constituting knowledge, together with the social practices, forms of subjectivity and power relations which inhere in such knowledges and relations between them. Discourses are more than ways of thinking and producing meaning. They constitute the 'nature' of the body, unconscious and conscious mind and emotional life of the subjects they seek to govern. (p.108)

Who holds the message (knowledge), who holds the medium (discourse) and the means of transmitting it (discourse, text) can directly and significantly impact culture, and therefore can change that culture. Discourse is as essential to the expression, manifestation and implementation of power, as it is to culture.

If power is part of a social dynamic, so is resistance to power (Diamond & Quinby, 1988). That ‘resistance’ can be expressed in various ways, ranging from vigorous rebellion through militant action to passive resistance, as in Gandhi’s emphasis during India’s revolt against the British Raj rule. As history has shown, these kinds of resistance can be significant and effective. The concept of apathy is considered later in this chapter as a characteristic of resistance, a passive response to exertions of the dominant culture, resulting in a ‘culture of silence’, and a ‘learned helplessness’ (Freire, 1972).

“Power doesn’t imply justice or even correctness,” asserts Chomsky in his 1990’s televised dialogue with Foucault (Human Nature: Justice Versus Power). The power exerted by colonists when applied in actual practice may be seen as being unjust, and incorrect. The holders of this power see their own knowledge as important and useful. Therefore, they frequently exclude the knowledge of others through decisions made about prioritisation. If the scope of educational programs cannot cater for all this knowledge,
then choices need to be made about what content to include, and what to exclude. Local knowledge and learning gives way to global knowledge and learning. This has happened in physical education as well as in other aspects of education.

4.2.3 Culture

The concept of culture, what comprises culture, and the comparison of cultures, played a significant role in the literature review. Again the notion of one culture being superior or stronger to another emerged clearly from the literature review. Reference to the history of the colonial authority’s activities illustrated oppression (as in Freire, 1972) of the PNG culture. This oppression was ideological and hegemonic, carried out by a dominating cultural ideology. The decision to enforce English as the language of instruction in schools can be interpreted as an expression of a dominating ideology. The belief that the PNG children’s understanding of play and recreational activities should be replaced by European activities, so that they could “devise the same amount of pleasure as we do” (Peterkin, 1962, p.33) was a strong attack of the colonial culture upon the local culture.

Culture is understood as the collective body of knowledge, traditions, histories, values, beliefs and experiences, held and practised by a group of people. The Macquarie Dictionary (1991) defines ‘culture’ as being “the sum total of ways of living built up by a group of human beings, which is transmitted from one generation to another” (p.448). Similarly, Apple (1993, p.45) sees culture as “the way of life of a people, the constant and complex process by which meanings are made and shared.”
‘Culture’ cannot be seen or interpreted as being fixed or concrete. While traditions and values may remain constant for a society for lengthy periods of time, inevitably, throughout history, it is seen that these ideals are never static. They change or are modified in line with societal evolution that involves proceeding through a myriad of social, political, geographical, economic and other changes. Modifications occur through response to internal needs, or by adaptation, adoption or assimilation of external (to the society) influences. This may be termed ‘social dynamics’ because of the power and energy of the society and community that may be consumed, expended or converted within this transition. Apple continues that culture should not celebrate a society’s achievement of harmony or unity, but rather be “a producer and reproducer of value systems and power relations” (ibid.). Unity tends to reflect a group’s possible reluctance to grow, because it may have struggled for some time to achieve that unity, and therefore attempt to maintain the status quo. Part of that group’s agenda might be unity, or be ostracised in return. Radical, expressive or creative behaviour might in no way be acceptable. Competing value systems and power relations struggle to exert authority within society. There is, therefore, value to unity, especially when in times of duress and pressure. However, the dynamics of an energetic and effective culture are often reproduced through debate, conflict and radicalism. Value systems and power relations celebrate those in authority. The dominant power holders will inevitably influence and impact culture.

When authority and culture of diverse groups are placed in proximity there will be conflict as to what knowledge is deemed to be of most worth (Peters, 1966; Kirk, 1988;
Pinar, Reynolds, Slattery and Taubman, 1996). There is a body of knowledge which is of worth and relevance in the Papua New Guinean context, for Papua New Guineans. Colonials entering this context bring their own cultural knowledge, believing it to be of great worth, and set it against this local cultural knowledge. In the PNG context there is a power differential. The power of the colonial knowledge dominated the other, which tended to be passive. The dominant power oppresses the passive culture that just occasionally resists. The voice which is heard in the implementation of writing and products for schools is that of the dominant colonial culture.

Goodson (1997) has considered issues of power at work in curriculum, the effects on knowledge, and its further impact on culture. Culture is central to this study, as it is strongly represented and reflected in curriculum development and implementation activities. Curriculum is a tool for the perpetuation and consolidation of culture. Culture is recorded in curriculum by a society’s representatives, who are curriculum writers supported by education authorities. These experts make choices and decisions about what ought to be taught in school. The opportunity for cultural domination of students and schools is very real through power displayed by those in control (Apple, 1993).

Ideologies and systems of political and cultural control are expressed as power displayed through communication tools and publishing (Apple, 1993). ‘Education’ is a significant tool in the transmission and transformation of one’s culture (Tinning, 1990). The syllabus is published text, which sets out the fundamental data for learning. The text takes on many meanings when used as curriculum. Curriculum holds a greater depth and
dimension as discourse. Curriculum discourse is valuable, describing the participant writers and learners, and their histories. Implicit in the discourse is the power expressed by the cultural stakeholders, who endeavour to transmit preferred political and cultural meaning.

Increasingly, media influences such as the printed press and television are impacting upon culture. Notable are global communication, and the immediacy of media reports. The sanctity of any particular culture is increasingly open to modifying influences because of the scope of its distribution to widespread audiences (Coakley, 2001). The media’s recording of events is text, and the meanings that are taken from the text become an important part of the discourse. Media as a dynamic social phenomenon has made its impact upon PNG culture, as it has upon other cultures.

Education needs to be sensitive and alert to social dynamics and change. Curriculum is a discourse, which transmits and implements these dynamics. It is argued that physical education, with all its content about the body and its movement patterns and meaning, is significant in cultural messaging. Physical education contains its own text - is its own discourse. Physical education curriculum and practice is discourse.

Meaning systems – culture - have been shaped and created by discourse (Weedon, 1987). Weedon claims these have gained acceptance and the status of ‘truth’. Within any culture where there is ideological or political domination, organisation of the self and society may be manipulated and enforced where that discourse is empowered, or
authorised. Alternative discourses may be consequently marginalised and subjugated. Thus, a dominant discourse manifests power within, and often from without, to shape a culture. Interestingly, the dominant discourse may not always be that view held by the social majority. Those who hold power may often be the minority in terms of numbers. The difference may be in the form of support from apparent technological, economic, political, or other so-called ‘superior’ knowledge, which results in coercion.

4.2.4 Post-colonialism

‘Post-colonialism’ may be referred to in three different ways. It is a term that is used mostly in contemporary (“the second half of the twentieth century”) discourse, according to a recent Multidisciplinary Conference (Postcolonialism Today: Theoretical Challenges and Pragmatic Issues, 2002). Despite two decades of definitional debates, however, it “still remains a fuzzy concept” (ibid). It refers first to a land that is emerging out from under a colonial authority and has gained – or regained – its political independence. Therefore, it refers to economic, political, social features, and more, which characterise this land, and how it proceeds to negotiate its colonial heritage, having emerged from a long period of dependency, and the resultant impact on the social and cultural fabric of the society – the post-colonial condition” (ibid).

The proceedings of this conference then progressed to identify a second application of ‘post-colonialism’, namely new forms of economic and cultural oppression that have succeeded modern colonialism, sometimes called ‘neo-colonialism’ (ibid). This concept is described as portraying a new form of political and cultural domination, through new
activities of cooperation, assistance, modernisation and the like. In post-colonialism, these can be “as pernicious as the former imperial colonialism or colonial imperialism were: the devaluation of autochthonous ways of life and their displacement by the ethos of dominant nations which are technologically more advanced” (*ibid*). Interestingly, this is an indicator of globalisation at work (4.2.6). The domination of one colonial power spreads beyond borders. Again the traditional, autochthonous activity is minimised, pressured in various ways to succumb to the new global activity – under the guise of benevolent cooperation, assistance and modernisation.

### 4.2.5 Hegemony

Throughout this literature review, issues of hegemony emerged. They began with the arrival of small groups of missionaries who dominated the religious beliefs of whole groups of people, changing their lives and values forever. This was followed by British and German colonialists, with their imported values. Colonialism is hegemonic, and so PNG was greatly subjected to its influences.

*The Macquarie Dictionary* (1991, p.814) defines hegemony as “leadership or predominant influence exercised by one state over others”. Wilkes and Krebs (1991) define hegemony as “an ascendancy or domination of one power or state within a league, confederation, etc or of one social class over others” (p.465).

The influence of hegemony in society, cultural anthropology and politics may be seen operating at two levels. The first level is a global level. In this level, hegemonic effects
are evidenced when representatives of one group, or culture, exert their will upon those of another culture (Kirk, McKay and George, 1986). The second level concerns the oppressor’s desire for control of educational discourse (Kemmis, 1986). Education provides the discourse used to manipulate the young members of the culture especially, and to control the assumptions they make about society.

The term ‘hegemony’ was first used in Marxist thought by Marx and Engels (1974). Hegemony referred to a process of domination whereby the ruling class is said to exercise political control through its intellectual and moral leadership over allied classes (Gramsci, 1975). Second, hegemony referred to the use of force and ideology in the reproduction of class relations (Aronowitz and Giroux, 1985). Thus hegemony is understood to occur via the use of force and via the shaping of human consciousness. This argument sees hegemony as oppressive.

At the first level, a group considers its knowledge, which represents and reproduces its culture, as preferential, often superior, to that of the other. It is the dominant discourse, which embodies power, and so the dominant discourse may be imposed upon the other. The sense of oppression in hegemony is well examined and expressed in Freire’s Pedagogy of the Oppressed (1972). The corollary to the oppression by the dominant group in hegemony is the oppressed. Dialogue with the oppressed is not encouraged nor endorsed by the dominant culture. Often the oppressor demonstrates a level of conditional benevolence to the oppressed individual or group. This is conditional requiring that the indigenous peasant expresses satisfaction, and so is not encouraged to
undertake dialogue (op.cit.). The oppressed individual or group are non-empowered. It is not disempowerment, as this implies they once held power. According to Freire, their circumstance is little better than that of animals (op.cit.). Hegemony, at the global level, is “dehumanising” (Freire, 1972, p.20). Characteristics of oppression which Freire identifies are the ‘culture of silence’ (1972, pp.10, 78), and a ‘learned helplessness’ (op.cit., p.70). These characteristics of response to oppression may be expressed in terms of another key concept, ‘apathy’, which is examined at length later in this chapter (4.2.7).

Hegemony may be found within issues about literature and society. ‘Hegemony’ expresses the published dominance of a cultural ideology and values (Agger, 1990). It is used to present expressions of power. The locus is within a society, a culture. Within that culture there may be expressions of power and voices, each holding its own truth. In various and diverse ways one voice may be dominant, and where that voice is accepted and implemented, implicit power is exerted. So often in colonial contexts this has been the recorded history of events. In these circumstances the authority has been the minority group. For whatever reason, allegedly perhaps technological or intellectual superiority, the oppressor has been the minority, the invader, over the native, national, indigenous majority (Hendricks, 1994; Kiki, 1982).

Extending the study’s use of hegemony to its second level involves investigating hegemony in education. Ideologically, democracy is poly-discursive: there are many voices that possess the power to be heard. Autocracy is mono-discursive; there is only one voice which has power to be heard. Apple (1979) was one of the earliest writers to
understand curriculum as political text. Democratisation of the curriculum (Apple, 1993) has relevance to the issues under consideration here. Curriculum ought to share ways of liberating people, as was established by Dewey (in *Democracy and Education*, 1916), and Giroux (1981), among many others throughout the twentieth century. History shows that this is very often not the case. Most political scholars continued to use hegemony in the same manner, applying it to refine the basic model of reproduction accepted to that point. Curriculum functions to privilege certain sets and orders of knowledge over others, a process termed ‘selective tradition’ (Apple, 1993, p.49).

Kirk, McKay and George (1986) describe hegemony within physical education curriculum as being a struggle. Relating to postmodernist thought, one may read “values and practices” as ‘power’, ‘culture’ and ‘knowledge’. Power plays are made by groups striving for cultural dominance. This is shown by “having their specific and historically contingent values and practices accepted as ‘obvious’ and ‘given’” (Tinning, 1990, p.63). The converse also occurs, “by incorporating and/or marginalising oppositional or alternative values and practices” (*ibid*). Tinning argues that when a group’s set of values and practices become hegemonic, then what is culturally ‘reasonable’, ‘realistic’ or ‘normal’ is apparently set (Tinning, 1990, p.63), leaving little or no opportunity for appeal or alternative. People’s abilities to conceive of alternatives to existing patterns of domination and subordination are limited. “An ideology is most hegemonic when subordinate groups acquiesce in or consent to, albeit unconsciously, their own domination by unreflectively accepting and reproducing the values and practices of the subordinate groups” (Tinning, 1990, p.63).
Hegemony becomes apparent through the hidden curriculum. The ‘hidden curriculum’ deals with the tacit ways in which knowledge and behaviour get constructed, outside the usual course materials and formally scheduled lessons. It is the combination of “forces by which students are induced to comply with the dominant ideologies and social practices related to authority, behaviour and morality” (McLaren, 1989, pp.183-184). Apple (1975a) sees the hidden curriculum as hegemonic. It serves to reinforce basic rules surrounding the nature of conflict and its uses. The assumptions, when internalised by students, become accepted as legitimised. This can be accomplished not so much by particular or explicit instances, but by the nearly total absence of showing the intellectual and normative conflict in subject areas. These assumptions are obligatory for students, since at no time are the assumptions articulated or questioned.

These two levels of hegemony are applied to the history and actuality of educational practice and curriculum development in PNG.

4.2.6 Globalism

Globalism is the phenomenon of activities being accepted and used across the globe. ‘Globalisation’ refers to the tendency or movement of these activities towards acceptance and use across the globe. “Globalisation is the present process of becoming global … Each major aspect of social reality is simultaneously undergoing globalisation, as witnessed by the emergence of a world economy, a cosmopolitan culture and international social movements” (Archer, 1990, p.1). Globalisation is described by
Wilcox as a “dynamic, geo-political metamorphosis [which] has seemingly spanned the globe” (1994, p.xvii). ‘Globalism’ therefore describes the state or phenomenon, whereas ‘globalisation’ describes the developmental process. The terms are sometimes used interchangeably without significant semantic loss or error.

Sabo (1993) presents another perspective on globalisation and refers to it as the growth of interdependence among the world’s societies. This interdependence does not connote international harmony or global community, but suggests that which may occur in a society is increasingly influenced by its interactions with other societies.

Increasing social interdependence occurs as more facilities and institutions are being established and expanded, replicated or reproduced, across many nations. There are major organisations that span the world, such as the United Nations (UN), which indeed has the closest semblance to a world government at the present time. There are major subsidiary organisations of the UN, such as UNICEF and UNESCO, which deal with global issues of aid and support for those in need. The International Monetary Fund (IMF) and the World Bank provide and administer financial control, advice and support to economically less able nations. The IMF terms globalisation “global economic integration” (Mussa, 2000). Essentially the ‘haves’ provide for the ‘have nots’. They are, however, principally constituted and managed by representatives of wealthy (read ‘powerful’) corporations and nations. Cash grants, loans and other financial incentives are offered with provisos and often non-negotiable conditions, which may have nothing to do with economics or financial management. Where an organisation or institution may
make extraneously imposed provisos and conditions upon another (probably technologically and economically less endowed) culture’s sovereignty, this may arguably be considered yet another form of hegemony (Donnelly, 1996).

PNG has been a recipient of ‘have not’ support from the ‘have’ support of several nations, Australia in particular, for over one hundred years. This has happened in various ways, from straight hand-outs, specific grants, to aid packages. PNG has ostensibly learned to be reliant on international support and resources. This reliance may be considered as a concern. AusAID, who also provided most of the leading personnel, is funding education research and development.

Electronic technology, economics, information and news media are arguably the most significant globalisers of the recent and present era (Musa, 2000). Television is becoming increasingly popular throughout PNG. The most popular programs are broadcasts relayed from Australia of the Rugby League State of Origin, and the weekly rugby league seasonal matches. Australian-made soap operas and serials enter nightly into the homes of Papua New Guineans who own a set, or the public bars that operate their sets throughout tavern lounges. What this means to Papua New Guineans in terms of knowledge and discourse is that this knowledge, with all its cultural concepts, is directly or indirectly imposed into the community consciousness. The media is a significant discursive nexus, where diverse images and concepts are thrust at the recipient viewer.
Accessibility to knowledge via computer-based communication and data sources is increasingly available to Papua New Guineans, through the Internet and the World Wide Web. Those who have most access have higher educational qualifications, or work in offices or other facilities with Internet access. It is rare to find them out in the rural areas. These links are slowly becoming more widespread through PNG, enabling access to almost anywhere else on earth (or above it), in the office, the university or college, the schoolroom, at home, via the mobile phone in one’s pocket, and communications satellites (Martin, 1998).

The effects of globalism on culture see values and ideas being increasingly shared. This global knowledge or concept itself often develops its own intrinsic culture, value and belief. Those with dominant influence, usually through effective and powerful marketing and advertising, lure and win the allegiance of the masses – the consumers. These values and ideas can be domestic and commercial, as in Coca-Cola, Big Rooster and Nike (Donnelly, 1996). Each of these has a presence in PNG. Recent dramatic world events are watched as they actually unfold by countless millions in many countries across the world, due to journalism networks which appear to have greater access to individuals and events than do governments and even intelligence or other covert watching and enabling agencies. Seated in front of television sets in vastly different parts of the world, recorded programs and livecasts produced in one country or another carry their intrinsic and extrinsic loaded messages. To a greater or lesser extent these messages rub off, are caught, or are taught.
Globalism is prevalent in the culture of the sports arenas (Briggs, 1994; Donnelly, 1996; Harvey, Rail and Thibault, 1996). It can be institutionalised, such as in the International Olympic Committee’s programs, and those of the various international federations, such as the Federation Internationale de Football Association, the Federation Internationale de Volleyball Association, and the Federation Internationale de Basketball Association. The objective is to provide value for money, and to extract dollars from consumers in return for excitement, pleasure and entertainment from different levels of involvement with the various sports events. Significant sports events are often scheduled to fit in with television network prime time slots, thus maximising optimum viewer impact.

While the sports themselves are imbued with global transformation implications, it is the associated economic trappings of the sports context – the goods, resources and images – that have a marked and long-lasting effect on the simpler, less sophisticated traditional culture, contributing to its erosion.

Interestingly, there has, in recent years, been a strong movement towards acknowledging and celebrating culturally significant games and sports as repositories of tradition and history for individual cultures. For example, the focus of the Journal for the International Council for Health, Physical Education, Recreation, Sport and Dance has reports from around the world as well as global overview issues (Volume 32 (2), Winter 1996). Yet in publishing such worthy books as Unique Games and Sports Around the World (Corbett, Cheffers, & Crowley Sullivan (Eds.), 2001), the cause of globalism is being supported, while the cause of the individual richness of each culture being
recognised for its own worth risks being undermined, and even marginalised (Donnelly, 1996), due to exposure to the global community. Donnelly (1996, p.251) warns that those rejecting the apparent direction evidenced by globalism “sometimes tend to romanticise the power of local cultures to resist international trends.”

4.2.7 Apathy

‘Apathy’ operates at two levels in this study. The first level that is most commonly used is the notion defined in The Macquarie Dictionary (1991, p.118) as being the “absence of interest in or enthusiasm for things generally considered interesting or moving.” Wilkes and Krebs (in Collins 1991, p.68) tersely note, “Absence of emotion. Indifferent.”

It is a concept or term seldom encountered in philosophical or curriculum literature. Both philosophy and curriculum are about constructive and relative thought, about what is, and what is believable, or true. Seldom is reference made to a concept, a philosophy of “I don’t care about that,” or simply, “So what?”, or “Big deal”. An apathetic attitude toward a thought, idea or issue evokes little response from individuals or groups. It is a particularly disturbing circumstance when this response is from one who ought to or has the authority or power to have demonstrated a greater commitment of time, effort, to have deliberated and reflected on the issue under consideration. It is suggested that apathy is characteristic of one who is prejudiced, who has unshakeable attitudes, is inflexible, naive, self-centred, narrow-minded, and is unwilling to deal with changeability or social dynamics. While there may be varying degrees of response according to the individual and the situation, apathy implies no or little interest, little recognition. If there is
recognition or acknowledgement, it is greatly or grossly marginalised or minimised in comparison to apparently parallel issues or concepts. Thus it is under-prioritised, under-ranked. The literature review suggests that the colonial individuals and groups in PNG displayed an apathetic attitude towards many aspects of culture and social practice while in PNG.

This dimension sees it as operating within social groups or group representatives, and how the group or social representative makes decisions and choices about social activities and processes within institutions, such as education. Those who have authority or power in this context express this socially rather than as a reflection of personal behaviour. Apathy applies to authoritative powers passing off an issue as of little or no interest, value or importance, implying that other issues are of greater and more pressing importance for attention. The actual consequence is that the issue receives little or no attention. Consequently, the matter is reduced in due course, with the ultimate outcome of indifference, detachment, and disinterest, without there being an exact denial of existence (Bhattacharya, 2000). The interest level is quasi-nihilistic because the outcome may be indefinite shelving, or even probable destruction of the matter.

In this study, it is also considered at a deeper, second level, as a concept that reflects on aspects of power, as in ‘power’ and ‘hegemony’. Apathy is an expression of abuse of power held by the colonials. What may be consider atypical in this concept is that, unlike the exertion of power by colonials in oppressing the local inhabitants, the power abuse is displayed through the locals passively resisting the power of the colonials.
The latter is a comparison of power in practice. In applying ‘apathy’ to education, the outcomes may be insidious and dangerous, depending on the nature of the issue to be considered. If it is an area of learning that is considered of importance to the development of the whole child, and that area receives little attention for deliberation, support and resourcing, then there is a range of negative possibilities.

The notion of apathy being expressed as passive resistance to power (Diamond & Quinby, 1988) holds a different and deeper perspective. The concept of apathy, when considered as a characteristic of resistance, elicits a passive response to exertions of the dominant culture, resulting in a ‘culture of silence’, and a ‘learned helplessness’ (Freire, 1972). It provides the oppressed culture with a defence against pressure, against violent or active oppression, which could be destructive and more threatening. The passive response does not stimulate an extension of overt activity. Rather, any drive by the oppressor to impose greater oppression is diluted or diffused by the passive response. There is a reduction of interest by the oppressor, and so efforts to exert power wanes. Thus the choice by the dominated group to be apathetic tends to be preservative.

4.2.8 Knowledge, Power, Culture, and Apathy as Synergism

These four concepts are central to the study as they operate together. While each concept holds its own meaning and application, there is significant intersection and relationship between ‘knowledge’, ‘power’, ‘culture’, and ‘apathy’ that in this study is termed ‘synergism’. ‘Synergism’ is defined as “the joint action of … substances which increases each other’s effectiveness; working together; cooperation” (The Macquarie Dictionary,
1991). These concepts have been dealt with as separate entities. However, the conjunction and inextricable inter-relatedness between them is explained, based upon readings in postmodern literature. The directions of postmodern thought are strongly established upon this interplay of concepts. According to Foucault (1977) and Foucaultian commentators (O’Farrell, 1997; Weedon, 1987; Diamond & Quinby, 1988; Shapiro, 1984), one concept may not be expressed without reference to the others in some way. In presenting discussions on each concept, it is not possible to divorce reference to the others. It is a somewhat ‘tetrahedron’ notion (not necessarily flawless) in that, like the four separate sides of the tetrahedron, each one supports the other to form the whole, without actually being the other. The whole tetrahedron cannot exist without each side in place. As a whole, the structure is very strong and stable. And (like the chicken and the egg idiom), which one, if indeed it ought, comes first?

4.3 Conclusion
The seven key concepts that emerged and were identified through the reading of the literature review formed the scrutinising lens through which the analyses were constructed. Their relevance in postmodern literature supports their place in this study as the basis for decisions made about the research methodology, and the subsequent analyses. The discourse of these analyses provides the explanations for the status of physical education.
Chapter Five: The Analyses

5.1 Introduction

The analysis is undertaken from the perspective of the actors in this history. The concepts identified in Chapter Four have shaped the lens through which the analysis has been undertaken. The analysis focuses on how these key concepts help us to understand the ways these actors have participated in, seen, or responded to the activities around which the physical education curriculum has been developed. The physical education curriculum and its development might be seen as the script within and against which the actors play out their roles.

Four groups of actors with different roles were identified. The first group comprised the policy-makers (5.3) who were interviewed. These individuals were representative of the key decision-makers for curriculum in PNG. They comprised the Assistant Secretary for Education (E.H.P.) (5.3.1), the university Pro Vice Chancellor (5.3.2), and the Curriculum Development Division Superintendent (5.3.3). The second group (5.5) comprised the policy-developers, who operated as ‘middle management’ in the curriculum process. They used their knowledge of the subject area and suitable teaching methodologies to write curriculum within policy and procedural guidelines. The curriculum documents are examined within this group. The third group (5.9) comprised those who were involved in the realisation of the policy - the policy implementers. These were the principals (5.9.1) and the physical education teachers (5.9.2), operating from within the National Department of Education (NDOE) or private school systems. Added
to information obtained from this group was correspondence from community school teachers colleges, and some opinions contained within communication from the former director of NSI. The final group was representative of the *curriculum clients* (5.11). These comprised two PNG non-teaching adults (5.11.1), and also the PNG children (5.11.2) who were informally observed during the author’s involvement in the project.

### 5.2 Departmental and Divisional Directives from Education’s Policy-makers

The policy-makers that directed curriculum development for the PNG education system made several significant decisions that influenced and impacted on physical education. Written evidence of these decisions was obtained from departmental and divisional directives. All were founded upon the ‘Matane Report’.

#### 5.2.1 The Matane Report – *A Philosophy of Education for Papua New Guinea*

The initiating document for the new direction in education was *A Philosophy of Education for Papua New Guinea: Ministerial Committee Report* (Sir Paulius Matane, November 1986). The purpose of the document was to establish a philosophy based upon the National Goals and Directive Principles in the National Constitution (which in turn were based on a notion of integral human development). This led to the notion “…that Education must aim for integrating and maximising: socialisation, participation, liberation, and equality” (p.6). The National Goals were:
• Integral human development
• Equality and participation
• National sovereignty and self-reliance
• National resources and environment
• Papua New Guinea ways. (p.7).

This document was a response to a perceived need to establish educational programs that acknowledged the value of being Papua New Guinean. Since Independence in 1975, education had remained governed and conducted in the pre Independence colonialist manner, and was still based upon existing pre-Independence thought (Archibald, 1996).

The new national objectives for education were established in the Matane Report, and were founded upon an analysis of the PNG contextual situation. Their starting point was to be found within communities. Their purpose was to establish the basis for a relevant education for PNG, which would focus upon PNG culture, and work towards building a unified nation. Decisions made about the curriculum to be developed and implemented within schools were to be based upon the principles established in the National Constitution, and expressed in the Matane Report.

5.2.2 ‘Future Directions in Education’ (1990)

The Secretary’s Circular No.9/90 ‘Future Directions in Education’, dealt with reviewing the department’s objectives and operations, attempting to come to grips in a practical way with the implementation of the new philosophy for education. The first document within
this circular was titled *Literacy and Awareness Programme*. It sought to return education delivery to the language the children learned and used at home. This was considered to be the way to establish changes for schools to become more Papua New Guinean. It was a reaction against the hegemony evident in colonial decisions made in the mid-1950s that education in PNG be conducted in English (1953, 1958) (Archibald, 1996). As seen by Archibald (1996), Dinnen (1997), and O’Collins (2000), these colonial decisions may be seen as and interpreted as colonialist attitudes about subject content. These arguably had problematic effects on the learning, the knowledge and the concepts that young Papua New Guineans were internalising.

The intention was to implement a return to using the community’s own language as the initial and principal means of communication in education, and therefore every day living. The approach was to use the *ples tok* first, then for the community to choose to introduce English or Pidgin skills, once basic language skills had been learned by the children. The instruction clearly needed to be undertaken by someone of the local community or region, and this was intended to provide greater legitimacy to and acceptance of instruction in the local language. According to the *Literacy and Awareness* authors (under the Education Secretary’s authority), the purpose of this decision was to liberate local knowledge for the use of local people. It would also empower local people as school teachers.

The second document referred to in the Secretary’s circular was titled *Relevant Education for All Programme*. No reference is made in it to physical education or health education.
Referring to the perception of integral human development, the *Philosophy of Education* document explains education as aiming “for integrating and maximising: socialisation, participation, liberation, and equality” (p.6).

This document defines quality basic education … as an education which strengthens citizens’ identification with, rather than alienates them from, their own communities. In this context the programme gives value and status back to the appropriate attitudes, knowledge and skills relevant to community development and supplements this with a degree of competence in English, mathematics and science to ensure the development of citizens who are:

- committed to their own personal development and view education as a continuing life long process;
- embued [*sic*] with a productive work ethic and value both rural and urban community development activities in a context of national development;
- prepared for the realities of life in most communities;
- capable of participating in further training for manpower needs (p.1).

A thorough examination of the document reveals only brief references, both directly and implied, to comprehensive education, and to health. These are seen in the following National Objectives (as set out on p.3 (*sic*); NB: the numbers in the left hand column refer to the relevant National Objective):
12. “to encourage and support local efforts to meet basic human needs and improve the quality of life”
21. “to improve health behaviour and reduce the incidence of communicable and non-communicable diseases”
23. “to reduce the incidence of malnutrition and nutrition related disorders”
25. “to provide basic schooling for all children”.

Employment and vocational issues make up a large proportion of the remainder of the document. It also states how policies and legislation would be developed to meet Integral Human Development needs, to “strengthen social and spiritual development and the development of vocational skills” (p.7).

Physical education, its concepts and related fields, are not referred to, other than in those objectives cited above regarding health and “basic schooling”.

The third document in the Secretary’s Circular addressed *Education Access and Expansion Programme*. In the cover letter to his Circular, Tetaga (1990) states that the task of the programme is to:

> define what we mean by education and deal with the needs to develop education systems which give an appropriate place to languages and cultures of our communities, reflect a realistic understanding of the concerns and conditions of the people in which will prepare our children to contribute to community and national development. (*sic*)

The education system required major expansion. PNG was not a commercial manufacturing society. Around eighty percent of its society was rural, located in villages scattered across the country. Most of its commercial and non-traditional food products,
for example, were imported. Education would need significant changes to train and equip Papua New Guineans to meet local needs. Further, a significant restructuring of curriculum was required to respond to this new educational philosophy. Throughout these important documents that introduced the ‘new education’, core subjects were identified, such as English, Mathematics, and Science, which would receive priority attention for development and resource support. This document also identified employability and vocation as being key to changes and focuses in education. However, physical education in personal development was not identified.

Health had a brief recognition, but there was no reference in any form to physical education. It had disappeared from the curriculum in 1975, and now, fifteen years later, appeared set to do so again.

5.2.3 ‘Types of Curriculum Documents’ (1993)
In October 1993 the Curriculum Superintendent set out the ‘Types of Curriculum Documents endorsed by the Board of Studies’ that were to be developed.

A range of documents produced by the CDD addressed the Education Reform. The first was ‘The Education Reform: Reform Awareness’ (n.d.). It outlined the reasons for the Reform, including enrolment numbers and dropout rates, problems addressed and the question posed, “What do the people want?” (p.7). The answers were seen as:
A new reformed education system that will:

- strengthen children's identification with their culture and their community
- develop children's self-esteem and confidence and encourage them to value village life, traditions and obligations
- encourage more realistic expectations for the children, their families and their communities
- allow all children to go to Grade 8, more children to go to grades 9 and 10, and more to grades 11 and 12
- use teachers more effectively and reduce the cost for students at all three levels

What must the curriculum do?

The new reformed curriculum must:

- start in the language the children already speak and improve their use of English
- be relevant to the needs of Papua New Guinea and its people by consulting with communities and provincial authorities
- improve standards of education at all levels
- prepare children to use resource development opportunities within their communities
- use teaching methods that improve learning by allowing children to learn at their own pace (p.8).

Physical education was included in the proposed new Lower Primary Curriculum (p.22), Upper Primary Curriculum (p.23), and Lower Secondary Curriculum (p.24) (CDD, n.d.).

On p.25 the ‘Proposed Allocations for Upper Primary and Lower Secondary’ were set out. Physical education was now identified as being an elective: “Schools may chose (sic) two out of the five subjects: Commerce, Expressive Arts, Physical Education, Religious Education”. A fifth subject was not actually written.

Health appeared, along with Physical Education, under the composite heading of Culture and Community (p.33) in the ‘Elementary School Curriculum Framework’.
5.3 Policy-makers

Policy-makers make decisions about the direction in which education ought to be going. The direction of education is a critical issue in the context of the development of a young country emerging from colonial authority to independent decision-making and sovereignty. Policy-makers were under some pressure to perform, and produce results. They were the first generation in and part of the formation of a new nation. Therefore, national precedents were being set. The models prior to this time were colonial. The ultimate authority under the colonial model had been first distantly located in England, then in Canberra, both a long way away. The ‘colonial’ model of policy-makers exhibited single-mindedness, autocracy and superiority. The Australian model was a reflection of the older British version, as exemplified in opinions expressed and decisions made by Hasluck and Peterkin. Now, however, the policy-makers’ authority was vested in them and those around them.

The Education Reform (Matane, 1986) established the basis for education’s direction in PNG. Each of the three policy-makers interviewed was responsible for various aspects of interpreting the directives, policies and practices of the Education Reform. The Assistant Secretary for Education developed policy at the provincial level in collaboration with other provincial and national Assistant Secretaries. The Pro Vice Chancellor applied the activities of the university, as the nation’s key teacher education institution, in pursuit of these policies. The Curriculum Superintendent was primarily responsible for the program
that brought chosen subject specialist writers together to prepare curriculum materials, which met the policy guidelines and concepts.

5.3.1 The Assistant Secretary for Education (EHP)

The Assistant Secretary for Education (Mr Tony Fova) was responsible for the education programs for the Eastern Highlands Province. The education programs ranged from those in community schools to those in the university and several colleges located in the province. He reported to the Chief Minister for the Province, and to the National Minister of Education. He was considered the senior education adviser for the region. His interpretation of his role in policy-making was more as an administrator and executive. His concerns focused on practical issues of finance, and how schools could be funded to function: “internal revenue is … a constraint” (appendix p.291). “Anything to do with developments, infrastructure developments, purchasing, essential building materials, stuff like that, obviously in terms of availability of funding” (ibid.) Further (with respect to physical education):

… we need some kind of government scheme where we get good support to the sporting body of the provision of supply of the basic sporting equipment and basic physed activities suit their requirements in our schools. …In some of our schools we don’t have the kind of things we would want to have so that physed is exposed better or sporting activities are exposed better. The financial flow into our schools, or the means to collect it from parents in terms of fees, are limited. We don’t get this kind of money coming through, so I think better support, more schools support from whoever leads the government (sic) (appendix p.295).

The focus of the discussion with him was on the implementation of curriculum and instruction in schools. Physical education was a subject mandated to be taught in the
curriculum. His role should have ensured its delivery in EHP schools, based upon his evaluation of the value and purpose of the subject.

He expressed some support for physical education, but in a round about way. He saw it as important that time was provided in the curriculum for teaching physical education, so that sporting activities could take place. He acknowledged how fortunate it was that NSI was in the province. He was pleased that provincial schools and teachers could be involved in training activities, and that these could be done at NSI. He expressed concern that they were not getting enough trained “physed” teachers. He was also concerned that students were being taught in schools, but there was a need to ensure that they had follow-up opportunities or encouragement to continue in physical activity, upon leaving school. He also expressed concern that they needed:

support to have basic sports and physed equipment available in schools to suit requirements. If these things were available in school then they would be used and principals and Boards of Management would be more supportive of physical education in school programs. Many schools didn’t have the kinds of things they needed because of limited funds (appendix p.295).

He suggested “the government or maybe some private organisation or the World Bank should support this kind of activity” (appendix p.295). His support for physical education was interpreted in terms of being related directly to what financial and human resources were available to provide necessary equipment to teach it.
Fova expressed the possibility of continuing and expanding the conduct of in-service training at NSI. He saw the need to equip and train new teachers, or teachers who had graduated some time ago and were unfamiliar with the Pikinini Sport type of equipment.

Some issues touching on post-colonialism and globalism were considered by Fova, within his concern that Papua New Guinea’s “diverse culture was vanishing” (appendix p.297). No doubt he could see this happening in schools, as well as in the wider community. The Education Reform was a strategy to halt or slow down the processes responsible for causing the disappearance of the traditional diverse culture. Fova acknowledged, for example, the hard work that had to be done to prepare the Elementary program with appropriately trained teachers. They had to be able to “work with the culture of the children they would be teaching” (appendix p.297).

When the researcher asked him his opinion of the effectiveness or otherwise of the physical education curriculum and the existing syllabus documents: “Do you think the existing physical education curriculum, the syllabus documents, how do you see them at the moment? Are they successful? Were they successful? You know the stuff that Tom Brandt and Klei Kera did? Do you know these very well?” Mr Fova gave an answer that surprised the researcher: “Well, I’m sorry I haven’t, I’m not really into physed programs in our schools” (appendix p.298). When the key policy-maker for education in the EHP can be so dismissive to a question about physical education in his schools, this answer may be interpreted as saying the physical education curriculum and existing syllabus documents were not at all a priority.
He commented a little later, however, that they “still needed expatriate teachers in PNG schools” (appendix p.299). They had tried to be independent after Independence, but there were subject areas where they needed “people who could provide good teaching, such as science, English, and like what you are” (physical education) (ibid). The fact that physical education was perceived as an expatriate subject may have helped it be diminished and placed as marginal to the Reform thrust. However, English and Science are also expatriate subjects, yet they are still given significant attention in the Reform. The question is raised, therefore, concerning what it is that makes one expatriate subject marginal, and other subjects core?

He did not appear to have concerns with issues of power, other than memories of schooling during the colonial era, which were not happy. As a student in the pre-Independence era he had been drilled hard in school, pressured to learn. He agreed that they had been pressed, often under heavy discipline by his expatriate teachers:

Things were pushed down our throat. But … what is kind of saddening my heart is that, it’s been, it’s been the system of schooling that’s been imposed on us which has turned out the way our society is now. We now have to look at what has happened, and try and correct it if we can, for the next generation (appendix p.300).

This is an example of power exerted by a minority group over a larger but less dominant group in school contexts. Fova and Solon (the Pro Vice Chancellor) exemplified two PNG students who had experienced the strict disciplinary methods meted out by expatriate colonial teachers. This strict discipline left a poor impression of self-esteem,
and dislike of expatriate authoritative behaviours in school contexts, in students’ memories. In Fova’s opinion, the outcome has widely contributed to a negative quality in PNG’s contemporary society.

5.3.2 University Pro Vice Chancellor

The Pro Vice Chancellor’s major relevant responsibility was for secondary school teacher education programs throughout the whole country. As a ‘gatekeeper’ for the award of the Bachelor of Education degree, he was also responsible for the physical education majors. As a senior education administrator and member of several important policy-making bodies, he also had an important voice regarding education policy development to politicians and other National legislators. He desired to discern ways to integrate traditional values and practices with necessary new global knowledge, so that PNG education could develop and maintain its unique place in the region and the world (appendix pp.310-311).

His policy decisions were founded upon his clear perceptions of Melanesia and its place in the region, as well as in the world. PNG:

need not worry too much about whether that philosophy is accepted internationally worldwide. At the end of the day the world will need to look back and I think it will realise Papua New Guinea’s got its foot on the ground. Instead the basis of its education programs and policies are based on human beings, not items (appendix p.302).

His views portrayed pride in the Melanesian way of knowing, and its legitimacy in the global context. In describing Papua New Guineans returning from overseas study and research programs, he commented that:
You get individuals coming and they’re saying, “There are other ways of knowing. There are other ways of doing things. And there is also Papua New Guinea way of doing things.” There is a going, beginning to enkindle itself about Melanesian knowledge base (appendix p.311).

Nevertheless, for it to be sustainable, PNG education and knowledge would also need to be placed alongside global knowledge. “I speak for Goroka at the moment, I think it’s trying to develop itself and allow itself to be seen as part of international community of educators and all of that” (appendix p.304). As communication networks expand due to technology and improved transportation, the expansion of global knowledge is inevitable. It would touch even remote areas of PNG. Solon believed it to be crucial that PNG leaders and academics should take a confident approach to representing themselves, their culture, and their knowledge, in the global ‘marketplace’.

Solon saw the Matane Report as a springboard, a sound foundation of philosophy upon which to establish educational direction, embodied as the Reform. He also considered that it was Papua New Guinea’s right to hold to its philosophy, and not worry whether or not that philosophy was accepted internationally.

The key area of application he felt was to establish policy to guide system restructuring. This would see education and the community as part of each other’s process. This traditionally had been Papua New Guinea’s position “for time immemorial” (appendix p.305). In applying it to education, he saw it happening in the community schools. In universities, however, because of their traditions, he felt it was harder and slower for them to take on some of these new directions. They were not only leaders in promoting change, in writing areas and supporting this with appropriate knowledge, but they were also protectors of existing knowledge and traditions. Academic staff from Papua New
Guinea’s tertiary institutions had travelled overseas for higher education study and returned with their doctoral degrees. They had more respect for what PNG was, and how they could contribute to developing the education process.

University traditions conflicted with National traditions. PNG universities, including the Goroka Teachers College (forerunner to the University of PNG (Goroka Campus)), were established upon broadly Australian Government tertiary education institution models. They therefore contained inherently imported values, traditions and practices from, or largely based on, Australian practices and traditions. However, their development remained frozen in the sixties’ western structure and ideology. They had not changed significantly since Independence, other than having a wider National representation on faculty and staff. They were late into the university ‘model’ and, under the new National administration, they were slow to modernise. PNG universities appeared insular to the PNG community. University traditions are deeply ensconced in the larger, less wieldy institution. Change, therefore, is harder to develop and implement in a university. However, asking universities to localise, may be incongruous with what universities do.

By contrast, at the other end of the community education spectrum, community schools, existing within the community, reflect the community with varying levels of community input, even those with mission and church based histories.

What Solon shared was an overarching reflection on education in PNG in general, and the place it has in the community. His reflection embraced a strong expression of respect
for elders, and for the rich knowledge that was uniquely theirs. This knowledge deserved to be developed by their own academic community.

However, he felt that progress was slow, as individuals or groups were perhaps doubting and questioning their own credibility. Solon pointed out, “There is a certain degree of fear that one should not be the first to take the step, or the first person to be out of step” (appendix p.305). He agreed that it could be a cultural thing to some degree, due to respect held for the elders. Solon continued, “They are more experienced than oneself.”

Issues of family security and responsibilities also directed one’s active level of seeking change. “What’s best for me? What’s best for my children? What’s best for my community?” (ibid.). Reflective talk expressed a view that could only come with maturity, experience and exposure. Others generally reflected these sentiments in the community, including other respondents in this research.

Solon asserted that the small but growing group of PNG academics had power. This was a unique power within their PNG society. This power comprised who they were, as members of a dynamic culture, with the added facet of having undertaken academic study. This academic power enabled them to have a significant degree of control within their society, to take on a dominant role. This was because they were perceived to hold important understandings of knowledge and truth, relevant for PNG. Yet, because of a history replete with generations of hegemonic oppression from outside forces, even in their current position of strength, they felt uncertain. Certainly there was a respect for their elders. As they themselves become new elders themselves – forming a new order of
elders – Solon described an apparent reticence to speak out against the institutions established by colonialism, which have been translated into the contemporary post-colonial era. It would demand a radical voice to speak out and be heard. In education, these voices are still few. It may take some time before a group of authentic PNG voices is heard throughout the national community. In physical education, there is not yet such a voice. No Papua New Guinean had yet stood up to take on the sustained and long-term leadership of physical education, through understanding children’s needs and how these might be incorporated into the National curriculum, upon a Melanesian knowledge base. A couple had short-term leadership roles. However, none had stood up to be published, to be visual and heard or seen at conferences and forums, to hold audience in upper echelon circles of education. For several years, the vacancy within physical education at CDD seemed to accentuate physical education’s apparent insignificance in the eyes of the education hierarchy, in front of the community audience. The ‘voice’ of apathy is silent.

He asserted there was an effective knowledge base in existence around the country when the colonials arrived. However, the colonials suppressed this knowledge base: “‘My knowledge is better than yours. My precepts are better than yours. So you do what you’re told. Otherwise you get put into kalabus [prison]’” (appendix p.308). This reflects the period of Australian colonial authority, especially in the post-world war II period, when there were efforts to further develop the local infrastructure, under a dominant Australian ideology.
“This knowledge, these experiences existed in PNG prior to colonisation, and under early colonial power the knowledge base would have gone underground” (appendix p.308). Endeavours to argue against the ‘my knowledge is better than yours’ attitude were suppressed, but it could not be eliminated totally. Verbally the response to the colonial power was, “Yes, you are always right, but not in my thoughts, in action also I submit. If coerced, for my survival I will submit but not totally resign” (ibid.).

This is what Freire called the ‘culture of silence’ (1972, p.39). That was the negative element of the coming of the Europeans. However, the activity and authority of suppression was creating a new sense of determination. The colonials reinforced their power with threats of prison and guns. Therefore the Nationals kept quiet, for safety’s sake. But they did not forget who they were, nor did they lose the desire to take any opportunity for sovereignty. In this instance their apparent apathetic attitude comes across as passive; it is arguably a defensive stratagem, for self-preservation. It is, however, significantly defiant.

During the 1960s, a small National group was given the opportunity to be educated. Despite efforts by the colonials to keep it as a controlled minority group, under international pressure, the first locally educated group formed the basis of Papua New Guinea’s active centre of self-determination and self-direction. Individuals like Somare led the nation to Independence, even though it may not have happened in the way the colonial organisers and mentors wanted it to happen. The expectation of the Papua New Guineans, and many Australians, was that progress was to be steady and incremental.
However, under the Whitlam Government, it approached and happened at a great rush, at a point when a majority of Papua New Guineans may arguably have said that their country was not ready for it. Many rural folk were not actually aware of what was happening (Turner, 1990; Dorney, 1993).

Solon explained that the PNG education leadership were pleased and confident that “there was a Papua New Guinean way of doing things” (appendix p.311). Knowledge that had been smouldering as it were for a long time was being rekindled. “It was being brought out in research, and was as equally valid as anyone else’s in the new millennium” (appendix p.300). The research to which Solon referred valued and respected their culture, and the “Melanesian knowledge base.” Yet it had had a defiant initiation, exemplified in particular by the emerging writers of the new Melanesian literature. He sought to illustrate his point by referring to a poem by John Kasaipwalova, called The Reluctant Flame (1971). Using the image of a volcano, this was a “passionately angry poem … emphatically anticolonial” (Garle, 1995). The 1970s was a period of intense anticolonial writing among young PNG literature and arts students in particular. They were starting to recognise their own place in their own society, and its present dominance by a minority colonial power. The fire of PNG knowledge and culture was being rekindled to burn brightly as ‘renewed’ knowledge in its own country, and the region.
5.3.3 *Curriculum Development Division Superintendent*

The third policy-maker (Suari), the Superintendent of the Curriculum Development Division (CDD), provided advice as a member of the group that made decisions for policy about curriculum to be developed and implemented throughout the country. He was the officer responsible for the research, writing and publishing activities that underpinned the development of curriculum for implementation in PNG’s schools.

The depth of his understanding did not reflect an explicit knowledge of physical education, other than as sports and basic physical activity. His was a reflection from the viewpoint of a first generation post-colonial administrator and organiser. He acted as an authority figure with natural organisational skills bringing together those who possessed (hopefully) the required and appropriate knowledge. His experience was like the PNG non-teaching National (interviewed at another time) where sports were prevalent in his school under the direction of an expatriate teacher. There was no-one in Curriculum with physical education training. This fact did not appear to disturb anyone in CDD. In schools, the effect of this did appear to disturb the teachers and some of the principals interviewed. One could only imagine there would have been great concern if there were no trained teachers for English, maths or science.

Suari displayed little knowledge of the physical education curriculum writing work done by the curriculum officers Newton, Kera (1985-1989) or their predecessors. The most recent vacancy for the COPE position was from 1992 to 1994. This was a very long time for this important CDD position to be left unfilled.
He held the belief that physical education is purely fun, recreation and amusement. “But that’s sports, sports… You’re just playing around. You know, that’s the traditional attitude as well that playing soccer and running, that’s not work. It’s enjoyment” (appendix p.324). This suggested that physical education content was perceived as predominantly western sports. There was further no understanding that play was fundamental to educational growth and development – learning through enjoyable exploratory movement experiences. There was no understanding of the critical importance and seriousness of a healthy, active body for fitness and wellness, for all people. Physical education was not seen to be imbued with knowledge that was deemed to be important and desirable for transmission to PNG children. Because physical education was learning through play, it became marginalised. Not only was ownership of the subject matter not traditional, but also it seemed to be a subject of mere recreational and entertainment value. English, science and mathematics were not traditional either, but they were not for fun or enjoyment.

In reflecting upon the physical education curriculum development process, Suari suggested that, in his opinion, a lot of people who actually “taught physical education did so because they were sports thinking people, not necessarily because they were physically trained people from colleges. Sports were just a natural thing for many people” (appendix p.314).

Suari asserted that the objectives and aims of physical education had been established (appendix p.315). The status of physical education was very small in the school, even
though it was in the school curriculum (ibid.). If anyone had done physical education, it was assumed they would become the school’s sportsmaster. That held no status, but required long hours after work. People did it basically “as a hobby” (ibid.). This interpretation of physical education’s professional place puts it at the margin, to consider it “as a hobby”. There was no academic or educational value assigned to it.

In his opinion, he felt that it was not a well-accepted subject, probably because the physical education people themselves did not represent physical education very effectively. He considered that those involved with physical education “felt a bit bad because the subject was not compulsory” (appendix p.317). He wanted to avoid compulsion, but allow schools to choose it if they wished if they had resources available. “Have the courses to use for programs based on the people [who may be] experts in their area. Get them resources. I think physical education can take off from there” (appendix p.318).

He was keen to allow sporting organisations (‘codes’) to bring in representatives to promote their sports in schools.

We can tie in all the … existing codes … these various sporting codes, come, work with us. We are adapting the Aussie Sports version of the materials that they have … We’re encouraging a lot of them to come through. It’s good to have the baseball take an interest in it…. We’d take that option. That’s what Curriculum wants to do. Different provinces have a code that they follow, follow most. Like cricket is not a Papuan sport or a Papua New Guinean sport at the moment. They watch the national rugby … It’s played in the Papuan region…. (appendix p.318).
They would come in, owning their program, becoming sport resource persons. Apparently he wanted the sports groups, who were seen to hold money and resources, to have paid instructors come in with bags of equipment to take the sports programs. This would reduce the commitment required of the NDOE and schools to an area of schooling that required specialised instruction, and which could also be somewhat more expensive. This tied in with Fova’s concerns expressed earlier about Education’s commitment to funding an area of the curriculum that was quite expensive to equip. Given the status of the National and provincial economies, they were both reluctant to express a positive perspective on supporting a curriculum area which was not categorised ‘core’.

Because the existing curriculum materials were the only ones available at the time, that is what they expected schools to use, or to adapt. They were waiting for the Aussie Sports materials, being introduced to PNG as Pikinini Sports, to be adapted. The Curriculum Superintendent quickly said, “We can quite easily adapt them, make it simple too, we are encouraging a lot of them to come through” (referring to other sports) (appendix p.320). By 1999 Pikinini Sport had got out into most of the country. He expressed his enthusiasm for Pikinini sports: “Coca-Cola Pikinini Sport is the best concept” (appendix p.339).

There was an enthusiastic expression of support made as to what Pikinini Sport could provide, in terms of exposure to and development of global sport activities. At no time in the interviews was there any commitment made to, or awareness of, the need for cultural identity and of traditional games. It is believed that he was unaware that the existing
aims and objectives from the *Community School Curriculum Statement* (1989, p.7) recommended inclusion of traditional games.

Suari stated that CDD was happy to help adapt resources provided by various sports codes, but they would not run a competition in schools. He expressed a concern that, while Pikinini Sport was intended to provide children with exposure to sports skills, the Sports Commission was running a full-fledged weekly competition for the children in Port Moresby, with all the associated problems of running a regular competition for children. The Superintendent had seen children fighting while playing Pikinini Sport (appendix p.347). The inherent fights were of concern to him, even though he expressed them as being part of the culture. There was a tendency for locals to start fighting, mainly between language clan groups. Warring factions and clan feuds were a way of life. This was historical, cultural, and perpetual.

He referred to parents being worried that, while playing sports a child might get injured, and they would be responsible for paying compensation to the other child (appendix p.323). If a child were to be injured, it was customary throughout PNG for the parents or relatives to seek compensation for the injury, no matter what the cause of the injury might be. If the injury were caused by another person, then that person or the person’s relatives would be responsible and have to make retribution. If the child were hurt simply by participating in the competition, then the organisers would be considered responsible to pay compensation. Therefore, there was a widespread reluctance to establish sports programs, unless there were adequate resources to provide for compensation or some
form of liability insurance. If an injury happened, and compensation was not quickly negotiated by the opposing parties, violent confrontation could frequently occur. Ever-present issues of payback and conflict in physical education and sports contexts contradicted beliefs that at least sports were important within the culture. There is an irony in that these are contrary to the traditional values of physical education.

In his opinion “most physical education people have been trained by untrained teachers anyway. So children in schools just get a soccer ball or rugby ball and go out and play soccer or touch” (appendix p.325). He suggested it was critical to make an enjoyable atmosphere for the children, to get them all involved. Pikinini Sport allowed all children to learn a variety of sports skills, using modified rules and modified equipment.

In 1999 Pikinini Sport had not yet become part of the school program. It had not been included in the syllabus, because the new syllabus had not yet been prepared. Curriculum materials had been written, adapted and localised from the Aussie Sport instructional materials during 1996 by PNG Sports Commission and NDOE personnel. These had still not been published by the end of 1999. The Superintendent could not suggest why this had taken so long (appendix pp.338-341). With the emphasis on Education Reform, the focus on Elementary grades and Language, and the major pressure to limit expenses, the production of these materials probably ranked low on the list of priorities. This reinforced the notion of apathy displayed towards physical education by Education representatives.
Personal Development was the new subject area under which physical education would be subsumed. The scope and sequence for the Elementary schools had already been developed, and physical education and health would come under the strand of Community Living. At the upper primary level, physical education would come under Life Skills (appendix p.333). All of these changes resulted from the Education Reform and the Philosophy of Education for Papua New Guinea. Part of this was the addition of an eighth grade to establish ‘top-up’ schools, to improve school retention (appendix p.334). This reflected a changing subject orientation.

In the superintendent’s opinion they (CDD) had come a long way (appendix p.334). But to proceed further more needed to be done, assisted by AusAID. The physical education curriculum had shown little progress or development, as the COPE had been unable to commit much time to it. AusAID therefore would fund studies on schooling at the primary level (appendix p.335). Leisure and Health was to be studied and placed under the Personal Development strand. Health would also be incorporated in Science. In his opinion sports would be giving way more to healthy living concepts (appendix p.335). Suari was promoting physical education’s redevelopment as Personal Development. For this to work, it would be very important to have quality and meaningful physical education experiences incorporated into the course. These would need to be monitored throughout its development and implementation. By ‘meaningful’ is meant objectives, content, assessment and resources that are relevant and appropriate to the PNG context.
He felt that physical education would continue to exist at Elementary to grade 8 (appendix p.342). At that point the superintendent asked the researcher, “Is it physical education, I don’t know, what would you say, look, walking and running, and things like that, is that PE?” (appendix p.342). This appeared to be an indication of his confusion and uncertainty about physical education. By asking this, the question immediately arose if there were an understanding in PNG of what is meant by ‘meaningful physical education’. If it’s not sport or games, and if it is to be separated from play, then what is it?

5.4 Summary of the Analysis of Policy-makers’ Perspectives on Physical Education Curriculum Development

A range of four issues was evident in the policy-makers’ interviews, which impacted upon the development of physical education curriculum in PNG.

- Physical education’s low status

The first issue was the low status of physical education in PNG. Physical education was ranked low in Fova’s experience, and so he did not know very much about it. Suari knew a little about sports, but very little about physical education per se. Knowledge about physical education was seen as sports and fitness content, or children’s play – it was fun, but included the risk of causing troubles among the children’s teams playing. There did not seem to be any PNG definition of physical education, at least, not one with which these two senior education officers were familiar.
Fova was pleased that EHP teachers and children had access to NSI’s programs and its facilities. However, this was the National centre. Apart from the capital (Port Moresby) and the largest northern centre (Lae), few other provinces had access to such complexes.

Fova and Suari both indicated that physical education had a low status, possibly as a result of poor representation from teachers and subject history. The inheritance of colonial attitudes learned during the colonial era was sustained.

Fova perceived current standards of teaching “after Independence” as not being fully successful. This was in specialist instructional areas, including physical education. Yet he himself was not familiar with how physical education was being taught in the schools in his region. His personal experience of schooling under expatriate teachers was highly oppressive, and he felt the outcomes were a society that has many inherent problems. His interpretation of this was that education has to enter a corrective phase (appendix p.301). He felt there was a continuing need for expatriate teachers in PNG schools, in order to “provide good teaching” (appendix p.299). Therefore there is an apparent dichotomy if on the one hand PNG Education were to consider retaining or employing expatriate teachers, and yet run the risk of attempting to correct education and social trends allegedly caused by previous generations of expatriate educators and decision-makers.

There is a cultural match and mis-match. To this extent, such a proposal could meet increased dual resistance, both from within and from outside PNG. There is dissonance and complexity in the issues raised by Fova. Its low status was established, in part therefore, by poor representation and modelling in the colonial era. The effect of these
repercussions remains in PNG in its post-colonial era. Its low status is maintained by on-going poor decisions, or lack of decisions, made by policy-makers.

- **Problems in understanding the concept of physical education**

Physical education was in the national curriculum, but little effort or interest was shown in supporting or resourcing it. Current decision-makers were unaware of the value of physical education. They did not recognise its place in the curriculum. The difference between physical education and sports, even with members of the PE Syllabus Advisory Committee, was not clearly understood. There was no evidence in the PNG context that sports was understood as just one key component of physical education, together with other forms of movement, such as aquatics, gymnastics, dance, and also including traditional games. In their understanding, sports were apparently synonymous with physical education. Sports were also seen as a community activity, to represent the community. There was no evidence of any notion of the widespread use of sports fulfilling a personal and community health and fitness need, although those had been expressed in the 1989 *Community School Curriculum Statement* documents. There was confusion in the leadership camp.

These concepts had been a part of this period at NSI, because “meaningful physical education” in PNG *had* been established, through the work of the curriculum personnel at NSI. These included Miller, Seward, and Brandt, who had developed a successful two year course as part of the Institute’s teacher training arrangement with Goroka Teachers College. This was expanded to the three year diploma and, in Doecke’s time, to the four
year degree program. It was made ‘meaningful’ by the development of physical education programs that were thoughtfully prepared by experienced and qualified instructors, referring to core knowledge and skills of physical education, and understandings of learners’ growth and development needs. The breakdown in physical education’s consolidation occurred through lack of support provided by NDOE and CDD in identifying experienced physical education teachers to be appointed to the COPE position. This would have built upon the foundation established at NSI for graduate teachers, to work with curriculum provided to the schools where they were appointed. This would provide knowledge, strength and leadership to the subject area. The leadership of the CDD, not being well versed in physical education, appeared to take an ad hoc approach to appointing the COPEs, with the consequence of slowing the momentum in the subject’s development.

The interview with the superintendent focussed more on the physical education curriculum itself, and the consequences of the preceding colonial authorship. His opinions showed little support or encouragement for the educational value and strength of the subject, and for the consolidation of its place in the national curriculum. These comments marginalised the subject, and gave little hope for leadership support. Again, a senior Education policy-maker displayed uncertainty about the content and purpose of a subject that was expected to be taught in the curriculum. Issues were slow to be recognised, and the CDD was slow to make changes. The notion of professional apathy, ostensibly due to more urgent priorities, would be readily picked up by the professional community, and passed through to schools. Physical education’s role was being further
reduced to that of an elective. Making the subject an elective or option supported this view and, without expressing it, significantly further devalued the subject.

Policy-makers, who were a minority group, had little knowledge about physical education. They were making decisions that affected physical education’s future. This power to make decisions was hegemonic. The scope and depth of physical education did not seem to be understood by more than a few teachers who worked at NSI. There was a shared concept of physical education at NSI that gave it a strong history, and the subject its single evident focus of curricular strength.

The content of the curriculum documents and the interviews with Fova and Suari revealed that most initiative and leadership emanated from NSI personnel. Even when the Sports Commission undertook to take on Pikinini Sport, the idea originated from individuals who were former NSI teachers. Those who were expatriates had now moved overseas. Few Nationals from this era, such as Kera, continued to work in sports or physical education. Several National teachers interviewed later indicated some desire to know more, but generally, physical education had not been taught well by the colonial educators. Now, in the post-colonial period, it continued to be taught poorly, with NSI and its productions as the exception.

The NSI concept was established upon the sound theory and application of Miller and Seward. Brandt was the one to produce useful curriculum from this. The teacher training provided generalist physical education teachers using games and fitness skills focussing
on sports. However, the interviews with the teachers (appendix p.391) and to a lesser extent, the principals repeatedly demonstrated that these did not effectively transfer through to schools. Again, this was due to the difficulties of NDOE and CDD leadership being able to take the NSI concept, via its graduates, and incorporating this into curriculum research and writing for PNG schools. The leadership of the principals was also vitally important if physical education were to have any grassroots level success. If they had positive experiences with physical education during their teacher training, or in-service workshops, they may be motivated to incorporate these into their schools’ programs. However, they may submit to the evident pressure applied as school administrators by NDOE and the school councils to ensure more teaching hours to the assessable core subjects (appendix p.397). Notions of power held by the NDOE and its representatives over the curriculum, apathy towards aspects of the curriculum, and the history of how these attitudes towards curriculum have developed, start to arise.

It was an area of the curriculum that officially existed in the syllabus and, while not specifically acknowledged by name in the Education Reform, the principles of healthy human movement were implied. There was no one in the CDD with any physical education qualifications. It was a problem when the two curriculum officers responsible didn’t seem to know much about physical education. That had to be problematic for the future of physical education curriculum development and implementation throughout the country. The foundational themes for the proposed new syllabus had been written by the COPE (Wut-Hou) and the Head of Physical Education at NSI in 1994. However, five
years later in 1999, when both of these writers had long since moved on, the physical education syllabus documents still were not ready for publication.

There were limited financial and human resources available to the curriculum superintendent. There were also intellectual, knowledge and experiential resource limitations. These were modelled upon colonial history, and sustained from that model. The lack of resources was therefore an issue of concern. October 1999 was the first time the Syllabus Advisory Committee had been brought together for three years. There had been no dynamic or competent knowledge of physical education curriculum coordination in recent years, and CDD was looking to bring in other officers to look after specific schooling areas. Their most energetic curriculum officer had moved across to Health in the AusAID office. No funding was provided to look at curriculum activities or resources from other areas of the world.

The superintendent himself was not empowered with knowledge, nor was he able to access a diverse or deep creative human resource base. The motivation to pursue such human resources was not strong. The extent of available teachers experienced in teaching and writing physical education curriculum had not been explored widely. These were still young days in terms of PNG’s independent history. It appeared easy therefore to provide excuses for the small amount of progress evident in the curriculum development, the main excuse being lack of resources, especially financial resources. However, the opportunity to bring people together with their collective knowledge from local schools, to discuss and pool ideas and share materials, had not been considered.
The hugely diverse terrain, size and nature of the country added to the problem of access for educators.

There was no drive to refer to the existing curriculum, to respond to the Education Reform initiatives, and there was no desire to see a quality physical education program developed, as quickly as possible, for implementation in schools. There is clearly a concern regarding inactive leadership at the policy-maker level. The COPE could have made measurable progress if she had been encouraged or directed to negotiate and discuss Pikinini Sport with the Sports Commission people. The superintendent’s comment was, “Not much is happening… not much of that is happening. That’s what we should be doing. That’s the ideal approach that we should follow, but … I think she’s got no PR ‘thing’, you know. Because we need that kind of person to do that” (sic) (appendix p.331). He himself did not lead the way, or apparently consider the possibility of them approaching the Sports Commission together. The passive unwillingness to take the initiative exemplified an emerging form of apathy. This disinterest may portray resistance to a concept that is not Papua New Guinean, which would indicate a form of apathy that emerged from within a post-colonial perspective. It may also indicate a more deep-rooted form of apathy, one that emerges from a cultural perspective. This illustrates apathy as a deep cultural concept, part of the culture, towards aspects of and attitudes about movement and play.

The NDOE was already relying on the PNG Sports Commission to provide all the work for Pikinini Sport as the one active curriculum activity underway at that time. CDD,
NDOE and schools throughout the country were waiting for and progressively trialling Coca-Cola Pikinini Sport programs, at Coca-Cola Amatil’s expense. Pikinini Sport provided the only evidence relating to the development and implementation of a new physical education program. Physical education ought to be taught in primary schools, in line with the Community Schools Curriculum Statement. Pikinini Sport could be brought into the curriculum as a valuable and key resource for implementing physical education.

In terms of actual content, however, Pikinini Sport was the only new thing that was happening in primary school physical education. NDOE had been thinking about it, had tried it, but had done nothing concrete to commit to ownership of it. Pikinini Sport was conducted under the auspices of the PNG Sports Commission - Youth and Children. They considered it their sole responsibility. NDOE however, was waiting to have it as one of theirs. It was of concern that there was very little cooperation or communication between the Pikinini Sport (PNGSC) Youth Sport Coordinator and the COPE. With little interest, resources or support, there was absolutely no synergy evident.

Pikinini Sport’s success to this point in time may be attributed to two factors. It was relatively easy to implement. The concept existed in Australia and, by means of the Australian Sports Commission, was readily imported through experienced instructors and pre-packaged equipment. It was an ‘off-the-shelf’ concept with a clear focus and purpose. It was simply about children learning to play sport. The existing inadequate conceptualisation of physical education reflected a weak understanding of physical education. As noted earlier, the CDD superintendent considered it to be all about sport, anyway. Therefore, a program that focused on sport was very readily taken on board.
Despite the Papua New Guinean name, Pikinini Sport is a global concept. The reliance on an overseas resource to provide for physical education exemplifies post-colonialism and globalism. Through the implementation of Pikinini Sport, local knowledge was being replaced by global knowledge. This global knowledge was imbued with a greater power. This power was evidenced in its desirability and attractiveness. It appealed to the PNG Sports Commission as a precursor to international sport in PNG. It provided the means for them to meet an obligation to provide community access to sport. It appealed to NDOE as an educational resource for schools provided by someone other than themselves. It appealed to the “someone other” – Coca Cola Amatil – because it was a powerful and proactive way to get their company name on a respected social program throughout many PNG communities, enhancing the opportunity to sell their products. Young people are excellent prospective customers, and sport is an excellent conduit for promoting well-known products.

CDD policy-makers, including the superintendent, planned to encompass physical education in Personal Development. This could be the ‘new’ form in which physical education was to be available in the PNG syllabus. The evidence showed, however, that the CDD leadership was uncertain and unconfident about what physical education might be, and how the curriculum goals might be best expressed and met for the PNG context. Pikinini Sport worked, despite other things not working, for example, compensation, competition, and organisational issues. CDD had little understanding or focus. Its understandings were confused and bewildered.
Apathy towards physical education

Apathy towards physical education is an attitude that was evident in the interviews with Fova and Suari. There is an indication of professional / intentional apathy in Fova’s understanding of physical education. Maybe there was just so much in his list of responsibilities that resulted in making practical priorities. Physical education, perhaps due to his personal experience, or professional assessment of its level of importance, was ranked at a lower level. Therefore attitudes passed down from colonial predecessors placed physical education at a lower level of educational importance. Consequently, the slowness to do anything reflected apathy.

A consequence and corollary of professional apathy is the response concerning accountability for teaching the subject. Curriculum would not make physical education assessable. Suari’s reasoning was, “I don’t think you need to make it as an ‘assessable’ to enjoy it, eh? We need to diversify in the business of physical education” (appendix p.339). In his opinion the best outcome for physical education would be for children to know about themselves, and know that they were capable of taking part in healthy sports. The idea of Personal Development having physical education as just one of its themes threatened to see physical education subsumed. No-one was stepping forward at any level – CDD or NDOE, to explain what physical education was, what it meant to education, and how PNG children would benefit from it. There was confusion and uncertainty at the policy-maker level.
Apathy was therefore represented by the dismissive approach of Education leadership towards physical education, their weak understanding of the concept of what physical education represented, and little to no effort made to support physical education development and provision of resources. It was also represented by the ease at which Pikinini Sport could be brought into the country and established, financed by a private business. NDOE simply permitted the Sports Commission to set up the train-the-trainer courses and implement the program in its schools.

- **PNG knowledge versus global knowledge**

Underpinning these issues was the conflict of PNG knowledge with global knowledge, including non-PNG knowledge. PNG knowledge is that knowledge and concepts which initiated from within PNG, and embodies PNG culture, values and beliefs. Global knowledge (as discussed in 4.2.1) reflects knowledge generated outside of PNG. It is international, spreading across borders and continents, encompassing societies and cultures without due deference to any particular culture, values or beliefs.

The level of thinking expressed by Solon on this issue was insightful. While the discussion with him did not touch on physical education, it dealt with issues of power, knowledge, and culture. The issue is the relentless march that used to be colonialism, but is now globalism. A residue of colonialism, hegemonic oppression was reflective of the way schools were in the post-colonial era. However, in his opinion, strong elements of PNG culture were attempting to “declare resistance” to global knowledge. Selective knowledge was being brought forward by Papua New Guineans and other researchers,
both overseas and within PNG, of Melanesian socio-cultural history and anthropology. Now that the country had attained independence, the emphasis on passivity needed to change to praxis – theoretical deliberation implemented through enlightenment, expression, dialogue, research and publication. The Pro Vice Chancellor encouraged his fellow Papua New Guineans to press on with academic and intellectual pursuits with confidence in their abilities and pride in their culture, knowledge and traditions. This knowledge should be made available to their own communities and then to the broader global community. The issue describes a perpetual struggle, one that has arisen since foreigners first set foot on PNG soil, and which may not see significant progress towards resolution for generations.

In deliberations on knowledge/power (ch.4.2.1), the question was asked, “Whose knowledge is of most worth?” The knowledge of two socio-cultural groups is presented here for evaluation. The first group is the Papua New Guineans. The Pro Vice Chancellor referred to their knowledge as the “Papua New Guinean way of doing things” (appendix p.311) – a Melanesian way of knowing. *The PNG Journal of Education*, in the current era, strongly supports and advocates PNG learning, research, and application. However, until the 1970’s, the “PNG way of doing things”, of knowledge, concepts and understanding, was considered of lesser value and importance to that of the colonial knowledge, concepts and understanding. The second socio-cultural group, therefore, comprises colonial countries that occupied and governed regions of PNG prior to its independence in 1975. Other than the Germans in the nineteenth century, Australia was the principal colonial authority. The knowledge that governed PNG until independence
originated in the main part in Australian government foreign policy and in economics. Australians were in authority in government and private enterprise, holding the majority of administrative, executive, and decision-making positions. This included Education, the curriculum advisory positions, and the teacher education positions. The early physical education curriculum officers were Australian. The NSI had British, Australians, New Zealanders, a Guyanese, and an American. The knowledge each of these non-National individuals brought with them was overseas’ knowledge, neither originating in nor developed in PNG. The few early PNG individuals who had undertaken some physical education training had done so in Australia.

However, this process did not work. The Papua New Guineans who were eventually employed in these roles modelled themselves on their foreign predecessors, or on their overseas’ education, and were likely inculcated with foreign principles of learning and implementation. A process that did occur was that the few Nationals who did hold the COPE position, such as Wali Bai, Klei Kera and Claire Wut-Hou, moved sideways out of physical education curriculum, often into government positions other than education. Few Nationals got there, or stayed there. It is argued therefore that there was little place for PNG knowledge to be applied to PNG physical education curriculum, because there were few to no curriculum personnel in positions of input through writing, advisory or consultancy capacity, to recall and apply this knowledge. The historical record shows that to a certain extent Miller, Newton, the Brandts and Doecke each demonstrated a willingness to be aware of and draw from the local culture to apply to curriculum – through recording of traditional games and activities, or apply traditional materials to
improvised equipment construction, and have students teach traditional games to their peers. These were partially successful. The main resources texts were from Australia. Moreover, for many years, the coordination and decision-making in the leadership and implementation process were from non-National expatriates. By the time Nationals occupied leadership positions, their experience and the experience of the role had strong Australian-type knowledge bases and timbre.

There were therefore issues of conflict and struggle that emerged in the post-colonial era, finding expression after the suppression of the pre-Independence era. The Papua New Guineans needed to determine their own way, but clearly the reflection was of what they had learned under their experience of several generations of colonial occupation. Many PNG bureaucrats were appointed to senior administrative positions, because they had a higher level of education than other Nationals, although they were often young in age and experience. Education processes such as curriculum development were part of this trend. However, the range of available qualified and experienced physical education personnel was very narrow.

The images and patterns learned from post-colonialism and colonial models were unsettling, as they now held the power and authority, but they operated at a level that did not yet encourage full autonomous expression. It was quasi-national. There did not yet appear to be complete self-confidence. There was deference and a tentative sensitivity to global knowledge, or the remnants of the colonial knowledge, in the way education and schooling were structured and undertaken. In their own way, each of the policy-makers
interviewed had concerns with the ownership and authorship of knowledge/power. Referring to the post-colonial era, Solon and Fova described how colonialism had affected them. They recalled how the strong disciplinary approach taken by the colonial educators over their ‘native pupils’ had left an indelible residue of oppression. The concepts, knowledge and skills they were obliged to learn had been forced upon them. The extreme importance placed upon the learning of English in schools was a throwback to the territory administrators’ (under Hasluck) decision, so that the Papua New Guineans might be able to hold their own in the expanding international economic and political arena. However, the impression left upon them as ‘natives’ was that their culture and language was less valued and less important that that of the ‘European’. Their traditional knowledge had been suppressed, or had been subjugated by the imposed knowledge. Such memories were of concern to them. In the present, however, they were concerned about the future of education, and how it would progress for the benefit of PNG’s development. Fova’s education and experience had led him to a role that empowered him to take on leadership for a large portion of his community. His expression of concern about a “dying culture” (appendix p.297) reflected his view of PNG tradition ceding to global views and knowledge in the post-colonial period. Colonial ‘aid’ didn’t work.

These policy-makers, and many others of their generation, held memories of their lives under colonialism. In the post-colonial era, the repercussions of this ‘memory’ influenced education and educators alike, and their confidence to trust in themselves as Papua New Guineans. Papua New Guinean knowledge was important. There was
increasing confidence that the power inherent in their knowledge, reflecting their culture, was of significance and value to them and their people. They felt that they should not attempt to compare their culture to that of the colonialists. Attempts to closely emulate that culture could slow down and inhibit their own development. They felt that it was imperative to recognise the value and richness of one’s own culture – first. In so doing, they could progress. Excessive comparison can disable a culture, reducing it to a state of impotency. Confident choices made about their own knowledge, even to the point of rejecting other knowledge, can contribute to cultural perpetuation and rekindling of spirit. However, there will be essential tension and conflict, particularly in education development and decisions made about what knowledge is of most worth to the PNG children. This is difficult in PNG, given that there are over 870 languages throughout the nation (Barber and Barber, 2001). It is not feasible to provide a nation-wide education program in each language (Archibald, 1996). Apart from the cost involved, this would promote fragmentation rather than unity, which is contrary to the decision to enrich nation-building. Pride in one’s origins needs to be harmoniously balanced with the recognition of nationhood.

Thus, issues of globalism can be seen at two levels: the community needing to accede to national needs; and the nation accepting its place in the international setting. Development required some negotiated compromise among the parties involved. However, the larger, ‘global body’, usually dominates the smaller regional group, by providing a stronger, more persuasive argument, such as the need for nationhood.
Solon’s injunctive was that Papua New Guineans should get rid of colonialism, replacing it with a confident need to establish nationalism. They should embrace the new order, accepting its place in the international society. Its grand purpose is to make one coherent culture out of a national culture. Identifying a clear perspective of nationalism in PNG from Independence was always going to be difficult, however, from the outset. There was no pre-existing common sense of unity between the majority of these groups, other than the geographical location of being on the same large island. Foreign anthropologist d’Urville named people of this region ‘Melanesian’ in 1832 (www.nationmaster.com/encyclopedia/Melanesia). There was no likely common name for the land by the inhabitants. Significant competition and discord prevailed between the neighbouring groups, often having lasted for generations. At Independence, nearly half the country’s population did not know what was happening to their governance, neither were they aware of any significant change from prior to post independence (Turner 1990; Dorney, 1993). Any attempts to bring together 870 separate language clan groups to identify a common national focus would be very difficult and complex in the current era.

Solon’s earnest plea for confident move towards nationalism was directed to those in the community who had a background of school attendance. Coordinated education-based community programs would be the most effective way for this to be achieved. These should operate from elementary schools across to the universities.
Both Fova and Suari expressed the need for continuing support from overseas. This reliance on overseas help reflects post-colonialism in PNG. It was of concern that the handout mentality continued to prevail across PNG. For many years aid agencies such as the European Union and AusAID had been very liberal in aiding PNG projects, often with little justification. Strategies to develop independence in resourcing or purchasing were slow in being implemented. Thus when some overseas governments adjusted their policy to tying funding to specific and approved projects, the PNG government was unfamiliar with this approach, and so it protested, saying it was an insult to their sovereignty (‘Chan poised to lash out over PNG aid program’ The Weekend Australian December 10 1995, p.10). (Sir Julius Chan was the Prime Minister at the time.).

The concepts and skills of physical education would originate from overseas, and they would not, or could not, originate from within PNG. There was no understanding of the potential for a quality physical education program using traditional games, and equipped with traditional materials. It was felt that the resources had to be supplied from Australia or elsewhere.

However, the nature of the post-colonial interrelationship between Australia and PNG was complex. For so long Australia had reluctantly supported PNG’s development. Evidence presented in the literature (Turner, 1990; Dorney, 1993) showed that the Australian government’s financial commitment to pre-Independence PNG was kept as low as possible. In the post-Independence era there had been an acceleration of support. However, evidence of poor provincial management of financial resources saw Australia
earmarking support to specific projects and perceived needs – as perceived by the donor, and not the recipient. To this, PNG displayed resistance.

Administratively ‘stronger’ groups comprising the Australian colonial authority had established firm control over the educational program. ‘Firm’ in that they made the decisions, and there was little active resistance from the learners or the learners’ community representatives. For many Papua New Guinean children’s parents, they were happy their children were receiving a formal education of this type, something from which they themselves had not benefited. However, it was not evident in these colonial years that they were aware that their children were losing a chance to respect and deepen their understanding of their own culture. It seemed probable that this effect was being perpetuated to the post-colonial era through the new National administration and its education directions. There had been potential for the new young nation to develop a strong independent identity through its culture and values. But without coordinated and unified support from all National participants, and respect and encouragement from international supporters, this was unlikely to happen, at least not, not for some time.

5.5 Policy-developers

The policy-developers are those who have responsibility to take policy about education, reflect upon it, and apply it to deliberations and decisions being made about what content ought to be taught in PNG schools. In this study the key example of those required to respond to policy and develop materials that reflect policy are curriculum writers. The policy-developers take knowledge, skills, attitudes, beliefs, and values to develop into
curriculum for implementation in schools. They do this within parameters set by the policy-makers.

There were several curriculum writers responsible for developing the physical education curriculum in PNG, but not all were accessible for this study. The names of some of the writers emerged only late in the study.

5.5.1 National Curriculum Writers

Several National personnel had held the position of Curriculum Officer Physical Education (COPE). However, they did not remain in the position for very long. It is clear they had little personal and professional support. If they were offered a teaching position or a position in another department (including out of Education), they invariably accepted it. The lack of continuity and support was problematic for physical education curriculum development.

In 1994 a three-year diploma graduate from the UPNG(GC) with physical education from NSI, having taught for eighteen months, was appointed to the position. She arrived with the huge task ahead to develop the new physical education syllabus in line with the requirements of the Education Reform. By the time the production of the draft of this syllabus was nearing conclusion, that individual had left the COPE position. It was unfilled for a number of months, until a new Senior Curriculum Officer for Health and Physical Education and a new COPE were appointed. During this hiatus and transition little curriculum development writing was undertaken. After about three years, the senior
officer left to work with AusAid, and the COPE continued as best she could, with little experience, guidance or support. Therefore little consistent progress was seen from within National personnel.

This would continue to be the case unless CDD made a more purposeful effort to identify and appoint an experienced and qualified physical education teacher who was also experienced in curriculum development. CDD needed to ensure that this teacher should be retained as long as possible, by good resourcing and worthwhile remuneration. A National curriculum officer would have brought cultural and regional authenticity – valuable local insight and knowledge - to this area of the curriculum. A PNG representative would have provided greater identification and harmonious blend of PNG needs, children’s needs, contextual components, cultural traditions, values and mores, and an overall better understanding of regional needs. However, this representative would have needed to be ‘blind’ to each region’s differences. This officer would have needed to be well-equipped and experienced in key physical education concepts and skills to incorporate this local insight into curriculum. Further, this person would have needed a strong, clear ‘voice’, ready to defend the case for and place of physical education before the community so that it could be successfully implemented in schools throughout the country. In particular, physical education’s perspective needed strong representation before the CDD. In consultation with NSI and the University of Goroka, and the support of the CDD, this individual would have needed to get out into schools to identify and recruit quality, experienced people for membership on the Syllabus Advisory Committee. Given the weak “PR thing” (Suari) displayed by the incumbent COPE, the
individual would have needed confidence to successfully attract resources and support from the NDOE, to Sports Commission, and the sporting codes. However, PNG did not yet have such a ‘champion’.

5.5.2 Expatriate Curriculum Writers
The first curriculum document written and produced locally in PNG was a small document Miller had prepared (n.d.) (see appendix 3.2 p.469). It had limited distribution. No evidence of it was found anywhere other than at NSI.

While no author was acknowledged in the syllabus documents dated 1982, 1983 or 1985, the style of writing suggested that they were early products of the writer of the 1988 and 1989 curriculum statements, Newton. He was an Australian who worked with a PNG understudy, Kera. These early documents had flaws that he acknowledged in the 1989 publication. Acknowledgement was made of PNG traditional games and activities in the community school curriculum statement. However, they were not explained or illustrated to any extent. Therefore, unless teachers had access to Miller’s Tradition Games of Papua New Guinea or their own resources, there was no published resource from the Education Department to enable them to teach traditional games. The best resources were from within their own community but, by tradition, these were usually instructed orally, and were not often recorded for publication and general consumption.

A history of the Education curriculum writers, Newton and Kera (and any predecessor) would have made this period of the history more complete.
Two discussions were held with Mr Tom and Mrs Ena Brandt at their home in Brisbane. These interviews were held in November 1997 (see appendix 1.2.1 p.350) and again in October 1999 (see appendix 1.2.2 p.378). Together the discussions took two directions. The first was a history of the production of their widely used primary (community) school teachers’ books. The second contributed to the history of physical education over a period of about fifteen years commencing in 1969 until about 1986. Their narrative contributed significantly to the history of physical education as presented in Chapter Two. It contained personal histories, opinions, understandings, people involved, and more.

The first of two books (appendix 3.1 p.459) they used when they were at Balob Teachers College was *Physical Education for Lower Schools* (Westley, 1967), a Jacaranda Press (Brisbane) book. It was very prescriptive and very easy to read. It had many simple illustrations, enabling easy transfer of ideas to action. The games were mainly Australian, and interestingly the figures in the sketches looked like Aboriginal or Torres Strait Islander teenagers, even though it was geared for lower grades. The other book was *A Physical Education Handbook for Primary Grades* (Bricknell, 1965), (published by Horwitz-Martin, Sydney). This took a very prescriptive approach, and did not provide opportunity for individualisation or improvisation. According to the Brandts, both these books were what the colleges were using for physical education instruction at that time.
Ena first started teaching physical education at Balob in 1970. She developed her own teaching materials, and the Westley and Bricknell books were resources. The program and lecture notes were compiled into module books that were taken by the students upon graduation. These formed the foundations of the three Physical Education for Community School Teachers booklets. The compilation and writing of notes was a response to an evident need. As lecturer, Ena provided a variety of activities, in these course notes, for inclusion in physical education, which current books could not provide. The Brandts also took some effort to recognise contextual needs. These included teaching and learning traditional dances, with public displays on cultural nights. “We … had an assignment where they had to present a traditional game as well. Actually I started recording a couple of games on tape with dua dua on it. In the dance routine they had to actually teach a dance from that area” (appendix, pp.354). They also recognised the need to teach physical education using equipment made of locally available materials. “There was also an assignment … where they had to make materials out of bush materials and, it was phenomenal what they would come up with” (appendix p.353).

The initiative they demonstrated, the understanding and recognition of the context and the people with whom they were working, the intention of their outcomes, was very positive and constructive. Throughout the discussion it was apparent that, as a need arose, the Brandts would respond in practical and appropriate ways.

As workshops were convened to develop the new syllabus (in 1976, 1978 and 1979), it was appropriate that Tom Brandt was co-opted to be a part of the workshop group. A
number of other key individuals who were involved in the curriculum writing were identified at this time. Networking and professional development saw some positive results. Development of uniform college syllabuses were themes for further successful workshops. Interestingly, as recently as 1996 to 1999, teachers colleges had few trained or qualified physical education lecturers, and the courses being taught were predominantly those developed in the workshops in the Brandt era (1978 or 1979).

Tom was an athletics (track and field) specialist, and so there is a strong place for athletics content in the work he authored. Ena initiated much of the generalist primary teaching content, based upon her resources.

Their writing efforts were commendable. Given their overseas backgrounds, their curriculum materials are noteworthy in that they continue to be used. However, while their narratives described experiences with students and traditional games and activities, the text revealed little evidence of transferring knowledge, and the authority of this knowledge, to empower Papua New Guineans in developing their own experiences and knowledge as curriculum writers. They resourced their ideas from Australian texts, added some ideas from students, and took the credit. There was no evidence of work undertaken with, or attempts to try and bring a National as co-author or understudy onto the project. There was however practical expression of empathy with, and a desire to incorporate some traditional movement experience. “We did traditional dances. We did some publicly… The college used to have a cultural night … where they dressed up in their different areas and did dance and things like that.” This was one of the applied
contexts for the assignments where they made equipment out of bush materials, then presented a traditional game (appendix p.353).

5.6 **Summary of the Analysis of Policy-developers’ Perspectives on Physical Education Curriculum Development**

- *Physical education’s low status*

  The conclusion of the work of the expatriate writers (Miller, Newton, Seward, Brandt, and Doecke) demonstrated a variety of initiatives. These displayed a commitment to physical education’s positive status through a perceived need for the children, and a well articulated positive educational value of physical education. They endeavoured to have it taught in the best possible way, through purposeful curriculum planning and writing. This contrasts with the remaining data from the research, which is gloomy. The stumbling block again appeared to be at the CDD level. CDD had the responsibility to research for and prepare suitable curriculum for implementation in schools throughout the nation. Poor leadership within CDD was seen in the later years of the curriculum development. In 1989, Newton acknowledged, “a number of deficiencies have been observed and a review of the Syllabus has been made to cater for these needs” (1989, p.4). However, when he left, there was a slow-down in the curriculum development process. This took place at the time when the Education Reform was getting under way. There was a three year vacancy, followed by the eventual appointment of an inexperienced COPE in June 1994. The CDD requested the HPE from NSI to provide unpaid consultancy visits to CDD to help get the young COPE started. This could only be a temporary stop-gap, to help out in the short term.
Physical education’s low status saw a low priority placed upon its financial and human resourcing. This lack of commitment greatly impacted physical education’s place and role in the national curriculum. The policy-makers had continued the record of low value placed upon physical education by the colonial educators. The expatriate curriculum writers, as policy-developers, were strong supporters of physical education, and they sought to provide a useful curriculum through the production of well thought out syllabus documents, handbooks or curriculum statements. For a while, physical education’s curriculum development looked promising, prior to and around the establishment of NSI, through to the conclusion of the South Pacific Games (1991). But then, the history of weak physical education teaching, of breakdown between development and implementation, that had been evident in the colonial era, resumed in the 1990s. The resumption of this trend was directly attributable to the apathy exhibited by the CDD officials. It is also noted that it was partly due to the lack of representation and ‘voice’ by physical education teachers.

• *Problems in understanding the concept of physical education*

While the expatriate writers (particularly Miller and Brandt) were conversant with physical education purposes, content and outcomes, the subsequent COPEs and SAC members lacked a shared viable education concept of what physical education is. The discussion with the superintendent (as policy-maker) showed that he for one did not fully share this viable education concept of physical education, and neither did the Assistant Secretary. The COPE from 1994-95 was assisted by the HPE from NSI to get started
with identifying key concepts to be learned, under the Attainment Targets framework provided by the CDD. Her own content knowledge was not strong, due to her short term (less than two years in schools) of teaching experience. She came to the job with no experience as a curriculum writer. She was, however, three-year-trained as a physical education teacher, which saw her as a valuable recruitment target for an international school in PNG that offered her an attractive contract. She accepted, and left CDD in 1995. The succeeding COPE (from 1996 on) needed work time to study what was the concept of physical education in context. This was being undertaken from a few methods books purchased from Australia.

There was very little use of Brandt’s writing in CDD. Teachers colleges and teachers who had them in schools continued to use them. None of Miller’s were seen or used, and the official documents (written by Newton & Kera) weren’t seen in use, either. It is interesting that Brandt’s books were out in some schools, yet CDD did not use them. There was dissonance between the schools, the colleges and what was happening in the CDD. There was a poor understanding of the concept of physical education, its comprehensive range of skills and activities, other than basic sports skills. Physical education outlines and statements were available for the COPE to use, but there was little evidence of attempts to fill in these outlines with a range of well-selected movement activities. This was evidence of a lack of synergy, of a cultural sharing of knowledge and concepts within the physical education sub-culture. There was no confident leadership and direction of physical education by national policy-developers (curriculum officers), as they were not knowledgeable, and unskilled or not equipped as researchers, physical
educators (beyond the basic) or as curriculum writers. They themselves did not show confidence to independently write and contribute to strong conceptual and skill development in physical education. With evidence of such weak innate concepts of physical education, it was unlikely that there would be any alertness to concept shifts or new trends and directions in physical education from around the world or any local sources. At various times over the past twenty years, these have included greater emphases towards sports and games, fitness and exercise, health-based physical education, and wellness and lifelong physical activity (Siedentop, 2003). It would therefore be unlikely that they would write well-expressed and confident curriculum for distribution and implementation in schools throughout the country, and for use as the basis of teacher education programs in colleges.

Failure to identify, select and appoint qualified, experienced and enthusiastic curriculum officers contributed a great deal to these problematic outcomes. Those who made the selection and offer of appointment contributed, along with the personnel themselves, to the rapid slow-down of curriculum development in physical education.

The effects of colonisation were waning. In the new post-colonial period, there was a shift in attitudes. Papua New Guineans were learning to take on their own responsibilities in a number of educational fields, such as language and mathematics. However, the history of physical education, its philosophy and rationale for existence in PNG, had not been established. It was very shallow. Thus, within this new era CDD had not inherited a strong subject. The one exception was the heritage left by the Brandts -
their three booklets, still very much in use across the country, but weren’t used by CDD. The Brandt’s narratives indicated their satisfaction and pleasure at working with and on behalf of PNG students, also athletes, at Balob, and then NSI. These were two institutions that took physical education seriously. Balob had a strong American Lutheran Church background, and NSI was primarily staffed by Australian, British and New Zealand physical education or sport personnel.

While it was an official Papua New Guinean document, it was clear that the principal writer of the Curriculum Statements (1988, 1989) was not a Papua New Guinean. This would almost definitely not constitute a problem for PNG teachers; nevertheless certain concepts existed in the document that could be construed as being inappropriate. These included the photo of the young boy leapfrogging over a female classmate. This was described to me by the COPE as being an offensive image and action for most members of the community. Where there was offence there could be rejection, or a resistance to what could allegedly be considered imposed views and opinions. Later discussions with teachers and principals in schools revealed that this certainly did not prove to be a case for rejection. There was too little use of the available curriculum documents, and too few curriculum documents available in schools. In contrast with minimal resources for other subjects, there was even less for physical education. Teachers’ responses were that the curriculum documents were “old” and “obsolete”. “We don’t have new ones. Some have been lost and we don’t have new ones now.” Or, “None at all.” Again, “We don’t have current syllabus.” Many had the Brandt’s materials, but “most of them are old and obsolete” (appendix p.393). “Teachers teach the physical education but as you know we don’t have the syllabus and other books” (ibid.). One of the major concerns of the
curriculum implementers, therefore, was the paucity of curriculum documents available in schools for teachers’ use in reading, understanding and implementing the curriculum.

The curriculum materials that were being used were Pikinini Sport materials. “We read parts from the Pikinini Sports program. Those are the soccer and the main sports that we, we program” [sic].

What we are trying to do is teach the Pikinini Sport skills and that is part of the physical education. We are not teaching the real physical education. Many of the teachers have this type of problems. Maybe it’s an old program so now they are sticking with the new program that Pikinini Sport is important. So now the sport must have grown up the type of skills to be taught for the lessons. This time we have already asked the headmaster for 150 minutes per week with kids come in to play Pikinini Sports [sic] (appendix p.394).

In this teacher’s opinion, the “real physical education” was not being taught. He was aware of physical education skills development and perhaps a methodology that was wider than even Pikinini Sport was providing. He was aware of the deficiency of the existing curriculum material.

The cultural focus and perspective of the physical education activities were all global, coming from outside, and not arising from within the PNG context. The curriculum writers were within PNG, writing for PNG schools. The recommendations of the Aims and Objectives were consistent with perceptions of worthwhile physical education objectives in the 1989-90 period. There was potential expressed in the Statements concerning the playing of traditional games. P.7 of the Community School Curriculum
Statement states that Traditional Games is one of five main topic areas. Its Aims and Objectives were:

By playing traditional games students will:
- preserve traditional ways of teaching the games, through co-operation with village elders
- apply important values of co-operation, obedience and respect.
- preserve traditional games for Papua New Guinea’s identity and culture.
- learn about the value of traditional games.
- learn about games from other provinces.
- improve physical fitness
- have fun
- learn important values of co-operation, obedience and respect.
- establish a link between traditional and modern games [sic] (Newton & Kera, 1989, p.7).

The interviews with the teachers and the principals and other data provided evidence of these being achieved only sporadically. These were seldom taught systematically in physical education lessons. The recommendations of the curriculum were not being fully recognised nor implemented in schools. The curriculum clients provided some of the evidence referring to the incorporation of traditional games. This evidence suggested it was on an occasional, *ad hoc* basis. “I saw these target shootings… It’s in the village…” Target shooting is for killing pigs… You’re preparing them to get used to type of skills in the village” (appendix p.400).

This respondent continued,
I think the village games more important in the, especially in the rural areas but in the town I really don’t know. Lower primary, or upper primary, as the games that suit the students. But in the higher institutions that some students do not feel that this major games are relevant to them. Most of them want to take part in all of these activities and these current famous sports like rugby or dance or basketball, but, in our ages it would be very useful. As an example, physical games like banana shooting or parrot shooting, it can be integrated with other lessons like expressive arts where they can make bows and arrows and use those to shoot the targets [sic].

Another teacher described that when they had sports in Buka they had fishing games. “Instead of them playing all games we send them down to the river … so if they can catch as many fish as possible” (appendix p.401).

A nationwide survey could enable a full recognition and acknowledgement of the role and extent that traditional games play in schools. The evidence from this study however suggests that no traditional games were being systematically taught in PNG schools as part of planned physical education programs. However, to some extent, global sports were.

The concept of physical education therefore was shown to be not well understood by the national curriculum developers, in the current era. This was especially evident at the vital curriculum development institution - the CDD. Neither were they able to effectively distribute what concept they did have.

- Apathy towards physical education

This history of physical education curriculum development showed a deterioration of support and resource provision from NDOE, since Independence. An increasing attitude
of apathy is evident in this period. Until 1989 there had been some steady progress in physical education curriculum development. Once Newton had returned to Australia, his understudy Kera did not remain in the position for long. His successor, Kinavai, held the position for little more than a year. The position was then vacant for around three years, until the inexperienced Wut-Hou was appointed. She had some external support, provided by HPE from NSI. When Wut-Hou moved to a private school in 1995, the even less experienced and qualified Avosa took over in 1996.

Physical education curriculum development had received a big boost from the 1991 South Pacific Games. Its leadership had then been dispersed into Games’ administrative positions. Upon the Games’ conclusion, the physical education ‘bubble’ burst. This was seen in a number of ways. Brandt was no longer offered employment. Seward finished at NSI and the PNG Sports Federation, and returned to the U.K. Three years elapsed without a COPE. The consequences of supplying each school with a set of sports equipment prior to the Games were now being realised. The equipment chosen from overseas suppliers was of very poor quality, and did not last very long. In Education, the Reform was developing momentum. Its priority – language reform in schools - was placed before educators. Despite the big impetus provided by the 1991 Games, there was now very little left.

On a national scale, the nation’s budget suffered hugely through the Bougainville Crisis and other events. All national departmental budgets were slashed year after year. Physical education, within Education, felt the severity of the impact. Its low status meant
it didn’t have the significance to withstand or ride the impact. It didn’t have a champion to stand up and strongly proclaim its critical importance to the well-being and future health needs of PNG children and of the community. No teachers stood up and proclaimed its educational or social value and worth. Most unfortunately, there was no-one qualified to stand up and proclaim its value and worth at the CDD level. Professionally, it was overlooked. Because of the low profile now held of physical education by a large portion of the community, especially the education community, physical education was overlooked. This overlooking was possibly through ignorance or disinterest, or through a deliberate and conscious decision to rank the subject as of little importance value. Either way, the evident response and reaction was of apathy.

- **PNG knowledge versus global knowledge**

In the post-colonial era, issues of globalism were evident in the predominance of sports, and no evidence of anything uniquely Papua New Guinean.

Of the first article found pertaining to physical education in PNG, the belittling and patronising attitude taken by author Peterkin (1962) was expressed through his word selection. The attitude was ‘we know everything. The native knows nothing, we’ll teach what we know so that he can enjoy what we know.’ However, he did express concern that there was a low status placed upon physical education in the “native teachers colleges”. He asserted that “refresher courses in physical education should be held … [which] must be carefully planned and methods and materials must be applicable to the New Guinea situation” (p.32). There was no locally produced curriculum. Peterkin
stated that “school [provides] the native with a host of play experience which he is unable to conceive of by himself.” Data provided later by the Brandts concerning their use of two Australian texts confirmed that Bricknell (1965) and Westley (1967), two Australian authors, were the two physical education texts in use in teachers colleges when Ena Brandt first arrived (1969) in PNG. No other physical education text was known to be in use. Brandt’s curriculum documents produced for community schools was based upon Bricknell and Westley, together with ideas developed from their own experience at Balob Teachers College, and at NSI.

Miller referred to the extensive range of traditional games for possible inclusion, stating that in “a culture that is so rich in movement and dance, there should be a place for such an essential component of the syllabus as an aspect of the national culture” (1979, p.4).

The work and attitude of the Brandts was an example of the benevolent colonial (Bhabha, 1994). What they undertook was helpful to the locals. However, dialogue and negotiation were not evident in their interactions. This was the next stage of colonisation following that as expressed by Peterkin. The work of the Brandts moved onto the next level of understanding and empathy. They provided the physical education student teachers with knowledge for teaching, and with some opportunity to supplement their knowledge and skills with their own content. There is evidence of a slow change of attitude. Oppressive hegemony was transitioning to a benevolent authority. ‘We have the knowledge, which we believe will be of value, and would like to share it.’ In the
interviews there was no evidence of colonial superiority or arrogance so crassly displayed in Peterkin’s account.

The traditional games of the 1989 Community School Curriculum Statement (pp.5, 7) were not planned for nor implemented, as described by the principals and school teachers. The reality saw no planned inclusion of traditional games or dance, however. Teachers reported the incorporation of traditional activities primarily in conjunction with Expressive Arts, on special holidays and festivals, or on an ad hoc basis.

The evident weakness of physical education saw it limited to very typical sports activities. What body of knowledge existed as curriculum remained from the days of Miller, Seward, Brandt, Newton and, to some extent, Doecke. There was no strong input from any National officer. Of those in leadership and curriculum positions, this cohort proved to have a weak understanding of the concept of physical education. The data has shown that there were very few good physical education curriculum writers available. There was weakness all around, no-one to champion the cause, no National officer there to take it up, after the expatriate officers had left the country. The CDD officers did not value physical education. Most physical education people did not fully value physical education. PNG knowledge in the form of traditional movement activities was not valued as a significant component of physical education. There was no place for PNG knowledge in physical education.
5.7 Curriculum Documents

The policy developed by the curriculum policy-makers determined the future direction of education, established by the National Goals of education. The policy-makers decided what knowledge and skills they felt were in the best interests of the children to learn and know. They also developed broad ideas of how this was to be implemented in school. Curriculum documents were a key means by which this knowledge, skills and implementation were transmitted to schools throughout the country. The curriculum documents themselves are the formalised product of the curriculum development process.

The following table records the physical education curriculum documents produced in PNG since Independence. They are arranged chronologically.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author</th>
<th>Producer / Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>n.d.</td>
<td>Handbook for Teachers of Physical Education</td>
<td>Miller</td>
<td>NSTI</td>
</tr>
<tr>
<td>1982</td>
<td>PE Syllabus: Gr 5-6 Gr 7-8 Gr 9 – 10</td>
<td>unknown</td>
<td>Dept of Education</td>
</tr>
<tr>
<td>1983</td>
<td>Teachers Guide for Gr 1-3</td>
<td>unknown</td>
<td>Dept of Education</td>
</tr>
<tr>
<td>1983-84</td>
<td>Physical Education for Community School Teachers</td>
<td>Brandt</td>
<td>NSI</td>
</tr>
<tr>
<td>1985</td>
<td>Body Control (Bk 2)</td>
<td>Brandt</td>
<td>NSI</td>
</tr>
<tr>
<td>1985</td>
<td>Games Skills</td>
<td>Brandt</td>
<td>NSI</td>
</tr>
<tr>
<td>1987</td>
<td>PE Trial Assessment Guide for Gr 7-10</td>
<td>Newton</td>
<td>Dept of Education</td>
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<tr>
<td>1988</td>
<td>Provincial High Schools Physical Education Curriculum Statement</td>
<td>Newton &amp; Kera</td>
<td>Dept of Education</td>
</tr>
<tr>
<td>1989</td>
<td>Community School Physical Education Curriculum Statement</td>
<td>Newton &amp; Kera</td>
<td>Dept of Education</td>
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<tr>
<td>1994</td>
<td>Drafted Attainment Targets</td>
<td>Wut-Hou</td>
<td>Dept of Education</td>
</tr>
<tr>
<td>1996</td>
<td>Certificate of Elementary Teaching: Elementary Movement Education</td>
<td>Doecke</td>
<td>Dept of Education</td>
</tr>
<tr>
<td>1996</td>
<td>Curriculum Overview: - Physical Education - Health</td>
<td>Avosa Doonar</td>
<td>Dept of Education</td>
</tr>
<tr>
<td>1999</td>
<td>Physical Education for Melanesian Schools</td>
<td>Doecke et al</td>
<td>Oxford University Press</td>
</tr>
</tbody>
</table>

Table 5.1. Physical Education Curriculum Documents Produced in PNG.
There was a flurry of writing activity in 1982 through to 1983 by the Department of Education authors. These were then followed by Brandt’s three documents in 1983 – 85. Newton and Kera followed with the two Curriculum Statements, and the Grades 9 and 10 Syllabus (Kera) in 1987. There was then a notable lull in curriculum writing, until 1994 when Wut-Hou produced Attainment Target drafts.

NSI’s place is noted as a key initiator of curriculum materials. The *Handbook for Teachers of Physical Education* was written and produced by the deputy director of NSI, Miller. The *Physical Education for Community School Teachers* books were produced by an NSI lecturer (Brandt). The drafted Attainment Targets were produced by the COPE (Wut-Hou) in consultation with the Head of Physical Education at NSI (Doecke). The Certificate of Elementary Teaching *Elementary Movement Education* materials were produced by Doecke at the invitation of the Port Moresby In-service College. And the *Physical Education for Melanesian Schools* textbook was written by four members of NSI’s teaching staff. Other than the 1982-83 and 1987-89 ‘flurries’, the Education Department formal contributions were not substantial. The place of NSI as a key physical education curriculum consultant and instructional support centre was strongly established. This may be due to the strong efforts of the inaugural director, Andy Seward, and the deputy director, Oscar Miller, of whom both were expatriates.

### 5.7.1 Handbook for Teachers of Physical Education

In 1978 the UNESCO consultant Miller wrote his report ‘Physical Education and Sport in Papua New Guinea’ for the Government of Papua New Guinea. Shortly after, he became
the deputy principal of the National Sports Training Institute. An undated document he produced at the NSTI was a thirty page typed and duplicated document which read like a ‘how to’ manual for physical education teachers (see Appendix 3.2). It certainly was ‘A Handbook for Teachers of Physical Education’, being useful for teachers who had little or no teaching experience in physical education, or for generalist primary school teacher trainees who could be provided with an overview handbook for their course.

It was close-typed and single-spaced, so its initial visual impact could be daunting for a community school teacher. Nevertheless, its content comprised important core material for physical education teachers, covering the meaning, aim and objectives of physical education, growth and development milestones for the child through to adolescence, how children’s needs may be met, factors which may affect physical education programs and their preparation, the content selection, teaching methods, safety procedures, evaluation, and sharing the responsibilities for the program. It read like the outline of a semester-long physical education foundations class. Apart from one copy found in the NSI library, no other copy was encountered during the visits to schools and the CDD.

5.7.2 Physical Education Syllabus: Gr 5-6; Gr 7-8; Gr 9-10

The 1982 Physical Education Syllabus documents for Grades 5 & 6, Grades 7 & 8, and Grades 9 & 10, were thin landscape-formatted books. In the Preface acknowledgement was made of the removal of physical education and high schools in 1975, that a Syllabus Advisory Committee was appointed to draft a new syllabus during 1978 and 1979, and that these 1982 documents were the syllabus to be implemented in schools. They
provided a simple definition of physical education, the aim of physical education, materials and equipment, and a guide to programming. This guide suggested that the activities to be taught were fitness and athletics (compulsory), three activities selected from volleyball, basketball, soccer and softball, and any three of gymnastics, rugby, netball, Australian rules football, and cross-country. A short statement of the Benefits of the Course then concluded the document, considering physical, emotional, social and mental development. The words “Papua New Guinea” appeared on the cover page, the fourth page’s acknowledgements, and nowhere else in this twenty-four page PNG Department of Education syllabus document. The Introduction made note of “traditional societies”, where “most people got plenty of exercise in the course of their daily lives by working, gardening, hunting, fishing, walking and playing” (p.7). It described how:

today many live in towns ... they do not have to be physically active ... their houses are built and maintained for them, they buy food in shops, they don’t use wood for fuel, they drive or ride to work, and they work sitting down at a desk. Many spend their leisure time watching rather than doing. Many high school leavers find work in towns and they will have to cope with the new style of living. It is most important therefore that our students become fit and learn how to keep fit. By the time students leave school they should be sufficiently interested in activities and games to make good use of their leisure time. (p.7)

A greater range of activities was provided for grades 9 and 10, including badminton, basketball, cricket, hockey, rugby league, table tennis, tennis, and volleyball as well as those games mentioned earlier. First-aid skills and sports administration were also taught at this level.
The format of all these books was typed and duplicated. The syllabus documents for grades 5 & 6, 7 & 8, and 9 & 10, were about twenty-four to forty pages long. They were simple numbered notes and instructions with no illustrations of any kind. They covered, in page order, minimum equipment needed for the unit, a guide to programming, a short list of skills and practices for each of fitness activities, athletics, various sports, and their rules. It wraps up with statements about the benefits of the course.

5.7.3 Teachers Guide for Gr 1-3

In 1983 a comprehensive Teachers Guide was published by the Department of Education, and authorised by the Secretary for Education. It was an official syllabus document. It comprised 207 pages, with a thick paper cover and was secured by three staples. It had some simple black line sketches and occasionally some black line photographs of Papua New Guinean children at play.

It was comprehensive as a guide and resource book. It was prescriptive and set out precisely how to program, how to plan and set out lesson formats and undertake organisation, from the class to the whole school. It described safety, playing areas, suitable clothing and equipment. It also listed a range of sports suppliers and references. Of those not written in the PNG Department of Education, the list of syllabuses and books of games suggested featured Australian Education Department publications. A range of resources was provided, including warm-up exercises, stretches and strengthening, simple individual, partner and team movements and games, and relays. It
then focused on body control activities, skills activities with and without equipment, and then interestingly, twenty traditional games.

5.7.4 ‘Physical Education for Community School Teachers’

Tom Brandt, lecturer and coach at the National Sports Institute, produced “a series of three booklets to assist community school teachers in teaching physical education.” He saw “the need for some resources to supplement the materials coming from the Curriculum Unit in order to help our students understand physical education better, and assist them in planning better lessons” (from the opening page). They were produced in 1983 and 1984, based on his years of lecturing physical education in conjunction with his wife while at Balob Teachers College (appendix 1.2).

The first booklet, Physical Education for Community School Teachers, contained an Overview, Physical Education and Development of the Whole Child, The School Physical Education Programme, and Sports Organization. The School Physical Education Programme dealt with lesson planning, time allocation, organisation and teaching techniques, definitions, body control lessons, game skill lessons, sample lesson plans and methods programming, and equipment. There was a clear relationship with the syllabus documents. This was evidenced from his narrative where he described his involvement in various curriculum writing workshops and projects. This was a forty-eight page book.
Book 2 was titled *Body Control*. It covered Fundamental or Basic Movement Skills, Supplemental Activities with Small Equipment, Balance Activities, Self Testing Activities, and Minor Games. This was a fifty page book.

Book 3 provided comprehensive rules, skills development and details about games skills lesson activities, focusing particularly on major games covered in the community school syllabus. It was a 141 page book. Books 2 and 3 contained reference lists from Australia, New Zealand, and the US. They contained a number of line drawings and a variety of black and white photos. Many of these had been taken and pasted from other sources, but a few were obviously local photos.

Together, these booklets provided a comprehensive program in physical education for primary school teachers. They were quite prescriptive, and provided depth of information for teachers who were not well resourced or personally familiar with teaching physical education. Pictorial directions were available for the use of different types of implements and equipment. Throughout PNG many schools were poorly equipped. What was provided here was very much for schools which were well equipped, but there was plenty available, especially in book 2 *Body Control*, for a comprehensive movement skills program. Where games and sports were a major feature of a program, specialised equipment tended always to be a problem.

As recently as 1999 requests continued to be received at NSI from some teachers colleges for reprints of these three booklets. This was for books that apparently had not received
any official Department of Education ratification. Books 1 and 3 had no date of publication other than the introduction statement by the writer on the front page. However Book 2 only had on the back inside endpaper, in fine print, a title, date of first publication (1986), copyright © statement, including an “All rights reserved” statement and ISBN number. It was not known why only this booklet had a formal ratification, and without the author’s knowledge. This was inconsistent.

All of these books were stapled A4-sized duplicated paperbacks. The few copies that were able to be shown to the researcher when out in schools were inevitably dirty, had scribble and pencil marks all over them, were often torn or had pages ripped out. They evidently had been used extensively, even to the point (as related by the respondent MS1, appendix 1.3.2) that teachers took the school’s copy with them when they left, leaving nothing for incoming teachers.

5.7.5 Physical Education Trial Assessment Guide for Gr 7-10

A Physical Education Trial Assessment Guide for Grades 7 – 10 was published in 1985. This set out a series of tests ranging from fitness through to all the sports listed above whereby objective measurements and tests of students’ skills could be measured and recorded. Nothing like this had ever been produced for the primary schools. The foreword stated that, “although written for high schools, the section on skills testing is suitable for both in- and out-of-school youth from ages eight to twenty.” In the introduction it states:
Physical Education is studied as a compulsory enrichment subject. There is no national examination for Physical Education and results do not appear on the School Certificate. However, it is essential that teachers conduct assessment in Physical Education as a normal part of good teaching practice. The feedback obtained from evaluating student progress is crucial for the good teaching of any subject.” (p.1).

The booklet then sets out how to program in physical education, various marking schemes, skills test standards, and skills tests in the range of activities suggested for grades 7 to 10. These ranged from multiple choice question banks, to lined illustrations for conducting sports skills drills and tests.

### 5.7.6 Physical Education Syllabus Grades 9 and 10

1987 saw Kera produce a 48-page syllabus, authorised by the Secretary for Education (Roakeina). A ten-member Physical Education Syllabus Advisory Committee (SAC) was listed as contributing to and trialling the syllabus. Leadership of this committee came from the NSI, with representation of provincial high schools from around the country. It set out an Introduction, Aims of Physical Education, Objectives, Materials, and Equipment, followed by a Guide to Programming. These were divided into Group A activities (athletics, fitness testing/cross country, sports administration, and first aid). Group B activities were basketball, gymnastics, soccer, softball, and volleyball. Group C activities were rules football, badminton, cricket, hockey, netball, rugby league, swimming, tennis, paddle tennis, and table tennis. It wrapped up with several statements about the Benefits of the Course.
5.7.7 Provincial High Schools Physical Education Curriculum Statement

In 1988 the Department of Education published a Provincial High Schools Physical Education Curriculum Statement. John Newton and Clay R Kera, the Senior Curriculum Officer and Curriculum Officer for Physical Education respectively at that time, wrote it. It was a fully ratified and copyrighted document.

It opened with the Secretary’s Message (p.3). The next section described what this document did, namely presenting an “overview and a scope and sequence of existing aims, instructional content and materials for Physical Education in Provincial High Schools” (p.4). It was written in such a way as to assume the reader had access and knowledge of the pre existing curriculum documents. Comment was made, for the first time, of “an appreciation for, and the practice of, fair play and good sportsmanship and the development of positive self-esteem”, that these should be added to the general aims of Physical Education. Instructional objectives should include knowledge and attitude components in addition to the stated skills outcomes.

The next part was simply a rehash of the Introduction that was found in the earlier syllabus documents (1987, p.6). However, the additional sentence had been inserted:

Life in the village has also changed. Activity patterns and diets have also been modified. More leisure time is available. The village people are in need of access to entertainment to help their lives be more enjoyable and off-set the attractions of the towns. Physical Education is uniquely placed in the curriculum to do this. It teaches students a wide variety of physical activities and introduces them to a number of games. By the time students leave school they should sufficiently be interested in activities and games to make good use of their leisure time.
Later, the first and only mention of “Papua New Guinea” is made.

Studies in France, Australia and even Papua New Guinea have shown that when a regular or properly organised program of Physical Education was introduced, the academic performance of the students actually improved. Experience in our SSCEP schools hasn’t shown any academic disadvantage in students who are involved in extensive practical work.

“SSCEP schools” was not defined nor the tests described or explained. No reference was provided to the reader.

The document moved on to ‘The Aims of Physical Education’ and ‘The Benefits of the Course’. It reflected the changing understanding that was taking place in Australia and elsewhere at that time.

The aims of Physical Education are to develop:
Correct attitude towards physical fitness and healthy living.
Interest and competence in the techniques of movement and the skills of the games.
Enjoyment of physical activity.
Knowledge of the care and use of the body.
Social cooperation.
It is hoped that these skills and attitudes will serve students for a lifetime.

It demonstrated a shift away from pure physical skills and games towards a more holistic understanding of physical activity, including social and affective concepts. “It encourages development ...” (If it follows the expected sequence, then the term ‘physical’ has been omitted.) “... It assists emotional development ...”; “... It helps social development ...”; “... It contributes to mental development ...”. These shifts away from purely physical activity make physical education more difficult to understand and apply.
The last page of the Statement (p.16) dealt with assessment. The development and progression of curriculum understanding was demonstrated in this new element of the curriculum.

The major domains of physical education are the physical, intellectual, emotional and the social aspects. The goals of physical education are the development of healthy lifestyle through fitness, social cooperation, participation and enjoyment of physical activity. In the achievement of these goals, knowledge and attitudes are as important as the development of skills.

The writers stated that there was debate as to how best to assess the achievement of these various components. “A number of suitable practical tests are being developed so that the teacher could assess the practical nature of the subject. Assessment guidelines are currently being trialled in several schools. Presently the assessment of Physical Education in Schools is optional.”

5.7.8 Community School Physical Education Curriculum Statement

The Community School Curriculum Statement (1989) was also written by John Newton and Klei R Kera, with input from the members of the Community School Syllabus Advisory Committee and Curriculum Officers of the Curriculum Development Division. It opened with ‘A Curriculum Analysis of Community School Physical Education’, stating that it presented an overview, a scope and sequence of the existing aims, instructional content and material for Physical Education in Community Schools. It acknowledged:
A number of deficiencies have been observed and a review of the Syllabus has been made to cater for these needs. The deficiencies included the omission of traditional games and activities, fitness activities, poor sequencing of games skills through the grades, confusion and poor sequencing in the BODY CONTROL areas. The Aims and Objectives were not always clear. This document is in line with the review and should not be treated as the syllabus in Physical Education. In addition, it takes into account the philosophy of Integral Human Development and attempts to utilise integrated and thematic approaches within the context of social and spiritual development.

The curriculum writers were developing and expanding their thinking, for example, in the last paragraph of their opening statement: “In teaching Physical Education in the Community School, we aim to develop the whole child, physically, mentally, spiritually and socially, through a variety of physical activities and experiences.”

The Aims of Physical Education are to develop:
- an understanding and awareness of a healthy body and a healthy mind through physical fitness and a healthy lifestyle.
- competence in basic body movements and skills as a lead in to major games
- correct attitudes of good sportsmanship, cooperation and fairness.
- enjoyment of physical activities
- social cooperation
- an appreciation and understanding of the importance of traditional games in PNG culture. (p.5).

The first section of the scope and sequence (p.7) was given over to ‘Traditional Games - Grades 1 - 6. The Aims and Objectives were set out:
By playing traditional games students will:

preserve traditional ways of teaching the games, through cooperation with village elders
applying important values of cooperation, obedience and respect.
preserve traditional games for Papua New Guinea's identity and culture.
learn about the value of traditional games.
learn about games from other provinces.
improve physical fitness
have fun
learn important values of cooperation, obedience and respect.
establish a link between traditional and modern games.

This document then moved on to consider fitness, body control, games skills, for each of the grades from 1 to 6, simply naming each movement.

It was a short sixteen page document, supplemented with large black and white photographs of PNG children participating in various movement activities. (One photograph on p.11 showed an activity that would not be performed in the Highlands - children would never perform leapfrog over another child, especially a boy over a girl (appendix p.488). Several National readers, from different parts of the country, commented to the researcher that this activity was considered culturally highly inappropriate. This implies either a cultural insensitivity to readers from around the country, and to the children, or it was an obvious error that slipped through the proof-reading stage of publication.

5.7.9 Drafted Attainment Targets

The documents considered in this section were called ‘drafted’ because no final publication had been produced and circulated out into schools. Those available to
teachers continued to exist as ‘drafts’. The responsibility of authoring these was that of
the COPE. The Head of Physical Education was asked by the CDD to assist the COPE in
drafting outlines for Physical Education. Broad Attainment Targets were drafted, based
upon the newly published Australian *Health and Physical Education National Profile*
(Curriculum Corporation, 1993), the British *Non Statutory Guidance: Physical Education*
(National Curriculum Council, 1992), the USA *Outcomes of Quality Physical Education*
*Programs* (National Association for Sport and Physical Education, 1992), and the two
Newton and Kera (1988, 1989) *Curriculum Statements*. Two strands were identified:
Human Movement, and Physical Activity and the Community.

Human Movement focuses on:
fundamental movement patterns and coordinated actions of the body in a
variety of contexts and settings;
the basic concepts of movement;
the skills of movement;
the development of the highly coordinated movement patterns of competent
performance; and
enhancement of performance through monitoring and evaluating movement
patterns and devising strategies for practising and refining skills, tactics,
technique and form.

Physical Activity and the Community focuses on:
the concept of fitness and its relationship with biological and cultural
factors;
fitness as a factor in health and performance, including the effects of
exercise on the body, cultural images of body shape, social expectations
concerning fitness, and the fitness industry; and
factors which influence attitudes towards, and participation in, physical
activity, including access to resources, community attitudes and values,
cultural beliefs, and experiences of success, failure, enjoyment or
frustration. (p.2)

The Overview of Outcome Statements provided outcomes and activity examples, divided
into eight broad progressive levels. Levels 1 and 2 equated to elementary; levels 3 and 4
equated to approximately grades 3 to 6; levels 5 and 6 equated to approximately grades 7 to 9; level 7 to approximately grade 9 and 10; and level 8 equated to grades 11 and 12. Curricular Assumptions for Human Movement and Physical Activity in the Community were presented, together with statements, outcomes and pointers. Examples of communications, movement skills and applications were described, demonstrations and performances and descriptions were provided to indicate that anticipated and predicted outcomes had been met (see appendix pp.495-497).

Curriculum development and publication activities for physical education in PNG were not extensive. Few workshops were convened and held. Official curriculum documents (as ratified by the Education Department) were few. The documents that continued to be used and reprinted most extensively were virtually private documents, based upon lecture notes prepared for students in physical education primary classes at Balob Teachers College, and then later at the National Sports Training Institute, for students enrolled at Goroka Teachers College.

5.7.10 The Curriculum Overview (1996)

In 1996 the first draft of the new Curriculum Overview was printed and made available to curriculum committees, officers and other relevant Education people. It was for discussion only and not approved for use in schools. It was described as a working draft to provide “an overview of the national curriculum from prep to grade 10. It was to be used to determine curriculum in each subject each grade and guide in the development of materials and teaching activities for these subjects” (p.2).
It set out the Purpose of Education, the General Aims of Education, the Curriculum Components, Teaching Method, Teaching Activities, and then proceeded to identify key skill areas, and key attitudes and values. Knowledge Content was presented next, in all the subject areas. Health, included in the Curriculum Overview for the first time, covered a range of necessary and appropriate strands over 2½ pages. The Physical Education component however struggled to cover one page, and lacked content (see Appendix 1.6). The strand headings of Human Movement and Physical Activity in the Community were missing, the selected content examples appeared *ad hoc*, and were non-sequential from elementary through lower and upper primary to lower and upper secondary. There was little evidence of the work done from 1994 to 1996 as being successfully translated into the context of this new publication. All other subject areas demonstrated significant preparation, foresight and thought. The core subjects were well set out over twelve to fifteen pages, with clearly articulated Aims and Objectives, Methods suggestions, and content examples appropriate to PNG contexts. The other subject areas were also adequately set out with a good range of topics and themes, objectives clearly and articulately expressed, and well selected content.

The physical education offering stood out for its poor quality and quantity. For physical education and the future, this was not encouraging.
5.8 Curriculum Documents Reviewed

Most of the authors who coordinated and produced extensive and comprehensive writing of completed physical education documents were expatriates. Those documents that were written or drafted by national writers were incomplete.

As seen in Figure 5.1 (p.183), most of the physical education curriculum documents available to the researcher for review were produced by the NDOE. However, the extent and format of the authorisation was not always consistent. The usual authority for the NDOE materials was expressed by having the statement “Authorised by Secretary for Education” on the front cover. Draft materials did not have any foreword. The two curriculum statements had a short Secretary’s Message included, written in a way that was broad enough for use in any subject. There was a single inclusion of the term “physical education”, without any other specific reference to content or concept. The Secretary’s Message appeared in the ‘Grades 1 - 3 Teachers Guide’ and the grades 9 and 10 syllabus, while the others did not have a Secretary’s Message. None of them had an ISBN number or copyright (©) advisory. Brandt included a short personal letter of purpose and intention on the opening page of his three books.

The type of introduction noted above seemed to ignore the fact published in Education Department documents (such as Archibald, 1996) that around eighty percent of the population lived in rural settings. It inferred that it was almost inevitable that school graduates would move into houses and jobs in towns. It seemed that PNG was no longer a ‘traditional society’, which certainly was not the case even at the turn of the millennium. Clearly PNG was a new emerging nation and a dynamic society, including
the incorporation and adoption of global values, technologies and other ways of life. For a large proportion of PNG society, however, traditional ways of life throughout the country were essential for its conduct and existence. Importantly, these ought to be recorded, particularly in government publications.

The level of acceptance of the various documents also varied. Miller’s document was not found in any location other than the NSI library. The NDOE syllabuses were not widely available in schools. Principals’ responses: “Not a good stock, no one any more.” Or, “We don’t have, I use my college notes”. Brandt’s documents were available more than any others, and requests to NSI for reprints from some community school teachers colleges were still forthcoming up to fifteen years after they were written and first duplicated. In the interviews with principals and the teachers, it was noted by some that Brandt’s curriculum documents were being used. “We’ve got only the Brandt book” (principal’s response). At CDD however, Suari made no mention of them, neither did Avosa. Fova was unaware of them. The NDOE syllabus documents were only held in a few schools. No-one acknowledged using them consistently. Most were untouched, in very poor condition, or ignored.

The writing provided evidence of a slowly changing notion of the concept of physical education, from the prescriptive approach of Miller and the early curriculum writers. Miller’s work was prescriptive, describing how to teach physical education. It was effective but rigorous and dogmatic. It had a high use of words and phrases incorporating
“must” and “should”. Its emphasis was on games and skills activities. I believe it would be unattractive for PNG teachers to read, understand and respond to enthusiastically.

In looking for an explanation as to what may have made Brandt’s booklets popular was its quite easily read style, including charts, diagrams and photos. This contrasted with Miller’s pages of close-typed “do this” and “must do that” approach. Brandt initiated his approach by focusing on the whole child. He emphasised the child’s experience of success in learning. Assessment was introduced in Brandt’s work, identifying measurable activities to record how objectives may be met. These activities and evaluation were more comprehensive, including affective criteria as well as cognitive and motor performance skills criteria. Games still held a strong place. However, the content described group cooperative skills, opportunities to explore creative movement, the importance of health improvement, physical fitness, and the recognition of social, emotional mental, physical and spiritual health. It was based on a deeper understanding of growth and development needs for children. It was comprehensive, but in a language style more suited to non-first language English competency. Brandt was quite still prescriptive, but provided more support and resourceful ideas. This emphasises the changing notion of physical education evident at that time.

Newton and Kera paralleled Brandt’s work in the progression to a “correct attitude towards physical fitness and healthy living” (Newton & Kera, 1988, p5). They continued that “It is hoped that these skills and attitudes will serve students for a lifetime.” The main content of the syllabus were objectives and topic outlines, which
strongly emphasised sports skills. There was no traditional movement, nor dance and rhythmic activities. It included a simple assessment rubric. The Trial Assessment Guide produced about a year later indicated a shift way from games activities towards fitness and fitness measurement, based upon fitness criteria. However, this guide was focused at the secondary level, and not at the primary level. It contained very detailed rules and outlined methods for organising the various sports identified in the syllabus. It reflected skills based assessment that had a strong place in Australian curriculum at that time.

Again following Australian curriculum trends, Doecke and Wut-Hou (1994) drafted Attainment Targets for physical education. These were based upon the Curriculum Corporation’s subject area profile. Two strands were chosen: Human Movement, which centred on movement patterns and skills, and Physical Activity and the Community. This included descriptive statements, examples of movement patterns, knowledge, skills and values apparent at various levels throughout schooling. They were broad in scope and, with Wut-Hou’s local knowledge input, the writers attempted to express ways that reflected the PNG audience and learner group.

When read during a research visit made in 1999, the drafts under preparation by the incumbent COPE showed little progress made on the work undertaken through to the end of 1996 (compare appendices 3.5 and 3.6). The experience and scope of knowledge of physical education curriculum development held by the COPE (in 1999) as a teacher, and the other officers, was very little. As a two-year trained teacher with several years’ primary school teaching experience, there was not a strong basis or foundation upon
which the COPE could confidently write. Neither was there evidence of curricular support from other curriculum officers. No attempt had been made to bring together or to network available and experienced teachers who were working in the Port Moresby area. There were many government and private schools within several kilometres of the CDD from which a useful selection of teachers could be approached to form a consortium, for sharing ideas. The argument from CDD was there was no money. CDD officers had not undertaken any communication with teachers college lecturers, for sharing ideas or ensuring the appropriate delivery of course content in colleges.

- **Physical education’s low status**

Physical education’s low status is confirmed by the review of these documents. A significant aspect was the transfer of knowledge about and status of physical education from the colonial period. Having been very weak to begin with under colonial education, the knowledge and status transferred to the post-colonial period continued to be weak. The work produced by the expatriate writers since Independence was satisfactory, although various flaws and inadequacies were evident and, in Newton & Kera’s case (*Community School Curriculum Statement*, 1989), acknowledged in ensuing documents.

The lack of continuity and retention in the COPE position was of concern to the effective production of curriculum documents. It is evident that the low status placed upon it by the education community saw National officers unenthusiastic about staying in the position. This suggests a lack of support that could have contributed to higher quality curriculum documents.
The most recent work (1996-1999) in physical education curriculum development saw regression rather than progression. The low status accorded physical education curriculum development saw it slow down, and poor quality work produced. This is evidence of lack of confidence, and of lack of knowledge by the writer. This compounded the low status held.

- **Problems in understanding the concept of physical education**

From the documents written through to 1994 it was clear that the writers had a satisfactory understanding of what physical education was. The documents contained some flaws or inadequacies, but generally reflected trends in core content and methods in physical education. Their reflection of the PNG context was not always well expressed.

The most recent document produced at CDD did not represent a useful or effective physical education curriculum document. It was not a good piece of curriculum writing in terms of carefully selected themes and topics of developmentally appropriate learning activities (appendix 3.6). It seemed to be cut and pasted uncertainly from preceding documents, without due concern for the understanding of the teachers who would be using it. The scope and sequence of physical education was not well presented, thereby providing evidence that the writer had difficulty in understanding the concept of physical education.
Apathy towards physical education

Most of the core knowledge and concepts were sourced from Australia. The weak transition from Australian colonial authorship to PNG authorship was of concern. The commitment to writing lost strength and momentum, as its historical base was weak.

The available curriculum materials produced by Miller, Brandt, Newton and Kera were adequate for a useful syllabus to be implemented in schools, even though they arguably contained weaknesses and flaws. They would be adequate as a platform upon which to construct a curriculum that would reflect PNG’s culture and needs. This could be done inexpensively yet thoughtfully, if teachers from the Port Moresby region, qualified with NSI diplomas or degrees and some years of teaching experience, could be brought together for a writing workshop. However, physical education’s voice was unheard, and need unfelt, so this did not happen. This was indicative of professional apathy, where the major educational administrators made a choice that the subject would be overlooked, as its priority was deemed to be low. CDD initiatives to support efforts to undertake research into gathering the most recent knowledge about physical education, which would be poured into developing a new, and long overdue, national curriculum, did not happen. Inactivity or lack of initiative from CDD’s policy-makers, and from within the teaching profession, was judged to be apathetic.

PNG knowledge versus global knowledge

As expressed earlier, what physical education curriculum existed was written by a variety of expatriate writers working in PNG. Under these writers, there was some evidence of
attempts to recognise the PNG context. These started with Miller’s comments regarding
traditional games and sports, and continued with Newton and Kera’s comments about
traditional activities in the *Community School Curriculum Statement*. (Kera was the one
National who made a noteworthy contribution to the PNG physical education curriculum,
in partnership with Newton.) This could have provided a strong status to the PNG
physical education curriculum, as one with quality, if these recommendations had been
empowered through significant resources such as a quality curriculum, and given some
priority.

PNG knowledge found little expression through the curriculum. Some sport skills found
their way into the curriculum content. This was being amplified through the introduction
and spread of Pikinini Sport. This, however, was a rehashed version of Aussie Sport.
This was a global sport curriculum model.

Ideas being developed for Personal Development gave some hope for significant input
regarding PNG content. It would have to be written, however, by curriculum writers
familiar with PNG needs. At the time of this research, there were no experienced and
qualified curriculum writers in physical education in CDD who could undertake this.
*Physical Education for Melanesia* (1999), written by lecturers at NSI, was the one major
student text written specifically for secondary school students. There was no text written
for university level studies in PNG. The curriculum outlines were making unsteady
progress and, as argued previously, could be considered to be regressive rather than
progressive. There was no immediate prospect of strong growth in any form of physical education curriculum across PNG, especially if it were to be initiated from within PNG.

5.9 Policy-implementers

The curriculum which has been written by the curriculum writers as policy-developers was implemented by those employed and empowered to take the materials, and put them into practice in schools. In the first place these were the school principals, who passed the responsibility along to the teachers under their jurisdiction. In this study, further implementers were teachers. Those teachers interviewed held roles as sportsmaster in their schools. The role of sportsmaster was taken on ‘voluntarily’ by teachers who taught physical activity both in class as physical education and as extra-curricular sports. Some chose to take on this unpaid role, while others had the role placed upon them by the school’s administrators.

Community school teachers colleges also implemented policy. This was by teaching physical education courses to students as part of their training to become school teachers. Further, the director of NSI was also responsible for implementing policy through the institute’s courses offered on behalf of the UPNG.

5.9.1 School Principals

The principals provided a range of concerns they felt were impeding the teaching of physical education in their schools.
They generally felt that physical education teaching was not very well known, nor was it well resourced or supported. Things they specifically noted were the need to know and understand the skills of all major games, how to prepare physical education lessons, what the outcomes of physical fitness were, how it could provide a positive contribution to mind and soul, how to be a good sportsperson, and also how to deal with the problem of insufficient resources to support physical education. Many did not have any physical education experience even though they had been in schools for a number of years. Although the researcher expected that all teachers had had some physical education training in teachers college, clearly that was not the case. Across the board there was the expressed need for more in-services on teaching aspects of physical education. These were not only in teaching Pikinini Sport and receiving their resources and in-services, but also on writing clear lesson plans, undertaking deliberations on subject motivation and boosting teachers’ morale, presenting skills for later life, and so on. This was repeated at each discussion session, and was clearly important to the principals.

They expressed the concern however that in order to teach these they needed an up-to-date syllabus and guidelines for instruction, which were still not available. They reported that the existing ones were so old that they simply had been lost or worn out (principal’s report).

The principals of several schools sought to justify poor teaching on lack of equipment and poor field space, which made playing and teaching difficult. “We want to but we have no equipment” (principal’s response). “Our lower grades must use improvised
materials. PE not often taught at grade 5” (principal’s response). There were no textbooks, other teaching materials or resources. It was noted by the majority during the discussions that there was poor subject motivation among the teachers. “PE is not well known.” “Most teachers have no PE experience” (principal’s response). In order to teach skills and games each school needed good equipment, but there was in most cases little or no funding for these to be purchased. Pikinini Sport was one avenue providing something that was worthwhile, so those teachers in schools who had gone to workshops were relying on this to teach physical education, and those who had not yet been invited to attend felt empty, that they had nothing. They felt they needed this support to boost teacher morale, which was often very low, and not just in physical education. Teachers did not teach if they were not interested; it was felt that other teachers did so only if oriented towards sports, and not out of a sense of requirement from the Department, or from their training. “We have the new equipment, but we need to know how to teach them” (principal’s report).

Physical education was never taught whenever a teacher was inspected. In the opinion of the principals, the inspectors (as well other Education officials) were not interested in physical education and sport anyway – achievement in English and maths predominated. Boards of Management didn’t support physical education and sports, although one principal commented that his Board was only interested in resourcing how to learn and play rugby league. The one principal who emphasised receiving support by his administrative Board of Management was the Catholic school principal.
One principal suggested that there should be a full-time physical education specialist who takes all classes, looks after the equipment and programs, and provides skills in-services to his school and others in the region. Having one specialist with one good set of equipment with him could result in an efficient and effective provision of instruction for all grades in a cluster of schools. One expressed the feeling that there ought to be some PNG or traditional games.

5.9.2 Physical Education Teachers

Implementing curriculum in the classroom were teachers who, among their generalist roles, were physical education teachers and sportmasters. In expressing concern about the status of physical education, interest was shown in the research activity. One teacher in particular was very interested, and invited the researcher to visit him at his school the following morning. He had a non-contact period during which he wished to talk at length. He subsequently spoke for some time, having prepared thirteen to fourteen key points about which he expressed concern over the teaching and implementation of physical education in EHP schools.

The group was questioned about holding physical education syllabus documents at school. The responses were that some had been lost, they didn’t have new ones, some pictures had been torn out, and other schools had none at all. All these schools were using Pikinini Sports, but as the Pikinini Sports instructional books had not yet been produced, there were no major printed resources. One school had the lower primary syllabus documents, and played major games at the upper grades. They had some
handouts from their Pikinini Sports trials. Most selected parts from the Pikinini Sports program. While they saw Pikinini Sports skills as part of physical education, they felt they were “not teaching the real physical education” (appendix p.394). They were aware that Pikinini Sport selected only certain modified rules and their skills for implementation. Their understanding of this may have come from their teachers college education. Those who had attended Balob Teachers College, or even NSI (principally among the others) were able to express a sound knowledge of physical education basics, and so express a rational opinion.

Some schools said that the Physical Education for Community School Teachers books (Brandt) were around, but were considered “old and obsolete”. This indicated that the physical education knowledge they had learned about while at teachers college was of value to them, to be able to make such judgments.

They all agreed that there was a gap in the program, while they were waiting for the new syllabus to be produced. Some classes missed out on physical education altogether, depending on the individual teacher. Most of the teachers had this type of problem, so these teachers were trying Pikinini Sports. Other teachers were using the physical education time to have fun with the children. One teacher felt that others were not guiding the students to take part in physical education; the children might insist they wanted to play soccer, so the teacher would simply agree. They agreed the lack of physical education was common in schools.
5.9.3 Community School Teachers Colleges

In 1996 correspondence was sent to the nine community school teachers colleges that apparently had physical education courses under way in PNG. Only three colleges replied in writing to the inquiry. The correspondence comprised a letter of introduction, and a short inquiry as to what kinds of course were being offered in physical education at that college, and its content.

Those that responded demonstrated the brevity of physical education instruction. One (Physical Education lecturer, Dauli Teachers College) provided instruction for two hours per week to second year students. This was typical of those that responded. The content included:

- Foundations of Physical Education
- What is Physical Education
- The Purpose of Physical Education
- Body Movements/Games Skills
- Syllabus Study
- Programming of Physical Education and many others.

The comment by another (Principal, St Benedict’s Teachers College) was that they attempted to integrate physical education into other “subject areas in order to develop the relatedness across subject boundaries”. Their unit offerings showed that they covered the basics of a physical education program. Balob Teachers College also responded with their current course outline.

By way of follow-up, the researcher attempted to contact all colleges by telephone. Due to a telecommunications failure, it proved to be impossible to contact three colleges in the
East New Britain area, near Rabaul. At that time Rabaul had recently been devastated by major volcanic eruptions. Even though the colleges had reopened, communication continued to be a problem. One mainland college principal informed the researcher that some colleges would be merged, and some closed, in the interests of economic and instructional efficiency. According to the Commission for Higher Education’s *First Report on Teacher Education in Papua New Guinea for the Higher Education Project* (Turner, 1994) it was uneconomic and academically unsound to maintain small colleges dotted around the country with enrolments of only about one hundred and fifty to two hundred. It was considered more efficient to have fewer but larger colleges.

Two of the respondent colleges employed lecturers in physical education with no physical education qualifications at all, only an interest and some experience in sports. None had degrees or diplomas in physical education, and only one had an education degree. The Pikinini Sport program was planned to spread slowly around the country. However, this would require trained trainers to teach and support the program across the country; teachers colleges would be ideal locations for this.

### 5.9.4 NSI Director

Anecdotal reports provided by the director of NSI (Sapea, 1997, personal communication), when contacted by telephone, expressed concern about two pertinent issues. The first was regarding his report ‘PNG sports institute to become defunct’, published in the *Post-Courier* (June 22, 1999, p.32) about the government’s threat to close NSI. The potential demise of NSI would have a significant impact upon
opportunities for the survival of physical education in PNG. At the secondary level, there would be no further teacher training. Primary schools would have no support. Teachers colleges would continue their own programs, apparently with increasing apathy and decreasing support from CDD and Education.

He further suggested that, unless the Pikinini Sport program was better managed by the PNGSC coordinator, there was a real risk of the removal of funding support by Coca Cola Amatil. The Sports Commission could not afford to take on the program on its own meagre resources.

5.10 **Summary of the Analysis of Policy-implementer’s Perspectives on Physical Education Curriculum Development**

- **Physical education’s low status**

A key point which illustrates physical education’s low status in PNG is the reports regarding threats to those institutions where physical education is formally taught: NSI and the community school teachers colleges. Sapea’s report regarding NSI’s “potential demise” exhibited the government’s low value placed upon formal physical education programs. The PNG government left NSI to generate its own funds internally. This could not guarantee growth or the capacity to identify and gather or develop suitable resources of either local or overseas sources. It was only able to host the Pikinini Sport train-the-trainer in-services around the country because of the contribution of private enterprise.
Additionally, the data representing outcomes of correspondence with the community school teachers colleges indicated that most of these teacher training programs were of suspect value. They did not have experienced, qualified personnel responsible for their preparation and delivery. Several colleges were still relying on Brandt’s materials which, according to the teachers, were by now “obsolete” (appendix p.393). But with nothing else available, and these at little cost from NSI, this was how some colleges chose to conduct their physical education programs. It was evident that NSI and the colleges were in no position to undertake research, develop and write physical education curriculum. Neither could they contribute to or put pressure on CDD to accelerate its curriculum development process.

Poor curriculum materials and poor resourcing were the outcome of the lower value that physical education was given by Education authorities. When the principals were asked about the availability and use of the physical education syllabus documents, there was a range of responses. Four said they had them, one said they were “uncertain”, one said they had “the complete 1 to 6” (referring to grade level books), another had “only 4 to 6”, and two others said “not all”, or “not all of them”. Another response was, “Not a good stock, no one any more”, while yet another was, “We don’t have, I use my college notes”. Finally, one said they had only the Brandt books. Those that had them kept them in different places, from the physical education storeroom, the school office, the classes, the office or principal’s office, to with the teachers. Few actually showed them to the researcher. One school had had all its booklets and equipment stolen, and they could not get funds to replace them. Allocated funds were used for other school purchases. One
comment was that they held the syllabus but it was too difficult to buy other books; the parents would not buy, and they did not have enough funds to purchase their own. Physical education curriculum was clearly not available throughout the schools, not easily accessible, nor in regular use.

Regarding teaching physical education, one principal said physical education usually consisted of the teacher giving the ball to the children to go out and play. Several responded that they wanted to, but had problems of insufficient or no equipment. Some lower grades had to regularly use improvised materials. One looked at combining subjects, for example, physical education with health. How this could be done would have been interesting to pursue. One school taught physical education, but this course sometimes had interruptions due to water problems and community disturbances. The latter usually meant there were tribal fights, which in the present era may often mean violence with guns. There was always the academic emphasis on English and maths, and so opportunity was often taken by teachers before exams to substitute English and maths lessons for physical education. This was with the principal’s blessing because it showed well for his or her school to be successful in these subjects, and not physical education, which had little or no ranking value for the school’s overall performance. One school stated that the little ones in grades 1 to 3 were happy, but that physical education was not often taught in grade 5. One principal declared that it was not examined so it was not taught at grade 5 or 6. Others said that all teachers were very interested, it was part of children’s development, and so it was taught in their school.
Most teachers were one or two-year certificate trained. Most of the principals had a three year diploma. However, one school’s principal admitted he never had any physical education training. Some teachers had never had any training in physical education at all. While it allegedly ought to be taught at each of the teachers colleges, clearly that was not the case.

The place and importance of in-servicing became evident, and so they were asked about staff attendance at Pikinini Sports Train the Trainers Workshops run by NSI. These workshops had commenced in 1994. Five schools said they had attended these in-services, one said “some” had attended, while six principals said none of their staff had attended. Although I was told that up to ten schools had equipment kits provided by Pikinini Sport through attendance at the workshops, this was not verified by the information provided earlier.

The children’s reaction to physical education instruction, according to the principals, was that they generally enjoyed it very much. Those that had the new equipment showed increased interest. They missed it when they could not participate. They complained if there was no physical education or sport. Often teachers would not let them play. However teachers and the principal often responded with the excuse that they also liked it but there was the problem of materials. Comments from other principals were that the children liked or enjoyed games and sports, or liked learning the skills. One principal commented that the teachers should be motivated.
The teachers interviewed agreed that nearly all the children quickly signed up for Pikinini Sports because they missed the enjoyment of physical education. They wanted to play but the teachers wouldn’t let them play. All students wanted to take part in physical education, but the problem was with some of the teachers. There were complaints that they were too old, or that their knees were not in good shape. They felt the worst problem was their Board turning down money for buying physical education equipment because they saw physical education as not very important: “That is a non-core subject. We concentrate on the core subjects”.

These curriculum implementers demonstrated the difficulty of teaching without useful resources. Foremost among these resources is curriculum materials, such as a clear syllabus and instructional guidelines. Next, is a range of equipment from which to choose. Instruction can take place, using improvised or local ‘bush’ materials and activities. Finally, and importantly, was the need for trained teachers, as well as teachers who would actively take the initiative to learn and apply their learning. This group of policy-implementers had little choice but to tolerate the difficult circumstances of poorly resourced schools.

There was no support or guidance in the subject that insisted upon quality programs. As also emphasised by the principals, physical education is quickly overlooked if issues of teacher and school assessment arose. Physical education wasn’t a priority. If the Education Department wasn’t providing any new physical education curriculum materials, the understanding trickled down that physical education was inconsequential.
The schools’ administrations perpetuated the understanding of the relatively low priority of the subject. The trickle-down effect continued, and so was absorbed by the teachers, and then the children. Teachers’ behaviour was often not a good example. Teachers often refused to help with Friday afternoon sports.

One teacher asked to speak personally at length (appendix 1.3.2, p.403). He expressed a passionate tone about his feelings towards physical education, which stood out notably above all other respondents.

He had all three Brandt books. He understood that around about eighty percent of schools did not have a physical education syllabus or teachers guide, and no resources on physical education. When transferring to another school, sometimes teachers took the physical education syllabus or the resource books with them. There would be nothing for a new teacher upon arrival, nothing to help them prepare programs.

He felt that physical education was taken for granted, that skills teaching and programming taught during training was not being done. In his opinion most teachers were too lazy to teach physical education and were not interested in teaching physical education lessons. Some teachers were not trained to teach physical education. He saw a need to employ trained teachers for the big schools. Other teachers, he thought, were physically unfit to teach physical education. Many did not even know most of the rules;
the extent of interest depended on the teacher. They may deny the rights of some students to play certain games because of gender.

In the opinion of this teacher, not much money was allocated for purchasing physical education materials because Boards of Management did not consider it a very important area. As a result, some teachers were unable to teach physical education. Vandalism and theft of equipment from the school was also a problem.

Some teachers were reluctant to teach activities where there might be possible body contact. In case of injury, there could be a compensation claim against them.

He stressed that provincial education departments ought to address the issue of physical education and other non-core subjects. The teacher felt that they needed to provide equal funding for subjects. NSI should conduct more physical education in-services or courses on how to use teachers’ guides that were available, also, how to use physical education equipment. They needed a syllabus with a resource book containing lesson plans covering all these sports. He also felt that nothing had changed since his graduation in 1990. Things hadn’t changed then, nor were they now any better.

In summarising the opinions expressed by these curriculum implementers, there is a history of a less than mediocre acceptance or tolerance of physical education in PNG schools. This was from the top down. This has been seen historically, from the colonials bringing physical education and global sports into the region, but with little educational
rationale, resources and support. Its place was tenuous, being undertaken as games for entertainment and recreation. The educational value was not emphasised or taught, and not encouraged through quality curriculum with responsible assessment.

- **Problems in understanding the concept of physical education**

Ideas about ‘sports’ and ‘traditional games’ were encountered throughout the interviews, but issues to do with fitness, exercise, movement, and physical activity were not raised. Fundamental concepts such as spatial awareness, balance and locomotion were not part of their educational vocabulary or knowledgebase. It was clear that the understanding held by these curriculum implementers did not extend beyond games and sports skills. However, this group of teachers said they had all done physical education training at teachers college, and felt they had received something they could take out to schools to teach. They had relatively good knowledge of physical education, being sportsmasters (given the practice that sportsmasters were teachers who took on the role because of their intrinsic interest in sports; not extrinsic, as they received no financial compensation, recognition or other status for this duty). There was evident respect for the value and need for physical education. There was little evidence of the inclusion of physical activities and skills other than sports and games skills.

Operating at the grassroots instructional level, these teachers had the interest and enthusiasm to want to teach the children as mutually willing participants in the teacher-learning process. The means by which to do this was unavailable through the leadership or resources from CDD. Concern was expressed that new curriculum materials were not
yet forthcoming. They were required to wait for the CDD to produce the materials that, at the time of this research, were not expected for several years, even though drafts had been begun. CDD’s inability to provide leadership and resources in physical education was effectively driving them towards further ignorance of the subject. It was further driving them towards Pikinini Sport as the only viable and available solution.

Few of them used traditional games, dance or sports in physical education classes. They felt there could be more place for these activities, because they involve movement, and coordination, but they didn’t actually do them. One school had used traditional target shooting as activity, but not as part of a physical education lesson. Some felt the older students might think traditional games were not relevant to them. However they thought it could be integrated with other lessons such as with Expressive Arts. They all knew games from their own villages or from where they were teaching early in their careers, and these could be integrated into their physical education programs.

There was no evidence to indicate any lengthy consideration had ever been taken to incorporate traditional activities into their physical education classes. As the 1989 Community School Physical Education Curriculum Statement was still the current syllabus document, incorporating Traditional Games as a key objective, there was no recollection of the relationship of these with physical education. An opportunity to celebrate and perpetuate traditional culture was therefore not taken.
It is highly probable that several of these teachers could be successful in the COPE’s position. They could make valuable contributions, especially the individual who went out of his way to provide his own perspective, if they could participate in the SAC.

- **Apathy towards physical education**

In 1978 Miller reported seeing teachers throw a ball out to the children to play with, and then rest under a tree. In 1999 principals reported that this was still fairly common practice. This illustrates over twenty years of little or no growth.

There were two responses to the issue of accountability to assessment in physical education. One was that it ought to be assessed, but isn’t. The second was, and this came especially from the principals, as physical education was not an assessed subject, and as there was little pressure for it to be taught and be accountable for it, that they would commit little professional or personal time, effort and resources to it. Neither would they insist on their teachers to do so. The few resources they did have or received from the provincial or national government would be directed to those subjects that did require assessment.

The teachers showed the least apathy towards physical education than expressed by any other respondent group. Given their role as sportsmasters, this was to be expected. The principals varied in the degree or support for physical education. Their responses showed a sense of duty towards their schools and having established a priority. In most instances, physical education was ranked very low, below other subjects. Further, efforts to ensure
its teaching in their schools were seldom supported by boards of staff, and so they were prepared to let it be taught on an *ad hoc*, itinerant basis.

The trickle-down effect of professional apathy from the policy-makers through to the policy-implementers was evident. The policy-makers, who ought to have been supplying resources and encouragement, did not support the physical education policy-developers as writers. The second level of hegemony was evident in terms of the education discourse being controlled by the policy-makers. The effect demonstrated was of apathy, which then trickled down further and was disseminated throughout the schools, the principals, and the teachers. The low status of physical education was confirmed by an ‘active’, ‘deliberate’ or ‘professional’ apathy.

- **PNG knowledge versus global knowledge**

It was apparent that PNG knowledge held some value. However, it did not hold significant value in that there was no strong movement to incorporate and present PNG knowledge as key curriculum concepts. Global knowledge, primarily in the form of sports, was seen as fundamental to physical education curriculum. PNG knowledge was not being implemented and practised in physical education. Although on an occasional, special occasion basis, it was being practised in another part of the curriculum – expressive arts. It is argued therefore that this was a key reason for physical education not being recognised as significant to policy-makers, giving policy-developers restricted support in their development processes, and policy-implementers little to implement.
This lack of valuing resulted in the lack of physical education presence in the PNG curriculum context.

The commercial venture of Pikinini Sport was the one aspect of something positive actually happening in a few selected schools. It was the one curriculum activity that was considered positively throughout the interviews. Brief reference was also made to the teaching of rugby league in two schools, because of its status in the community. Both CCPS and rugby league had Australian origins, and dominated the interest and appeal of PNG society. These activities perpetuated the colonial notion of international sports and games being imported to PNG and taught to PNG children by foreigners. These were now being institutionalised throughout PNG society and culture.

Some principals reported that occasionally traditional games and dancing were undertaken in the school, usually as part of expressive arts. They would be instructed for a term by a few teachers, and then presented for the community on special days such as in Book Week, Parents Day, or at the end of the year. Some produced dances traditional to their area, such as that of the Asaro Mudmen, for showing on special occasions. Several schools said that there were no specific programs for traditional games or sports at any time, and that the children only played traditional games they knew at recess or lunchtime. One principal saw traditional games played when he had been in the Islands, but not in the Highlands.

The playing of traditional games, as mentioned in the scope and sequence of the Physical
Education Community School Curriculum Statement (1989) was not reported among any of the other respondents. It is left to be surmised as to why schools were unwilling to try to provide opportunities for traditional games in their physical education classes. The main reason given and observed is that global activities such as rugby, volleyball and basketball dominated the games played in schools.

5.11 Curriculum Clients
Recipients of the curriculum development process and subsequent participants in physical education learning were representative of the curriculum clients. In this study these comprised two PNG non-teaching adults, and also the PNG children who were informally observed during the author’s involvement in the project. These respondents can only imperfectly reflect the enormous variety of different experiences encountered in physical education teaching in PNG.

5.11.1 PNG Non-teaching Adults
The two Papua New Guineans who were interviewed, one male and the other female, recounted their experiences of physical education while at school in different parts of PNG. Neither had any teacher training experience. Both were interviewed to ascertain their point of view as school students in different regions of PNG, experiencing physical education instruction, in the era of curriculum development into which the study was inquiring. They attended school in the decade prior to Independence, but lived in PNG and became parents of children attending schools in PNG after Independence.
The schooling experiences of these two respondents were different. Both experienced physical education. Clearly, however, the attitudes of the teachers and the families in those communities varied. Involvement in physical education and sports was strong and well supported for one (MA1), from the southern regions of the country within proximity of the capital. It appeared to be a major part and expectation of schooling, through to adult life. Parents, family and community continued to be supportive. His narrative gave the impression that it would be ongoing from school, to being a part of life (appendix 1.4.1 p.414). In the Central Province there was a history of strong physical activity and movement, often showing in traditional sing-sings (dances, ceremonies) and festivals through to ongoing contemporary sports involvement. It started in MA1’s involvement in physical training at school, followed by total involvement in sports days. There were a lot of trained Australian teachers at their school, and the students felt comfortable and assured with the teaching. They learned and remembered many sports that were introduced by the missionaries and other colonials in the early days. The students valued what they learned.

For the woman (FC) from Manus Island off the north coast, the perspective was different (appendix 1.4.2 p.437). Family expectations were for academic success. Involvement in physical activity, such as sport, was strongly downplayed, and especially so for a young girl.

Neither MA1 nor FC ever learned or played any traditional activities as part of formal physical education, but played local games during recess time or in lunch break. It was
never part of the curriculum. MA1 and his friends wanted to play games like cricket or soccer but the equipment was never available at break time so they played some local games. After school and on weekends the kids would swim or paddle canoes and fish a lot, and try other aquatic activities, but none of these things were done through school. The school had spacious grounds and a reasonable amount of equipment, but MA1 didn’t remember having “any books or theory lessons to learn about sports or games and things like that” (appendix p.422).

Parents had no input into what was being taught at school, but:

They completely accepted all that their kids were being taught. They loved to watch their kids playing sports, especially on sports day. As kids they did learn some traditional activities, maybe two or three times a year. The village elders got involved in that, made sure everything was done right, and these activities were encouraged by the teachers (MA1, appendix p.423).

As children, they had very little awareness of being a country administered by another country. Neither did they have much idea of any inter-racial or cross-cultural interaction between Nationals and Australians or other foreigners. As MA1 had grown up he became aware that the education system in PNG was imposed, but he felt that the people didn’t realise that much, and so they just accepted it. As more Papua New Guineans were educated they became aware of this fact and, since Independence, they had tried to establish a Papua New Guinean direction. The direction that existed until the Education Reform, however, was problematic. Reflecting the Vice-Chancellor’s opinion expressed earlier, MA1 said,
This kid who’s coming into the school now, going to have a sense of direction of life, some kind of goal to work towards, that is culturally relevant and applicable to his situation. If not, he’ll end of thinking that, “The reason why I go to school is to work with shoes and socks, with a briefcase in my hands, and drive a car” (appendix p.429).

In MA1’s opinion, if a young man had that mentality, which would be a false hope mentality, unrealistic.

When unreal expectations are not met, then it brings more chaos in society, because these kids say, “Oh I couldn’t achieve that. I thought that was where we were heading to. I trusted them.” In the early days the chief, the elders had the direction they were showing to the people. And then they had a role model. Role, they played a role that was effective. Today, the teachers, they chew betelnut and come to teach at school. They smoke openly, they drink beer. Where is the model? And so, the kids say, “Ah, if the teacher does that, then that is the way to go, to have fun, you know” (appendix p.429f).

In his opinion the new elementary school level was a great idea.

You’re taught a lot of good understanding about your own culture. Language even, it is really good, I hear these kids just talking about the lizard, or talking about the butterfly, talking about, in their language, it’s beautiful. And they’re forming it in their thinking. And so when they go up if they do well in school they remember these things. And if they don’t do well they have something to go back to, that is forming their thinking.

For me, I think I was well-trained, in terms of survival, traditionally. You know, how to cope with things, how to look after pigs, how to climb, find coconuts and, you know, different kinds of fishing and hunting. How many of our kids in PNG know that? No. The city kids, you know, they don’t understand how to handle things like that (appendix p.431).

According to the FC, being a girl, there was less emphasis on her being successful in any sports activities. Traditional movement activities were discouraged, being a Catholic girl
school, because “traditional dance required traditional costume, and the young girls could not be seen wearing that” (appendix p.443). When she got to high school it was made clear that they “couldn’t mix traditional things with Christian things” (ibid.). So when she was asked to try traditional dance she felt she “couldn’t go into that”, mainly because traditional costumes were comprised solely of a grass skirt, and ornate headdress. She felt that there were very few times when they were encouraged to participate and celebrate in Manus’ cultural or Papua New Guinean cultural activities.

The minority colonial groups scattered throughout PNG often had imposed rigorous value restrictions upon the PNG people. Religious groups were particularly emphatic about imposing their values. In the main part these were accepted by the people, as education and other benefits provided by the colonial groups were seen as helpful. However, in retrospect, from the evidence in this study, it may be argued that the reality of the values imposed by many of the overseas colonialists subjugated many traditional concepts and practices, which were no longer practised nor widespread. Aspects of culture and tradition therefore disappeared, or appeared only at specific occasions such as sing-sings or other celebrations.

At school they used to play quite a lot of basketball, hockey and athletics. The lower primary teachers were usually National, and the upper primary teachers were usually Germans and Americans. She felt that when she was in lower primary she was intimidated by the National teachers. This made her feel very uncomfortable because she was usually related to these teachers. She was encouraged to take on more feminine
things, and so she did several years of needlework. Later at high school she tried field events (long jump and high jump), but believed she never reached her potential because the basic movement skills had never been taught at primary school. Again, being an islander, she was a very strong swimmer and diver. However none of these types of activities were ever part of the school curriculum or program.

Daily activities in which Nationals participated daily were considered essential, and culturally supportive. However, participation in physical activity for its own sake was most often perceived as unimportant, or of lesser value. Therefore there was little encouragement and support for these activities.

5.11.2 PNG Children

In the opening statement of the thesis (1.2), it was reported that children observed in the streets and the schools (circa 1972-1973) were active and appeared healthy. Those out in the villages were seen to run, jump and swim, shouting happily as they played games, whether or not with toys of any kind. A happy tone prevailed, especially among the village children, as this had almost certainly happened for generations. Later it was reported that in the current era (1999) children were seldom observed involved in spontaneous physical play and fun, with rare observation of any organised physical education lessons, they were involved only in school cleaning work parties. The suggestion was that physical education was apparently not positively impacting on students in schools, and through them to the wider community and society.
5.12 Summary of the Analysis of Curriculum Clients’ Perspectives on Physical Education Curriculum Development

- Physical education’s low status

One young Papua New Guinean had regular physical education during his school days. For the other student, physical education was downplayed, especially as a girl in a Catholic school. The colonial attitude of church mission personnel was dominating, ‘superior’, and disregarded cultural values and practices. In this context, physical education had a very low status. This was the attitude and impression instilled in her and in her peers.

There was a diverse cultural impact, from one region to another. Differing cultural values were experienced within the country. The attitude and practice of various expatriate teachers was that some were supportive, while some were not. Children from some regions of the country were not equipped with games skills and other movement skills in school, and were not encouraged to play. Apart from it being a mission school, there was a different attitude towards participation in physical activity by the female respondent. There was no physical education at all in her primary school years, until she graduated to high school. There she first encountered formal physical education activities. Primary school physical education was evidently given low status by the mission school she attended. In correlating this with the data provided by the interviews with principals, the Catholic school principal in Goroka was able to describe a relatively higher level of support from his school’s board. The school had comparatively better facilities and equipment than any other visited by the researcher in the EHP. It was
evident therefore that support for physical education was left up to each school’s principal and its school’s board rather than being based upon a consistent system-wide perspective.

From the earliest days of the establishment of education in the country, most educators, whether colonial or National, did not have a strong perception of the concept of physical education. The resultant effect was a poor image and delivery of physical education. This contributed to physical education’s historically low status in PNG.

- Problems in understanding the concept of physical education

Because of the education authorities for each region and community, attitudes towards physical education were inconsistent and varied substantially. Physical activities were enjoyed in one area, but not in another. What the children learned in school was not always seen as being educational. How it was implemented, including its inadequacies or even its existence, depended on the way each principal and the school council conceptualised physical education.

Local, traditional movement activities were not part of the curriculum. For the female respondent from the north coast, dance was not supported nor permitted by her Catholic missionary teachers. For her, there was no regular physical activity in school, only specific sports once she had entered secondary school. However, as she had not learned any fundamental movement skills in her primary school, she felt her potential was never realised. The physical skills she did learn were as play within her island coastal village.
context. Her teachers and their administrators did not understand or seek to apply concepts of physical education to schooling.

Again, global sports dominated what physical activity was taught in schools.

Also in the colonial period, pre-Independence period, the male respondent had no recollection of activity other than some warm-up exercises and games, and then sports, introduced by Australian teachers. However, their practice was also diverse. Therefore, children either benefited or missed out according to the commitment and quality of the teachers in each school. There was no evidence of comprehensive physical education programs being passed on to the children, initiated by expatriate or National teachers.

Physical education had a weak history and practice.

- *Apathy towards physical education*

Many movement activities were discouraged, as other aspects of schooling had a more important priority. Assuming that the school’s administrators and teachers were aware that physical education was a subject within a school’s curriculum, the decision to overlook physical education illustrated a deliberate, intentional apathy towards the subject, for the northern coast region female student and her peers. There was antipathy for the female perspective. This data suggests this was repressive.
However, the description provided by the south coast respondent showed that their programs may not be described as ‘apathetic’, as their programs appeared to be quite active and positive, although with an emphasis on sports.

There was lack of a consistent, systematic approach to physical education teaching. The narratives of these respondents substantiated what was reported by Peterkin and Miller and the remembrances by other educators such as Fova. Some expatriate teachers were oppressive (as reported by Fova) with their programs, however any desire to insist upon and commit to the delivery of quality physical education programs was not evident. The evidence that does accumulate sets out an attitude of disinterest towards physical education – apathy.

- **PNG knowledge versus global knowledge**

Concern was expressed by MA1 about inappropriate, unrealistic expectations held by PNG young people towards the outcomes of their learning experiences, as contributing towards employment possibilities. These were images of ‘white collar’ forms of employment that they had learned from the colonial educators, and from the content of much of their learning. Memories of these remained with the respondent. The global perspectives instilled into the National children were inappropriate and not relevant. The history of language and, with respect to the study, physical education, the history of imported international sports, contained worthwhile content and skills, but did not contribute to the comprehensive range of movement skills and patterns that constitutes a comprehensive physical education program.
Observations and reports provided concerns that natural, spontaneous play evident during the later colonial era seemed to have disappeared, that children were not encouraged to play. There was a loss of joyfulness in play. There was expectation in schools to participate in work parties around the school yard.

Like a dry sponge absorbs what moisture it touches, the absence of a strong physical education program meant to children that, when the Pikinini Sport program was proposed and trialled, teachers and principals reported that their children rushed to sign up for participation. It was of little consequence to them that it comprised modified global sports. It was quickly desired and sought when the opportunity was available, as they had been deprived of a naturally desirable and essential part of their learning process. PNG children were outdoors’ children. They had an eager readiness to participate in learning movement activities, if a well-prepared program were available. But in the post-colonial period, physical education classes appeared to be less widespread than in the colonial period. According to Peterkin and Miller, these were frequently poorly carried out. The impact (after the time of the PNG respondents) of televised rugby and other international sports events, therefore, gave these global activities an attractive profile.

As children, they expressed a simple acceptance of what the expatriate teachers were teaching them. Overseas’ values subjugated traditional concepts and values. The sports selected were global. Activities like swimming and so on were never part of the curriculum.
Children in schools showed mixed emotions. Many observed in schools were not happy, given the obligatory duties of schoolyard work parties. For some, these took the place of physical education classes and weekly afternoon sports.

There was no evidence of the joy and pleasure of participation in physical activity that celebrated being Papua New Guinean. Volleyball was seen, rugby was seen, but these were limited because of the scarcity of equipment. MA1’s recollections were that they wanted to play cricket or soccer, but the teachers would not permit them to use the equipment at lunchtime. It is assumed that the skills for these sports would have been taught during physical education classes. Again, however, the focus was on imported international sports. Traditional activities were not part of the physical education curriculum.
Chapter Six: Findings, Outcomes and Recommendations

6.1 Overview
The first part of the chapter summarises the major conclusions of the analysis in Chapter Five. These analyses were undertaken using the key concepts that emerged from reading the literature and the historical record. These were defined and discussed in Chapter Four according to their use in literature and were applied in this study.

The findings (6.2) present what the research portrayed as the situation in physical education curriculum in education across PNG. The findings were presented by means of addressing the Questions to be Answered (from 1.5.1), and the Purposes of the Study (from 1.6). The outcomes (6.3) were then considered and discussed, in light of the findings. The study has been completed with the presentation of recommendations (6.4), of matters for Education and institutional authorities to consider for implementation in schools, the Curriculum Development Division (CDD), the Education Department, and teacher training facilities.

6.2 Findings
The Purposes of the Study (from 1.6) stated that this study sought to:

• evaluate the existing physical education curriculum;

• generate recommendations for physical education programs.

The study has examined available literature and undertaken discussions with a wide range
of personnel involved in policy-making, policy-development, policy-implementation, and being involved as curriculum clients in activities based on physical education curriculum in PNG. The available curriculum documents were examined. The implementation component was specifically noted as to how this took place in EHP schools. An indication of the extent of use of physical education curriculum in PNG schools has been determined, through inquiry with EHP principals and teachers. The discourses in the analyses comprised history and narratives – personal knowledge, opinions, beliefs and understandings - from the range of respondents who were interviewed to a greater or lesser extent by the researcher. The voice of the researcher is also incorporated in these discourses by way of opinion and understandings. The generation of recommendations is undertaken in 6.5. It is therefore argued that the purposes of the study have been met.

Questions to be Addressed (1.5.1) are reflected upon here.

• How do PNG teachers accept and use the existing physical education curriculum documents? (6.2.1)
• To what extent is physical education being taught in PNG schools? (6.2.2)
• What are the reasons for its success or failure? (6.2.3)

6.2.1 How Do PNG Teachers Accept and Use the Existing Physical Education Curriculum Documents?

The main findings are twofold. There is a lack of usefulness in the existing physical education documents. There is a lack of availability of existing physical education
documents.

Some of the EHP teachers interviewed accepted the existing physical education curriculum documents because they had nothing else to use at this time, until the new documents were published and distributed. It had been over a decade since the *Community School Curriculum Statement* (1989) was published. Apart from an outline of aims and objectives and some movement topics, it did not provide the teaching content which teachers and principals needed. A few teachers had documents that contained instructional content. These were described as being obsolete, or the only resources that they had. These were old curriculum guides (late 1970s) or the Brandt booklets (1983-1985).

These existing curriculum documents had minimal and reducing usefulness to teachers in schools. The Assistant Secretary for Education in the Eastern Highlands admitted he was unfamiliar with physical education curriculum. The superintendent of the CDD was also unfamiliar with and unsure of the content of the existing documents. The narratives of the teaching respondents reported that most physical education curriculum materials still in schools were in poor condition, and seldom used. Rarely did instruction take place based upon that curriculum. It has been demonstrated therefore that the existing curriculum documents had limited use in PNG schools.

Physical education never had a strong educational place in the schools established by the missionaries, or by the Australian colonial administration. It continued to receive little
attention by education administrators in curriculum development or in schools.

The two senior education officials in Goroka, and the two expatriate Nationals living in Australia, described many values and beliefs that were strongly imposed upon the Papua New Guineans. These kinds of attitudes were ensconced and reinforced through the nature of schooling, and the curriculum processes. Students were oppressed by the minority colonial teacher group, which expanded its oppressive stance. This stance was expressed as conditional benevolence, in which the population was governed, protected and schooled, on condition of subservience and acceptance. The administrators of PNG’s Education, both in PNG and in Australia, made decisions that controlled the direction of the curriculum. In so doing, they were displaying power that contributed to the shaping of human consciousness. Their cultural dominance was accepted as ‘obvious’ and ‘given’. However, the passive Papua New Guineans, despite inner resistance, consented to their own domination. They accepted as ‘obvious’ and ‘given’ that their own cultural values and practices were of less value and importance than those of the colonial powers. They accepted and reproduced the values and practices of the smaller but more powerful group (Kirk, McKay & George, 1986), including the weak practices and values imported by the foreign, colonial educators – whether from Australia, Germany, Britain, or elsewhere.

Curriculum programs were never set up to support the physical education syllabus outlines. Sports and games were held, and the energetic Papua New Guinean children would mostly attempt, with good natural skills, every variety of individual and group
movement activity that they could learn, and at every opportunity.

6.2.2 To What Extent is Physical Education Being Taught in PNG Schools?

The interviews with the respondents revealed that little physical education was being taught. Policy-maker Assistant Secretary for Education (Fova) knew there was not enough, and that physical education needed more human and physical resources. He admitted he didn’t know much about physical education, and so could not expound on the extent that physical education was being taught.

The superintendent of CDD (Suari) was aware that not much physical education was happening in schools. He placed the blame with the physical education teachers, that it was a result of their attitude. He provided little support for the COPE to promote physical education in schools, yet was not very familiar with physical education himself. He was interested in Pikinini Sport, although he was not ready to see NDOE supervise it in schools. He was aware of physical education’s possible future incorporation into Personal Development. There was no hurry to produce any syllabus documentation or resources for physical education. The provision of Pikinini Sport to schools through the Sports Commission’s efforts was simply being rubber-stamped by NDOE.

From the policy-developers’ perspective, there was little evidence of any physical education being taught. Materials prepared years ago were still in use, as there was nothing new or recent available to contribute to physical education. There was no evidence of anyone producing the Pikinini Sport curriculum materials. The extent of
physical education teaching was restricted by a major lack of resources.

There was little improvement in the increase of numbers of trained teachers committed to the delivery of quality physical education programs in all classes in all schools. As described by the teachers and the principals (the policy-implementers), it ranged from virtually nothing at all to those attempting to apply the fairly formal programs learned through the Pikinini Sport train-the-trainer program. This was the only physical education being taught in a regular, systematic and assessable way. Both the principals and the teachers reiterated that often only impromptu games happened in schools, such as a teacher throwing out a ball to the children for them to play, and then having a rest. Miller had recorded this in 1978. Over twenty years later this practice was continuing. A lot of the time physical education was not being taught. It was readily replaced by instructional time for the core subjects, especially when teachers and schools were being evaluated. Systematic teaching was not under way because schools did not have curriculum documents or adequate resources available, or well-trained teachers to teach it. Teachers were seldom under pressure by principals to teach it, especially to a standard that was measurable and monitored. There were a few interested teachers, however. These expressed frustration at the declining levels of available physical education resources and support from their administration.

While Education Department directives provided for physical education to be taught in primary schools (The Education Reform: Reform Awareness, CDD, n.d.), teachers and principals’ narratives both stated reasons for physical education not being taught very
often. The avoidance of physical education classes was not seen as a major problem by several of the principals. They felt physical education would have a place for those who chose to implement and teach it, available as an option.

Since its initial implementation in 1994 in the EHP, many schools had adopted Pikinini Sport. A global activity (in the post-colonial sense), this modified sport concept was the only positive instructional method and tool available to teachers. As CDD had still not provided the new physical education curriculum, Pikinini Sport partly met children’s learning and developmental needs. Nothing else currently did.

Physical education was losing way in the EHP and, with the CDD considering changing it to an elective under Personal Development, it was at risk of floundering further. It was feasible that it could disappear entirely from schools. This was not beyond the realm of possibility. Education had done it once before, in 1975, not all that long ago. They could choose to do it once again, if Education’s administrators felt they could not justify its existence. Alternatively, it could simply happen of its own accord, if nobody in educational leadership wanted it, and the national teacher training components were slowly winding up. These potential outcomes were risks that arose from apathy. There was no ‘champion’ to proclaim its importance and value to children across the nation.

The recollections of the curriculum clients described a varying extent of physical education. This depended upon the decisions of the schools’ administrators and ownership (mission or government), as well as historical precedents set during the
colonial presence in the region. The precedents were the modelled set of values and practices inherited from their predecessors. About twenty years ago, when the two non-teaching National respondents attended school, physical education was evidently more widespread. More recently, at the time of the research, opinions from the teachers and observations showed that there was very little, unless the children signed up for Pikinini Sport. “Signed up” implies that participation was voluntary, and therefore not a mandatory part of the curriculum.

6.2.3 What Are the Reasons for its Success or Failure?
The four issues which emerged during the analysis demonstrated the reasons for physical education’s success or failure:

- Physical education’s low status
- Problems in understanding the concept of physical education
- Apathy towards physical education
- PNG knowledge versus global knowledge.

The policy-makers and the policy-implementers awarded physical education a low status. This was reflected in the curriculum and in schools, where it did not have an effective presence nor was it assessed. A few teachers were supportive of physical education, and concerned about its poor status, but many others found excuses to not teach physical education. Children (the curriculum clients) indicated that they would have preferred physical education to have a higher status if they had a choice.
What successful history physical education has resulted mainly from the efforts of the *policy-developers*, primarily centred at NSI. Their work reflected a good understanding of changing concepts in physical education. Its status declined since CDD’s Newton and Kera completed the last syllabus documents in 1989. The overall effect and result was a *poor understanding of the concept of physical education*.

There was a widespread level of *apathy towards physical education*. Policy-makers’ attitudes, such as a low priority, exemplified professional apathy. The principals’ (*policy-implementers*) position was mainly apathetic. The teachers interviewed were interested in physical education, but their reports concerning their teaching peers portrayed abject apathy. Other than the curriculum writers’ quite active role as policy-developers in curriculum development, and children’s interest in games and sport, the overall effect and result across the nation was widespread apathy towards physical education.

In reflecting upon *PNG knowledge versus global knowledge*, national ownership and authority by Papua New Guineans was not seen in the physical education curriculum, recorded by way of any traditions or practice. There was little concept of incorporating traditional activities into the content, rather a focus on sports concepts, and a possible emerging idea of healthy lifestyles as part of the new umbrella subject, Personal Development. The work of the *policy-developers* saw a few, undeveloped attempts to embody PNG knowledge into physical education curriculum.
This lack of personal or national ownership of physical education may have contributed to the lack of progress in physical education curriculum development. Physical education had no communal or social ethos, a value that engendered value and pride in being Papua New Guinean. It was seen as irrelevant and unimportant, except by the few who played high level sports. There was concern about the lack of leadership shown in physical education by its teachers, and in the physical education Curriculum Officer’s position, which could ensure some stability and support. In their free time – but not school time - children (curriculum clients) played traditional games. The overall effect and result was that global activities – global knowledge - dominated local knowledge in whatever physical education was taught in schools.

Based upon the analysis of the data, it has been shown that there is a lack of availability of existing physical education documents, and there is a lack of usefulness in those physical education documents that are available. Consequently, there is very little physical education being systematically taught well in PNG schools. It has a low status, there are widespread problems with understanding the concept of physical education, and PNG knowledge is subjugated to global knowledge in that there are no recorded attempts to implement PNG knowledge in any aspect of teaching, despite some references to do so in available syllabuses and curriculum statements. The National Department of Education and Curriculum Development Division bureaucracy in PNG failed to support physical education.

In the course of the analysis, explanations were found for the four issues central to the
research findings, discussing the reasons for the success or failure of physical education in PNG.

The research found that there were a number of expressions of power in the history of western society upon PNG society. Some of these were negative, and some displayed destructive consequences and outcomes. Nationally, self-determinism was largely unavailable, with many attitudes and values imposed by the colonials. Globalism, as exemplified by the adoption of globalised sport in PNG, could be problematic if its voice is understood by Papua New Guineans to dominate the PNG voices: tradition and values of each regional and local community. If global activities are automatically selected in preference to traditional movements, then the lowered image and status of PNG culture is further reduced. This is evidence of the ‘new hegemony’, a post-colonial characteristic.

Globalism per se is not a major problem. It may provide a worthwhile source for positive involvement in social and recreational activity such as sports, which may not be seen elsewhere. The problem is from within, in that there is no internalising motivating power to pronounce the importance of and need for healthy physical activity. Very little originates from within the PNG culture, to be incorporated as culturally important to an appropriate holistic education. There is no interest, rather a laissez-faire attitude. Symptomatic of apathy, nothing practical is being done. There has been a transferral of the hegemonic power, from external political forces to internal political forces. There has been a transmission of a passive ideology from the foreign authority to the local authority. It has been mimicked, and learned.
Foreign missions had strong sanctions. They considered many traditional movement activities undesirable, such as dance, its dress, and games, and were restricted or even forcibly abolished (Waiko, 1993). Certain cultural values and beliefs were undermined and considered unacceptable, eventually even by their own people. People became reserved; the hegemonic culture of silence developed (Freire, 1972).

National Education authorities were often negative in their attitude toward students, and teacher trainees. Student teachers were told by principals not to bother with physical education because it was not a core subject. Young, enthusiastic teachers felt especially demoralised by this attitude of education leaders. Teachers’ requests for improved facilities and equipment to teach physical education were not heard, and so they felt worse about the subject. Unmotivated and unsupported by its leaders, physical education made little progress. This reflected writing by Miller (1978), Saunders (1984), and Doecke and Wut-Hou (1995), concerning education authorities’ disinterest in physical education. With evidence of sustained apathy towards physical education, as a significant component of education, it is unlikely to receive a resurgence of interest and subsequent growth.

The key concepts of this study linked, interacted with, and drove each other to provide the explanations within the historical analysis. ‘Knowledge’, ‘power’ and ‘culture’ provided evidence that one culture exerted its knowledge/power over another, which was ‘hegemonic’. The voice of the colonial authority held greater strength than that of the
oppressed national culture. This culture was suppressed, but found that through silent compliance, and without resistance or rebellion, its basic needs were met by the apparent benevolence of the colonial power.

In physical education, an ‘apathetic’ attitude was revealed where neither the colonial nor the national culture assigned a high priority nor regard for the curricular content, concepts, understandings and values that identified this domain of knowledge, as required curriculum in schools. Therefore there was little way it had a strong foundation or motivation for its development. There was no concrete, ‘quality’ program in existence or in use. In terms of history, present, and future, it found itself in a lose-lose-lose situation. The attraction of the media-driven ‘global’ mega-sports, culminating in the mega-events like the Olympics and the various world cups, was overwhelming and subsumed the identity and character of traditional, regional events. They struggled to survive when faced with the power wielded by new colonial strengths, which were not nation-related. This is argued to be a ‘post-colonial’ characteristic.

6.3 The Outcomes

The outcomes describe the implications of the situation as described in the findings (6.2). The effect is not likely to be sudden, but rather chronic and slow across the nation, undermining the agencies of growth in its children.

6.3.1 Implications for the Nation

Quality physical education programs enable children to benefit from healthy physical
activity. Papua New Guineans are adept at a wide range of movement activities, including various global sports. However, the narrow attitude towards physical activity has resulted in a huge loss of opportunity to PNG. Nationally, there is not a lot of recreational or leisure activities. Free movement around many areas of the country is not secure. Sport tends to be highly competitive and very vigorous. The superintendent reported that even Pikinini Sport had evolved into a highly competitive program. The managing Sports Commission had arguably lost touch with the intention and purpose of Pikinini Sport.

Physical education had a reduced image in schools, in the general community, and across the nation, as it was taught infrequently and poorly. Children looked forward to physical education, games and sports in schools, but very often did not have classes or satisfying learning experiences.

This was a time when PNG was experiencing an increase in illnesses and diseases, including STDs and HIV. The biggest cause of death in PNG was Acute Respiratory Diseases (Papua New Guinea Department of Health, 1995). However, “predictions that AIDS is becoming the leading cause of death in Port Moresby”, and that “HIV, the virus which causes AIDS, continues to spread in Papua New Guinea” (ABC, 2000) portrayed a worrying scenario for PNG health. “The Health Minister concedes it will get worse before there is any real improvement” (ibid.).

Increased teaching in physical education towards healthy living and wellness would have
a positive impact. This was not happening because there was no teaching for and with understanding. The national image of self and of the nation was low, with high incidence of law and order problems. “Our social indicators are very poor. In fact they are worse than they were in the early days of Independence”, stated the Prime Minister Sir Mekere Morauta in 2000. There was low national pride, with respect to sports and international representation. Efforts at the recent SP Games were marginally successful. Visiting rugby teams arrived from overseas with heavy police escorts. The overall image of physical education and sport received little positive impetus at any level.

The PNG government, through its Education Department, must budget for adequate funds to cover program development and implementation costs. If the government has a commitment to the nation’s future, then there must be a commitment to funding an integral and comprehensive education program.

The outcomes of this study reject the driving colonial or post-independence education administrators’ viewpoints, and affirm the viewpoints of those practitioners who hold to the propagation of the Melanesian culture through formal learning structures and experiences.

6.3.2 Implications for PNG Children

PNG children enjoy physical education, games and sports. However, they are limited in their educational success as they do not have access to a comprehensive and holistic education program in PNG schools. Wealthy Papua New Guineans send their children to
Australian boarding schools and colleges. This undermines PNG cultural loyalties more, as many choose to reside in Australia. Educational programs and resources need to be brought to a standard where parents are satisfied to enrol and retain their children in PNG schools, for their quality, holistic and culturally enhancing programs.

There are lost opportunities for healthy recreation and social development. They are not provided with a wide range of movement skills and experiences. They are not encouraged to celebrate traditional cultural activities - these are undervalued. They have no opportunity to learn and appreciate life-long physical activity - it is not a part of their way of thinking. The sport base at the community, regional and national level is subsequently depleted with this loss of interest. There is increasing health and medical related problems, decreasing self-image, no evidence of positive attitudes towards sports success, which have the potential to enhance the community, society and culture.

6.4 Recommendations

The recommendations are proposed for action at various levels involved in the development and implementation of physical education curriculum in PNG. These respond to the findings that have emerged from the analysis of the research.
6.4.1 **For curriculum**

- **Recommendation 1: Research to support physical education curriculum development**

On-going research must be undertaken into physical education in regions across PNG, and nationally. There is a poor level of knowledge about physical education in PNG. This study can only scratch the surface of what more needs to be known and done. It evaluates the physical education curriculum. New research should focus on evaluating teaching physical education, expanding understanding of what teaching, how much, by whom, what content, what methods, and how effective it is. Qualitative research such as undertaken by Miller (1979) or this study are useful, but requires the researcher to get out personally into each location, which is time-consuming and expensive. Interviewing Education authorities, principals, teachers, and students, together with observations, provides a wealth of highly reliable data. For a more extensive research project, quantitative research could be used, employing statistical measures of what and how much is being done; this would provide a reasonable but possibly smaller database, due to an uncertain number of responses to mail-outs and completion of the datasheets. PNG communication and transport infrastructure is not yet reliable.

- **Recommendation 2: Curriculum supply and development**

The pace of curriculum development within PNG needs to be accelerated, to equip teachers who have nothing or very little at present. The new syllabus documents should be prepared, finalised, printed and distributed to all schools throughout the country.

In the short term, if CDD delays production of new curriculum, then it ought to take the
responsibility to quickly reproduce existing materials and get them out into schools as most do not have anything. Curriculum development has little value if worthwhile teaching is not happening now. Even trained teachers need hands-on material. The proviso is made that these would be replaced upon arrival of the new syllabus documents.

- **Recommendation 3: Contextually authentic curriculum**

Information and ideas should be collected to enable an authentic PNG curriculum to be developed. The curriculum content should fulfill the requirements of what is a ‘physically educated person’, in the PNG context. An authentic physical education curriculum ought to be written by Papua New Guinean teachers and curriculum specialists, incorporating Papua New Guinean games and movements, and have PNG cultural values and understandings embedded throughout. It would be appropriate for South Pacific nations’ regional groups to look to each other more for their cultural commonalities and similarities rather than look to Australia so frequently. This would include Samoa (Mata’afa, cited in Kiste, 1993), Fiji, Vanuatu, Tonga, Kiribati, and Hawaii. A monodimensional or unnecessarily pro-Australian flavour could re-evolve, which could compound the problems. The Personal Development direction of PNG curriculum, a reflection of the New South Wales model (1993), may or may not be the most appropriate course to take. At best, Education needs to look back to its own culture for solutions, and not always look outside (Helu-Thaman, 1992).

The best of recent physical education core knowledge should be sought from overseas resources, while seeking to maintain a worthwhile balance of local knowledge versus
global knowledge. Its usefulness for incorporation into local curriculum needs to be discerned. Highly recommended published resources are required to support the qualified personnel. Documents such as the *Outcomes of Quality Physical Education Programs* (NASPE, 1992) are suitable resources for the core body of physical education content, concepts, principles and values. These allow the curriculum to be constructed around context, children, community needs, and allow teachers freedom to develop suitable and effective programs, while permitting individuality and enhancement of contextual identity.

Opportunities should be provided for further writing of locally produced references and instructional guides, as was the case with *Physical Education for Melanesia*, written for PNG secondary schools.

Support must be provided for cross-curricular considerations and development, especially as it relates to language programs, which affect all areas of learning including physical education.

Education needs to cooperate with other departments. This also applies to the Sport Commission, where there is evidence of a narrow approach to the conduct of Pikinini Sport programs. This ought to be a jointly managed program, with the NDOE contributing to its management, and investing in it, in order to acknowledge shared ownership. Education should produce the curriculum materials for Pikinini Sport, if Pikinini Sport is to be a major physical education primary school program. These should
be produced as soon as possible. Pikinini Sport should not be seen as the ultimate product for schools. It was very useful in the interim, and as a long-term instructional method format. The corollary is that PNG ought not attempt to produce a purely PNG curriculum. Such an attempt to cut itself off from the global marketplace would see it unnecessarily isolated and destined for a greater slowdown in healthy activity and community well-being. Pikinini Sport appears to be an attempt to reconcile globalism and post-colonialism into the authentic PNG curriculum.

Local resources should be identified to support the syllabus. The government should support local manufacturers to produce basic movement and play equipment to supply to schools. A PNG product, perhaps modelled upon a traditional PNG design or pattern, may enhance the culture.

- **Recommendation 4: Appropriate curriculum writers**

Quality human resources are critical in curriculum development programs. The best qualified and most experienced PNG physical education teachers must be identified and brought to the CDD, either contracted or engaged as workshop participants. As curriculum officers must write with contextual relevance, so several individuals ought to be invited because there can be no one person representative of the whole diverse country. Islanders have different needs and experiences to those of the Highlands or Gulf contexts. The many voices of this land need suitable representation. Having two or more writers working collaboratively would also ease the delay in material preparation. There are Nationals who can fill these selection criteria. It requires effort, integrity and suitable
remuneration from the Education Department to secure these people, and not accede to shortcuts or compromises.

- **Recommendation 5: Teachers trained in physical education curriculum**

More physical education teachers need to be trained and appointed to schools around the country. The work of NSI and the teachers colleges needs to be better equipped with useful resources to train quality physical education teachers. Knowledge concerning healthy physical activity must be academically and educationally sound, hence ‘qualified’. Tertiary study is valuable. So also is the irreplaceable experience of years in the classroom and physical education arena. In particular, curriculum officers ought to hold both, to be capable of preparing curriculum. They will not evolve from unknowledgeable personnel. This also applies to the teachers colleges. Teacher education programs need to be expanded, and standardised. In-service programs need to be offered through the colleges. CDD needs to liaise closely with the colleges and other associated bodies, to ensure on-going dialogue between all groups. A standard curriculum is implemented across the board, with shared purposes, so that training teachers are exactly aware of what is to be taught, that they are trained to teach to the curriculum. The lecturers themselves must be qualified and experienced physical education teachers. They must be familiar with the concepts of physical education, physical activity, and teacher education requirements, and apply these concepts to the development of their college curricula.
Training teachers ought also to know how to prepare contextually appropriate programs. The curriculum ought to be constructed in a way that encourages contextuality to be inherent in each school’s program. Practising teachers not experienced in physical education should be required to attend in-services in physical education instructional methods. Trained physical education specialists can move into a region to service its schools.

Qualified and experienced physical education teachers ought to regularly convene for reflection and writing workshops. The records of these sessions should be scrutinised at CDD for curriculum response. While initially they may not have extensive skills to undertake reflection to improve educational practice, these will develop, with practice. Opportunity and guidance from those who can must be initiated.

Physical education teachers need to use their voice, in order to be heard. For too long they have been their own silent culture, with no voice or influence. Exhibiting silence is considered an expression of their own form of apathy. This apathy is insidious and dangerous. They are passively and unwittingly contributing to the subject’s demise. Those who expressed their concerns to the researcher need to find avenues to be heard, to be of effect and impact to the community. By identifying suitable National candidates for developing physical education curriculum, Education would demonstrate attendance to these avenues, and make progress to dissipate apathy from its history.
Foreign curriculum writers contracted to assist must operate alongside these National writers and Education specialists, prepared for consultation, suggestions and recommendations, but not to take the lead. Education and schools should think about becoming increasingly self-sufficient, although not independent – the government and churches have obligations to support their schools.

- **Recommendation 6: Accountability to implement and conduct curriculum**

There needs to be accountability for the delivery and conduct of physical education at all levels of education and schooling across the nation. Suitable assessment and evaluation methods need to be applied. The COPE must take responsibility to implement this, supported by CDD. CDD must be held accountable for the best possible curriculum development. It should also hold principals accountable for what is taught in their schools. A system of checks and references should be installed or better empowered to monitor its teaching, whether through existing structures, or through an additional structure. If there is no accountability, the evidence showed that principals made their own decisions about what or what not to teach. Teachers need to be held accountable for all aspects of their teaching.

In 1996 a paper arguing for physical education to be an assessable subject was presented to the Board of Studies, and accepted in principle. In 1999, when the researcher followed up this issue, the matter had simply passed out of mind, or had been shelved. The superintendent commented that a subject did not have to be assessable to be enjoyable. Earlier Saunders had raised this same issue in his 1984 paper. The situation he pointed
out about understanding physical education had not improved significantly by 1999, only
at the NSI level. It is clear that NSI’s status and worth was not valued nationally in terms
of education.

6.5 Where Does Physical Education in PNG Go Now?
This was an historical study, where a major but narrow group of respondents were
interviewed from mainly one province. Further research should follow-up the work
undertaken and presented here. Possibilities arose of ways to supplement the study.

6.5.1 Completing the History of Physical Education Curriculum
Development
In the course of the interviews the names of certain individuals arose who had played
important roles in the development of the physical education curriculum. The researcher
became aware of these only during the research visits. The addition of their narratives
would contribute to filling gaps in this history. It would be valuable to obtain the
opinions of a sample group of EHP school students, as the recipients of the curriculum
implementation process.

In-depth research should be undertaken into the instructional content and current
directions of physical education teaching methodologies in PNG. This would be
undertaken by accessing schools in other provinces, to ascertain the extent of curriculum
use and actual instruction in physical education.
6.5.2 Comparative Studies of Histories of Physical Education Curriculum Development

Research should be undertaken to make a comparison with what has already been done in other cultures, for example, in Africa, the Caribbean, South East Asia, and in the Pacific. A set of principles could be created which directs curriculum writers and researchers as they chronicle the histories of others, and respond with appropriate ways of meeting a nation’s educational and curricular needs.

A comparative study could be undertaken with the International Education Agency of PNG (the international schools system in PNG). This could provide an idea of what can be carried out in PNG if resources and facilities, and trained and qualified staff are available, together with a successfully implemented comprehensive curriculum.

6.6 Conclusion

In true Foucaultean tradition, the truth [of the physical education curriculum situation in PNG] is unsettling (O’Farrell, 1997). However, as Foucault argued, if it is true, what are we going to do about it? To apply his question to this study, “What is the PNG National Department of Education going to do about physical education in its schools?”

In PNG’s history, different groups handled the bureaucracy and politics of a developing Education in different ways. The colonials, Australia’s Hasluck, the Papua New Guineans prior to Independence, and the Papua New Guineans after Independence, each
had their own truths regarding what ought to be taught in schools, why, and how. The consequences to physical education in PNG were noteworthy.

In 1999 the researcher wrote in the *ICHPER*SD Journal:

It is the opinion of this writer that physical education is at great risk of being lost altogether in the next five years. If it can manage to survive this period, it may then indeed experience a rebirth. As noted earlier, it has had to do so previously.

In the writer’s opinion, it is with some whimsy and regret to learn the greatest desire, effort, and government commitment in sport is to be made towards *earning* medals at the [Sydney 2000] Olympics. National Government ministers have offered to provide houses to successful, medal-winning athletes (Liri, 1996; Maeoka, 1996), rather than commit the thousands of kina available to training national teachers and lecturers to bring healthy directed physical activity to thousands of PNG children who impoverished in terms of quality comprehensive physical activity. (p.15)

Regrettably the demise scenario is a possibility, rather than a confident future. The colonial era gave it a poor birth. The post-colonial period never saw it grow significantly, nor was it nurtured. Physical education is a sickly child, it never grew, and has always been sickly. It looks as though the subject will grow old without ever having matured into a healthy strong subject. Until PNG Education and Curriculum determines that there is major justification and a need for it, physical education will get nothing, and the children will get poor or no physical education at all. This determination must be backed by a genuine and sincere commitment to provide support and resources, and not vague or empty promises. Otherwise at best the children will continue to get intermittent and occasional lessons and learning. This can only happen if there is strong and loud
leadership for physical education in PNG, a group with a voice that is heard. Without it, as has happened to this time, physical education is suppressed under the dissonance of other political loudhailers.

PNG has taken on the responsibility of educating its children. This includes responsibility for who it employs to write its curriculum. The power that is now coming from within the nation must be invested in itself, in its future. It will be a sign of national pride if it can resolve its birthing problems. Ongoing media reports suggest that it may be several generations before this may be achieved. Any blame must in the first place be laid upon colonial administrators and their hegemonic, pontifical displays of power. Their decisions may have been well meant, but the outcomes have been complex and problematic.

This research has explored concepts of physical education within a specific culture. These concepts are recorded as curriculum. There are principles that may be elicited from the study, and applied as a paradigm to global parallels elsewhere, where similar circumstances of society and history may have existed. The recording of these traditional activities ought to contribute to children’s and young people’s celebration and enhancement of their conception of who they are and where they are from. These ought not to be at the expense or priority of dominating global activities. The study of physical education, and all it encompasses, ought to be an integral area of curriculum which is empowering children to understand and better appreciate being Papua New Guinean. The evidence showed that it is not.
Postscript

PNG has a huge diversity of cultures that enrich global society. Anthropologists and others have benefited from their visits to PNG, to learn about ways of living and human relationships that have not changed for many centuries. Research and support in education to PNG is coming from Australian Government funded university or education research agencies. It is not known if other nations are supporting education development directly. Australia is targeting specific projects within specific parameters and guidelines, and controlling allocated funds specifically set aside for these projects. PNG raised official protests about Australia tying these funds down, which was seen as efforts to continue to impose, to a certain extent, its values and power upon projects and activities within PNG. Therefore the PNG government responded with protests concerning attacks on its sovereignty (‘Chan poised to lash out over PNG aid program’, O’Callaghan 1995, p.10). The paradox is that Australia made, and wanted to fulfil, its commitment for on-going aid and support in development and growth in PNG. The history of the management of grants and funding was poor, with scandal and corruption rife in power plays and ego trips (Turner, 1990; Dorney, 1993). This was an indicator of post-colonial transfer characteristics, where power was being transferred from foreign colonial sources over the national population, to national government bureaucratic power being exerted. These are two forms of hegemony.

It is proposed that support of power to those with cultural ownership will not only improve curriculum, but also identity, instruction, methodology, and resources, and contribute more fully to a quality Melanesian education.
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The Appendix comprises the material that, as a major component of the research into physical education curriculum in Papua New Guinea, was examined and reviewed for the thesis.

The Appendix has three sections. The first section (1) includes the transcripts of the interviews and discussions undertaken with the various face-to-face respondents, who were involved in curriculum writing, teaching, implementation, education or learning, to various extents.

The second part of the Appendix (2) includes the formal letter of permission from the Education Department’s official representative for the research visits to take place (2.1). It also has the letter requesting the principals’ participation and the research purpose (2.2), and finally the outline used by the researcher to guide the discussions (2.3).

The third part of the Appendix (3) contains selected page examples from the curriculum documents produced in Papua New Guinea, for use in PNG schools. A brief statement about each document precedes presentation of some pages from the document.
1 Transcripts of Interviews and Discussions

Following are the transcripts of the interviews and discussions undertaken with the respondents for the discourses. Minor editing was undertaken to remove most hesitation sounds or repetitions that were unhelpful to the flow of the text. However, when the researcher was uncertain, or it was considered contributory to the text, to emphatic pauses and similar, they were retained. There was no attempt to revise the spoken texts of any narrator.

Codes have been used in place of respondents’ names who have not published documents discussed in this study, to maintain privacy. Several places also have been coded, for the same reason. The names for the codes are available from the writer, for bona fide researchers.

Some words or names were unclear from the transcription, and the respondent could not be contacted for clarification. Other names have been occasionally used by the narrator which do not hold meaning to the study, and have been omitted, with “[?]” inserted in the text.

Occasionally Melanesian Pidgin words occur, which are italicised in the text, and where necessary have explanations inserted.

The recording contexts were often difficult in certain settings in PNG, where work continued around the discussion while it was being recorded. Difficulties were
sometimes experienced in recording, with background disturbances and environmental noises often rendering the tape inaudible. These were noted in the transcript. Indecipherable words or phrases are indicated by the insertion of an ellipsis.
1.1 Policy-makers

1.1.1 Assistant Secretary for Education (1999)

MF1 is the Assistant Secretary for Education (Education Adviser) for the Eastern Highlands Province. The discussion was held in Goroka on Thursday 7th October 1999.

_Doecke:_ MF1, how do you see education generally in the last two years, since 1996? What sort of progress has it made? And then, could you tell me about Eastern Highlands, and what’s happening in the Eastern Highlands and education?

_MF1:_ Okay, first, for reform and education has ... as well um it is like each province for itself. Provinces are trying to implement reform within resources available. We are doing that here. Our province here is unlike other provinces where they talk in millions, and we are only talking two million in terms of internal revenue. So that’s a constraint. Anything to do with developments, infrastructure developments, purchasing, essential building materials, stuff like that, obviously in terms of availability of funding. But within the guidelines and within the relativity of resources we have tried to do what we can and I think that with the implementation of reform, we are about forty-five going to fifty percent of the aims and objectives there. Our people need more awareness and publicity of the program so that they can cooperate and support our actions. But generally people are coming to realise that this is the way the government wants education to happen and the reasons for reform are such that it will benefit the bulk of the people in terms of the basic education after grade 11.
Doecke: Because of the Reform is very much founded upon Sir Matane’s ‘A philosophy of Education for Papua New Guinea’, how important to you, what value do you place on that document even today over ten years since it was published?

MF1: The importance in years, to an extent, where, where I tend to accept the document. Yes, I tend to accept the document and the sentiments expressed in that document today are still valid. Are still valid in the light of what our society has become more with the number of young people going out of our system. It is important that our children are taught the basics. At least, to be able to read and write and understand, you know, the rest of the world.

To me, in the next time, if we don’t make a diversion from the general stream of education now, in the next couple of years, I think that our society might be different. Let me explain a little on what I’m saying there. The approach already taken by the National Department to amalgamate vocational centres with technical colleges is in order. We in Eastern Highlands have developed a skills development plan. Our province is such that it has one of the best climates in the world. We got lots of fertile arable land and we thinking seriously to developing our schools in to acknowledge these things and also to develop young people to think in terms of an agricultural province. That’s probably going to be the way to go.

Doecke: Yes, okay. I will focus now on physical education. Physical education is being brought under the composite subject of Personal Development. What place do you see physical education in the lives of Papua New Guinean and Eastern Highlands young people?

MF1: Yes. I, personally take it at heart, that is first and foremost, and for that
reason, for that reason when requests come from NSI, from the officers at NSI, for our schools to participate in organised training activities for teachers or organised of Pikinini Sports and so on and so forth, because of the reason is that, there, I think physical education at heart. I think it is, it is important that time is given, we must give time in the curriculum of our program so that physical education takes place. Sporting activities take place. Of course we are fortunate in one way, you know, with the accommodation of NSI and our province, and that’s an added advantage to our programs. So maybe our teachers participate, or maybe our children can be moved in field and track events into, and of phsyed and all things and so on. I think it possible.

Doecke: What benefits do you see for children who may not going to be top sportsmen and women? What benefits do you see for other children who don’t have those natural talents? Do you see physical education as still having a benefit for them?

MF1: I think so. Unless, unless every part of the human body is physically well, you know a person cannot get out and do things at his best. I think general fitness is important. You need general fitness, really, so it is important. So whatever the nature of this phsyed program in our schooling system, doesn’t matter. It should be implemented as part of the program.

Doecke: Do you recognise the relationship between physical education and also health education?

MF1: Yes.

Doecke: How do you see that happening in Eastern Highlands schools? That is, the
health aspect of movement activity? Do you see that as being important, and in what ways do you see it happening in schools?

MF1: It is important. I know that our class teachers and student counselors in our schools base their teaching on health and physed, to be a good physical structure. We, emphasis is placed on different ways through consumption of, you know, multicultural food and, if physed teachers in our schools are able to produce programs so that our kids are physically fit I think, the onus is left on the teacher in charge of physical education and sporting facilities in the school. So, I think that is important. Yes, there is a connection between, you know, physed and health.

Doecke: What negative things are not helping physical education in schools at the moment; in your understanding of what's going on in Eastern Highlands schools? What negative things perhaps are slowing down its progression and development?

MF1: First and foremost is the fact that we are not getting enough physed teachers in, appropriate trained physed teachers. I think the importance of physed is now encouraged at the university level so that we get a lot more graduates coming out to go out into the field as teachers in both areas. That’s one. Number two, I see a problem where our pupils are given the guidance at the schools. And then after they leave school, where is their continuity? Where is their continuity? We need some sort of scheme, some sort of assisted program whereby these young kids who are talented can be given the opportunity to explore further and prove themselves. I think, we stop at grade 10 level, and I don’t want to see that happen. If some person, you know, can come up with a program where you come and can support or private sector support to continue supporting these young people who are targeted, I think
we will make a long way.

**Doecke:** Have you any other negatives that you can think of in terms of the ownership of these sports? A lot of PE people that, as I’ve met them, feel that a lot of their work is considered irrelevant, it is not suitable. Some criticisms that have come from teachers is that their headmasters, their principals or their boards of management are not supporting them. “It is not core, so we won’t give it any support.” What is your reaction to that?

**MF1:** We need some kind of government scheme where we get good support to the sporting body or the provision of supply of the basic sporting equipment and basic physed activities suit their requirements in our schools. I think in that way we have making available these materials and equipment to prompt our teachers that there are things available in the school, why shouldn’t they use them? I thinking in that where we can come up with fair programs and maybe prepare the province. The fact still remains that in some of our schools we don’t have the kind of things we would want to have so that physed is exposed better or sporting activities are exposed better. The financial flow into our schools, or the means to collect it from parents in terms of fees, are limited. We don’t get this kind of money coming through, so I think better support, more schools support from whoever leads the government. Or maybe some private organisation or World Bank or whoever it is support this kind of activity would I guess give us carrots [?] for grabs.

**Doecke:** Another problem that has been pointed out to me is that sometimes they have the equipment, but they’re afraid to use it. Some teachers graduated from teachers college twenty years ago and now they see this new equipment, maybe even
Pikinini Sport material, but they haven’t been the one to go to a workshop at NSI or the ones that Sports Commission is running. What sort of things could happen to encourage them so that they feel confident to teach, maybe not a brilliant game of basketball or volleyball, but ensuring the kids are active. What sort of things could be done to encourage teachers in this?

**MF1:** To organise a workshops or in-service activities on a large scale will require money and expertise and so on. But I think we can break it down on a more smaller scale by saying that if we can keep clusters, clusters to a bigger body or a bigger area and say “Look, this group we are making this particular area responsible for your sporting requirements and your sporting activities or physed programs ... the program may be ...” It’s not really possible to work on a large scale, given the funding to our teachers have to spend in the classrooms, you know, all these things which go on in the schools. So I think every organised workshops and training activities on a smaller scale, I guess that would possibly cost another fact of the other people, people who can go out and do these different sort of things, but I think it’s a difficult situation.

**Doecke:** This question is to do with a matter of the heart, in other words, a cultural thing. I put myself into your shoes or into MS9’s shoes or this young man, MS1 from PE, and so on: “I’m a Papua New Guinean”. But we’re teaching soccer, we’re teaching netball, we’re teaching rugby. I know we have Adrian Lam down in Australia playing for the Roosters, but this is not a Papua New Guinean thing, that is maybe what is not relevant. What place do you see for cultural things? Oscar Miller put together a book of traditional games for Papua New Guinea. I was pleased when
MS8 was telling me that he and MM2, with the fourth year students, were using as one of their research projects, bringing together games from all their different provinces around Papua New Guinea. The President of the International Council for Health, Physical Education, Recreation, Sport and Dance has asked me, “Videos, histories of Papua New Guinean games?” A country with such a diverse range of cultures, altogether the Melanesian culture, the Papua New Guinean culture. Can this be part of the curriculum, alongside soccer and rugby and netball? What do you feel about something like that?

**MF1:** It’s sad, it’s sad in a way that our diverse culture is vanishing as many people using technology acknowledge it. I think the way our education reform is taking place is in the right direction. The dying culture, diverse culture is being attempted at to try and recall some of those lost culture and, and, remind our young people that these were things done so many years ago, now we must go back. We must go back to the basics. I think that education reform is to address those kinds of things. To recall some of those traditional games and traditional sporting activities, you know, cultural activities, is good. Our problem now is to do with the kind of appropriate training that elementary school teachers. Unless those elementary school teachers know and they have work faced with the culture they cannot teach these kinds of things in our elementary schools; because our requirements says that the pre-requisite to be an elementary school teacher has to be Grade 10. Some of these are young people. People who should be on the street, but given the opportunity to at least make some, a little bit out of themselves. So, I’m sure that, given some more time, and given more insight into what education reform is trying to address, our
young people can be taught what is now called ‘the dying culture’.

**Doecke:** Do you think the existing physical education curriculum, the syllabus documents, how do you see them at the moment? Are they successful? Were they successful? You know the stuff that Tom Brandt and MK did? Do you know these very well?

**MF1:** Well, I’m sorry I haven’t, I’m not really into physed programs in our schools.

**Doecke:** Uh-huh.

**MF1:** But, you know, from the way things are happening much of the activities, are when our children are at the secondary school level, but going lower down to our elementary and coming up primary schools I don’t think there is really much going on. And given the time-slot in the actual curriculum it’s possibly, probably only thirty minutes or twenty minutes. And that’s not enough, so that if we are really serious about exploring more then, you know, we must go back to the Curriculum Unit, we must go back to the Board of Studies, we must go back to the Secretary and tell him, “This is important, we need more timing on this one.” And I think if he’s committed, zero policy direction for such a change to take effect used to allow a shift his findings on a base level to advise the people up in the system. I place this important. You know, like as I said, I want physical education. I want sporting activities to work, which is why I give time off for our teachers and time off for our children. It’s important. I comment on any more than that.

**Doecke:** Do you think people from overseas still have a place in education in Papua New Guinea?
MF1: Okay, now. To come to a good example may have to take into consideration say well. When I grew up I grew up when the white man was still here and I taught to speak their language then guys coming children come into ... Because of the way I was taught up, by the British, by the Australians, mainly. I think that we tried to be independent. We tried to be independent. We think we know everything, but by over-estimating ourselves there are our those little little things we have jumped over. And I think that, when I talk with my colleagues around the country, we want people to come back. Which was the reason why, this year our place for about six to eight contract different professionals to come in next year, 2000. We still need expatriates; maybe in the technical areas, in teaching, okay, we need good science teachers. We need good maths teachers. We need good English teachers. And even though our own indigenous people may have gone through the training to be able to impart knowledge in mathematics, science, English, it is still, be questionable. I think we need people who can give us good teaching in those areas. My request especially for science, you know, science, English and mathematics. In special areas like what you are specialised in we need people.

Doecke: Could it be that perhaps new young men in school, such as MS8 as a young man in school, could it be that the curriculum that was brought in from overseas, was brought in from Australia, was that enforced too much? Was it pressed into the children in the schools? Would that be a real comment, or was that perhaps an unjust comment?

MF1: No, that would be a real comment, because we did not ‘awake’, we did not *awek tru* [completely wake up, be alert to], we didn’t know what was behind the dark
part over there and so, you know, we were told, “If you do this, it will take you there.” That was what we were taught, and we were drilled, hard discipline, hard to worry about all the concerns in school because, in our high schools in those days we had many expatriate teachers. And headmaster or deputy or even teachers these were expatriates. So we were ‘killed off’, hard pressed. Even that in those days, and now looking back at what has happened, now we must come out clearly and say, “Well, yeah, okay, all those things weighed down on us. And look at what has happened because of what was pushed on into our thoughts.” Now we must sit down and say, “Yeah, okay, these things happened. Our way forward is like this, though we cannot continue doing it.” And I think that should be the important concern for us in the next millennium.

So, my colleagues and I are looking at how we can look ahead in the next, you know, millennium. It’s true, things were pushed down our throat.

**Doecke:** That importance of ‘power’. Who displayed the power, is something that is, you know; it’s worth recording so that perhaps, well this is the nature of history, isn’t it so that we don’t repeat the mistakes, but we look at what was successful.

You have the answers. Let’s build a really good Papua New Guinean curriculum. I’m hoping that will happen.

**MF1:** I hope you appreciate it. But generally, you see, what is kind of saddening my heart is, that, it’s been, it’s been the system of schooling that’s been imposed on us in which case turned out the way our society is now.
Doecke: Yes.

MF1: For instance, if let’s say Germany or if some other European power in the colonial times had taken over our country and that their kind of education system which is kind of more towards practical activities, practical skills, had been imposed on us, I think that our country would have been more developed in terms of actual practical skills development for our children. And of course, ourselves. It’s been, kind of said before myself, but, the reality is here. We now have two look at what has happened, and try and correct it if we can for the next generation.
MS3 was the Vice Chancellor of the University of Goroka (TUOG), formerly the University of Papua New Guinea, Goroka Campus. The discussion was undertaken in on Thursday 7th October 1999. TUOG is responsible for the Education programs for the country, particularly secondary teacher training. He has a significant voice that represents PNG education in regional education development.

**Doecke:** This is MS3, Pro Vice Chancellor of the University of Goroka, formerly the University of Papua New Guinea, Goroka Campus.

**Doecke:** How do you see education broadly in Papua New Guinea at the moment?

**MS3:** I think, philosophically, it has a very sound foundation, the basis for which is this country wants to develop its education system. And education philosophy is to be commended. And the basis of that philosophy is we all know it’s grounded in the Matane Report.

**Doecke:** Okay.

**MS3:** It’s grounded in the Matane Report. So that is a sound philosophy or foundation for which our government issued a springboard. And it need not worry too much about whether that philosophy is accepted internationally worldwide. At the end of the day the world will need to look back and I think it will realise Papua New Guinea’s got its foot on the ground. Instead the basis of its education programs and policies are based on human beings, not items. So philosophy I think we have a very good foundation for education springboard.

**Doecke:** Okay, and can you see it now being applied? Can you see that philosophy
now being applied?

**MS3:** Ah, structurally and policy-wise, yes, in the system. The system it is a restructure, has allowed itself to reflect that foundation that Matane reflected on forecasts, and said that foundation for. Again, it has looked back and allowed what it’s education wanted to, the policies go back to the community. The education process also to be part of the community. The community to be part of its education process. And the community is encouraged to participate in the education process, which has been a position for Papua New Guinea for times immemorial. But we need to refine it. I think what it needs is bring an educated perspective in its implementation process. While members of our Papua New Guineans in the village are, know how to educate, the process needs to be understood, I guess, by those who are professionally trusted to sit and refine that process. So that, so that they can, it can take and then it can become part of the village community. It can be appreciated by the village community. So I think at that level there are structurally and policy-wise, yes, we are moving towards that. We are moving towards that, and, there is effort being made to accommodate that perception, that foundation, that philosophy foundation aspired to by the Matane Committee.

**Doecke:** Okay, so is progress being made at that philosophy and policy development level, is it now flowing down, do you see it flowing down through into the various levels of education at the grassroots level, which sees it going into the provinces, and then out into the schools, which sees it going into the community school teachers colleges, and sees it going into the universities? Is that flow on evidenced?
MS3: Not necessarily. I think in the actual practice in the community schools, yes. I have to observe the curricula from the community colleges in order to get some perception of it. But my understanding is that I think they would be attempting to implement that. I think that at the university level you would have to blink twice or three times before you can see what might, what one might refer to as visible results of that in the curriculum, the actual curriculum. Because I think universities appear to be, when established a little bit, appear to be a little bit hard to shake off their traditions itself. They tend to, because they, their foundations are also based in traditions and there is a tendency for them to move slowly when it comes to some things. In others they are leaders in promoting change writing areas of knowledge that they are also protectors of knowledge and traditions as well. So I do not think that, at least I can speak for the university here, at the moment, it’s not giving us, it need the percentage of time that we must I think it still press us significant percentage of degree of being hung about university education elsewhere. About mimicking, if you want to call it that. International, that means a national perspective of what a university, I think, and I speak for Goroka at the moment, I think it’s trying to develop itself and allow itself to be seen as part of international community of educators and all of that. But at the same time attempting to respond to the national and, yes the national development strategies and policies. So, I would say we would not have progressed as much as we would like to, into that foundation that is aspired to, but that does not mean that staff here do not believe in that. I think internally staff here are for those who have progressed and have seen, have had an opportunity to experience the wider world of knowledge, progress in the
postgraduate programs, ever E.H.P. programs, I think you will find ... that they come back fired, and inspired about what is knowledge. Who creates knowledge? Who, where do you look for the source of knowledge? I think you will find that they, there is the perspective, I mean refreshed, er a refreshing perspective when our graduates come back especially those that want to go on to a PhD program, they come back, they have a lot more respect for what Papua New Guinea is, what it has, what it can offer, and the way it’s playing its role in the education process and development.

Doecke: What are some of those things do you think that have caused progress to be not quite as quick as you like, or others would have liked? You said that it’s progressed a little bit more slowly. What are some of the factors that may have contributed to the alleged slow rate of progress?

MS3: Once again it comes back to the philosophy of conviction of individual educational activists. If one does not have confidence in oneself then, their understanding of the process of knowledge generation, the process for searching about knowledge, individuals who made up a group, and the group made up organisation tend to, there’s a tendency to question one’s own credibility. There’s a certain degree of fear that one should not be the first step to be a, first to be the person to be out of step. A few want, you know, the people out there think what is good for you.

Doecke: Is that a cultural thing?

MS3: Yes, to some degree it may be culturally inherent in the sense that there is, I mean for mine, background there is that understanding about, we hold respect for the elders. They know better, they saw the sun first, they’re more experienced than
you. So often would do that, that’s why. But it’s not entirely ... There is also that contributing element of security; against security in this current change, the security one could argue for one’s job, what so. It’s also important. One does not want to seem to be, you know, over the status quo and when one looks back at whether you want to do that and the responsibilities to families and complications to, you know, make it further its bread and butter, there may be a tendency, to be some contented, just ‘do the right thing’, right thing under quotation, and to get on. Just long with that. That is the other reason.

And the third reason again, this is, again academic confidence. Getting their own exposure, to acknowledge out there and realising as you discussed earlier on, realising that the authority, the authenticity of knowledge, is not necessarily that which can be quantified, and that which is coming from an established authority, but that which is part of being, part of living, part of experience. And therefore one is more confident. Yeah, my experience is good. It helped me, you know, face the challenge of living. It helped me, guided me, you know, with my way through the mazes of all the challenges in life. And here I am. So, what’s wrong with my knowledge base? What’s wrong with me talking about what’s best for me? And what’s best for my children? What’s best for my community? So I’m going to talk about it. And so if that is, and I, my view is that, that comes with maturity. That comes with experience. That comes with exposure. And for Papua New Guineans you can gain some of that from the community, from the immediate surrounding, er, or nationally. But I think the exposure out there to the world at large is also important. And again going into from that point of view of an educationist going,
attending to postgraduate studies and all that, is important. Only after you go through that that you begin to, somehow the hoop’s in the fire really, you know bring out the gold and then you begin to say you’re there. And that is still in the conscious of being of focused development.

Doecke: The thought there that comes out of one of your last statements of “exposure to the world at large”, it’s good to put a person out into the world, in order to experience the ways others think and the others value and interpret, the interpretation they place upon experience. For some time now, well, for the last two centuries this country has had others come into it. And ultimately, imposed their colonial perspective. And up until Independence, and even after Independence, there was still significant imposition. How destructive, firstly, but then, has there been anything constructive in that?

Those years firstly of German, on the North part of the country, and the British in the southern country, part of the country, which was then mandated to the Australians and then Australia after World War II, it became an Australian Trust Territory. And there were some decisions made which were, shall we say, highly questionable? That’s something I know John Waiko has done this and others have studied this sort of thing, that pre-Independence and post-Independence era. But I’m wondering if you can narrow down to education and culture, just try and summarise a little bit of that. Then I would like to try and set a measure upon it, of the measure of change, and is that a measure of ‘Papua New Guineaisation’ (!). This is really the establishing an identity of being Papua New Guinean. Ultimately, ‘Papua New Guineaisation’, to, purely nationalisation, and then sometimes in various places, the
pendulum comes back the other way. Others are invited to come back in, but the perspective is different, and I’m wondering if you might like to comment on that?

**MS3:** Okay.

**Doecke:** It’s like colonialists, it’s like history, post-colonialism, pre-Independence, post-Independence, but, you know, its effect on education.

**MS3:** Okay. Well, let’s start with pre-Independence. Pre-Independence one can probably say, er, or one of let’s not “pre-Independence”. Pre-colonisation. And then you can say that okay, from reading a few articles before pre-history, civilisation and development are part in this country. And I say that because I know people were living together in communities irrespective of whatever practices they had, they had established civilised living. And the practices they had are practices that suited them for their own well-being and survival in that era. The colonisation component one would argue substantially to say that there was substantial degree of suppression: “My knowledge is better than yours. My precepts are better than yours. So you do what you’re told. Otherwise you get put into kalabu.” So there was fair degree of suppression and so the knowledge base would have gone underground. It would not have been eliminated totally. It couldn’t have, so long as you have a race of people, the knowledge base it went underground. Thus my reference to the idea of self-assurance: confidence in saying, “Mine is as good as yours”. But if you coerced me, for my survival one will submit but not totally resign.

So I think that’s what happened at the point of contact. “Masta, the Big Masta. Yes, you are always right.” Verbally, you are always right, not necessarily in thought, though. But in action I submit.
So that was probably the negative element of the coming. The Germans built that magnificent highway from Kavieng to Namatana, the longest in the Territory then. One could argue, under a lot of submission and aggression. And the advantage of that, it became a viable network for commerce and industry. Later on, in that element of, in that period of suppression in want for domination I think, when I look at it more closely, how convinced that, while it was seen to be a form of suppression, I think it was in itself, the activity was creating a new sense of determination. You were suppressing, the authority was suppressing, but internally, in your, what the people who were at the end of the receiving stick were firing in themselves the determination to rise and rebel, if given even when given the opportunity. So I think that came, was given a chance, at the pre-Independence period, when the policy for, okay, education began to change. A small group were allowed to be educated. Again the policy there was a minority group don’t let too much, too many of them into that. The works, or maybe it can be controlled as a degree of suppression as well.

But then, other force came into play and, the UN for example, said, “Open up more schools and you want to consider self-government so you guys get on with the act.” And that can be explosion, then that was when you find that okay, with that encouragement the University of Papua New Guinea was built. Maybe fifteen, twenty students, first student intake. But also the element what you might want the elements of fire, the elements of inspiration, the element of, you know, self-assurance.
Doecke: Did that lot include Rabbie Namaliu, and Somare?

MS3: Rabbie Namaliu, Renagi Lohia, er, I think Moi Ave, Seth Kito, former one of the former Governor-Generals, Vincent Ere, and, those guys. And from there then we saw the fire, one need not look too hard at university - which actually spoke, generation of knowledge, self assurance of people. So, I think that’s where the positive or the advantages of the program of what you might call suppression. I think the suppression basically bottled things up enough, so that when the opportunity came it just exploded, and since then we have not looked back, okay.

And then you see the likes of Somare firing on all system and leading it, the nation to Independence. And soon after that it’s just happened.

And one will say ‘happening’, but ‘happening’ not in the way that may be the colonial organisers and mentors wanted it to be, but it’s happening and today, despite the fact there are all the negatives that people have, I think this country is still vibrant, this country in some way plays a leading role in setting trends. In education, for example, we probably are one of the nations in the Pacific that changes like nobody’s business. And it changes with good intentions. You know, people are always wanting to do the best for ourselves, especially in the policy, in the structural changes that, and they’re not afraid to go ahead and do that change, irrespective of how, how ineffective some people might think. It doesn’t stop people wanting to create change, make change, and implement change. So, that’s why I think it’s one of the advantages that the people here can have. And so, even education it’s like that. And it’s, here you’ll find it’s happening here. Your reference to the likes of
Ossom, yourself, I, my observation is they’re, we’re all players. And I think you, if you take time now, to come and sit in some of our boards and committees, you will see it has become obvious the ‘change of the guards’. Very obvious, and it has not, that has happened only in last two or three years.

**Doecke:** Sure.

**MS3:** You’ll find National academics coming back with their PhD, they are as confident and as, you know, assertive as any of their colleagues have been here, you know, in the early Nineties. And, and it’s inspiring, it’s inspiring. It gives one the confidence to say, “Yeah, you know, we can implement, we can set policy, we can do things and we can experiment with it and if it doesn’t work we can change it.” So that’s my observation of what’s happening now. And that’s very assuring, it’s, it asserts that confidence. You get individuals coming back and they’re saying, “There are other ways of knowing. There are other ways of doing things. And there is also Papua New Guinean way of doing things. The methods of teaching that you and I are used to does not necessarily affect the Papua New Guinean way of teaching. And let’s get out there. We can go out there, oh, I'll show you how it can be done. And this is what I’m doing. Well the issue here with ... Mathematics becoming fire. There is a going, beginning to enkindle itself about Melanesian knowledge base. Melanesian way of doing things. It’s not new. John Kasa at Walla Walla written all about it, like, ‘The Reluctant Flame’, and all that. It’s a rekindling itself, but I think here it’s rekindling itself in higher academic circles. It’s been brought out into research.

**Doecke:** And it’s as equally valid as anyone-else’s in the new millennium.
MS3: You, you dare say that.

And, then ... I think I see that assurance that we can and hearing say - and we want to start an ethno-mathematics centre here. We want people from ANU, from QUT, from James Cook, to come here and learn about ethno-science, ethno-mathematics, you know. The counting system of Papua New Guineans is just as good. We want to establish a Melanesian or PNG Centre for, Cultural Centre for Research and Teaching, because we think that Papua New Guinean, arts, Papua New Guinean oral tradition, er, Papua New Guinean drama is just as good. And we think that the guys out there need to come to us and listen to us profess about these things, because they have a lot to learn.

Doecke: That is why the first chapter, once you move in past the theoretical part in that book which we wrote, the very first chapter was traditional games and dance. Then, we did something on swimming and something on, softball, and so on. Maybe a study set could come here to.

MS3: Yes, for our library.

Doecke: It’d be my desire to actually see every graduating PE student go out with this one.

MS3: Yes.

Doecke: I mean, the first thing we saw on this beautiful cover, FS2 said, “Ah, that’s me!” There’s a photograph which, you know FD2, from Oxford University Press and formerly of Curriculum Unit, she had chosen some of the pictures and illustrations from *The Post-Courier*. I used photographs of my own, of Papua New Guinean children at play and at sport, and doing other activities. But then she
decided, she chose quite nicely from back in the S.P. Games, one of three Papua New Guinean women holding up the flag doing their victory circuit down at Sir John Guise Stadium. With, carrying the flag. And FS2, “Ah, that’s me!” And she was the one in the middle. And you know that was something, there was a nice link with NSI again, and these things. You know, you’re talking about Papua New Guinean Research Centre here, being established, I think you’ll probably find me sitting at the shelves there reading and working a lot.

**MS3:** Those great goldmines across the nation could have it research authoritative practice, if you hook up with all those. Now that’s why this, some of us take up journal at USP. We have our own journal of teacher education. I don’t know whether you are aware of it. I think you were here, weren’t you?

**Doecke:** Yes, I was here when MV really got it going, and I had an article in it.

**MS3:** Okay.
1.1.3 Superintendent, Curriculum Development Division (1996)

MS2 is head of the Curriculum Unit, Curriculum Development Division, National Department of Education, Waigani. As the most senior curriculum official in the country, he represents the views and perspective of curriculum development and its future, as well as being a retainer of procedures, philosophy, and points of view from the past. The discussion was conducted on Monday 24 June, 1996.

Doecke: In your opinion where do you think PE has come from? Oscar Miller and MS4 and so on, to get to where we are now. PE’s not had a real good history has it?

Rough history.

MS2: That’s right. I mean a lot of people do do PE. The ones who are doing are natural sportsman and women. That’s what has happened. All was doing physical education because I was a sports thinking person. Not trained as a physically education person at the college. Even though I studied the basics, because I wanted sports, I did the basic sports training. But when it came to selecting I didn’t choose physical education because I opted to do other areas. Sports was just a natural thing for many of us. I mean, that’s how a lot of the physical educationists come from … . But currently it has to come from directives and what the needs for kids to get engaged in activities. That’s more of a force for it that way. You’ve got to have as many activities as possible for people and with sports, physical education … that …
Doecke: How do you see its current status as it is now, just, you know, your own personal opinion. You know, you represent the opinion of curriculum and curriculum development in the country at the moment. How do you see PE?

MS2: In terms of the curriculum, what I think physical education is already, its objectives and aims, and what has to be done in physical education, it has, it has been established. I think what lacks at the moment is the incentive to the people who will implement it. There is lack of incentive. A lot of work needs to be done in physical education. That’s once you do physical education people assume, still assume, that now, because you are a physical education teacher now, you become a sportsman, a sportsmaster as well. I think these two things, I think, it’s a huge task and less incentive because when you could easily become the teacher in charge, but that status is also nothing. And I think that’s something we need to work towards. You work long hours after even the schools have stopped. Okay, the only real reason you get is that, “You’ve done a very good job”. That’s, so what, eh? Some people did it because it’s their hobby. So, so that its status, I’m afraid to say, it’s not very, very small in the school, physical education. Even though it’s in the school curriculum.

Doecke: In your opinion why is that? What’s contributed to that particular circumstance?

MS2: I think it’s money, eh … A lot of work to do for individuals to recognise. The only recognition is, “Thank you very much. You’ve done a very very good job.”

Doecke: But why then, why is it then they don’t give it value? Why is it that headmasters and inspectors and assistant secretaries and so on don’t give credit? Is it their own understanding, is it a perception, is it a cultural thing? What do you think?
**MS2:** I think it’s the consequence of physical education is probably lacking in the people who are representative of physical education. The problem that it’s probably not in character, thinking in that way that maybe they take physical education as they go out and do a bit of running, exercise, and put this ball there and kick it, and that’s probably the current concept. The concept is the awareness of the value of physical education is probably not there. And maybe it’s crucial to the physical education people need to expose that. Not just to the students but if they expose it even to the teachers themselves, it’s tied to study, it’s tied to being fit to do other things, not just the sports.

Nothing, nothing trained to take a deep breath before you do your study, and things like that. I mean that it may be simple thing but it’s, I think it’s useful physical education and skill. Because they change, because we have this MM1 running the 1500 metres 1969 South Pacific Games here and he was the headmaster in the school that I was in and he was academically too. He was a sportsperson as well. I think that’s …

**Doecke:** I wonder if it’s going to take a generation do you think? You know, with the current group of, say, NSI graduates and others who have graduated and they’ve gone out into schools and eventually they become, hopefully, administrators and so on themselves. If we allow them that opportunity, if the Education Department allows them the opportunity to take on seniority. They’re not getting that opportunity just now, and it may take a generation for this to happen, perhaps.

**MS2:** Well, there was suggestion, you know, one of the ways, this morning (PE Syllabus Advisory Committee meeting) the difference between physical education
and sports. It is quite plain, to… that much, : today’s discussion, that’s the thing we need to do. Physical education is trained in schools. Sports is what?

Doecke: One of the ways of manifesting along with gymnastics and swimming and dance, and you can do various sports.

MS2: And I get the feeling Coca Cola Pikinini Sports that does one wonder assisting them to train skills? You know, managing and all these kinds of things?

Doecke: It goes a long way to being a critically important resource to try that, yes.

What do you think the Education Reform, this new package now is going to have on the future of PE?

MS2: It’s already now protocol?

Doecke: What concerns me, though, is that in one of the Curriculum Reform Office documents had physical education becoming optional rather than, well, at the moment it’s essentially compulsory. But it’s the only, it’s being reviewed as it were to be one of the optional subjects.

MS2: You see, I think this is where a lot of the subject areas start getting a little bit, feel a bit bad because the subject is, what do you call, not compulsory. And we’re using one example, agriculture. It’s not compulsory and yet you look around, look around in all the schools. At least ninety percent of the schools are doing agriculture. That’s because they’ve got resources, school-based resources. They’ve got an agricultural garden. So, the likely choice amongst the, what do you call it, electives, is to choose agriculture. If we can avoid that kind of compulsion. It’s not compulsory, and have the course as a useful program based on your people with the
area of experts in the area. Get them resources. These are the things that you require. I think physical education can take off from there.

Doecke: So it’s going to be important to keep those resources going out into schools.

MS2: That’s right, yes.

Doecke: And the teachers, human and published resources.

MS2: That’s right, yes. That’s what we have to do, that. And we can tie in all the, use the existing codes, code bodies. And then you ask them to come in and instead of owning their program only, become a sport resource person. I think that’s something that we could do. Because I don’t think sports, sports, the sports, in inverted commas, it’s not going to die. It’s going to go on and on. It needs somebody to organise them to pass on the proper skills to the [children], be able to do it.

Doecke: The thing is now, with a lot of the schools being fairly remote, away from provincial recreation officers and other possible resources, are they the ones who are going to, perhaps say, “It’s too difficult, we won’t do it, we’re not required to do it, therefore we won’t, it won’t happen?”

MS2: Yes, that could be. These various sporting codes, come, work with us, develop the resources. It’s as graded elements like talk about the past as though those kind of things in a story form becomes reading items for children or even enact them which for some reason which physical educator [expression has an unclear meaning].
Doecke: One of the main discussion papers, is particularly the product of the Education Reform Office. There was one, the one I’m using at the moment, was published in 1994 and lists what is education reform. Have there been any updates?

MS2: Expressing Education For All, Education Plan. I think Education For All. … Education, that’s one of the documents that we use. I think the Reform document, it’s based on the Matane’s Philosophy of Education. It talks about integral human development, like that, where the spiritual, social, physical and, things like that. And the Education Reform has that.

Doecke: I think I’ve got that. That’s basically the pivotal piece, is it?

MS2: On the Education Reform, just presentation, on the sector study.

Doecke: That’s where we’re at the moment, is that it in terms of curriculum documents?

MS2: Yes, well, there’s Secretary’s Circular 9/90, which talks about the future directions in education in which three specific documents which one is literacy and awareness, and the other one teacher education. Secretary’s Circular 9/90. That gives you the first two various national objectives. Speaks about producing comparable expectations.

Doecke: Existing curriculum materials here in PNG. What’s your opinion of them at the moment?

MS2: They were produced at the time, for a purpose. They have to be used, and if there’s something better, or something that you can adapt. But, if there’s nothing else, those are the resources we use. Rules are changing, curriculum is not static, it
can be reviewed and changed, and they’re the kind of resources and therefore, the things that need to be adapted and reviewed and made suitable to the current changes.

**Doecke:** Yes, sure. Are you familiar with other materials which would be very useful for PE in PNG schools?

**MS2:** We are adapting the Aussie Sports version of the materials that they have, and I think I’ve gone through some, quite a lot of them, and we can quite easily adapt them, make it simple, too. Particularly if it’s at the early age, from age five upwards, till they get to grades seven to eight and then. We’re encouraging a lot of them to come through. It’s good to have the baseball take an interest in it.

**Doecke:** We need those people, very much.

**MS2:** Yes, oh yes. And, they’re happy to. Well, unfortunately the Superleague, they couldn’t continue but they have come and had a chat with us, and the PNG Sports Commission, and I think that was very good establishment.

We agreed, curriculum is not interested in supporting one particular code. That we’ve always gone straight to the people. They’re happy to help us adapt resources in teaching physical education to the schools, we have been involved in that. But to go out and actually run the competition, that’s not our …

**Doecke:** Well you’re right. It’s a curriculum writing unit. Essentially it’s a curriculum writing and development unit.

What, if you had unlimited resources, what would really be the best for physical education in Papua New Guinea, do you think? What would you do? Would you go
out and get the best available that’s from overseas or would you pull in the best people from around the country and sit them down for a month to write?

**MS2:** That’s right. That’s what we’d do. A lot of Papua New Guineans can help do these things but they don’t have the time. They’ve got many other things to do like the Aussie version of the sports, we had to pull in people, look at it, adopt it. I think we could do that, you know, enough time, within say a month, two months, and we’d take that option. That’s what Curriculum wants to do.

**Doecke:** In your opinion, is the expertise here to write, from within the country, to write from the ground up, or would you still need to bring in someone, some consultants who have got the knowledge, the expertise, from overseas?

**MS2:** The actual writing of content area we’d probably have people within the country to do that, but to have other further insight we would be happy to draw from experience from other places. That is, an area of the curriculum what we want to do anyway, and the actual publishing is something that is not really the writers’ role. The writers can write, publishers stick to sort it out in a way that becomes presentable to the kids as well.

**Doecke:** Until such time as Papua New Guinea develops its own writing group, hopefully this group here, meeting here this week, they will develop in time.

**MS2:** That’s right.

**Doecke:** That we don’t have to say, “Oh, it’s not Papua New Guinean, therefore it’s no good.”

**MS2:** What I was also going to say here today, but I didn’t have the time. These people here can’t be decision-makers, but that doesn’t mean that they can’t go and
organise in little groups. Yes? The actual, what do you call, workers, working
group, that’s what we will do now in here, and we do have. Apart from the SAC,
before you get in here, you get a little working group that works the thing, and only a
few of them gets into the SAC. And so you get this, heaps of people all over the
place filling in, and then you present it to the SAC.

Doecke: It’s going to be very important if, maybe, this is something that the new
girl [FA1] can do, is make sure she publishes a list of all the attendants, the people
who are attending, the participants, and then starts the networking.

MS2: That’s right.

Doecke: Starts networking and maybe even starts just a small one page, a front and
a back, page newsletter every two months, about things that are happening, who’s
who …

MS2: That’s right.

Doecke: NSI can contribute, and so on. And we can, networking.

MS2: This is some of the references just as you’ve said.

Doecke: The post office works here. We still don’t have highways where we can
get in and it’s very expensive to fly, but at least for thirty-five, forty toea, forty-five
toea, we can correspond that way. These are, these will be important.

MS2: Yes.

Doecke: One of the things that I guess I’m trying to get at is, for example, when
curriculum, PE curriculum, was first written a lot of the work was done by MK1 who
didn’t stay in PE. He went elsewhere.

MS2: That’s right.
**Doecke:** MN is gone back to Australia. Who’s going to keep in touch? This business of keeping in touch. Very, very important. And also, is there a perspective that teachers out in schools, headmasters, you said (one) that they don’t see it as academic enough and (two) they said, “Hey, soccer is not Papua New Guinean,” “Softball is not Papua New Guinean anyway.” Do they see it from this point of view perhaps, or am I barking up the wrong tree? “Look, this is no value for my kids. It’s not authentic. It’s not really Melanesian.” Is that a valid argument, or no, they really see it as worthwhile, but it’s just not suitable for schools. Not important enough.

**MS2:** That’s an interesting question.

**Doecke:** I am trying to determine reasons why physical education still doesn’t have much status in Papua New Guinea. And I’m trying to investigate and analyse why. Come up with some suggestions why.

**MS2:** Different provinces have a code that they follow, follow most. Like cricket is not a Papua New Guinean sport at the moment. They watch the national rugby, and watch dance. International sports, it’s not throughout the country. It’s played in the Papuan region. What’s another? Australian Rules, it’s not all over the country. It’s played between here in the N.C.D. and in the New Guinea Islands and possibly in Lae. But that’s sports, sports.

Parents are happy for their children to be taught some sports, different kinds of sports. Parents get a little bit worried. They have this, they have a worry plus they don’t have a pile of money as a rule. They worry that the kid will get injured. They have this slight doubt about injury. They know it’s sports. In sports, the children gets up there and the names are coming, you know they have the conflict. It’s an
interesting thing to do survey on. “Why are you worried?” They’re worried because the child will get crippled, might die, you know. But at the same time they’re reluctant to say, “No, don’t play sports”, because through sports the kids might get involved and stay away from doing some other bad things or get, it’s status, his name called and national representative and things like that.

**Doecke:** Is it perhaps seen that physical activity still is not all that important? Learning sports or learning physical education is not all that important? And yet it’s something that’s just going to be for whole of life.

**MS2:** It’s playing something, sort of? It’s not work sort of? That’s something else? Well you know, why do not do anything? You’re just playing around. You know, that’s the traditional, the traditional attitude as well that playing soccer and running, that’s not work. It’s enjoyment. And you know yet it requires a lot of hard work to be quite good. Usually you’re playing around, you’re not working so that’s something that you think you’ve got to do.

**Doecke:** It’s not seen as an essential integral part of life. It’s only something you do when you’re not working.

**MS2:** You’re not working, yes.

**Doecke:** That is one reason, I’m wondering, if the recreation and leisure industry still is not very big in Papua New Guinea. It’s a select few, it’s not something for everybody yet, is it?

**MS2:** It’s interesting because at PG3 when I was a physical education person because I was involved in soccer and athletics and stuff like that, I talk to the headmaster saying, “Right, all this athletics not performance. All those taking part in
these, requested for the carnival, exempted from work duty parade. A lot of other
kids … Only if you are working. Soccer groups … and, but many kids … I was
the only one who playing soccer like that, and with the kids, school, school female,
grades nine and ten, they’re asked to be managers, they had to get involved. Had to
listen to this manageress.

**Doecke:** What, the manageress was what class? What grade?

**MS2:** Grades 9 and 10.

**Doecke:** Yes.

**MS2:** Or somebody was … grade. Kids respected the manageress. I couldn’t
be in one, in the same place at the same time so, it worked out.

**Doecke:** And the older students happily took on that responsibility? And the
younger students were responsive?

**MS2:** Yes.

**Doecke:** Did you write that up?

**MS2:** No. It just, I was asking for volunteers. I just taught, I needed help, and so
the kids needed help me do this. The first year we did, I made a special presentation,
at graduation, trophies and things, from the little reps down to the big reps, the ‘most
improved’, the ‘highest scorer’, the great managers.

**Doecke:** What about those kids who maybe just didn’t ever seem to get any sort of
awards or recognition? Or did you find a way that you recognised every kid?

**MS2:** That’s right, yes.

**Doecke:** How did you do that?
MS2: Like the managers, the managers, work at the field. We try, well, there was some outstanding ones, but all kids that played, all kids that played, took part in any sport, got a certificate.

Doecke: Participation certificate.

MS2: Participation. Yes, it’s a long time.

Doecke: But these curriculum issues are very important, because these are all part of curriculum and we’ve got to find the way which is most effective.

So you feel that if the idea of, the notion of, of softball and basketball and baseball and soccer and so on it’s something that would be readily accepted, if it were well resourced and well taught and people wouldn’t object if it’s not really traditional, it’s not really Melanesian.

MS2: Yes, I think the Physical Education, it sort of happened straight up, straight above, and quickly about a, a different code and, avoid it as much as possible. And concentrate on what’s involved in the Physical Education. It’s people, and the management, thinking, you view them, drill them, virtually after them. First week, picking a ball and going out and kicking or picking up a bat and going out and batting, you can do that. Because every Physical Education, you know, has been taught by non-trained teachers anyway. Or they just get a soccer ball or a rugby and they go out and play touch. This is where we are today. It is critical to make a more enjoyable atmosphere for the kids. They get involved. This is for kids. Those try and avoid the athletics. If you cannot play, a kid, if you’re even in a wheelchair, what can you do for the game? Maybe that’s a question we should ask, instead of what, where can you get involved in the physical education program? If you can go
and do practising the athletics, what can you do? You got a sore leg or, sore arm, what can you do?

**Doecke:** What’s the best way we can cater for all these? In your opinion, how can curriculum best cater for everybody? The disabled, the child who feels intimidated? As you said, the one who said, “Oh that’s only for fit people.” He’s got intimidation there.

**MS2:** At the SP Games, MM1 is probably one of the greatest models we could produce. Like, it’s not the guys who are out there running as well, you know. It’s what makes the 1991 SP Games jump so successful. A lot of people were surprised that lawyers and teachers and doctors were driving, cooking. I was driving. That’s one big model. You know I was a sportsperson before. I couldn’t go out and play, but you know what can I do for the sport?

**Doecke:** Now eighty-five percent of this country live out of Goroka, out of Moresby, out of Lae, out of Rabaul, and we’ve got to give them a really fine opportunity too, and they don’t all have access to television and so on. How then do we cater for these people who may not get to see that model?

**MS2:** That’s right. Well you’ve got to use various media, some newsletters, radio programs, the cassettes, awareness by people, awareness from one way of doing it. It’s expensive but you know, central place where people can come together maybe.

**Doecke:** And while in the classroom?

**MS2:** While in the classroom, there should be a model, certain model people will dig garden, maybe being a cook, as part of the SP Games, what he done.
Doecke: Well, then even perhaps incorporating that into, well even trying to write this workbook for OUP. Maybe that’s the sort of thing that could be incorporated into their workbooks to go into schools.

MS2: That’s right, yes.

Doecke: Yes.

MS2: The curriculum directions are quite specific, in terms of moving and passing on of skills, and covers a wide range of areas in physical education and teaching those directions, and it’s up to the developers like yourselves to say, how physical education is keeping in line with the Education Reform and compulsory education needs. This is the course of physical education we implement and this is the terms, the directions, that are in the directions of the National Objectives.
A follow-up discussion was conducted with the Superintendent of the Curriculum Unit, Curriculum Development Division on Monday 4 October, 1999.

Doecke: Just recall, what you think was the original purpose from the Education Department’s point of view for Pikinini Sport? What was the original concept?

MS2: Too strength. Too strenuous. I represented that, and so high we went through that. Doesn’t matter what kind of, you shouldn’t play the current codes. You should, you shouldn’t develop a program it’s train these sports. And, I was just talking about, with these kids this weekend, take the Kapul soka [soccer]. Kapul soka is a good one to train all kinds of skills. Right, if the ball was being pushed at you hard, that ain’t stopping you from putting your hands out and controlling it. ... the rules with it. Like, you don’t ... it, you just palm it off.

Doecke: Because at that age the child might be afraid of it hitting its chest or its face, or something.

MS2: And you’ll soon learn that the ball is modified, anyway, so it can’t hurt them. Right, so it can learn to cushion and, even dribble. There’s nothing wrong with kid picking it up and running. As long as maybe when he gets to the goalmouth he put down and kick it in. And then convert it into a Gaelic football or something.

Doecke: So from what you’ve seen it’s been become more competitive. Who’s involved in Pikinini Sport at the moment?

MS2: Schools. Schools. Schools are doing the Pikinini Sports. Coca-Cola
Pikinini Sports.

**Doecke:** How many schools has that reached now?

**MS2:** Oh, it’s gone as far as Lae, Rabaul, I think it’s up in the Highlands; I think they’ve taken it as far as Bougainville. So, the idea is good, and it’s going out. The skills training I think is, I haven’t been involved in it that much but, I have a feeling that they’re planning rival competition rather than training skills. You should get kids together to enjoy it. There’s no award or season stuff ... that is why. They should have received it and have great fun and practised skills of dodging, running, catching. That’s right.

**Doecke:** Is it becoming part of the school program, the school curriculum? These schools that have Pikinini Sports?

**MS2:** We want it to become part of the school curriculum.

**Doecke:** You want it to but has it actually become as yet?

**MS2:** Ah, in our school the syllabus, yes, we want it to, we want it to do it.

**Doecke:** You know those materials we were working on in 1996, has that been published, produced?

**MS2:** No. We just, we’re just getting our syllabus, syllabus up, you know. There’s a lot of the things that have ... loose, you know. And to make them ...

We’ve got a course called Personal Development at the grade 6 to 8, and physical education is part of the, part of that course. We have about forty minutes a week I think and ... there’s the physical education. As well as it suggested we use develop a syllabus ...
So, it’s there, the syllabus is with FA1 since we saw her there this afternoon. We’ve gone through what do you call, problems trying to get it out. With you know FA1’s dealing with health and, it’s nothing against her but, but with Personal Development having finished, things to do with people and so on, so on, I would think physical education is one area that should be considered in the Personal Development course.

Doecke: Are you using resources from anywhere? How are these guys like FA1 and others, how are they developed in the physical education, do you know? What resources are they doing? Are they trying to think of it from themselves? Are they talking to NSI people? Are they talking to Sports Commission people?

MS2: Not much of that is happening. I don’t think that’s what’s happening at the moment. That’s what we should be doing. That’s the ideal approach that we should follow, but ... I think the kind of person we have is will, will, allow that to happen. So FA1 is trying her best, but I have think she’s got no PR ‘thing’, you know. Because we need that kind of person to do that and, the only involvement is the, with the Sports Commission through the Pikinini Sport concept officer. We need to talk to the National Sports Institute with questions. Well it’s there anyway, there for us to grab. We have committees called the Syllabus Advisory Committee, that’s also there which, in the past three years we haven’t had the funds to do that anyway. But we could still do it was in our, you know, in our own area here NCD.

The baseball mobs have come and had at chat with us to try and put baseball into the school. And we said it’s a code which any clubs could do themselves. But then it could do things like this showing students, you know, parental consent and stuff like that. But if they’re teaching skills it fits into our program. How to pitch a baseball, I
think that can be done in the school program. How to bat. I think it’s an interesting code, in a way.

Doecke: Of course, it’s great.

MS2: The style the kids would be able to like that. I didn’t do anything to stop that. Actually put into the school skills of throwing baseball catching it, batting it. I think kids will love that, eh.

Doecke: Absolutely.

So, what, generally, overall, how are things going with the, you know, Sir Paulius Matane’s Education Reform? And so on. How is it going? And the development?

MS2: We’ve completed what we call a curriculum overview that talks about integral human development. And we, you know, beginning, you probably heard of beginning elementary in the language the kids speak. A lot of provinces are getting into that, establishing elementary schools and they’re doing the grade 3 to 8 schools in the primary.

Doecke: You know I worked on the CET project.

MS2: Right, okay.

Doecke: Yes, I wrote Movement Education.

MS2: Okay.

Doecke: Basic human movement.

MS2: Okay, yeah.

Doecke: For that, so I’m pretty familiar with all that. That was when MS7 was still here. And the name of the Filipino lady who took over from MS7?

MS2: Ah, FR. Yeah, she’s still here.
Doecke: Yeah. I’d like to go and meet her.

MS2: So, we’ve done a lot... We’ve developed the scope and sequence for the elementary schools. And to develop the materials it will be done in the provinces, in the languages that the children speak. We’ve done the scope and sequence only different in study areas. Language, Maths and Community Living. Community Living comprises of health, physical education, environmental studies, community living. These are the areas. Okay. Comes under the Community Living plan. Maths, you know, the normal, addition and subtraction stuff. Languages, er, beginning how to read and write. Speak, in the language the kids speak. And I think this also well the schools that have decided to use their own language. And then do a bridging at grade 3. Build bridging at grade 3 to 4, we could do the language up to grade 5 but instruction is in English in grade 5. Lot of people say, “How come kids learn English?” And we think they learn it better because they, you know, understand it, eh?

We completed the grade 3 to 5 syllabus in Language, Mathematics, Environmental Studies, Community Life, Maths, no Science in grade 3 to 5. And this week the Board of Studies meeting to look at the grade 6 to 8 Language, Maths, we have a Science in grade 6 to 8. And also Social Science in grade 6 to 8. And, and a new course called, a lot of people want to call it Life Skills, I think I’d like to call it Making a Living but, I think Life Skills kind of taking the upper hand on that.

So we’re trying to address the Matane’s, plus we do human development. And we know a lot of kids who leave at the end of grade, not a lot, about fifty percent who
leave at end of grade 8. Hopefully most ...

Doecke: But that’s an improvement on the grade 6 ‘force out’ isn’t it.

MS2: That’s right, yeah.

Doecke: Used to be very high. And that’s improving?

MS2: That’s improving, yes. And that’s the intention eh? We want it to
improve. I think the first grade 6 in the Reform would be, I think next year. First
intake into the Reform, primary.

Doecke: Right.

MS2: And then, you probably heard of the top-up on grade 6. It’s a totally
different ball game, eh? It’s this thing on grade 7 and 8, top-up. Kids having come
through the three years of elementary and, three years of lower primary, before
getting to 6, 7 and 8. Those all kids who just completed grade 6 in the conventional
primary schools, eh, or community schools, grade ones to 6, and in 7 and 8. So,
there’d be a lot of people who are saying, “The kids that get into grade 7 and 8 are
not the best students.” And of course you would expect that. They haven’t come
through the three years of proper beginning, in education. So, you still get some, I
think a wider range of variety of students. With the Education Reform we think the
variety might have been reduced, I think. That’s our assumption.

And grade 9, 10, not much changes at grade 9 and 10 yet, but at the grade 11 and 12,
lot of discussions on school-based curriculum. With the Applied Technology, Rural
Technology, we got some schools have picked up on that.

So, I think we’ve, eh, we’ve come a long way, I think, eh?

Doecke: Uh-huh.
MS2: But we need to have a lot more to do, er. AusAID is interested in what we doing, so they’ve done a couple of studies here. Physical study on doing a curriculum fund managed project which will take place next year. In, at the primary, their focus is on primary.

I think physical education of any sort, sports of any sort, is going to be in the school curriculum anyway.

Doecke: Why?

MS2: Because we doing the Personal Development that is incomplete without leisure and health and so on and so forth. So leisure is one of the, one of the thing in the curriculum overview we have done. Mind, body and what, soul? Kind of concept?

Doecke: Uh-huh.

MS2: And, I think Science also addressing that. And, Health is becoming a necessary component of building up a good character, I think. And so, it may not be training kids to play Australian Rules and so on, for us. I think that’s not necessary. It is telling the kids to be healthy and be, what is it, be able to do things, eh? I think climbing tree is also a good sport I would think. Well my son does it anyway.

Doecke: Yes, that’s an interesting one because I am very interested in looking at the cultural component. How do these physical activities, these movements, contribute to celebrating Papua New Guinean and Melanesian culture?

MS2: That’s right.

Doecke: That’s a philosophy which is the foundation of everything, of your learning. What sort of things are being done to really celebrate, tell kids, “Hey,
you’re from Manus; be proud of being Manus; be proud of Papua New Guinea.” Or, “You’re from Kimbe”, or Taree, or wherever. What sort of things do you think allow that to be a real important part of their learning?

MS2: That’s right, yeah.

Doecke: Now, we’re sitting here in an office in PP2. What takes place as you develop and design your curriculum to say, “Hey, Papua New Guinea is me. And the kids are going to be Papua New Guineans and proud of it”?

MS2: That’s right, yeah. I think so. I mean, I was looking at, you know, come to my job. I need to do some sports and some so and so such. Ah, I’ve got to be very careful with that. And it requires a lot of exercise and sweating it out, and, and, what I do, what I eat, and so on and so forth. So, I mean, I should have done that long time ago and the advice that was given was that fifty percent of those things we ... it’s inherited. The other fifty percent we can control. Because I think that’s the beauty about it. And we need to learn that through, you know, that through our education I would think, you know. It wasn’t emphasised enough to me in the past.

Hah, what is that got to do with sports? Well, you know? It’s a ...

The kind of dances that our people do you could convert into a warmup or a sports, well the one that the Darus do, and the Manus do, and, the one the Highlands do. I mean, if the Kiwis can do it, do the haka, we could do even one which is really aggressive and, just to loosen up. Yeah.

There’s a lot of scope for sports, and that.

Doecke: But maybe not just in sports and PE itself, but generally in the curriculum,
what sort of things are being built into the curriculum, even at the objective level, the mission statement level, to really firstly identify who we are and what we’re on about?

**MS2:** That’s right. In PD, I think the Personal Development course that I was talking about, it, we don’t want to do, what do you call, Christian Education course, for us. We have elements of that in the, as a comparative program. But Personal Development course addresses wide range of areas and values. Values, rather than dealing with faiths and so on and so forth. Values on, not just persons but the environment and other societies and people like that. Respect, loyalty, you know, appreciating your country and the environment. That is becoming very strong, and, one good thing about that is, it’s kept, it has more hours than Language, Maths, Science and so on so forth.

Right, so I think there’s a lot more emphasis has been given to that area, and ... Language, language I think is coming down in terms of numbers because you think you could take teach language in other course as well. It’s the integration of programs. Like ... take up Environment Studies, you do your comprehension and you do your research using language. So, I think that’s coming out more strongly. This course of grade 6 to 8 called Life Skills it’s trying to help kids be conscious of these small business activities and how, what they can do with their resources and so and so forth. I think it’s going on the right direction I would think. And the grade secondary, upper secondary school-based curriculum which schools ... to buy through the resources that they have and the expenses that they have. I think Hoskins led the way in using the oil palm as they, what’s the, you say, what do you
call, resource in development there. Rural Technology and Applied Technology around that, er, around that resource. We hope that it will continue with the new stuff that is coming but then, you know, when people leave, it might collapse but I think they're doing well in getting other teachers to be involved.

And a lot of the secondary schools are doing the same. PK5 Secondary is just done a draft on, what do you call, Rural Technology, putting together business skills, practical skills, programs into rural technology that they want to do. And using computers. The 8s to 11, they started teaching 'computer' as a course of its own.

Doecke: You're just talking about technology there and PK5, yeah?

MS2: That's right. Yes.

Doecke: Developing that program. And you've got, so you've got some teachers there who are trying, writing and trying and thinking, and applying it and testing it out in their school. Is anybody doing anything, trying something new in physical education, and at the primary school level?

MS2: No, no not quite. I think we, the only thing we got is the er, Coca-Cola Pikinini Sport. That's the only new thing we got. And it's, nothing will try it out. I think we just been thinking about it, eh. But, er ...

Doecke: Why do you think maybe it's not going as fast as some of the other subjects in its development?

MS2: I think I take the situation or concept of physical education, as a leisure, rather than as something you can learn, eh, properly.

Doecke: Well, one of the last things I did in 1996 for the Board of Studies, we put in a proposal which was 'accepted in principle' that physical education at lower
secondary be changed, reaccredited from an ‘enrichment subject’ to an ‘assessable subject’. Category C to Category B or something like that.

MS2: Er, yeah, okay, okay.

Doecke: Has anything happened there?

MS2: Um, no, nothing’s happened out there. I don’t think you need to make it as an ‘assessable’ to be enjoy it, eh, he he. People see physical education as something belong to young people and fit people. But I think that’s not quite true. For me, I think, it should be a problem that is, could be done by everybody else. But Coca-Cola Piminini Sport is the best concept. But it need to be nurtured to take on that. You don’t have to be genius sportsperson to do a, to train somebody in rules of sport. So, measure out the sporting oval and you know, know what the balls are like, and, you know, it can be done, you know.

I think, we need to, what’s the word, what’s the best word to use, diversify in the business of physical education. We’ve kept it as physical education as meaning getting out onto the oval and playing. I think if we can diversify and say physical education comes with this, knowing the rules, the measurement, the history of, who or whatever that is, where it comes from, appreciating that is something that you have developed yourself, then it will become something that people can do, I think. I’m not sure, what do you think?

Doecke: What about place of, say dance, or for people who are near rivers and dams and the sea? They learn to enjoy and have fun and have physical activity in the water, what about just learning the benefits of their own fitness, learning the structure of their body, there’s science in there, too.
MS2: Hey, that’s right, that’s right.

Doecke: And then the outcomes of that is going to be someone who is healthier.

MS2: That’s right, yeah.

Doecke: And if they’re healthier then they have to go visit haus sik [hospital] fewer times.

MS2: That’s how we’re trying to do in our, in the, in the present courses, you know, yeah. And at the Community Living program at elementary. It’s not just getting out and competing and winning a shield. It’s yourself and what you can do with your body and so on so forth. And I think we heading in the right way. I think one of the encouragement I’m giving is that, why did you going out onto the oval and play soccer when it’s hot? Go down to the beach and swim instead. Throw salt and dive and try to measure how deep you’ve gone and how long you were under the water. That’s all sports, I would think.

Doecke: Yes.

MS2: And much more enjoyable than, you know, getting out on the field and it’s so hot and, going to kick one and, you look for shade.

Doecke: As you, as these curriculum things are being put together, have you got people who go to curriculum conferences in Africa or, Caribbean, or somewhere like that because they are in a similar place? Jamaica is where Papua New Guinea has been, and is, and so on. Now just share with people, and you get down and say, “Let’s sit down at a table and have a talk ...”

MS2: Yeah, we would love to do that, except that doesn’t mean, the what do you call, assistance, to get funding to do that, eh. Only recently FW3 was able to go to
the United Kingdom, ah, wait on, sorry, USA, to a SIL-sponsored ... She spent about
at least seven weeks looking at bilingual education and that kind of thing because we
looking at a bilingual education program here as well. The only other forums we
attend is the Papua New Guinea Council for Educational Administration’s seminars
that get held. We got a organisation here, a full-time member, and recently we had a
conference. By AC ... Australian Council of Education plus us. And those who ... as
well. I think if we can do that it would be nice, ah.

Doecke: And you have difficulty getting the Syllabus Advisory Committee together
because ...

MS2: In the last, yeah, in the last two or three years we were like that. But we,
at the moment we, we have, we got some funds and we bringing people together
now.

Doecke: Okay. So, have you got a group here in Port Moresby, NCD at least, who
can get together every so often and contribute to thinking about curriculum
development in physical education? Do you get any of the PE teachers like from
PG3, and from other schools, some of these people together?

MS2: We can’t do that. It just that ...

Doecke: That sort of thing hasn’t happened.

MS2: Yeah, it hasn’t happened. When, we should do that anyway, eh. But it
hasn’t happened. I guess we need a, someone a bit more dynamic and strong in
curriculum that is dealing with physical education, eh.

Doecke: So you’ve got FA1 now particularly focusing on elementary.

MS2: That’s right.
Doecke: And is anybody who’s really particularly responsible for PE at the primary level?

MS2: Ah, we’re getting MU involved in that.

Doecke: Right.

MS2: MU. He’s health, physical education.

Doecke: Yes. FD1 of course is gone to ...

MS2: FD1’s moved to the AusAID.

Doecke: She did quite a lot, she was a very busy person when she was here.

And then, what about at the secondary level?

MS2: Secondary level, I think ... Do we physical education secondary level? In the past I think it’s, it’s a physical education anyway, eh. It’s one, one, one period, I think. At 11 and 12, I’m not sure. I think it’s all sports. It’s all sports programs in the afternoon.

Doecke: One of the emails I got from MS8 (Director NSI), maybe earlier this year, about March or April, he was thinking that there was, because of funding, there was a possibility that PE might even be dropped. And that they simply became purely a sports training program, and that there would be no PE teacher education. If that were to be the case, would PE disappear from the curriculum altogether? What do you think?

MS2: I wouldn’t rule out the PE at the elementary down to grades 8. I think there’s a need for it. Is it physical education, I don’t know, what would you say, look, walking and running, and things like that, is that PE?

Doecke: Any sort of movement activity where the kids can take some opportunity
to think about it, learn about it, and they learn about the benefit, why do it? Why do the kids learn to, learn maths? They learn a little bit about it. Maybe they don’t do tests and they don’t do assessment tasks. But they’re involved in movement.

**MS2:** One thing you can do, wait, wait. That’s another thing that we’re working on. Testing, or assessing achievement. That’s one thing that we’ll have to do now. It all to do with continuous assessment, that we need to do. So, if kids been training how to catch a ball, you need to test them. You don’t have to write it. Do a couple of tests and, clap their hands, or give them a, whatever. I think kids like that particularly when they are small.

Okay, just on the Scope and Sequence, what courses we have: um, maths, language, what else we got? Arts and Craft, Community Living, Environment, Health and Physical Education. That’s the culture and community programs at the elementary. And, in the culture and community, let’s see, culture and community, physical education, that’s it. Physical Education we do skills like catching, throwing, trying to hit a target, bounce, walk, swim, pull, run, jump, carry, push, move to rhythms, skip, roll, hop, balance body, while standing or walking or hopping, balance objects on body.

I think it’s all exciting, eh. You know, you got things like that, those things. And that’s these skills area. The knowledge would be like, different body parts, eh. I think once it fit into some of the things you’ve got, okay, ways of keeping the body clean, rules of some simple games played in the community, safety rules for playgrounds, rules for handling equipment, and attitudes like appreciate the
achievement in simple games and movements, respect themselves and others, be 
willing to share, giving credit to others, be willing to cooperate with others, be self-
disciplined, self-confident, reasonable, fair, supportive and encourage peers and 
others.

Doecke: This is the sort of thing I worked on with FW2 when FW2 was here.

MS2: That’s right, yeah. I think it’s ...

Doecke: Where is FW2, by the way?

MS2: She’s with the PK4 International.

Doecke: She moved over there about early 1996 or something, I think.

MS2: So, we have taken from there and used concepts that were built in there.

Doecke: What was happening in Australia, and the UK, the United Kingdom 
Curriculum Council, and also from US, they had a program called ‘Outcomes of 
Quality Physical Education Programs’, so I used a couple of things like that. So 
ookay, this sort of thing was pretty close to being developed and that’s now more or 
less a final model?

MS2: That’s right. This is the, this is the syllabus, elementary.

Doecke: Okay, 1996.

MS2: That’s right. So this is what’s being used at the elementary schools. EP to 
grade 2.

Doecke: Okay, how about primary schools now? Community schools.

MS2: Primary schools.

Doecke: Where have they gone?

MS2: We’ve done, a what do you call, curriculum statement, eh, curriculum
statement, this is the one. Curriculum statement. It talks about what happens at primary. ... see first.
These are the areas of study we normally do. Ah, arts, social science, mathematics, live skills. Let me see if I can come up with computer.

Doecke: Has there been much change in this sort of thing since 1996? In terms of what was actually written in your curriculum statement?

MS2: Ah, 1996, was it ‘86?

Doecke: ‘96. Because I’ve got most of the, the minutes ...

MS2: I wouldn’t, I wouldn’t think so. Like, let me see the curriculum development course, which has a bit more thing on it.

Doecke: What’s his name, MF2?

MS2: MF2.

Doecke: He asked me to, if I would do something for Personal Development in 1996. But that was about a month, six weeks before my contract finished.

MS2: Right. Okay, here, here is this. Cultural lifestyle is one of the areas of studies at grade ... when you first enrolled. And then you’ve got health and growth, which touches personal growth, health promotion, health and lifestyles, health and lifestyles, er ...

Doecke: Is it possible to get a copy of that?

MS2: Yeah, we should be able to get a copy from [my secretary].

MS2: That’s that. And developmental issues, things like education needs, er, gambling. Especially now, eh. So, that’s the course that we work from. It’s quite an interesting one. We’ve had lots of debates on that course. Guidance people want,
guidance officers weren’t happy with it either. ... self ....

Doecke: Why weren’t they happy? What were their arguments?

MS2: All the [home] ... to do, you know. They wanted to do it, like going up the right person to ... . Personal issues and responsibilities, respect and values and stuff like that. Also if you guys want to do it, to it. Don’t waste our time. We’ve got a mandate to develop a course.

Doecke: Has any of this been tried in schools yet?

MS2: Next year.

Doecke: Next year.

MS2: Next year is time to do this, uh? Two, what do you call, er, two trial schools. Sorry, not trial schools. Two primary schools.

MS2: And that’s the overview anyway.

Doecke: Who do think are the philosophers, the people who are really sort of trying to drive the way? You know ... Is it yourself, for example, you and who else maybe, the ones who are saying what is, what ought to be happening, this is the way it ought to be structured and designed? You know, who are the people who are really doing a lot of this thinking? Are there even university people in education and so on who come in and sit down with you and say, “This is where we should be going”?

MS2: I think where we exhausted, I think. It’s, er, I guess it’s probably at the CBD2 [?] or SACs, eh. Members of the SACs.

Doecke: There was a South American woman [FA2] in Education, at PW1, at the University, she was a real stirrer and shaker. And she wrote those couple of books that were published at the University of PNG Press. She was from South America.
And eventually she argued, resigned and she left. At that time they had the Waigani Seminars. That was where some of the, you know, real philosophy of where the new directions ought to be going was undertaken. Anybody like that at the moment?

**MS2:** Hmm, it’s us, it’s basically us. We are the organisers, ourselves. It’s where we started, where we came, and we, that is the danger, the danger or the threat. That we have that mission but we haven’t really got the backing from research and stuff. It’s what we been feeling and it’s coming our way.

Coca-Cola Pikinini Sport that’s the sports concept, probably it’s another, what do you call it, time makes time. That’s what’s driving, driving, driving, guys like us, uh? The push for skills training rather than the goal. And I was just thinking about how they do in a competition. I haven’t even been to, I’ve got a, I haven’t got involved much recently ‘cause I was involved in other things but I think they’re doing it wrong. I could be wrong. I hope I’m wrong. Like, I’ve heard of Coca-Cola Pikinini Sports competition they’re having. And kids get there and they play and they walk out and then I can see ... they’re walking, uh. They play and they change teams or they go and they’re hitting each other and make some enemies. That’s, that probably worries me, uh.

**Doecke:** Sure.

**Doecke:** Southern Highlanders versus, people from, people from Kumuls versus the ...

**MS2:** That’s right.

**Doecke:** It replaces the land claim, the tribal fight, sport becomes the venue for it.

**MS2:** ... enjoy ... you pay for it. You pay to go watch the thing. If they don’t
play properly, they fight, you don’t win the game. So the crowd reduces and the benefits you lose. So, so yeah.

Doecke: So, I was going to say, what would you really like to see for children, primary, grades 6 and 7 kids? What, in my area of physical education, what do you think would be, in your opinion, would be the best for them to have? To learn, to come out ... quality, is going to contribute to their life, and especially as they become adults?

MS2: ... physically, mentally fit ... happen in sports ... running or, something like that ... probably taking my kids to athlete’s course ... know themselves that they are capable of this ... sports ... healthy sports.

Doecke: What about, if they look in a mirror, and they look at who they see, what do you think ... what would like them to be able to see?

MS2: Themselves, themselves. That this is me ... . This is me, I’m big, I’m small, I’m skinny, but I’m healthy. But I ... I’m doing all the right things. I sleep early, I eat the right kind of food, ... you know, ... those things ... organise themselves ... sometimes feel it’s too late ... too young to be ...

Doecke: What about a kid who, because of ill health, lost his hearing, or is ... from polio ...? What about a child like that? ... be able to get out ... [Totally inaudible and indecipherable; background voices]

Doecke: One of the last important questions maybe, is, you know, I was talking about the Brandts and their material. In history, you know, everything has a beginning. And physical education, where did it start, and I’m slowly putting together different people who took part in the beginning. There were the Brandts,
there was another fellow called Peters, some time ago. I’ve got an article that he wrote, that was put into a journal. Are there any other important people you think maybe who could give me some information about how things started? Before FW2 there was a gap of over twenty months or something. There was no curriculum officer.

**MS2:** MK1. You know MK?

**Doecke:** Yeah. He left Education?

**MS2:** NDIC. He was NDIC. ... Yes, he was the one.

**Doecke:** That’s something to do with Transport. Do you have a final comment or concern about PE, and curriculum?

**MS2:** In the elementary, ... , that’s what I would say. No competition, no comp. Challenges, yes.

**Doecke:** Yes. In your opinion, why no competition?

**MS2:** Ah, competition is one side ... I think it’s a little bit too ... Some challenges ... you ... skill ... You might to cheat ... as an organiser.

**Doecke:** What about you would like to have ... every child ... success ...

**MS2:** Yes ... You would be able to say that ...
1.2 Policy-developers

1.2.1 Mr Tom & Mrs Ena Brandt (1997)

Both were former lecturers at PBI Teachers College, and Tom was lecturer and curriculum writer at the National Sports Institute of Papua New Guinea. The discussion was held on Thursday 27th November, 1997.

Doecke: Ena, your qualifications are from Queensland?

Ena: Yes, I did primary teacher education at PK, when QUT was just PK. And PG and UQ ... Physed teachers in the PB2 area when it was a primary course.

Because of the new high schools opening I went straight to teaching physical education out of teachers college. So I really only had one year of physed training under my belt and another two units to do at night time while I went out teaching. But I did a year in the summer in the [schools] program around the primary schools. That winter I was at PK for the physed program. The next year I was at another high school the whole year. And the next year I went to PB3 to do some country service.

Then I decided I would do some missionary work. I worked for a missionary office in PB2 for a year and then went up to Papua New Guinea. I taught in a primary school up there for a year and then got seconded to the teachers college to lecture in maths.

Doecke: How long?

Ena: Primary school for one year. They’d just introduced the new maths
concept, and I’d gone to a few of the training sessions, in teaching maths. The next year was 1968. In 1969 I went to PB1 Teachers College as the maths lecturer and at the end of that year I said to the principal that, “You know my qualifications are really in physed, and would you let me do a little bit of physed as well as maths?” And so that’s when it started out. They had a small physed program at PB1 at that stage. I think every student did one semester of it in their second year. But it changed slightly after that. For lots of reasons, they decided that in their second year of training they should specialise in either physed or art and craft or music. They could choose between those three and so they had to do their basic training in the first year.

The first year they offered physed was in 1971. And I had only twelve people out of one hundred of those because it was an elective and it was new. They didn’t know what physical education was. And women, teachers, you know what Papua New Guineans think about women.

**Doecke:** PB1’s within the broader area of PL1, isn’t it?

**Ena:** Yes. So, I had twelve and they made the class up to twenty and that was mixed, men and women. We did a pretty extensive program where there were lots of practical classes where they actually were to take part of the class and learned the skills through participation.

**Doecke:** What materials do you use to teach this course and to teach them?

**Tom:** In the first year, that first year course was a lot of Bricknell, the Bricknell book, and Westley, I don’t know if you came across them.

**Ena:** That’s all that was there. To me, it was sorely lacking. It was already
there?

**Tom:** Yeah, and that was what was being used.

**Ena:** That was what was being taught before I went there. To me, it was sorely lacking.

**Tom:** That was what was in the schools, so you have had to at least present that, I suppose, in the first year course where you were teaching them how to teach. So that became one of your resources. But in the second year it was more an enrichment program.

**Ena:** I gave out my notes, and made my own program, my own lecture notes, modules book, so they could go away from college with their resources.

**Tom:** They actually had to do up a resource, on each unit that was done. I know that I had to do that in my course. Maybe, I don’t know if that’s still done but you had to actually put together a resource around that area in terms of what is presented in class, your own research. They had to do extra things to actually have a resource that they could take away and use.

**Ena:** Yes, the second year elective was really an extension, but it was such a success in its first year that the second year we had fifty students wanting to do the course.

**Tom:** You also did a camp too, didn’t you? That was part of it.

**Doecke:** Now this is using the materials that during that first year you had started to write, you realised there was need.

**Ena:** Yes. In the first year we did really basic stuff. We looked at lesson structure. We had three different types of lessons. One was a games lesson where
they would learn how to teach a skill and then they would try a game situation. It was very simple, basic. I think if I was teaching now I probably would have changed a lot. But in those days we had a long period in the lesson teaching the skills, the skill practices, and the application of that skill in the game situation and that was the tournament - the games lesson.

Then we would do body control. The same sort of thing where you would have a long period with skill, practice and development, minor game at the end. It was pretty basic but, you know, I expected them to really know that that went on in the lesson and for them to be able to get and run with it.

**Ena:** There was one more after the games lesson?

**Tom:** Rhythms. She also started out just by trying to place the importance where whole physical education fits into overall development sort of thing.

**Ena:** I always said to my students, “Have you ever seen a child who doesn’t like to play? You’re the ones who are going to show them how play with it. If you’re well prepared to have the things ready for them then it shouldn’t be difficult to set up a problem approach to it,” you know.

And there was also an assignment in that first year where they had to make materials out of bush materials and, it was phenomenal what they would come up with. The assignment always went with the actual unit that I was teaching.

This was such a long time ago - fifteen, twenty years.

**Tom:** Then we also had an assignment where they had to present a traditional game as well.
Doecke: That was an interesting one. You’re making traditional materials, but then
also the traditional movement activities which have been there for so long.

Ena: Yeah, actually I started recording a couple of games on tape with dua dua
[a local game] on it. In the dance routine they had to actually teach a dance from that
area. They would have to teach the song and dance and record it. They had to
dance, you know. That was part of it too.

Tom: I think also in that first year there was an administration unit, like how to
organise tournaments, how to do draws, how to organise an athletics carnival.

Doecke: Some administrative sort of things, sports administration for the school?

Ena: Was that all the work for one semester?

Tom: I think it was. Or else it maybe it went for the whole year in that first year.

Ena: We didn’t have long. One lecture period and two practicals per week

Doecke: How long was the lecture period? An hour? Two hours?

Tom: No, about fifty minutes. Mind you, we did have a double period for the
practical.

Ena: Where the aim was to use the actual lesson plan that we were trying to
teach. There were basic three things, you know.

Doecke: Did you see these being put into place out on teaching practice?

Ena: Do you mean, like, supervising the students?

Doecke: You saw them teaching these things? How long were you able to continue
in that teaching at PB1?

Ena: I was there from ‘70, ‘71, ‘72.

Tom: I went to PB1 in ‘72. I taught as a primary school teacher, and I was in the
PM1. I’ve actually only taught, I guess I taught for fifteen months, in grade 6. I was one of the last in terms of the … Church in their short term teacher program. I went out as a volunteer for two years and they were just starting to phase that program out. I think I might have even been the last one. Well anyway I went to PK2 and taught, and decided I didn’t like teaching primary. So I still had basically a year to go before I could come home. I said to the Education Secretary, “Can I get out of it? Can I try teaching high school and just see if I really like this thing teaching?” They were going to put me in PB4, which is just south of PL1. The next thing I’m down at PL1 one weekend and they said, “Well, we’re going to put you at PB1.” That’s interesting, I’m not sure I want to be a teacher and now I’m training teachers. In ’71 I ran for PNG in the South Pacific Games so, I arrive at PB1 and they say, “Oh yeah, you know, we have this lady that’s teaching PE, but she’s got a lot of men in the classes. It’d probably be good to have some males working as well. Because you’ve represented PNG in sport, you can teach PE. Doesn’t matter that you don’t have any credentials in it.”

So I thought, well, that’s fair enough. So I taught Social Science and PE. The PE was set up in such a way that Ena would do the theory lectures and then they would divide and I would do athletics and somebody else’d do something else, and we’d each teach to our strengths.

**Ena:** You could manage to divide up women and men. The men could do a little bit more weights, and activities like that.

**Tom:** Then Ena came down here for a year’s study in 1973. And I had said that I didn’t know where I was going. I enjoyed doing the PE. When I went to college, I
went to a small … college in the US. And somehow got this message that if you did PE you were a bit dumb and, you know, the ‘jock mentality’. And for some reason I sort of fought against that. I thought I won’t do that. During that time I thought, you know, well this isn’t that bad. And so I said that I would stay on at PB1 for another year as I wasn’t sure what I was going to do, if I could I could only teach PE I guess.

So that’s what ended up happening. I had to do the theory lectures as well, so Ena somehow managed to remember what all these were, so she would sit down here in PB2, and write a lecture summary.

So I basically did the theory lectures to Ena’s notes and then I did the practical, I guess, to my own, whatever I had, and actually, did the camp. I think we did a camp that year.

Ena started a whole gymnastics display with music, or dance so we put on this performance.

**Ena:** We always used to have a gymnastics display, just really to let people seem the variety of activities that could be included in physical education. It just wasn’t throwing the ball out for the kids to play.

**Doecke:** In these displays were there traditional games and dance, and so on? Were they part of that?

**Tom:** We did traditional dances. We did some publicly.

**Ena:** Traditional dance though was another part of their course.

**Doecke:** Was that taken over by Expressive Arts, or something like that?

**Tom:** Ultimately it was. Maybe at that time it wasn’t but ultimately ...
Ena: But we became part of it.

Tom: Yes.

Ena: We were, like, ahead of Expressive Arts.

Tom: But, the dance component was in the Music and PE was more in the Body Control.

Ena: The college used to have a cultural night or something, where they dressed up in their different areas and did dance and things like that on the basketball courts.

Tom: But I know at least some of the time. I know, I think, you did the maypole and all those sorts of dances.

Ena: These were just really to show what could be included. Because in lots of ways it was just showing them what it could be.

Tom: It was the second year students who would take in PE as this optional subject. They were the ones that became a very big component of that course, just getting ready, and you know, they would do after hours’ practices as well, just to get it all right. For instance, the gymnastics and whatever.

Ena: Our first year we only had such a few students. I don’t even know if I did display that first year. We did a little bit of gymnastics.

Tom: I know you did this display before I got there because you had it all recorded in your routine.

Ena: Yes.

Tom: But then I left at the end of ‘73 to go to PO. I got accepted in the Masters course but had to do all these undergraduate deficiencies making up to basically doing an undergraduate and a graduate course combined and did that for eighteen
months. But didn’t complete the degree, the Masters degree. But I went back thinking I was going to do some research in PNG. Doing an anthropological type thing back in the PC1 where I had grown up. Which I really never got around to doing and probably I think my adviser was sort of keen on that sort of thing but I’m not sure I had the same keenness that he had for it and obviously didn’t when I couldn’t come through with it.

And then Ena left as well.

**Ena:** I went back for a couple of months but I didn’t stay.

**Tom:** FP came while I was away.

**Ena:** While you were there.

**Tom:** So, somebody in the interim. But then I was in the States eighteen months and then actually came back as a fully fledged missionary instead of as a volunteer and went back to PB1. I think there was an Australian girl there when I went back in the middle of the year because she was working in the program. She left at the end of that year. And I took over, and then I think this English girl came maybe that year as well, so there were two of us.

**Doecke:** And these were fully trained physical education instructors, teachers?

**Ena:** Yeah.

When did I come back again? ‘78? ‘78 I came back, and taught for a year.

**Tom:** Then you taught in ‘79 too, didn’t you?

**Ena:** Yes, but was I doing as much physed? I can't remember?

**Tom:** But also what may be of what interest to you is, and I’m not sure of the year, I think it might have been ‘76; there was somebody put in as a curriculum
officer, FB1. I don’t know if you came across her, FB1. Papua New Guinean, from, a Tolai girl.

Doecke: Right. This would be one of the first curriculum officers for physical education?

Tom: I think that she probably would have been. And she had done a course, I think at Australian Catholic University in PS.

Doecke: She’s at PP1 College now.

Tom: Yeah, I think she is.

Doecke: Okay, I know her. I have spoken to her. So she was probably the first one. And she didn’t complete a course or something like that, but it had a substantial physical education component.

Tom: Something like that, yeah.

And so, she must have been given a brief to try to get a national curriculum because there wasn’t one then. Basically what everybody was working to was Westley and Bricknell and, you know, Games Lesson, Body Control.

Doecke: Before we go any further, this Westley and Bricknell. Do you by any chance happen to have anywhere just the title and publishing date or anything like that?

Ena: We’ve got a Bricknell somewhere, haven’t we?

Tom: Yeah, in my ...

Ena: Westley came later, didn’t he?

Tom: Well Westley was basically for grades one and two. It was very much a body movement type of thing and Bricknell was more ...
Doecke: Are they US, Australian, English?

Tom: Australian.

Ena: I can remember, we did use them as our text then didn’t we, because that was all the teachers would have had to give them at school and we supplemented them with notes.

Tom: I’ve got a copy of both, just to have as maybe a [historical record] whatever ...

Ena: Westley was really quite good. It was blue, wasn’t it?

Tom: Oh, both of them were blue.

Ena: Yes, but this had sort of like people on the front cover. It was quite a good book if I remember rightly.

Doecke: Was it readily adaptable into the learning situation for teachers to take out into community schools?

Ena: Well, Westley was better than Bricknell.

Doecke: What made it suitable?

Tom: Well it actually was very prescriptive. It had the activities, but it said, okay this lesson activity whatever, it was prescriptive and if they wanted to, they told them what to do.

Ena: You could have taught from the book, almost.

Doecke: Okay. You said that equipment was minimal and just could be used with locally made materials.

Tom: The other thing that PB1 used in the early days I think, that were materials; well, everything was written by lecturers, by people in the field because,
they didn’t have textbooks. It was, you know, write, write materials for your course. Before PB1 there were many teachers colleges. They closed down a number. PR1 was one, I think? There were two or three other colleges that were training teachers and they then closed them and everybody went and PB1 became the big … college. So there were some materials. And I don’t know whether MR or somebody had written, I think …

With games, like minor games a little bit on, on the sporting activity that written this and I think that was available. And that’s probably what they used, the first before they really had Ena’s more formal PE program. And before it went in with the government, I think that was probably the materials we used.

Ena: We went in with the government. It was great because they had their stores and we could go to the stores, the government education store in PL and buy equipment from the government.

Doecke: You had a reasonable budget to do those sort of things?

Ena: It wasn’t too bad.

Doecke: It’s a bit of a problem now.

Ena: We did pretty well but …

Tom: Schools didn’t have any equipment.

Ena: No. That’s why I felt it was so important to have that component of making your own equipment.

Doecke: Yes.

Tom: How many, how much, you know, did we see them doing this stuff in our lessons, and I think we did. I think often when they went out, it’s like, when I see it I
suppose now in coaching even here in Australia you put people through something in a course but you do tend to go back to what you know, what you came through.

Doecke: Of course.

Tom: If you don’t make the connection, well I can do it better by doing it. This is better than this sort of thing, and I think some probably did teach well. But many of them went back to, well, it’s much easier to just give them the basketball, tell them to play, rather than spend time. And I only have one ball so how I am going to do much skill teaching with this? And you know, this sort of thing. So there would be some I think.

Ena: We were aware of these problems and I think we tried to give them solutions.

Doecke: Did you get out into schools often? Were you able to get out into some of the schools around PL1, and then out into [the province] and beyond that just to see so that you, to motivate you if you like, to see what is the real world of community school teaching like?

Ena: Our first year students went to the town school and we would go there once a week with our students to provide feedback for teaching. And then second years they would go out for three weeks.

Tom: At least.

Ena: One lecturer would go with each group and we went out to those schools, so we got a lot of exposure.

Tom: Just knowing what was happening out there.

Ena: And I guess this is why I felt so necessary to put in a component of using
natural, making your own equipment.

**Doecke:** Many of us feel that, and I’ve known this, that PB1 was doing good things. Did you ever get to spend time with teachers from other teachers colleges? In conferences, or just through social interaction or something, where you could get a feel for what was happening in other colleges?

**Ena:** We used to have intercollegiate. And that was big. A week of competition ...

**Doecke:** But what about from the teacher training, the teacher education - sharing of ideas, and things like that? Did you have professional interaction in that regard?

**Ena:** We had a little bit. During that week, because all physed people were together for that competition ...

**Tom:** Before Ena came back, I came back from America, I’d learned some things and now you get a bit excited to go back and do these things and do it right. Before FB1 got into the position the Department must have commissioned an English girl who was teaching in one of the PR2 colleges. They asked her to write a syllabus. It was very very movement orientated if I remember correctly.

**Ena:** Very English.

**Tom:** That was like a draft syllabus. Then FB1 was going to try to develop that. And about, it must have been ‘76 an Australian lady, FB2 arrived, was at PP1 Teachers College, doing PE and her husband was teaching history or social science, something like that. She linked up with FB1 and I was invited across to be involved in a curriculum development workshop. And so that began a process of what you were saying, you know, and was really good.
Doecke: There were the three of you? FB1, and this English girl ...

Tom: FB2. And I think somebody else came from someplace else as well.

Ena: That tall guy from PM2. What name?

Tom: Anyway, we began a process and, actually, I think we had like a neutral person come in from Education as well maybe from the Curriculum Unit.

Ena: The second one must have been trained in health. She was one of the first Papua New Guinean lecturers. Yes, she was more health than physed.

Tom: I think we probably tried to do too much through that. And we developed this, we developed a bit of curriculum or developed that a bit further I guess. Or changed it to suit what we thought was necessary, and then we were going to develop this big resource manual. We all went away and wrote our little bits, but I think it was too much. It never came to fruition. But you know, the curriculum materials did develop and we did change direction a bit. That was some working together and being inspired by each other and having some professional development and you were not, you know, feeding off of each other.

That was one thing. The next step from that was, actually, getting a uniform syllabus into colleges. There were maybe two or three workshops to do that. One was in PM2, and that’s when I think I first met MS4. He had been sent to PD1, but PD1 was very constrictive for him. And so he was glad to be able to get out.

Then there was another Englishman at PM2, MP1, or something like that. And FQ, did you ever meet FQ at all? I don’t know if she’s still there, but she was very big in the Curriculum Unit and, for teachers colleges, wasn’t she.
Ena: Yeah.

Tom: And she came as sort of an outside resource person to keep us on task. But that was really an enjoyable thing because I think we did good things.

Ena: Oscar came at that stage.

Doecke: When was he called in by UNESCO?

Ena: Must have been about that time.

Tom: ‘78 – ‘79 I think is when he ...

Doecke: He spent about six months to do his research.

Ena: Yeah. For UNESCO.

Doecke: He was from Guyana?

Tom & Ena: Guyana.

Tom: I guess, to answer your question whether there was any cross-fertilisation or any professional involvement, those were things, I mean that was happening in all subject areas in colleges to get a uniform curriculum being taught in all colleges, and fitting in with the national syllabus. We did work on that, and then I wrote, I then prepared a syllabus. I had to go through the Board of Studies at PB1 to get one prepared. What we were going to teach based on that national syllabus.

Doecke: Now that came from the lecture notes that you both had been preparing? That was a foundational part of it? Where did that come from? Where were your sources? Your ideas?

Tom: The national curriculum was really an extension of that. You still had the games lesson and the body control. All these timeframes were what was in the national, you know, grade 4-5 and 6 or 3, 4, 5 and 6. You had two thirty minute
lessons and a sixty minute sport time. In the lower grades you had three twenty
minute lessons I think. That was what was supposed to happen.

I guess, some of this stuff was also stuff that I had got from my study in the US and
sort of tried to have input with that as well. But there was a set format that was
national that we had to fit into.

But then a lot of what ultimately ended up in these books was probably handouts and
things that we gave to the students. When I went to NSI I arrived there in December.
Everybody was heading off on leave. I think I said to MS4, can I put some of this
stuff down, do up some booklets while it’s fresh and I have time.

Doecke: What year’s this?

Tom: That was end of ’83;’84. We arrived there early in December, and the
Teachers College also were to kick off again in February. So I had those months
where I had to do something and so, I basically did these and maybe the athletics
organisation, or the athletics organisation manual.

Ena: With the National Sports Institute logo on it, and PB1 was very upset.

Tom: That’s right because they said you know all that ...

Ena: They said these materials have been developed at PB1 aren’t they?

Tom: I think we should have given some recognition.

Doecke: Have you got your date of publication in there? Because this was all done
on the NSI printer wasn’t it?

Tom: ’84. I did give them: “This is the first book in the series…” Or maybe I
did this after they complained. “Teaching physical education … I was lecturing at
PB1 Teachers College from ‘72 to ‘83. Saw the need for some resources to
supplement the materials coming from the Curriculum Unit ... teaching better.”

**Doecke:** So you used Education Department guidelines, they were more or less the required structure.

**Tom:** There was a syllabus that was sent out to the schools that said this is what you should be doing ... Work at, work. And I mean, with some ideas, but not a, not like the Westley book that, Lesson 1 teaches, this is the warm-up activity, is found on page 23.

**Ena:** Oh, that’s right, I think it was divided with conceptual ... activity ... and then ...

**Tom:** And evidence ...

**Ena:** And then you could just pick one of each from whole different sections and that was ...

**Doecke:** To what extent did the Education Department want to take these on board? They’re not really ratified, yet early 1996 when I went out into schools these were the only materials that those twelve schools would refer to. I mean, some schools had the new Pikinini Sport that’s going in up there, and not every school that I visited had Pikinini Sport materials in it. But yours were the only ones. Yet they officially weren’t Education Department books.

**Tom:** Yeah. What we ended up doing was sending samples to the colleges. I think PB1 picked it up first because ...

**Ena:** They used it as a textbook.

**Doecke:** In 1996 NSI was still getting orders for re-runs of these books. It’s still happening.
Tom: That was what we did; we just sent samples. We sent samples to other colleges and whether they would be interested. I think, I can’t really remember what. Then it just became a situation where they would order them at the start of the year. But we never sort of went to, I’m not sure why, to Curriculum and said, you know, do you want to ...

Ena: Was there anybody in Curriculum in physed at that time?

Doecke: There were curriculum officers after FB1. I mean MK1, MN. Where did MN go? He came back to PB2?

Ena: Yeah.

Doecke: Do you know where?

Tom: He’s now down at …, teaching down there. And he, well he came and went a few times. He was actually supposed to be the first director of NSI and ‘went finish’ [go, for good], and MS4 sort of landed on his feet on that one because he finally got out of PD1 and was sent to Goroka to be a regional sports officer. Basically you had these regional sports officers who were the rugby, the rugby people because the guy that was, MA2 I think was the director of the sports office. He was very much into rugby, and so he appointed these sorts of guys that maybe were teachers, but they had this huge rugby interest. So they were setting up regional sports offices and put these guys in them. So they put all their time into rugby of course. But for some reason MS4 managed to get the Eastern Highlands or the Highlands region and on short notice MN ‘went finish’, instead of going to NSI. So MS4 moved across to that, and ended up becoming the founding principal of it.

Did MN come back? I think MN then came back while MS4, some years after that,
maybe went back into the Institute. MN, well, then went into Curriculum because I think, when he was going to become the NSI director he was actually in the Sports Office, like the national director, or something like that, and take over from MA2. He came and went a couple times but then he had that stint in Curriculum and, I think, MJ, did you come across his name at all?

Doecke: No. The only time, the places I can really get a hold of things is through available curriculum documents where there is a writer or convenor. The ones that stand out as official documents, the ones that have got the Secretary for Education’s foreword on it and actually an ISBN number or something like that were Community School Curriculum Statements, from MK1 and MN, like joint writers.

Tom: MK1 was an understudy to MN. And when MN left he took over.

Doecke: But he didn’t stay there very long.

Tom: No, he then ran for politics, or something. And he got very involved in a pretty high position with the Games organisation when the games were on.

Doecke: Those Games were a bit of a mixture because then of course MS4 went down and FW2 went down and, where did things progress from there? There seemed to be a big shuffle.

Tom: MS4 had actually left and he got ‘head-hunted’ to come back.

Ena: He came back, to make a deal.

Doecke: To become Director of Sports?

Tom: Well, he was a ...

Doecke: Oh, Assistant Secretary, with that particular portfolio in mind. They provided me with literature that demonstrated how every school was getting X
thousand dollars worth of equipment because they really wanted this big deal for the 1991 SP Games. And after that it’s all just gone, there’s a vacuum.

**Tom:** That was the sad thing, I could see it in athletics. There’s life after 1991. Just a little aside which I thought was a tragedy, was, they had put all this money to the Games and there was the most money of any Games ever. They almost set a standard in terms of money spent that nobody else could ever, no other country could ever, ever match.

**Doecke:** In the region.

**Tom:** In the region, yeah. A lot of it was wasted money. It was like you had the MK1s and all these guys. One classic case was all these guys headed over to the national athletics championships in PR2 on the guise of talent identification, overseeing where they were going. Each of them had a hire car, and they all stayed in the hotel. There was very much this show, you know, this sort of thing. When I went back, I saw really how much money was being wasted.

The sad thing was all this money was spent. When they opened the container for the athletics equipment, probably a school wouldn’t have bought that standard equipment for their internal program. Hurdles were, you know, just terrible. Starting blocks that didn’t work. It was your showcase event and your ‘best’ equipment.

**Ena:** Because we made a lot of our equipment at PB1 too, now that you mentioned starting blocks, we made that.

**Tom:** And hurdles. We had hurdles made in PM2.

**Ena:** Yeah. And the gym box. Our carpenter made that.
Tom: Anyway, we’ve digressed a little bit.

Doecke: It’s interesting that the materials are still, as I said, widely used. Why do you think that might be?

Ena: Perhaps because they can understand them.

Tom: Maybe because, I suppose it was built around, and I don’t imagine that the way we presented it was too much different in what maybe was being presented in other colleges, and it was basically useful. It supplemented that and wasn’t completely prescriptive but gave them something that they could work to. And I suppose if it’s what you’re doing in your lectures you could say, well, that’s what we know.

Ena: And you could take it from one of those books and give them to someone and say you’re lecturing in phisex and they could actually lecture it, a whole course from those books.

Tom: It was interesting, when I was in the Solomon Islands last year because I went there as part of the introduction of the Pikinini Sport there (there isn’t really anything on athletics, but athletics is one of the sports that they wanted to do). I was available to introduce them to maybe the 5 Star Awards Scheme and any materials that were available from Athletics Australia. And so I did a few in-services and things like that. While I was there, I told them I was revising that Athletics Organisation manual and showed them a copy of one. Somebody said, “Oh, I was just up in the library and I saw that book there.” I guess it was from students from the Solomons that had gone to NSI or went to Goroka Teachers College.

Doecke: Yes, we had quite a few there.
Tom: So they must have taken that away. We gave them that as one of their resources for athletics. So obviously one of them either showed it at the library or gave the library their copy or something like that. So I guess some of these have even gone outside of PNG.

Doecke: There were a lot of students from Solomons, Vanuatu, even now Kiribati, they are starting to go to Goroka from over there, too.

Tom: I don’t know whether I got a copy of that first draft, that document that we put together with FB2 and FB1 and whoever else was involved.

Ena: You know, we don’t throw anything away.

Tom: So I must have it, I must have it some place.

Ena: Probably amongst our stuff.

Tom: And possibly those first curriculum documents that even this English girl maybe wrote that it was all started from or what came out of that.

Ena: There’s a lot of my basic stuff, you know.

Doecke: If you get your hands on something like that, it’d be good, to help build up a history, compiled between two or three folk.

Ena: It comes very much in the initial stages when Tom took over from me, when everybody was trying to get more national.

Tom: When Ena was doing it, it was probably more each college doing their own thing, if they had somebody.

Ena: When did the national thing start? In ‘70?

Tom: The churches went into the ...

Ena: Yeah, when the churches went into the national direction?
Tom: It was ‘71 I think ... or ‘70 ...

Ena: Up until that point we were all very autonomous. Everybody could sort of do their own thing. We really didn’t have to answer to anybody.

Tom: Except the church.

Ena: Yeah. And then came the national education system, and that was in 1971. Only after that were they concerned about coordinating and having national standards of curriculum and so on.

Tom: National curriculum.

Ena: So in ‘72 I bowed out and then after that Tom came in. Because when I went back in ‘78 I taught under Tom. He was the department coordinator.

Tom: And then we got married in ’79. We went on leave for a year and I finished my masters degree. I decided to change from this anthropology study to fitness and I did the AAHPER Fitness Test. I did those various groups. And then we went back to the States to write that up and I did some more courses, and did a few recreation courses because I was coming back to this community centre in PL1.

Ena: Isn’t that when you came back to NSI?

Tom: No. That was ‘81.

Ena: That’s right, yes that’s right.

Tom: So we still had a couple of years.

Doecke: Just going back to FB1. When did she first emerge on the scene? From your recollection?

Tom: ‘75. Or ‘76 I think was when I first met her.

Ena: Was she lecturing in the college ...?
Tom: I think she was at PK3 to start with, and I think she went into Curriculum from PK3.

Doecke: Okay. Did she get a scholarship to come to Australia to study physical education?

Tom: No, she did that before that; whether PK3 had ...

Ena: She was ….

Tom: Actually it was called a physical education college or something like that.

Doecke: MN followed FB1, when was that?

Tom: He was probably in, around ‘78, because when you came back in December remember, we met in the motel, in the hotel in PL1, that time. He was over for whatever and we actually went and had a chat to him about curriculum, and filled him in what had transpired in the years up to then, or something like that.

A guy called MK2 at PM2 I think had come out from England and so he did six months with him. And then, ultimately, I think stayed on in PM2. But I think he didn’t even get through that first year fully; he was sort of on probation for another year and basically, stayed in PM2. Whether he’s still there or where he went I’m not sure. So he was one of the early ones that supposedly had some sort of phyled.

Then there was a guy called MP2. He was a bit after my time but he ultimately went back to PB1 as the physical education lecturer there. But he was a high school teacher that got pulled out to come down and, actually did a year in PC2. There was a course set up there. A course put together for potential lecturers, where they would do a general area and then they would do some special work in their subject area.

And MP2 did that. There were two others, but he was one. There was a couple guys
from PR2 schools that came to these teacher college curriculum meetings. And I can’t remember their names. The one guy would sleep through the meetings, wouldn’t contribute anything. But the other guy wasn’t too bad, but I can’t remember his name. So there were a few that were working.

Ena: So we were always sort of working towards trying to train people into our positions.

I could never understand why they didn’t use PK1. I mean it was ideally located for them to come and do a two-year course, you know, in those days.

Tom: And I think you pushed that line for them, too, didn’t you.

Ena: Oh, I tried to but nobody would listen to me. They’d send them down to PC2 where it was freezing cold. How suitable for them in PC2, to that cold? In ‘73 I came back from PA ... I called in to PC2 to see FS1 there.

Tom: There was a course set up for PNG teachers. They would pick good people out of the primary schools and say, “If you’re interested,” or they would apply, or whatever. They would do, I think, a little bit in a college, first, to get the idea. Then they would come down and do the course and then go back and work with somebody as an understudy.

Ena: Probably PL1 Teachers College.

Tom: And PB1 as well.

Ena: Where is she now?

Tom: Opened a business, I think. Very good golfer. FS1. Come across her at all?

Doecke: No. Not a name that I’m familiar with.
Tom: MS5 was her husband, but they were very prominent in golf and represented PNG.

Doecke: That was a bit beyond my time.

Tom: There were, there was this move to get Papua New Guineans trained as lecturers. And some of them came from a reasonable sort of background. Others you know, not so much so.

Ena: It was one of the first areas I think that they tried to nationalise, provide experience.

Tom: Not that important.

Ena: Well no, but they would be able to cope in a physical area because it fits in more than they would in ...

Doecke: It wasn’t being so successful when I arrived in 1994 because everywhere I went there was a struggle. The curriculum officer’s position had been vacant for three years. There was a fellow after MK1 and MN (MK3) but I don’t know how long that lasted. I’ve only found one piece of paper with his name to it, from 1990. So, to June 1994. From the end of 1991 to June 1994 the Curriculum Officer Physical Education position was vacant. There was no hurry to fill it, no attempt to fill it. When they did fill it in June 1994 it was with a girl who had been out in schools for two and a half years. She had a three-year diploma from NSI.

Ena: Who’s that?

Tom: MH’s wife.

Doecke: Yes. FW2. She became FW2. But she felt she didn’t have enough support. She struggled for a little while. The new syllabus under the Education
Reform, which was very much to go back to *ples tok* [village language, the teaching in the vernacular], and the structures, and so on. I think she felt out of her depth. And she eventually took a year’s leave of absence to go to one of the international schools [PK4], near the PT Hospital. She got a substantial pay increase because she...

She was teaching secondary. But anyway she got this particular position and did quite well. I think as far as I know she’s probably still there. And her husband MH is ...

**Tom:** Heading Pikinini Sport?

**Doecke:** Was the Children’s Sport Coordinator, now, is heading Pikinini Sport.
1.2.2 Mr Tom & Mrs Ena Brandt (1999)

A follow-up discussion was undertaken with the Brandts in October 1999.

**Doecke:** We were critiquing Bricknell. You weren’t happy with it.

**Ena:** No, because I felt that it wasn’t in a very usable form for the students. They had no background in physical education, so it was very difficult for them to use the resource book. But I think Bricknell is to compile a lesson from that, so that was why we ended up writing example lesson plans for them to follow.

**Doecke:** Did any of the stuff that they wrote themselves, were they actually put into the lesson plans used in the books at all? Or was it really very much your own models?

**Tom:** Oh, I think it was probably our PB1 own models, plus, what was coming out of, I would think, some of these workshops that I ended up going to. I mean, there was some stuff that had come out from Curriculum that suggested types of lessons which probably was a development from Bricknell and Westley. And I think that the end there I compiled the lecture and then, I don’t know if we all did this at PB1 or what the deal was. I remember having all these loose-leaf or clear plastic booklets and had all my … Basically, you could just pull out a page, for this lecture, this is the framework and the content of the lecture. When I went to NSI and had that, I had that. Even at PB1 I think originally we had this idea of doing booklets, we just never had the time to do it. And then I had the few months before things got going at NSI and I got approval to spend time developing those. And it really came out of the lecture notes which had developed over years. And those booklets that I
had that were in the lecture notes, and just compiled it into a slightly different format that could actually be in a booklet. And then, I think the idea was, that could be the resource that could be used by the lecturers at the colleges and they’ll just leave the students have it as their textbook as well.

**Doecke:** Your year of going across, starting at NSI, was which?

**Tom:** Well it was sort of Christmas ‘83, beginning ‘84. We went up in December ‘83 and then, I suppose the students started again. People were going on leave and whatever and we came at a bit of a down time. I talked to MS4 and eventually suggested that I spend doing that, so that those three books and also that, the athletics one, organisation and so ...

**Doecke:** So, the principal time of the development of those booklets was which years?

**Tom:** Probably end of ‘83, beginning ‘84. And then I got into, you know, got into my responsibilities. You know, there’s probably a bit, still, December, January, December ‘83, January, February ‘84.

**Doecke:** And in your time at PB1 and at NSI were there any writing workshops? I want to focus on the curriculum writing aspect of things. Were there any writing workshops and, that you went down to PW1, or people came up, and you sat down and you were writing stuff that would go beyond your own teaching materials?

**Tom:** Well definitely I know that soon after I went back after doing my physed studies which, in those early years I was trained by Ena, by correspondence ... So, when I went back in ‘75 and FB2 was in PP1 Teachers College, I think it probably was ‘76 I went over there. A girl, I think a British girl, at PK3, had done a bit of
work, late in ‘74 or something like that, she produced what was supposedly some syllabus documents. We weren’t completely enamoured with what she had done but I think the purpose of us getting together was to actually try to come up with a syllabus.

But I think that task was a, I think in relation to your question it was a writing workshop, but we tried to do just too much. I mean we had various people come in. MM4, I think was in charge of, he was on the sports side of things with the structure they had at that time. Whether he was a regional sports coordinator, but he sort of taught them from a sports perspective and various people came in and had input. And I’m not sure, maybe when we unpack a couple more boxes I might come across it, I think I maybe have the document of, like the initial stuff we tried to do out of that. But it was just, you know, we tried to do a syllabus, tried to do supporting documents, and, it just, we bit off too much and it never came to fruition.

Doecke: Any encouragement from Department of Education down in PW1 at all?

Tom: The other person, it wasn’t MM4, I don’t think. It was MA2 who came in and spoke to us because MA2 was, at the time was the departmental head, Sport and Recreation or whatever it was called at that time. And maybe MD would have been in at that time. But he might have been head of Curriculum.

You know, those sorts of people did come in and, so obviously they were trying to get something going beyond Bricknell and Westley, to get something for the colleges, a syllabus for them to work to. And supporting materials. So, I think the idea was to have information on the various sporting activities - probably swimming,
athletics, gymnastics, or, body movement activity. Because that’s what it’s called in Westley I think, isn’t it, body movement activity. I think there was probably still this little bit of English influence in this girl FB1.

But that was, that was one that was very much a writing workshop, I suppose, to try and do everything. But I think there were a couple others.

I went to a workshop in PM2 where the idea was to do the teachers college syllabus.

Doecke: Do you know when this was? About, just guesstimate.

Tom: Oh, probably, ‘78, ‘79. MS4 had been based at PD1 Teachers College, and he had specifically requested when he came out, that he not be put at a ...

Ena: Mission college.

Tom: I remember it being a release for MS4 to get out of that and come. I just remembered, there was also MP1 I think his name was, a British fellow. This was at PM2 Teachers College, I just remember it being really a, some good laughs at that particular one.

Tom: FQ, I remember, came to that, so she was from the headquarters and teachers colleges.

Ena: She was in charge of Curriculum at PA2 teachers colleges at that time.

Doecke: And was that centred in PP2?

Tom: Yeah.

Doecke: So she was in charge of what aspect of teachers colleges?

Ena & Tom: Curriculum.

Tom: But they want to teach ...
Doecke:  At all the teachers colleges?

Tom:  That was the idea, trying to get a standard curriculum at all the colleges. So that was basically a writing workshop.

Doecke:  At any time from PB1 through to the end of your stay, because you left NSI, you left finish and you came down to Australia, is that correct? Or where did you go, when you left NSI?

Tom:  I left, went to England.

Doecke:  Okay. And then, from England?

Ena:  Here.

Tom:  Then from here, I went up to PNG to see because, when I’d left, when we left in ‘89, “Oh, you have to come back, we need you, you know, for the Games.” And, “Yes, we’ll find a job for you. Yes, we’ll get private enterprise to give you, you know.” Andy said, “I’ll come, I’m coming to England in December. I’ll bring the contract, and sign it, and you know, you’ll come back.”

Well MS4 arrived in England and no phone call and, I thought, I’ll ring MS4. Oh oh, nothing answered. Well, that all fell through and I probably came back here. I had to go some place so I could apply for residency to come back so I thought, “No, I’ll go up to PNG, and when I reappear, see if anybody says, “Oh great, you know, here’s a job for you.” Because I had been offered a job at QA but I didn’t accept it, so I thought I’d better see what. And, I mean, if I was going to come back then I’d organise shipping our personal belongings back. So I went up. And, “Oh, yes, it’s great to see you, Tom.” But nobody got too excited about it. “Oh no, it’s, you know, pretty much all positions filled. And you know, where money is, we don’t know
where we ...” And all this sort of business.

I came back down here. Then I had left, I guess.

Doecke: Yes. Okay, so in your time at, or times at NSI and so on, was there increasing evidence of Nationals, Papua New Guineans, being invited to be part of any of these workshops that you went to from time to time?

Tom: Oh yeah, yeah.

Doecke: Any of these folk, can you remember by name, at all? And what their role and their duties were?

Tom: Oh, I think MS6 would have been involved in some of that sort of stuff.

Doecke: Right, MS6.

Ena: Not sure, FB.

Tom: Wali Bai. Don’t know if FB1 was that much involved, then ... But FB1 was very much in the, and she was the curriculum officer, and may be the first one in that ... FB2, when at the writing workshop, FB1 was the curriculum officer, then, and worked fairly closely with FB2.

Ena: Who was that other Papua New Guinean -?

Tom: Oh, MK1.

Doecke: MK1. Okay, yes. Quite a number of the documents, the few that have actually got the Minister or the Secretary for Education’s signature on it, they were MK1’s. He was the name as the curriculum officer.

Tom: Yeah. He took over I think after MN left. Who else could have been involved?

Doecke: MS6 was still a high school teacher at that time?
Tom: Now, I think he’s, the last year we were there. Then he became my ...

Doecke: Understudy.

Tom: He got terribly involved just from his role at PG High School and we involved him in athletics. He also got involved from the physed point of view as well. Even though he’d only done, I think he’d only done maybe six months physed course.

Doecke: I’m asking that because I need to ask questions about the cultural input, that is, those people from Papua New Guinea, and how involved were they in the whole process.

Tom: I went to the Solomon Islands a few years ago, I think I went under the Australian Sports Commission because we had this business of doing Pikinini Sport or the equivalent in all these countries, and they were setting something up in the Solomon Islands. And athletics was one of the ones that they did there. So I went and somebody there said, “Ah, it’s good to meet you. I, you know, read, saw one of your books in the library.” I don’t know whether it was the athletics one or, so, I suppose again, maybe it’s some of the Solomon Islands students that were at Goroka Teachers College. So I suppose some of those books even went beyond PNG.

Ena: Just to say, there’s nothing like progress like in the development of the curriculum in PNG as such I guess, and I think there’s evidence of the teaching, I don’t know, I’d like to think of the teachers still realising that it is a good part of the education program.

Tom: ... know further up at ... last year, and they went through PL1, and they visited with the head teacher at the school where their church used to be when they lived in
... and he was actually one of the students but it was at PB1, when I first lived there. And he was talking to them about the program that they were doing and all that sort of thing you know. But, even though, I think, you know if nothing else but if they can [bear their?] interest or let them see that it’s such a valuable part of education.
1.3 Policy-implementers

1.3.1 Outline of Guided Discussions with Principals

pp.387-389 Outline used by the researcher to direct the discussion undertaken with the principals, or the principal’s representative.
1.3.1 Physical Education Teachers (1999)

This discussion was undertaken with five teachers: four sportsmasters and one sportsmistress, who taught at various community schools in the Goroka district, the main township in the Eastern Highlands Province. This was held at NSI on Wednesday 6th October 1999.

Doecke: About how many children at PW2?
Response: About 1000. 1003.

Doecke: 1003? And PN? How many children at PN?
Response: About seven, thousand.

Doecke: Thousand straight. And PW3?
Response: 350.

Doecke: 350. Okay. Now that’s ... PW3, not in town. How far out from Goroka is PW3? Where is that?
Response: Ah, just over the Daulo Pass, the first station you see.

Doecke: Okay. All right. And PE? How many children?
Response: Roughly 9 [hundred].

Doecke: Now that’s one school which I know where it is. Okay.

PW2, you’ve got all the most recent curriculum documents in your school?
Response: You mean, ah ...

Doecke: The syllabus.
Response: Syllabus. We don’t have new ones. Some have been lost and we don’t
have new ones now.

**Doecke:** Okay. PN, you’ve got physical education syllabus documents?

**Response:** The old ones, some pictures have been torn out. They didn’t get any new.

**Doecke:** Okay. And PW3? You have the syllabus documents?

**Response:** Ah, no. None at all.

**Doecke:** None at all.

**Response:** The present physical education we using is called the Pikinini Sports program. That’s what we are doing. But apart from that we are all are … physical education teacher booklet.

**Doecke:** Okay. And PE?

**Response:** At PE we are currently using the lower primary Grades 1, to 5 using the old syllabus. And Grades 7 and 8 are using only the main parts, the major games. But currently our school using the Pikinini Sport handouts. We don’t have current syllabus.

**Doecke:** Okay, thank you.

Now you all do Pikinini Sport? Yes, so PW2 does, and PN you do, you’re part of Pikinini Sport. PW3?

**Response:** Yes.

**Doecke:** Yes, you said that before. And PE also, right. In your schools, do you have other materials, like, Tom and Ena Brandt’s? You know, the orange books, they are books that are held here at NSI library and they print them here. Do any of you have those materials that Tom and Ena Brandt did? Tom Brandt – Games, Body Control (I’m trying to remember the name of them all). So, over ten years old. Do
you think any of you have got any of those materials? Sitting in the PE teachers’ or principals’ office somewhere?

**Response:** … those one was a pink colour?

**Doecke:** Yeah. Pink and, one was red I think, or pink for some. 4 to 6.

**Response:** There are a few around, but most of them are old and obsolete.

**Doecke:** Now, if syllabuses are getting old and you are waiting for the new one to come out, and if the work from Tom Brandt is now seen as getting pretty old, what is most important? What do you use to teach physical education in your school at the moment? PW2?

**Response:** Ah, we read parts from the Pikinini Sports program. Those are the soccer and the main sports that we, we program. We give those ones that in physical… Apart from that teachers do not use, they don’t teach they don’t really teach the physical education from my own observation. So I draw out a program and I just give them. During physical education they teach the skills of soccer and whatever we are playing that time.

**Doecke:** How much time do they get per week?

**Response:** Three lessons. Ah, upper grades a day . . . five days. One . . . three days and one week upper grades, lower five days one week.

**Doecke:** Okay. And PN? What are you using now? If you see this gap between the old syllabus to now, what are you doing? Are there physical education classes taught at PN?

**Response:** Some that have missed out by my observation … one class more … But then it depends on the individual teacher … needs to teach that … PE is an
important subject.

Doecke: Okay. PW3. What about you? You’ve talked about Pikinini Sport. What about just physical education in general, or Pikinini Sport - very important?

Response: We started … organisation of Pikinini Sport all these kids comes in. In the school now the physical education is not being seen teach. What we trying to do is teach the Pikinini Sport skills and that is part of the physical education. We are not teaching the real physical education. Many of the teachers have this type of problems. Maybe it’s an old program so now they are sticking with the new program that Pikinini Sport is important. So now the sport must have grown up the type of skills to be taught for the lessons. This time we have already asked the headmaster for 150 minutes a week with kids come in to play Pikinini Sports.

Now we have Grade 3 and 4s to get the kids to come in. Physical education to me the school is… Touch that book... But for work program, I can’t locate any of those physical education books. It’s gone missing … I’ve never seen one. That’s all.

Doecke: PE?

Response: Teachers teach the physical education but as you know we don’t have syllabus and other books. Something to go so this would make the problem of the PE lesson, physical education lessons more profitable and more of PE. But then we would be left some important skills organised to the children. They would have to be taught some different games or so. When it comes to the physical education lessons teachers take that time for them to do, to just have fun with the children that’s all. But not really to teach them physical education, to teach all aspects that’s concerned. We have problems with teachers can’t . . . and how to . . . Because we . . . problems
to teach so they just take it for granted . . . children just learn one game, that’s all.

The problem with physical education sometimes the teachers they sort of not guiding their students to take part in physical education. When it’s time for physical education maybe the children say “No, we want to play soccer”. Then the teacher say, “Okay, just get the ball and then go out and play soccer.” That’s how it is. There’s no physical education.

**Doecke:** Is that common in your schools?

**Response:** Yes.

**Doecke:** Okay, do the children like physical education? If they had a reasonable lesson, what’s the children’s reaction to physical education? What do you think? Starting from PW2.

**Response:** Okay. Um, true as response just for PW2 Primary most of the times because we allocate days for each grades to play for some more children so even though the teachers program for physical education they do not teach them lessons, teaching. So sometimes when I get kids, get the names for Pikinini Sports almost whole class will give their names first. They always miss, miss the enjoyment of the physical education. Teachers do not teach. So their reaction is very high. They wanted to play but the teachers don’t let them to play at that sometimes.

**Doecke:** Would that be a general comment, that the children nearly always would like these lessons? Most of them would like to be involved in physical education lessons?

**Response:** Yes.

**Doecke:** Do you have many kids who argue against it? “Oh, we don’t want to do
Response: No, ah, I believe that the students will take part in physical education. The problems stays with some of the teachers. We teachers in the field are not willing to back physical education. I think that’s the problem.

Doecke: Why is that, do you think?

Response: Some of the teachers, maybe a lot of the teachers, on the field, maybe they say “Oh I’m too old to …” Something like that, you know, and then they say, “Ah, why should I go out because maybe my knees are not in good enough shape for me to go and get these type of movement skills and all these things, you know.”

And then maybe equipment in the schools. When the physical education sportmaster requested such equipment for physical education like balls, and all these things, if you were turned down by the Board, money for buying equipments for physical education and that is the worst problem. The Board of Management sees the physical education has not very important. “That is a non-core subject. We concentrate on the core subjects.” So a lot of money from the school is spent on the core subjects while the rest of the non-core subjects are, there’s not enough money.

Response (other): They are not important ...

Response: Maybe that’s why, maybe the teachers’ problems are maybe you’re talking about a 65 year-old teacher now . . . who wouldn’t get to go and get the movement out on the field. Maybe the thing is when you’re planning a physical education program maybe towards the lunch or in the afternoon. So maybe the teachers themselves they could, they should be an example to the students. Maybe they should change their clothes into something more suitable, maybe sports gears that
when they brought it in then they are free to move out, but when they see a woman
going out in a lap lap and a meri blouse I wouldn’t see her teaching physical
education because she would show them example before the kids’ sport when they
see a meri blouse and a lap lap, they think, that kid says “I’m not going to …”

This is how the problems are important now. There must be something.

**Doecke:** When you went to teachers college, did you have physical education
training at teachers college in your course?

**Response:** Yes, teaching.

**Doecke:** Yes. You all did?

**Response:** Yes.

**Doecke:** And did it give you something that you felt you could take out into schools
to teach?

**Response:** Yes.

**Doecke:** But, okay, you got into schools and part of your program, because you’re
all generalist teachers all you …

**Response:** Yes.

**Doecke:** You all teach every subject being primary school teachers, but you didn’t
get maybe the support because the syllabus wasn’t there, no resources, no materials.
Tell me some of the things. When you got out into schools, that eventually saw you
- you’re here, because you’re sportsmasters and sports mistresses. But others in your
schools are not. They’ve let it slip. What are some of the negative things, things that
have not helped you? You’ve mentioned some of them: money for resources,
principal and boards of management have said, “We’ll put our efforts, our resources
into core subjects.” What are some of the other things that maybe have made a
physical education not work very well? Are there any other things that maybe you
could add to that?

Response: One of the things I should say is we have sports on Friday and then I …
across just to go and umpire rest of the game get out of it. Well when I asked them
on Monday or maybe at staff meeting why you teachers are not ... they tell me, you
told me the rules. That’s a big thing. ... the students would agree ... .

Doecke: Sure.

Response: Sometimes it depends on the class teacher, in my observation. He or she
can talk, man or woman he get out of... Other one ...

Doecke: There’s perhaps one last thing that I will ask you, is about Papua New
Guinean culture. You see, we talk about soccer, we talk about rugby, we talk about
softball, we talk about Pikinini Sport, which really is just a modified version as you
know of these sports. And these sports we call global sports? Because they’re
played around the planet. What about the place of games and dance? After all,
dance is human movement, it’s physical activity too, and you’ll find that in other
countries and I believe it might be in the new syllabus.

But it’s been slow. It’s been slow because you haven’t had a MK1 or you haven’t
had a FD1 who know about physical education. People like this they’ve been in
there and they’ve moved to another department. They’ve moved somewhere else.
Now you’ve got FA1 and MU. These people they are staying here for a couple of
years and hopefully it won’t be too long and you will have good physical education
people to make the syllabuses come in. And, MM2, and FS2 and FG and so on,
these people, if they stay long enough and they don’t get shifted sideways then you will get these documents.

But one of the things that is very important is, what is unique to Papua New Guinea? That’s dance. And that is, some from Sandaun, some from Milne Bay, and so on.

Do you see a place of traditional games and so on in your whole program for physical education, not just sports? Is that new to you? What’s your reaction if I say that traditional games and sports have an important place alongside Netta Netbol, and T-Bol, and all these things? What do you think? What is your reaction to that?

**Response (female teacher from PW2):** I think it would be very good so that children will also learn from their physically ah, from physical education and from traditions and culture, dancing, and other ... This would be good. If you introduce into school dancing ...

**Doecke:** Maybe it doesn’t have to be the main, the whole lesson is about it, but could be used for warm-ups, cool-downs, that kind of thing.

The question is saying, do you see a place for something that has been in Papua New Guinea for years, it’s important also; sure you want the kids to be able to play soccer, you want the kids to be able to play touch, you want the kids to be able to play T-ball or softball. But do these traditional games, could you, if you had a hand in from your own *ples*.

Oscar Miller, he wrote, as he travelled around he produced a small book which is available here from the library next door on about twenty-two, twenty-four different games from around here. Would you use those sorts of things?
Response: For sure, sure.

Doecke: Why?

Response: Well, let me put it this way. At my town I used to tell my children, “Play traditional games because they could only get one famous…” It’s part of the activity they run up and down, they just like sports so I support that. It’s just the same as playing sports - soccer, netbol [netball], national games.

Doecke: And PN?

Response: Yeah, of course I feel there is more ... place for minor games very important because they involve movement. They involve movement. And the coordination of their mind and their eyes and their ears should be, say, considered as the activity all these to coordinate and try to figure some kind of very important skills in themselves. There might be some kind of teaching skills in that dance you know. ... kids they can try to identify with their own ...

Doecke: Uh-huh. PW3?

Response: Ah, I think the sports games, is, I just came in PW3 a couple weeks ... In the house games, house games, they have teams in schools they’re houses. One of those term programs, second term I saw these [target shootings]. One of my pupils this is a village game, it’s in the village, uh? I feel this is a good idea because these people also ... with that skills to go back home they don’t coming. We must prepare the skills to go back. That’s the thing. That’s the main part. Shoot, target shooting is for killing pigs and ... But if you can teach the wrong skills to them you’re preparing them to get used to type of skills in the village. I think the village games more important in the, especially in the rural areas but in the town I really don’t
know, ... But talk about village games in the school where they come from it’s already in the program. It’s target shooting and ... and something like this. So this is the skill that we’re taking up from the village, we are taking strength, you know, preserve the type of games that could go back to the school. I mean, it is a better use...

Doecke: And PE?

Response: I would say that village games ... play something are big big ... nights can be best applied in the different grade. Lower primary, or upper primary, as the games that suit the students. But in the higher institution that some students do not feel that this major games are relevant to them. Most of them want to take part in all of these activities and these current famous sports like rugby or dance or basketball, but, in our ages it would be very useful. As an example ah, physical games like banana shooting or parrot shooting, it can be integrated with other lessons like with expressive arts where they can make bows and arrows and use those to shoot the targets.

Doecke: The traditional games and modern sports, there can be a blend, they can work together. And yet, where did it start? Hey this is my village game. And they have that pride. It’s just a thought. These things can happen.

Response: I didn’t know one game when I was teaching Buka. When we have sports we have fishing games in houses. They make their products and spears and rubbers and much more than that. You know, instead of them playing ball games we send them down to the river in their houses so if they can catch as many fish as possible, that’s their ... that it is a game that was ...
Doecke: It is fun, it is practical, it helps them enjoy their village and their place very very much. And yet why should that be less important than learning to kick a soccer ball straight?

The other benefit, I think, of not only enjoying and appreciating the culture and the place a lot more but if they will, I think if Mum and Dad and Uncle and Auntie and wantoks see their children do this maybe they will see that physical education is a bit more important.

Response: Yes.

Doecke: Hey, I can identify, I know this. This is something. Is this physical education? What you doing? This is not physical education. Yes Mummy, yes Daddy, it is physical education. Oh, so maybe it is more important. They don’t have to get an A or a B or a C at the end of it, that’s not all that important. But there are people like FG and FS2 and these people who decide, yes, that is going to be their career and maybe the time grade 10 comes they should have an A or a B or a C. That’s fine, but maybe at primary school level it’s not necessary.
1.3.2 Physical Education Teacher (1999)

MS1 is an Eastern Highlands primary school physical education teacher and sportsmaster. The discussion was held on Thursday 7th October 1999.

MS1: The first one here, I have a irrelevant and attached old PE syllabus, or teachers guide, So that it is one of them.

Doecke: Yes, I know this one.

MS1: This was written by: Tom Brandt. There’s book 1, book 2, and book 3. The most schools are using this, but nowadays you would not find all of them, is the three books to be in place, to be used for programming for the physical education lessons. We need to have a new book or something.

Doecke: Yes.

MS1: Secondly, most schools do not have a PE syllabus and teachers guide, most schools. It is about eighty percent, eighty-five percent do not have some of these books or any relevant book with this physical education.

Doecke: These teachers who were there yesterday [referring to the discussion held with sports teachers, recorded in Appendix 3.7], not everybody was able to say that they had them.

MS1: Thirdly, physical education lesson are, I would say, taken for granted. Only space and time for any sort of fun and games. But, it is not taught to its full capacity, in all related areas. You know, what have to teach a skill or skills training, then later skills can use this in sporting games or, in the real games, but skills teaching belongs to correct use of some material, program, sort of our program, the
teachers to use; but this is not being done. Maybe teachers are lazy, or don’t know. Maybe because this is physical education is a lesson time, but take it easy. How you can go outside and get a ball and start teaching? But many are not really teaching. So, we just take them out for general games; for a games lesson. But maybe the skills part of it is not really taught

Ah, four. Number four point is, most teachers are found to be lazy to teach PE and may be after all thought as being too old, or lazy or not interested in teaching physical education lessons. So this goes back to point number three. Most teachers are really old or they didn’t have a very keen interest to teach physical education.

Number five. Board of management considers physical education is not very important related to other subjects, like, maybe, it’s not a core subject. Physical education is not a core subject, like agriculture and others, so not much money is allocated for purchasing physical education materials, equipment and all these things. And not much emphasis was given. So that is one of the areas.

Sixth point is, some schools, due to lack of equipment and materials or resources factor sometimes teachers do not teach physical education. Maybe we would not say that teachers are not teaching because of, because maybe they’re lazy, maybe there are some other factors and they don’t have materials or lack of basic equipment. Maybe it’s very difficult to improvise, or may be they’re very far, the schools are very remote. Maybe the school does not get money or maybe due to vandalism or something. These may be some of the contributing factors.

Number seven. In cases injuries and all these sometimes teachers are also reluctant
to teach some of these games where it will involve a body contact. Like, in Papua New Guinea, you know, parents might come up with compensation claims, that “Oh, my son has broken his arm (or her). So, what are you going to do?” These are some of the things that also forced teachers from teaching some of these sporting games.

Doecke: I understand.

MS1: Number eight. Not many teachers are trained, especially trained teachers to teach physical education and at primary school levels. Like our school, there isn’t any trained physical education teachers like who pass out from Goroka Teachers College. So that’s why you will get most of the equipment and other method up there. I feel like not just secondary, but also primary. We lack people, too.

Doecke: How long have you actually been at the school?

MS1: I’ve been here, this is my sixth year.

Doecke: Six years, at PE.

MS1: So there’s a need for trained teachers for the big schools like this, for the primary schools. Most schools are now known as primary schools. There’s a need for trained teachers.

Doecke: Because a school like this, this has about one thousand kids, you were saying yesterday, isn’t it.

MS1: Yes. We have been... (Adding up…). It’s just about nine hundred. Nine hundred, our school, yeah. That’s excluding, lower elementary. Twos and one.

Doecke: Okay.

MS1: Well, number nine, number nine. Is lack of resources too, and equipment due to vandalism which is a common problem for a start, for instance. So we cannot
teach our big girls to play netball because our netball stands have been vandalised. And our school here doesn’t have a very good field where we can play. Basketball those things is not good for students to, you know, play or it’s very rough on the playground.

Doecke: When do you think you would resume using these grounds? When you cut the long grass, so that it may be left a little long so at least when the children are running over it, it doesn’t get worn down to the roots.

MS1: No. We’ll have all of this year resting for the Christmas holiday.

Doecke: So early next year.

MS1: And by early next year we should use the field.

Doecke: It looks as though it is getting a good mat of grass on it now.

MS1: Yes. During our physical education lessons the grade sevens especially go out and start planting grass and then we get, we order, we ask for the chicken manure from the blue Koma chicken farm and we use it to spread out, then ask for truckloads of black soil, we spread that.

Doecke: So any little holes that have developed you can level that.

MS1: Yeah we level that, yeah.

Doecke: So that if you are playing soccer or something, while running they don’t turn, they don’t twist an ankle.

MS1: Yeah. But, ten point here, teachers when transferring from the school, sometimes take away with them PE syllabus or, I mean, all the resource books. One or two of them, they take away. Meaning if they go to another school they may not have access to these books so they must hide those things, in order to go to another
place and to try these things. That’s another thing that is happening with the teachers. Biggest part. Sometimes they do that. When another teacher comes in for, comes into that school there are no resource books or, whatever to program physical education lessons and things.

The eleventh point is, I have a concern and I feel that, in the regional education and the provincial division, departments must address the issue of physical education and other non-core subjects including agriculture, commerce, expressive arts, and all these. As very important, just like maths, senior science, resource just very important things business. In the long run the students if they cannot do very well after putting all their hard work into core subjects and if they are, if they fail, if they pass out of the school, then maybe these non-core subjects are going to help them in the communities. Where they take part, becoming good sportsman and then you know. Like for example, from this school, Stanley Gama is playing with the [Kingston Hulls?] in England. He was a sportsman I want to see, and he was a great example.

Doecke: Yes, I understand.

MS1: But then he had failed at the sixth grade. But now he is an elite sportsman and he’s made a lot of money for himself, just because of sport. So there is a need to address this and then to, if they’re going to find physical education lessons for primary schools or high schools or whatever, they have to give the same funding for subjects, and include and emphasise that they are just the same.

Doecke: Do you have any other reasons why physical education ought to be given more time and effort? We know about Stanley and his specialisation as a successful
rugby player. What about the benefits to all children? Do you see any benefits to all children?

MS1: Well ...

Doecke: Do you see any other benefits to all kids, that they should all have good physed lessons?

MS1: I, I feel that, er, that is a very important question. Other teachers might have, I don’t raise the expression what they mean ‘good physical education’ now. I feel that the very important thing about physical education lesson is that it relieves them of stress. Students enjoy, just enjoy it, being you know part of the team, and taking part, playing ... . That’s the most important thing I see. And then, you know, if they’re not doing anything but to be just a part of the team or to take part in something you feel that you have at least achieved something. Gamewise. This makes the students occupied with, you know, having to take part in something like this then just roaming around and thing, you know, and getting to other habits.

Doecke: Interesting answer, yes.

MS1: And then the twelfth point here is, most physical education teachers are physically unfit to teach physical education. That’s one thing. You know, the last time you might have of said when we went down there on Monday, you consider most of us are teachers. But to really to teach and practise what we teach the students, we ourselves, we are handicapped as well. We are really physically unfit. We have problems. Even, we do not even know most of the rules; the basic rules of most games. If, for example, I have an interest in Walla Rugby I might know more Walla Rugby, you know, skills and its rules than any other sports. The interest lies
with the teacher. Whatever games playing equipment possess in games. But, as I’ve said, most of our teachers are not physically fit. Because most of them are generally trained, not specially trained to be specially equipped in that particular subject so they don’t have to be not physically fit. Say, for example, for a PE teacher, if you are a PE teacher you have to be physically fit and, you know, you can teach PE, but also our teachers are teaching other subjects. General, ah, every subject, so most of them are not that physically fit to teach this.

And, if, this also lists some other problems, like:

If students, if girls want to play netball, most of the girls, and if the teacher is a male, and if he doesn’t know the rules and if he’s not interested in this sport he’s going to deny, you know, the rights of some of the students to that particular game. These are some of the problems that arise. But if the person can be really trained then he can be able to meet the needs and demands of every students, male, all age, all ages. They’re not denied any sport.

Doecke: Okay.

MS1: Thirteenth point is, I was feeling that, we should conduct, especially the National Sports Institute, and other in the sporting organisations, must try to conduct more of physical education in-services or courses on the use of teachers guides that are available like the ones that we have there, and then like these ones here, these are the latest ones, for grades 7 and 8. And then the resource books and the use of the materials and handling of the physical education equipment and all these, so the teachers will not have any problems when they have these things. So, and then, you
might know about a book. It was given to me by, I think MS9, when we doing one of our rugby union courses, you were running one from Goroka High School. I attended that one in 1997 I think ‘96, ‘95, yeah, something like that. So, he gave me one of the books, Rugby Union, he’s given me a loan, what’s this book, coaching program book. I think, that book, that book, I feel is very very useful from the way I see it. Because that book is in more detail, like a lesson plan format type when any teacher, if introduced to that book, can be able to easily teach the skills, because it has been set out in such a way that it is more like a lesson plan. It has introduction, introductory activities, and then skills teaching, and then the concluding activities. And they have times, and they have set out the skills and, I mean, games examples. And when I found that book most of the time when I was teaching the sixth grade some years ago I used it that program it from the book to teach whatever, you know ... It was very easy, very simple, it’s like a lesson plan. So, if we could come up with a syllabus, I mean, come up with a book, say, a resource book or a syllabus, something of that type in all the major games and other, the athletics, and other, or the physical teaching things. No, all it is is PE. If we could come up with a book, similar to that, covering all these things, then I wouldn’t see any problems with any teachers, even if they’re not a specially trained teachers to teach physical education, they can just go at it. It is more simplified, and easy to use.

Doecke: I was at PW1 Curriculum Unit on Monday and Tuesday morning and we attended workshops there. So that, this stuff, the new, (as I was saying to you yesterday), the new syllabus is being written. But then of course, together with the syllabus is the source book, the teacher reference, the teacher textbook, and so on.
And what you are saying must contribute to those, that sort of information. Your questions are very very important ones. Your concerns, your criticisms, they, you have got good reasons for them, NSI will get all this information. MS2, the Superintendent, and all these people. But I think one of the biggest ‘holes’, and that’s why I asked you about PB1. You had a good lecturer in physed at PB1? What do you think?

**MS1:** Well, as a young man out there, you know, I had an interest in sports. I was also taking part in rugby league in school so ... And now, our lecturer we were told us as young teachers when you go out into the field most of these sporting masters and mistresses will be given to you. So you must make use of your time when you’re here and learn as much as you can. So well I started developing an interest in this. But during those times we were trained to use these books here, book 1, 2 ...

**Doecke:** Brandts, they actually started that when they were at PB1, and later on, of course, Tom went to NSI and that’s when he published these things. But a lot of these materials he started when he was at PB1, back in ‘82, ‘83, ‘84.

**MS1:** So I when I came out they gave me a couple of these books for my physical education lessons. “You can work with these.” But when you came out to the field there were none of these books available to schools; 1990, when I graduated I was given these. ‘91 I started using these to program my physical education lessons. But I, you know, this is okay but I want something more, you know ...

**Doecke:** Not much has changed. Once again, Pikinini Sport’s objective is non-
contact. Non-contact so, if you get a hard ball on the end of a finger or someone tackles you the child is so upset and hurt and is crying, doesn’t want to play sport and, you know, has a bad attitude towards sport for much of their life again.

Rather, they go away loving the physical activity. If they do get the ball on end of it, the T-ball ball or the soccer ball or the volleyball ball is soft and bounces off the end of the fingers. They don’t get any fingers hurt, and things like that. So that is why we encourage Pikinini Sport and so on, but it needs to be a part of the whole, that’s the attitude we are working with at the Sports Commission (MH) to sit alongside the Curriculum people because he has got one of the most important resources available. So that it is a joint thing, Education Department, Sports Commission. It’s not quite there yet but were getting there.

**MS1:** So, after I came here ... there was also a coaching clinic that we conducted with MB, after I give in those - giving [sequences?] ... and the use of these Pikinini Sport booklets and all those, that we have been published on the NSI. Are very very inform to the teachers college students. They cry, “We need such things too, you know.” As with their planning of the physical education lessons, and then teaching them. And while, if they cannot have this available, this doesn’t matter, so long as they have something to plan. When I distribute this, it is more effort to them, it’s more like a useful resource material. So they use those also for other, planning and teaching physical education. There are some other games like, say for example rugby union, Walla Rugby, or something else they do not know the rules, that do not know, so they cannot teach Walla Rugby. There are some setbacks too.

**Doecke:** Games develop through just making up, making something up. The
children have a lot of fun because, who wrote it? They did.

And, yet what are they still doing? They are still doing movement skills, hand-eye coordination. Think of the things that, hand-eye coordination, developing strength, coordination, agility, speed, flexibility, all of these things that make up a good, are important to physical education learning. If they make it up, if they ‘borrow’ some of the rules from basketball ... I don’t know all the rules of basketball. But I can still enjoy some of the skills of basketball.
1.4 Curriculum Clients

1.4.1 Papua New Guinean Non-teaching Male (2000)

MA1 is a Papua New Guinean now residing in Queensland. He is an international social theologian and program facilitator. The discussion was conducted on 18th April, 2000.

Doecke: Where were you born?
MA1: I was born in PK6 Village, PH1 Lagoon.
Doecke: Okay, which province is that?
Doecke: How far is that from the coast?
MA1: It’s about 100, 140 kilometres, on the east coast, of Port Moresby.
Doecke: Okay. What was the population of the community, approximately?
MA1: Oh maybe, there’s actually three villages. So if you combine them, probably get a thousand people there at that time. It’s a lot more there’s these days yeah.
Doecke: For those three villages was there one or were there three community schools? We’ll call them primary schools now, but at that time they were community schools.
MA1: There is one community school for the whole three villages there. They’re not far from each other, just within walking distance.
Doecke: Okay. And by walking distance, how far would that be, say, in
kilometres?

**MA1:** Well, in the days when I was a young boy, it was about maybe half a kilometre. But today the houses have closed in, and you can’t tell the difference between the villages, because different, land has been filled with houses, where there were gaps in between those villages.

**Doecke:** Yeah. About how many kids in the school, then, if there were about a thousand, what was the number of kids that attended?

**MA1:** The kids that attended PH1 Lagoon Community School, it’s, they used to call it Primary T-School and then it became community [LTS], oh, I can’t really remember how many, but six grades, so there would be say around twenty in each. Say hundred, a little over hundred kids, yeah.

**Doecke:** Yeah, so it was a standard community school that had six grades?

**MA1:** Yeah.

**Doecke:** Now, of course, they may be going through to top-up.

**MA1:** And then, there was a mission school, course, which had only three grades. 1, 2, 3. I went to the mission school first.

**Doecke:** Right, okay. You went through to grade six?

**MA1:** Yes.

**Doecke:** And you did the exam that allowed you to go on?

**MA1:** Actually, I did the exam but, a number of us were not selected to go on, to the next level, which was I think, I don’t know whether it was called grade seven or form one at that stage? We didn’t actually get selected. There was a selecting process which was ...
Doecke: They call it the ‘force-out’.

MA1: A little unfair. And so, some of us did very well but didn’t get selected in there.

Doecke: How did you continue in your education, then?

MA1: So, I don’t know how I continued. Ah, but yeah, I did some, some courses, some lessons later on, with School of External Studies they used to call it. And, I don’t know where I left off, it must be grade eight, or something like that. But I did a lot of reading and things like that, which sort of improved a lot of my own personal development along the way. And, a normal progress forward, from that angle. I think I need to sit down one of these days and really figure, figure out just how it all worked through and, it would be interesting.

Doecke: It’s a valuable thing to write down and record your history. And especially for your kids’ sake.

MA1: Yeah, oh yeah, that’s right, yeah.

Doecke: And your family, so that they remember these things.

MA1: Actually. And also, you know, seeing God’s goodness in this as well.

Doecke: Absolutely.

MA1: In the way he has led me through and, have done university courses and, university level courses. And I have a degree in theology and all that kind of thing.

So, you know...

Doecke: These are very precious memories.

MA1: Yes, it’s come about that way. But yeah, that’s you know, my primary school years came to grade six and that was the end of that. And I think I came to
Port Moresby and, I don’t know what happened. I was trying to do some more schooling. And as some opportunities found where I could continue in a high school in Moresby. But then I got a job so I decided to continue, you know, in this job. I think that’s what happened. Which, and then later I just followed through with some more training, with correspondence and all that.

**Doecke:** When you were in school, what PE, what games, what sports, what can you recall that you did in the various years?

**MA1:** I think it used to be called PT I think, Physical Training. We would go out and have this, I think half an hour or one hour doing exercises like stretching arms and legs and, you know, run on the spot, push-ups, and those kinds of things. That was sort of separate from the sporting sides of things. We just did that on its own. That was planned in during the morning part of the day. And then the actual sides were in the afternoon.

Now, certain days were sporting activities took place, I think sometimes for PE with things like softball, and little races like three-legged race where, you know, tie around. And, captain ball, passing the ball, you know. Under and above heads. Those are types of things, little games we did to have physical exercise. Then in the sports side the girls would play netball. The boys either played soccer or cricket or Aussie rules. That’s, at least, from, you know, in our province. Yeah, I think those are the main things that we were doing.

**Doecke:** Right. What sort of teachers did you have? Did you have any expat teachers, or were they all National teachers?

**MA1:** We had some expat teachers there. I think they were the last of the expat
teachers, you know, from when we finished off.

Doecke: Australians, Europeans?

MA1: Yes, yes, there were many Australians who were teaching in our schools.

Doecke: Young, middle-aged, old?

MA1: Some young, and some middle-aged. Not so old. Young and middle-aged would be the ages, I think, of people who were there.

Doecke: So, in terms of teaching health and physical education, or physical education and sports, they seemed to be trained to teach these things?

MA1: They seemed to have known what they were teaching. Because you know, a lot of our people, people from my village, have become good sportspeople and, some of them sports administrators and, people like that. So they had a good beginning right there. I had not, you know, progressed a lot in my sporting career, apart from just being a normal person, you know, getting involved in the sports as we did them. But some of my friends have really excelled. You know, I don’t know, if you worked with Sports Commission, you’d know MM3. He’s part of my group of people.

Doecke: Sure.

MA1: So, you know, he’s got a diploma from Goroka, I think. Sports Institute. And so, yeah, people like that you know done so well in sports and physical education, because they had a good beginning out there in the village.

Doecke: Right. Were there any Papua New Guinean teachers at the school?

MA1: Yes.

Doecke: And were they, and by your opinion, then, were they also teaching, able to
teach these classes well?

MA1: I, I think so. I think they were well prepared and trained for what they were teaching, in physical education. Because it looked all right. It looked good.

Doecke: Did you ever see where the teacher would give the students a ball, “You go and play,” and the teacher would go and sit to the side. Did that ever happen, in your opinion as a student, did you ever see that happen?

MA1: I think that happened a lot of times. Not every class would have someone who’s good in, you know, PE or physical exercises or education. And so some, some would normally do that and I, I can remember some instances ...

Doecke: Did you see that in either the expats, or Nationals, or both?

MA1: It was both. To me, I think, it was both. And, those that had a physical education interest were there, right there, you know, right through. And I think the balance was more that way than for our school, anyway, than those that didn’t have an interest.

Doecke: So the majority of your teachers liked their sports themselves?

MA1: Yes.

Doecke: They liked physical activity.

MA1: Yes. They liked to watch what was going on. Central Province, they love their sports so much. A lot of sports were introduced by the missionaries in the early days and, like cricket, and so, they liked that, even before schools started, so.

Doecke: Okay, amongst the teachers, also, were there male versus female, were there many male ... Can you tell me a little bit about male and female teachers and their involvement in teaching? Were there some, were women involved, and they
enjoyed taking their classes, too?

MA1: In the government schools I can’t remember women teachers, that we had in those days.

Doecke: Okay.

MA1: Later on there has been a lot more women involved in teaching. But in the mission school, yes we did have women teachers, most of them women teachers. And they had to do everything, you know. They did the religious instruction, they did sports and PE kind of things. In most cases you would only have one teacher do the whole thing.

Doecke: Yes, of course. That’s the nature of primary school, I guess. About what years are we talking about, here?

MA1: We’re talking about ‘60, between ‘60s and, the early days, you know. And some of it, I can tell from what I was observing in the government schools even as we started as little kids, you know, in the infant school in the mission school, later we moved up there, but I could see what was going on there. So, late ‘50s and up until the ‘70s, you know, that’s the timeframe of my understanding. My, you know, what I would see, normally see and witness taking place.

Doecke: You and the other children in your class, how did you feel about PE, sports, games, and so on? How did you feel about it?

MA1: At the time, it was the best part. Because you have to go outside, you know, for a change from the classroom. You, you go outside to play games and, and most of the kids look forward to that. Most of us liked it, you know. We liked to go outside, you know, for a change. And you know, do those things. Sometimes the
teacher, who was taking the PE may be very hard, and so that’s, you know, we would fear that. It depends on who was the teacher at the time. And, not really like having it but, mostly, it was okay. And if it was sports related, then no problems, you know, we really liked it. If it was just exercising, the excitement wasn’t that, that great. But the interest was there, very high, because of the change from classroom to outside, you know. Most kids liked to go outside and do something outside.

Doecke: As part of physical education, or PT, did you ever do any traditional village or community games? Did you ever, firstly, do those, as part of PE, or secondly, as part of Expressive Arts or, thirdly, as part of the whole school program? Did you do anything which is purely your community’s? They weren’t softball, they weren’t soccer, they weren’t Aussie rules, or they weren’t cricket, but they were clearly identified as something from the history of your village.

MA1: It wasn’t formal, but kids always played different kinds of things during recess time or lunch hour break.

Doecke: So it’s not part of the curriculum?

MA1: Not part of the curriculum.

Doecke: The teachers didn’t teach you, but you did them because it was part and parcel of your way of life.

MA1: Yes, yes. And so, whenever there was a break those were the things ...

Doecke: You did those in preference to playing, maybe, softball or cricket or something like that?

MA1: Well, cricket was something that everybody wanted to do, or soccer. And those, Aussie rules, or netball. But, balls were kept in the school’s sports rooms so,
you know, unless you had access to those things you didn’t have those all the time.
You know, you had to play something else that was more accessible. And the
traditional, you know, little games came in handy during those recess times and
lunch hour breaks.

Doecke:  Okay. Did your teacher ever teach you maybe a little bit about structure
of the body, parts of the body, how your body gets to throw a ball, how you can look
after your health, anything to do that’s, we might call health education, or health and
physical education, but it’s the theory? Did you do anything like that?

MA1:  I can’t, I can’t remember being taught any theory at all. In those days ...

Doecke:  Rules of the, rules of the game?

MA1:  Rules of the games? Oh yeah, of course, yeah.

Doecke:  But that’s only when you were outside ...

MA1:  Outside, not in the classroom.

Doecke:  Nothing on the blackboard, or nothing written down in an exercise book,
or similar?

MA1:  Yeah. At the, actually, when Aussie rules was introduced they did have it,
you know, written on the, things, but it was before our time, anyway, so, we knew it
when we came into it, just came in to it. But I remember seeing some pieces of
paper and say, this is a new, new game here, new rules for this game, which is a little
bit rugby, a little bit soccer, and that kind of things, they were saying, but this is the
new thing. And that’s the only thing I can remember, that was there. But, rules were
mentioned just before you go out, you know. The little, just mixing it up with later
years, now. No, I can’t remember being taught a lot of theory.
Doecke: What did your parents, your family, what did these think about sport and PE? What was their opinion about it, that’s what you were doing in school? Maybe even by comparison with other subjects?

MA1: I think parents really did not have any say at all, back in the school. They trusted the teachers completely. And if they were teaching us anything that was different and not right they still accepted it. In the village situation in those days the teachers sort of knew what he was doing and you had to follow what they’re saying. That’s the kind of mentality they had in those days. So, at least my parents didn’t have any say in, on the type of PE we were getting, and all that. But they enjoyed watching the sports from when it was sports day. Parents, lots of parents came and watched sports. They do all the time, you know. In our village, you know, you either get a trophy for being a spectator, the best spectator, or the best player. Both. If there is a competition that goes on, and so, they had those kinds of things. Everybody loves sports. So, anything that was to do with exercise and sports was always exciting. But parents didn’t have any say, much, anything about the way it was run or how it was going, or whatever.

Doecke: Do you recall any encouragement to really encourage Papua New Guinean culture, your, the culture of your ples, your village? Were there festivals and days that were focused on dance, days that celebrated traditional stories and so on?

MA1: Oh, there’s a lot of that, you know.

Doecke: What sort of things were you encouraged to do?

MA1: One of the things we were doing, we did, was to do carvings, you know, cultural carvings, and things like that from our villages, or going look for trees that
look, shapes of animals and things, and cut them out and bring them in and display them. So that this, like a craft, arts and craft kind of side of that. I remember doing a three legged coffee table out of one piece of log. Me and one other guy successfully did that. And that’s a cultural thing from our village, you know. We just keep digging through, different sides and then, make it nice with all the different tools, and then you spread it out and its three legs ...

Doecke: And interlocks and holds up, and then it can fold up on it.

MA1: Yes, yeah. Yes, we did that one. So that was encouraged very much. And then we had cultural dances and, you know, like sing sing kind of thing. There’s, I think, two or three times a year something like that. One was a, was maybe the opening day of the school. You know, the first, the anniversary day, maybe, and the other one was maybe, inter cultural, inter school cultural kind of show where we would have to go out to another school and perform with the rest of the ... And then there’s big practices going on. Very intense because the whole village eldership got involved in that, made sure everything, steps and everything was done right. And teachers really encouraged that.

And the other thing I can think of is, more the community, community gatherings. You know, around Christmas and, you know, that kind of time where small races were done, and the schools got involved. And kids for the first priority, you know. To, to do running and different little games and, then, all the kids involved in swimming in the sea, swimming races, diving races, all kinds of little things were done which are not done today.

Doecke: Were you actually taught swimming, was that something that the kids
learned, they knew it?

MA1: Oh yeah. They knew it.

Doecke: And this was the opportunity to get in and do it.

MA1: Yeah. Yeah, the kids ...

Doecke: You weren’t taught sort of rescues, or games, water games?

MA1: Yeah. Kids, kids, you know, when they four, five years old they, you know, swimming on the shores already and, by themselves, nobody’s looking after them, kind of thing. And then, by the time they reach six or seven years old, well seven years in those days was the school age, they already know how to swim a lot, unless there was big waves and all that. Calm sea they could swim far out and back again, that’s no problem. So, yeah, those were the three different ways in which, the school kids got, you know, took part in that.

And there’s always the church openings, and that kind of thing. I remember my group, we had a very talented group and were very good in traditional dancing. The group was taught by senior leaders, many of them, who were experts in dancing, and singing and traditional, you know, things. And so, it was, we will always asked to participate in a lot of things, you know, in the community, after that, after a successful trip in another place near PK8.

Doecke: You’ve got beautiful beaches along that area.

MA1: Oh yes, yeah. Yes, there are many.

Doecke: In the school, where you able to access any books? Did you have picture books, or books of games, things like that? Did you have a library?

MA1: Yeah, very very limited, very limited access. Very limited library, that the
small library we had. And, I think not every class got the opportunity to use it. I can’t remember using it myself. But whenever you know we wanted to see something, there’s some books, not many, but some books on sports. Not written in such a way that this is how you play the sports but, you know, you could see people playing with the ball, and overhead, kind of thing. Or tunnel ball, something like that.

**Doecke:** What facilities did you have at school? For playing sports, what space, what land was available?

**MA1:** Well, we had lots of ground, you know. The community playground is just outside the sports, I mean, the school grounds, so we had the inside of the school ground itself.

**Doecke:** By the time you were becoming a teenager, was there a time when maybe you started to get a feeling you wished you were free of this colonial power, this white power, the Australian power? Was any of that starting to be felt yet? Rabbie Namaliu and, these folk including Michael Somare, they really banded together when the University was first developing. This first year group of students who were the core of the press, the push towards independence. Was any sort of evidence of this, earlier rumblings, these early feelings of, “We don’t want this”?

**MA1:** In our village, no. Not really much. Because our village was, you know, cushioned by a lot of things during the white missionaries who came there. And they attacked from around the villages and our people would cushion them or talk to them, you know, “Let’s not do this,” - a lot of peace things were arranged there. You read about that in the history books of the mission. But, I think it was not there,
partly, not much to just write because the early teachers that the older people who understand that, and our fathers and brothers were actually Pacific Islanders. And so you had that picture about teachers already in your mind, that they were brown-skinned people, just like us.

And then the white teachers came in, to the government schools to teach. And then they were teaching together with brown skins. So, maybe among the teachers themselves they probably had some feelings there. But we as kids never sensed some, anything going on, at least in my group. All I can remember people talk about is certain teachers, whether they were white or black, who they didn’t like, because they were too, overdoing things, you know, too tough for what they should ...

**Doecke:** Was it a personality thing rather than anything to do with their race or culture?

**MA1:** Personality thing. Mm. In our village we really not think about race or culture as much. But I can imagine now I, now that I understand a lot of things, I can imagine you know people working together trying to find their place. They must have been Nationals who are trying to find their place in teaching. But maybe the Australians probably made it hard for them. I can imagine that taking place in those days, you know. When, when the white teachers were thinning out, we wonder why, why was it, that as kids, that this is happening? And, we don’t know, but maybe there must have been some decisions from PK9 or wherever it was, that caused that to take place, or ever there was complete with teachers, teaching association or Teaching Commission or whatever it was in those days.
But yeah you know, as kids, we were really, we really didn’t have any, any idea of racial skills. All we could understand was the cross-cultural difference. We could see the cross-cultural difference that, that the white man who had made friendship with the Papua New Guinean girl was, you know, not afraid to kiss his girlfriend in public. And just walk past there, hold each other, and you know, we’d never do that. And back in our own culture touch your wife or friend or girlfriend and then, in public, just doing this. So there became a talk of the village, kind of thing, in terms of, “This is strange”, you know, “It’s a new thing.” And people joke about it. Other than that, there’s no real racial thing. No, I can’t, I can’t, I can’t put my finger on anything.

Doecke: That’s interesting.

MA1: But I know that it was real in many places. And, I know some of the reasons why it was real, in those places.

Doecke: Of course. Some people with whom I’ve spoken, or reading Domey’s or Waiko’s books, you know, you sit down and read the research they’ve done, or they talk about their own experiences too.

MA1: It’s interesting.

Doecke: From your perspective, your opinion, why is there a lot of problems with young people now, in Papua New Guinea? I’d be interested in what is your opinion. They are called raskols, for whatever reason, they exist as a major social problem.

MA1: Yeah, well I, it’s a big question that people are asking these days in PNG. And a lot of people have their answers to that. My answer is probably no different, too, what I have already said about this issue. But, from personal perspective I feel
that the education system which was imposed on PNG well, which was introduced to PNG, was imposed. People didn’t realise that, so they, they took it and ...

But then, as more Papua New Guineans got educated they tried to put the bit inside there. I think over the years what people have done is just to patch up little things along the way. And they have created more problems by just doing patch up kind of work in the system, rather than really have a good look at it and, overhaul the whole thing and say, “Well, you know, what is happening with the kids? You know, why are they, there’s lots of them just finished here, and then, you know, they don’t go on.” We’ve got these top-up schools in the community schools. That’s another patch up kind of thing, in my opinion, at least. Great idea to get people to continue on school so that there are no dropouts. But then what? What’s the aim of it? What is the purpose? It has the same kind of direction. What we need is, set the direction. This kid who’s coming into the school now, going to have a sense of direction in life, some kind of goal to work towards, that is culturally relevant and applicable to his situation. If not, then he’ll end up thinking that, “The reason why I go to school is to work with shoes and socks, with a briefcase in my hands, and drive a car.”

So if he has that mentality, that’s a false hope mentality. Unrealistic. And when unreal expectations are not met, then it brings more chaos in society, because these kids say, “Oh I couldn’t achieve that. I thought that was where we were heading to. I trusted them.”

In the early days the chief, the elders had the direction they were showing to the people. And then they did a role model. Role, they play a role that was effective, and
then ... Today, the teachers, you know, they chew betelnut and come to teach at school. They smoke openly, they drink beer, I mean, how do you ... Where is the model? And so, the kids say, “Ah, if the teacher does that, then that is the way to go, to have fun, you know. If I can’t have, you know, work and pull long socks up and, hold a briefcase and all that, if that’s too hard, then maybe I can enjoy myself and have fun with beer and betelnut and smoke and women and all those things.” This is the problem.

Doecke: Some of the expats who remain, they also portray that same model.

MA1: Well yes. In many cases, you know, this is both, I can say that. I told you about this, some of the teachers, you know, who did things openly, insensitive culturally, which created, you know, “Which way do we do things?” kind of things. So I think the problem, the reason why we have lots of people that are dropouts, that they don’t have a sense of direction. Sense of knowing that they entering school at seven, you know, six or seven years of age. Now we’ve introduced another school level.

Doecke: Elementary.

MA1: Elementary School. Which is a great idea. It will give a little bit of a hope for the guy who’s grown up there. But how much of it is going to carry through depends on whatever else is developed this side. If it is not compatible with the elementary system, or if there is not a connection, if we have the same ... If, see the rockets, you know, picture of rocket, the bottom part. If the shape here is the right shape and then, here, not really overlap the next shape, something is going to happen that’s wrong. It’s either not going to fit properly and, not as yet right airtight
or, whatever they do. Then, when you fire it, explosion is sure to take place. And I think were having a lot of explosions in that. If all go out, thinking they got a job, but they don’t have enough jobs.

But in the elementary school you are taught a lot of good understanding about your own culture. Language even, it is really good. I hear these kids just talking about the lizard, or talking about the butterfly, talking about, in language, it’s beautiful. And they’re forming it in their thinking. And so when they go up if they do well in school they remember these things.

And if they don’t do well they have something to go back to that, that is forming their thinking, you know. I mean, for me, I think I was well trained, in terms of survival, traditionally. You know, how to cope with things, how to look after pigs, how to climb, find coconuts and, you know, different kinds of, well, fish and hunting. How many of our kids in PNG know that? No. They’re city kids, you know, they don’t understand how to handle things like that.

Doecke: Who do you think is then going to prepare these goals? You talked about ‘the goals’. They don’t have goals. They don’t have a sense of direction. Who prepares these goals? Who has the right to say, “These are the goals for our kids”?

MA1: I think we have the people who can do that. If, and they have been trying very hard. There are some people, I think, both expats and Nationals. There are some very good people, I know, who are trying to make these links and do something. But they don’t have the backing.

Doecke: What do they link?
MA1: I mean, make the links into the system, the system that is education system that needs a overhaul and, efforts they are doing through things like elementary kind of ideas, with the current education system. And then the challenge that is coming from Australia, mainly, because it is so close to PNG, and it’s so powerful, it’s almost like America to Hawaii, or Guam, or something like that.

And so, the challenge is, Australia is not pushing it, but it’s there. It’s inevitable, it is, it’s too close to PNG. So close to PNG in such a way that influences filter in anyway.

But this group of people, whoever they maybe, must be recognised by the government, and given support to do what they have to do. You know, look at these issues and come up with processes, you know. How do we go through this? And then, follow those processes over a period of time rather than just saying, “Oh, I think we should do this. Try this if it works.” And then, when a crisis comes up, they say, “Oh no, I think we should do this.” You know, that’s the way we are doing things, you know. There’s no proper processes identified properly. We need a group of people who can do that and, you know, I should say the whole government system should be looked at in this way. I think some provinces have come up with some ideas. They put people together to think, but then it is still a political, you know, mingling that goes on which spoils it.

Part of the problem, these people who could do good work in education strategies is hindered by instability in government. That’s the major part, I think. ‘Cause when the government changes policies change. So people say, “There’s no hope. I got the
ideas but how can I share them?” About three or four people I know, I talk with them, every now and then, have good ideas, willing to look at the whole management system, and they’re well trained, highly qualified. They have got both overseas training and they understand the cultural aspects, you know what, implications, how do they work effectively?

I was saying, kids need direction. I mean, I was involved in Boys Brigade. I was the PNG Mainland Training Officer for Boys Brigade (Papua New Guinea) for four years, before I went to Bible College. And we had, all over PNG, boys of all ages coming. In PNG, if you were still single you are still a boy, so we had boys from seven years of age all way to forty years of age, from different parts of PNG. And that was something that was giving them direction, you know. With the object of the Boys Brigade there was an objective there that they wanted to achieve in their lives as human beings. Or things like scouts, you know, there is an objective. But with the school, the question is, “What are we trying to achieve in the school system?”

Perhaps it’s not very clear to the kids when they start. All they can see is different people playing different roles: a teacher who’s undisciplined, who doesn’t have any moral values, ethical standards at all, but teaching lessons in class. So they take the lessons and they pick up bits and pieces from his life. And what you do speaks more than what you teach, of course. And so, it affects the kids a lot, and so, when they don’t make it through, the only alternative they fall back on is the negative things they see in their teachers.

And not only the teachers, you know, it’s not being hard on the teachers, that
anybody who plays the role of a teacher, whether it’s a Sunday School teacher who teaches good things and yet practises the other. Or the other teachers, but the formal teachers are the ones that need to be very careful about their own morality and all that. I mean, it’s very hard, you know, to get people to fall in some alignment; be aligned together in the same because people are different, you know.

But if the system when, whenever, whoever, overhauls it, and I just refer back to the elementary system, it’s a great thing I think. It brings back some things, “That’s what I learned as a kid. I learned to read and write in my language first. And then progressed up.” Then it gives me a steady balance all the way through. There are kids who have no idea about their languages in PNG today.

Doecke: Because?

MA1: Because they, it’s, something else has taken over the place. And they’ve got a sort of, what’s the word for it? You know, I know, when the top is cut off, you have a truncated kind of a message. But when the bottom is cut off what do you say? You see, it’s a false foundation they have and then, you see, if the bottom part of the foundation is cardboard, and then they put bricks on top and, course, the effect is the brick is going to crush the thing. And that’s what happens to our kids today.

Doecke: I think one of the issues of greatest concern that I know of was that policy put down by the Minister for Territories which said that all education in Papua New Guinea would be in English. I think that’s the point that I was making. That was around about 1956 or something like that. But that had far reaching implications in what we’re going to have, that gap, that group who were alienated from their own
culture because they were not, they walked into an institution which was no longer seen to be a Papua New Guinean institution. Now that’s a significant decision.

**MA1:** Yeah. That’s very significant. But there is inconsistency in that decision. You see, if there is consistency, they would have to follow all the way through with it and make PNG another state of Australia. And then, you know, you go all the way, or you cut off a lot of cultural things and a lot of good things would have gone, you know, from the PNG traditional culture aspects of it. But it creates a model culture that is like Guam. And you know, people growing up not knowing their heritage. But they’re like Americans. And Australians.

**Doecke:** I don’t know enough about Guam, but that’s interesting to hear you say that.

**MA1:** Yes. And some of them are happy because they don’t know about their culture. And maybe over time, PNG culture would die out and would all be Australians. But decisions like that needed sensitivity in that, years down, what are we going to do about the languages, the impact of language in culture? Maybe part of the reason why the impact of language is not great is maybe we haven’t got things in understandable terms for the majority of the population. Majority of the population cannot read English, you know. Very few can read books that relate to higher levels of learning. I think of people in Korea or places like that where lot of learning is taking place in the languages of the people. Textbooks and things like that are written. In PNG there’s no motivation to do any of that, you know.

Some of this has to do with decisions that were done in the early days. Because, you know, it does help in preparing PNG to face urbanisation to see, as it becomes more
urban, the villages become more urban. And then I can understand things from other places, like Australia, and places. Years ago, after going through things.

But we need a connection with the culture, and I think the best thing that has ever happened to PNG in terms of education is this, is this new thing that is coming up, approach to the elementary learning. I think that’s the most significant thing I think, in terms of change, that has taken place. But it has to go a little bit more. The people who can write curriculum need to be supported. I mean, that’s why and I think what you’re doing is good and, I don’t know if you’re going, if one of your interests is writing curriculum, but they’re, we need that. We need people who can evaluate things and create processes.

Our people are one time event kind of people. They think that way.
1.4.2 Papua New Guinean Non-teaching Female (2000)

FC is a Papua New Guinean from Manus Island Province, now residing in Queensland (secretarial/domestic duties). The discussion was undertaken on 9th April 2000.

Doecke: Where were you born?

FC: I was born in Manus, on an island, I’m from the PP3 group of islands.

Doecke: PP3. Okay. So it’s in Manus Province. How far from the main island?

FC: It’s not very far. It’s about twenty minutes or half an hour by boat, to the island.

Doecke: Okay. And did you go to school there?

FC: Yes I did. I didn’t go to school on PP3. We lived on PH2, which is a small island, it’s part of the PP3 group of islands. And, I went to school on PD2. And it was, it’s a mission school run by the … Church. We did grades 1 to 3 on the island. And then we, they then move us to the mainland, which is the main base for the …. It’s PL1. And they have grade 4 to grade 6. And after that you go onto high schools. The grade 4 to 6, it’s just primary, again.

Doecke: So even though there was a bit of moving around you were in Manus all your primary school?

FC: That is correct, yes.

Doecke: Where did you go to high school?

FC: I went to PP4.

Doecke: That went to grade 10?

FC: That, yes, that went to grade 10.
**Doecke:** Did you go to grade 10?

**FC:** No, I went as far as grade 8, and I went to PR2 to attend a secretarial college.

**Doecke:** Right.

**FC:** I was a grade 8 leaver. In those days you could leave at grade 8. I left at grade 8 to attend secretarial college at PR2, which then, I did two years in PR2 covering all the subjects that I would have covered in grade 9 and 10 in high schools, and mostly covering the secretarial training.

**Doecke:** Okay. What sort of PE and sports activities, games activities, do you remember from your earliest days in primary school, in community school? Like regular things that were part of the timetable, as well as games that you used to play just at recess and lunchtime.

**FC:** Well, the primary school we really didn’t have any set games that was part of the curriculum. It was more or less after, after ... The recess games that we played or the lunchtime, or the afternoon after school, so really when it came to the curriculum in sports as, as part of the curriculum there really was nothing at all, from the primary side up to grade 6. The concentration particularly was put into having to perform to be better, educationally, you know, to benefit from that. There was really nothing in terms of sports from grade 1 up to grade 6. And, I think, that really from the grade 4 to grade 6 thereon more games than that. We played more games in basketball, and possibly soccer. There really was that, was nothing after that.

**Doecke:** And these were not in class time?

**FC:** No.
Doecke: At your school, you did nothing in class time, virtually.

FC: No, we didn’t. It was just after school.

Doecke: So, from province to province to province, it’s just different.

FC: It is, yes. The one thing that I remember very clearly is when I went into high school, when I was at PP4 High School that was part of the curriculum.

Doecke: Tell me about what you did there.

FC: They had, we had, we had athletics, we had basketball games. Being a high, a girls’ only high school, we were able to do quite a fair bit. It was well away, we could play possibly basketball if we want to. It was really the choice of the nuns of the time, but we had PE literally every morning. I think it was about half an hour. Half an hour each day was dedicated to just exercises, and, and playing tunnel ball, so if you like. And on Sundays, after church, the whole morning was dedicated to just athletics. That was Sunday morning.

Doecke: Because this was a boarding school, and so it was more structured.

FC: Yes. The primary school I went to was also a boarding school. The grade 4 to grade 6 was boarding school.

Doecke: Because you had to travel by boat to get to your school.

FC: The high school, I guess, really it was Catholic high school, it was run by the nuns. It was possibly more geared towards all the curriculum that they could cover within the time so that they kept the children or the girls of the school would find it more beneficial to them. Basketball we used to play with other school. And athletics it was just inter-house, carnival.

Actually, I’m thinking about that. I was wrong in saying that there was no games in
grade 6. We did play hockey.

**Doecke:** Did you have, did you all have a stick each, and did you have good cleared
ground or grass?

**FC:** There was a very good field, yes. We used the soccer field to play hockey
on. There were hockey sticks; they were provided, that’s all I remember. And also,
primary school I remembered we played against each school, but possibly just in
grade 6. The grade 4 to grade 5 girls nothing at all. It was more after games, after
school games that we used to play. It was the team, those played against girls and,
volleyball not so much, but more into basketball. The boys more into soccer, but the
girls were more into basketball. But again, there were only certain group of people
who could play basketball. I think the others sort of felt that they were not good at
basketball or were incompetent, not just sport minded, I guess, if you like.

**Doecke:** So, it was voluntary. You weren’t compelled to take part.

**FC:** No. No. The high school, it was, we used to play against the primary
school. They had a very good team so they, the girls, our school played against the
primary, the best ones. Athletics was more inter-house. But, that was about, about
it, really. It was just basketball.

**Doecke:** When you were at primary school, what can you tell me about your
teachers? Were they all National? Or, being a mission school, were there some
expatriates?

**FC:** Being a mission school, the island, from grade 1 to grade 3 were all
National. From grade 4 to 6, 4 to 5 was National, and when we got to grade 6 we
had Germans and American teachers.
Doecke: Okay. Did you feel comfortable with the teachers, or were they very strict? Were they very overbearing? What was your relationship like with your teachers in primary school?

FC: From grade 1 to grade 3 I always used to find that it was quite, I was quite intimidated by the teachers. Very very intimidated, I guess really they’re, I was related to the teachers and, I was very intimidated by them, in that, “You’re here to learn, you’re not here to play.”

Third grade 4 to 6, I found my, in grade 4 I was also being new to the class because, as you had to move into the main station it was a different group of children again. You were not on your own with your group of people. But you were mixing up with people from different areas of Manus. And I found that quite intimidating the first year. The grade 5 and grade 6 I was beginning to settle down, the teachers were not too bad. They were still, we didn’t, you didn’t feel the teacher-student relationship you know was always, as a teacher you were more or less had to be obedient to everything that they said. It wasn’t until you got to grade, that, I got to grade 6 that, I was able to feel a rapport between myself and other teachers. And more I guess, being a girl, it was more towards female teachers that I was more comfortable with. We had an English teacher and, Social Science teacher, they were, one was American, the other was German.

Doecke: Male or female?

FC: Both female. And I got on very well with them. They were more into, introducing needlecraft and things like that, that I was very involved with. And for a long time I think I remember, the whole three years that I was at primary school that
was all I did -- needlework.

**Doecke:** When you got to high school later on, how did you feel about undertaking a lot more sports activities, physical activities? Did you feel comfortable with it? Were you naturally able to get into sports activities? Or did you feel, “I can’t do this because when I was at primary school I didn’t have much experience so I haven’t got the skills”?

**FC:** I, I wanted to take part in it. ‘Cause I hadn’t the opportunity when I was in primary school. I remember doing high jump and, at one time the nun said to me, “You can do better than that.” And I said, “But I can’t.” And she said, “You are capable of doing it. You can try. If you try very hard you can do it.” And I remember sort of, jumping at one time and, she looked at me and she said, “If you put your mind to it you can do it.” And we had, we had a debate on whether I could or I couldn’t and, she asked me to watch the best girls that were very good at long jump. And I think the longest I probably jumped was about four, 3.5 or something like that. I said to her, “Oh big deal.” But she laughed at me about that one.

But, in athletics I just felt running really wasn’t my strength. I remembered running, and I remembered, we didn’t have the shoes, all we had was uniform and that was it, you were to run barefooted. But I, I just didn’t find that running was really my thing. I, I tried ...

**Doecke:** What about basketball?

**FC:** Basketball, I enjoy playing basketball. Yes, I did. We had a team, used to play really you know, against each other, grades, against another grade. And it was very good. I enjoy that. I wouldn’t say that I was probably one of the best, but yes,
it was good.

**Doecke:** At any time in your schooling, at primary school and through to secondary school, were you ever encouraged to participate in traditional games, things that have been in your community and in your village? Did the school ever encourage these sort of activities? Or, if they were played, were they things that were just done at recess and lunchtime?

**FC:** The only thing that possibly was encouraged through the community or through the village would have been the dance. And, a lot of us that went through to the mission school sort of felt a little put off by the fact that you, you had to dance. ‘Cause culturally a lot of things that was contrary in terms, in relation to Christianity, was wrong. You know, did you couldn’t do this and couldn’t do that. You, if once when you became Christian, you couldn’t go hand-in-hand with Christianity and, what you believed in. And, I guess where, where I’m coming from is that, we, we sort of, we couldn’t mix traditional things to the Christian things. And so a lot of, a lot of things like that I found that, it was a little embarrassing, you know, in, we in the Manus dance, that we could have been taught, or I could have been taught. It meant that you had to strip right down, all you had was grass skirts. And that, well, I couldn’t do that. And I guess this was the incoming of the Christianity teaching and beliefs.

So, I wish I could have, at the time when I was little, but I didn’t, never had the opportunity to do it. And, much later on after I was in high school and I was asked, “Would you like to dance?”. “No, I won’t go in, into that.” I guess, because of that I just forgot the whole idea.
I was also, I stayed with an aunt on another island because the island that we lived on was far to school, to high school on it, so we had to go from one island to another. And we had to live with relatives to go to school for the first three years. And I stayed with an aunt whose son was one of my teachers. And he felt that I couldn’t partake in a lot of games or a lot of things that was going on at the school. He wanted us to do better; he wanted us to get a better education so that meant a lot of things, and a lot of games had to go, and it was more concentrating on going home, being at home, and studying.

Doecke: Okay. So, even recess time, even as little children, as infants, there were not many local games, things that have been part and parcel of your village for some time. They were played much?

FC: No.

Doecke: Okay.

FC: They weren’t at all. There were things that possibly a lot more mature people could take part in. There was fishing, there was canoe racing, it was more geared more towards the adult, yes, not the younger people, but it was the adults.

Doecke: Did they do a lot of swimming, being island, island and ocean people, a lot of swimming?

FC: We did a lot of swimming, but it was more, it wasn’t any race or anything like that.

Doecke: Purely recreational, leisure.

FC: Yes. When we found that one of the things that we used to love doing was
to go diving for shells, and we used to go out in little canoes and dive down and see how many, you know, you could find at any one time, sort of, would give us a couple of hours.

**Doecke:** Did you do that a lot?

**FC:** We did that a lot, yes, we did. And, I guess that was just a pastime for the kids. For things that we could do, to entertain ourselves.

**Doecke:** But the school never took part in those sort of things? You would never do it in school time or, as a school group, or something like that?

**FC:** No. We, the only time that we possibly took any, or, that we went out on any outing as a school was possibly when we were in grade 6. That was when you had a lot of advantages. When you were in grade 6 you could do this, you could do that, but from grade 1 up to grade 5 there was really not much opportunity.

**Doecke:** From what I hear you saying then, is that the school never really encouraged much of your being a Manus girl. There was nothing really special there that drew you back and celebrated your being a New Guinea girl, a Manus girl, was there?

**FC:** No, not in a lot of ways, no.

**Doecke:** You said earlier, you mentioned dance. Did they have *sing-sings*, did they celebrate? Were there any traditional days where at least you would get together, where some would dance? You didn’t feel comfortable with that because of your beliefs. Were there some sort of celebration of being a New Guinean?

**FC:** I think, there were a lot of celebrations on the island. There were other celebrations at the, at this school, I guess really, if you like, during Christmas time
there were a lot of people there, you know. There were a few dances if you like. Not in a big way, but little. But on this part of the island, a group of islands, there were quite a number of feasting where the dancers were there. There they had a group who practised, or you know, from the three group of islands that make up the PP3 Group they had dancers that could go overseas and dance. I think, in 1969, there were groups from the island that took part in the South Pacific Games. So yes, there were, they were there. But again it was geared more ...

**Doecke:** That was for a select few.

**FC:** Yes, and it was more for the adult. Not the young people.

**Doecke:** Okay. I’m looking whether you were encouraged to remember who you were and what your culture and what your traditional values and beliefs were. It doesn’t appear strong.

**FC:** No, no, it’s not really very strong. Even in the Catholic school there wasn’t much. I think, I think there were a few times where there was, there was a show, and there was a choral society, song contest, where you took part but, no, not in a big way. And to answer your question, you know, was there anything to encourage your being a part of, of Manus, no, there really wasn’t. I think now there is more, more things that are being done to give them, to, towards people identifying with their own people and being part of the province. There is more now than there ever was when I was there.

**Doecke:** What were your years at primary?

**FC:** This is ‘64 to ‘69. They were my primary years.

**Doecke:** When you started your final school years into grade 6 and then 7 and 8 to
do more activities in your high school and upper primary and so on, you were doing some sports and games and PE. Really it was more sports, wasn’t it?

**FC:** Yes.

**Doecke:** Did you, did they ever teach you any theory about it? A little bit about you know, this is your body function, body part, health, anatomy, the history of the game, where it comes from, or even maybe, just rules? Where you ever taught any of that? Maybe sat in a classroom and did it on a blackboard first before going outside?

**FC:** No. There was none at all.

**Doecke:** When you did do some games and sport, were they actively involved with you? Do you think your teachers enjoyed taking you for that?

**FC:** I don’t think so.

**Doecke:** How could you tell?

**FC:** I know they were there, but you could tell that they really didn’t want to be part of that. They didn’t take part, you know, fully, if you know what I mean. They were there because it was part of the curriculum. They had to be there with us to supervise us, but they wouldn’t take much part in it.

**Doecke:** Was it purely games? The volleyball or the tunnel ball?

**FC:** Yes, it was really that.

**Doecke:** You didn’t do any, did you do just a little bit of gymnastics, like tumbling, forward rolls, pyramids?

**FC:** No, nothing like that at all.

**Doecke:** Okay. Did the school have a library?
FC: The high school did, had a library, but the primary didn’t.

Doecke: Do know whether you had any books in it which had sports and games in it? And which were you able to access?

FC: No, I don’t recall. Don’t recall that at all.

Doecke: Okay. The impression I got from what you said earlier on is, the expectation of your family, your friends and the teachers was for you to focus on your studies, to give your full attention to your studies.

FC: Yes.

Doecke: Was there anything about learning to relax, leisure, recreation, something like that at all?

FC: No.

Doecke: Okay. You were playing basketball and volleyball and athletics. What sort of facilities were available at the school? Focus now on grades 6 to 8.

FC: In grade 6 all that was there was just a basketball court, that was all that was there.

Doecke: Was that just cleared, cleared soil, or was it concreted?

FC: No, it was concreted, yes. It was an open, concrete.

Doecke: Yes. And, what about your athletics? What did you use for that? What sort of spaces did you have?

FC: It was a well covered area. It was well cleared area. Very good, very well cared for.

Doecke: Was it grassed?

FC: It was grassed, yes, it was grassed.
Doecke: Well cut.

FC: Yes.

Doecke: And the high jump and long jump, and so on, did you have good equipment for that? Or were they things that were made out of local materials?

FC: Oh we had good equipments for that, we had sawdust as well. I was quite amazed that we had that. But yes, we did, it was well geared for.

Doecke: What about the upright and the cross bars, and so on?

FC: There was, but it was only, it was only what the teachers could, what the nuns could actually buy. So it possibly wasn’t top of the range sort of equipment but it was something that we could use.

Doecke: For volleyball and basketball did you have just one ball per class, or did you have a couple of balls so that you could have a group? You know, if you were practising, did you do any skills practice and that sort of thing before you went out and actually played your games?

FC: No. No we didn’t. The basketball, the girls would probably practise every so often, in their own time, and being at a boarding school, there wasn’t really much of a time that you had to yourself. You, everything in the Catholic-run school is always going by the hour. So you have very little time for that. No, we didn’t have a lot of balls. We would have possibly about two to three balls at the school, so that we can all take part in the game. So you can have two groups of students or two groups of students able to play or three groups of students, because it was rather, because the facilities was rather limited. See, you only had one netball park, volleyball court, and one basketball court. You had, yes, you choose what you
wanted to do.

**Doecke:** Something that has been noted in physical education in Papua New Guinea is, the kids are outside, the ball is tossed to them, the teacher will now retire to the side and sit down and, even, have even slept. That sort of thing? Or maybe not that bad?

**FC:** Well, not quite that bad but, yes, similar. Where she was there, but she didn’t take part. She more or less, you know, the next group, what you going to do next? So she really didn’t take part in it.

**Doecke:** So, you were left to your own devices? Your knew your rules pretty well, or, how did it happen, then?

**FC:** Well, I guess really some of the girls must have gone, because we were all from different parts of Manus, so, it is possible that some of them may have had an idea of exactly what they were doing. But the teacher was really more or less, “This is what you do and, next lot, pass the ball down and then run up.” But with basketball, I guess, it was more being taught how to play as, from grade 4 up to grade 6. And when you went on from grade 7 and 8 you knew exactly what you were doing, so you more or less perfected your technique and that. So it was no problem but, with the PE exercises and that the teacher was there to tell us exactly what to do.

Then there were a few volleyball games that they took part in, that’s probably the only one that I remember, teachers taking part in volleyball.

**Doecke:** When you did volleyball and basketball, how often per week, how many times per week, and for about how long?

**FC:** Basketball, it was more, we had possibly two days a week on basketball.
Every Sunday was the athletics, and PE possibly was about three days a week. Volleyball was more or less on a Saturday afternoon or Sunday afternoon when there was nothing much else to do. So we would go out and play volleyball with the teachers. But, that was really it.

**Doecke:** As a high school student, or primary school student, did you have any feeling in the background, that there was another country that was governing or administering, ultimately, you, and your school.

**FC:** Possibly by the time I was in grade 5 and grade 6 I was beginning to think about Manus as a whole and, I think one of the things that really stuck to my mind and probably still today, is the fact that, when we, we used to walk kilometres and kilometres into PL3 and, there were some things that you could and you couldn’t do. There were, you could, you couldn’t, if you could carry a knife you can’t expose the knife. If you were wearing a bush knife you couldn’t do that. It has to be well hidden. And there were times you would, you would walk past prisoners who were actually doing civilian works, you know, cleaning the roadside or, or doing something or other. And that sort of stuck to my mind very very clearly.

I think up to now I sort of felt that that probably was the best time. We were being governed by somebody else but I felt that, being governed by somebody else, now, as a mature person, I, you know, you sort of think back and you think, “Was that a good point or was that a bad time?” And I, I felt that there were some good times, in that people were being taught possibly to be very careful, to have respect for one another. Also from when you come in out from your clan there was always parents being taught, teaching the children to show respect for one another. And that, now,
is possibly gone. There’s less and less respect for one another, I find. Possibly when I was in at the college, you started thinking about self-government, you started thinking about, you know, someone else running your country. It was only at a later time when, when you knew what self-government was, that you’d think, “What is it all about?” You know, suddenly, Papua New Guinea is being run by Australia. And as, as a child, or as a young lady growing up, I didn’t really, really give much thought to it, at all.

It was only after self-government that I began to think, “Oh, so we are now self-governed, by so and so. What does, where do we stand? What will it do for us?” And those were the questions that started coming to mind. I don’t think I had any problem at all, after then, about who was running the country. I didn’t have any problem with that at all. And, and I guess really going to school where, you know you were never taught in school about having to worry about who was running the country. It really didn’t make much for us to discuss it. It was only much later, yes, that we began to think.

**Doecke:** In the Manus culture, in your school, how did you feel when you’re out in the community, about being female? What is the status of ‘female’ compared to the male in the Manus culture?

**FC:** Within our group of islands it’s different again, to possibly other parts of Manus. It is, the men I guess really have more of an identity, with women to a lesser extent. But when it comes to land ownership and that, there’s, in parts of our clan, or our people, that women are recognised as landowners. That possibly, it is the only
time we can see women being put up possibly, if you like I can use the term, on a pedestal, women are seen in that respect. But mostly men, yes.

Doecke: But you were strongly encouraged from your family together good education, to study and to go through, and to a career.

FC: Yes. My parents really wanted us to do the best we could, yes.
2. Permission Letters

2.1 Permission Letter to Undertake Research (Assistant Secretary for Education)

p.45 A copy of the official letter received from the senior provincial Education officer (MF), providing permission to undertake research in Eastern Highlands Community schools, in 1995.

This article is not available online. Please consult the hardcopy thesis available from the QUT Library
2.2 Letter to Principals Requesting Research Participation

A copy of the letter from the researcher, together with the permission letter from the Assistant Secretary, given to principals upon first arrival at each school, prior to the guided discussions.
3 Curriculum Documents

3.1 Westley and Bricknell


Used by the Brandts in physical education teacher education courses at Balob Teachers College.

These articles are not available online. Please consult the hardcopy thesis available from the QUT Library.
3.2 Miller


This article is not available online. Please consult the hardcopy thesis available from the QUT Library
3.3 Brandt

Selected pages from two of the three physical education teaching books

*Physical Education for Community School Teachers* written by Brandt (1986) for trainee and community school teachers.

- pp.479-486 Book 2: Body Control (pp.23, 28, 47-49, 69, 137).
  Book 3: Games.

These articles are not available online. Please consult the hardcopy thesis available from the QUT Library.
3.4 Newton and Kera

Selected pages (pp.11, 14, 16) from the officially ratified *Physical Education: Community School Curriculum Statement*, (Newton and Kera, 1989).
3.5  *Physical Education Curriculum Draft Overview (Wut-Hou)*

Selected pages from the physical education draft overview coordinated by Curriculum Officer Wut-Hou in 1995, printed for CDD use in 1996.

pp.492-495  Rationale Statements
pp.496-498  Outcome Statements.

These articles are not available online. Please consult the hardcopy thesis available from the QUT Library.
3.6  *Physical Education Curriculum Overview (PNG Department of Education, 1996)*

Selected pages from the Curriculum Overview, comparing the 1999 written overview status of Physical Education with that of Health Education, as prepared by the incumbent Physical Education Curriculum Officer.

pp.500-502  Health

p.503  Physical Education.

These articles are not available online. Please consult the hardcopy thesis available from the QUT Library