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**Multiple case study research into teachers’
pedagogical enactment of the 2009 Samoa primary
schools’ outcomes-based curriculum**

A thesis

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Abstract

Outcomes-based curriculum was developed in the United States with a focus on students achieving the knowledge, skills and competencies needed to succeed in everyday life through learner-centred teaching approaches. It was this focus that encouraged the Samoan government and Ministry of Education, Sports & Culture to adopt an outcomes-based curriculum into its primary school system in 2009, with implementation in 2013. To date however there has only been limited research into teacher classroom enactment of an outcomes-based curriculum, and the challenges and supports teachers and schools have encountered. This study addressed this gap.

The study investigated how teachers in three primary schools were enacting the outcomes-based curriculum six years after its formal implementation. The research used a multiple case study approach with one week of lesson observations of each of the three teachers and Talanoa with three school principals and the teachers, and semi-Talanoa with some students and parents from each school. Talanoa is a word used across the Pacific to describe a process of inclusive, participatory, and transparent dialogue. It is used as a Pacific-specific qualitative research approach for data collection and in this study. Talanoa was used to provide participants with an opportunity to talk about their experience with OBC.

The study found that the teachers employed different but appropriate pedagogical approaches in their lessons for the benefit of students' understanding and achievement of lesson learning outcomes. The findings highlight the benefit of teachers developing curriculum experiences that relate to students' interests, needs and everyday real-life experiences to engage them effectively in their learning. Teachers emphasised and applied learner-centred approaches to promote collaboration, teamwork and empower students to participate effectively in the learning process. The study witnessed the teachers used formative assessment to assess, monitor and identify students' deficiencies and strengths and teachers to modify their teaching and target areas in need of improvement.

The findings showed the students' views about OBC lesson teaching in classroom. They reported that they liked the group work activities because they were able to share and gain new knowledge, ideas and experiences which helped them understand the lesson and achieve the learning outcomes. Evidence that students were excited about what they learned in class came

from their reporting that they shared their experiences and new knowledge with their family members at home and their parents were pleased to gain new knowledge and ideas from them.

The findings revealed that the OBC principles of clarity of focus and expanded opportunities established a clear framework to guide the planning, instruction, assessment, and implementation of lessons for students to demonstrate performance and competencies to achieve lesson learning outcomes. The designing down and high expectation principles were used during lessons where teachers explained thoroughly to students the lesson tasks and learning outcomes that students would achieve and demonstrate at the end of the lesson. During activities, the teachers increased the level of challenges from easy to more complex (learned past tense verbs then gradually produced sentences using past tenses) to expose students to high standard performance that students must reach to demonstrate their competencies in learning.

Furthermore, the findings demonstrated that Faasāmoa had a substantial impact on the enactment of OBC. Faamatai a leadership aspect, tulafale an orator, faaaloalo or respect and aiga as family relationships were demonstrated in the lesson teaching. The teacher led and explained lesson learning outcomes to the class while students and teacher as a family respected each other in teaching and learning. The Faasāmoa cultural norms were important to smooth and coordinate lessons and harness teacher and student behaviours, performances, and determinations in enacting OBC. These local cultural norms contributed substantially to the progress and effectiveness of the outcomes-based curriculum enactment between teachers and students to make OBC learning more understandable and achievable in the lesson teaching.

The research identified that parents participated in school outside activities and events more than the academic areas of curriculum development and enactment. Their participation contributed to the students' learning environment. Findings were also that teachers had continued to learn and develop their classroom practice through different training and their own school in-service sessions where teachers shared ideas. This professional development helped teachers to facilitate classroom instruction, management and coordination and produce local resources for students to progress in their learning. Finally, the findings revealed the varied role of the church in supporting OBC enactment.

This study's findings contribute to the body of knowledge on outcomes-based curriculum through the analysis and documentation of how the primary schools and teachers

in Samoa enact outcomes-based curriculum. They indicate Faasāmoa can support outcomes-based curriculum and indicate further research could be done in other primary schools to see how teachers and students are using Samoa cultural norms in outcomes-based curriculum teaching and learning.

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Dedication

To my parents, late Letoa Saufoi Amituanai and Fuaesi Afualo Amituanai, for their care, love, and wisdom to guide me to realise my full potential; their endless love and support for guiding me about the value of education. Without their guidance, I would not have reached thus far.

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List of Abbreviations

| Abbreviation | Long form |
|---------------------|---|
| CDC | Curriculum Development Centre |
| CDD | Curriculum Development Division |
| CEO | Chief Executive Officer |
| CRIP | Curriculum Reform Implementation Project |
| CRRP | Curriculum Review Reform Programme |
| ESP2 | Education Sector Plan 2 |
| FEP | Fiji Education Programme |
| FESP | Fiji Education Sector-Reform Project |
| LMS | London Missionary Society |
| MDG | Millennium and Development Goals |
| MEHA | Ministry of Education, Heritage, and Arts |
| MEHRD | Ministry of Education and Human Resources Development |
| MESC | Ministry of Education, Sports & Culture |
| MQA | Malaysia Quality Agency |
| NCLB | No Child Left Behind |
| NCPF | National Curriculum Policy Framework |
| NDOE | National Department of Education |
| NOBS | Network for Outcomes Based Schools |
| NZMoE | New Zealand Ministry of Education |
| OBC | Outcomes-based Curriculum |
| OBE | Outcomes-based Education |
| OFE | Outcomes Focus Education |
| PNGPEB | Papua New Guinea Provincial Education Boards |
| RTC | Rural Training Centres |

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| SMC | School Management Committee |
| SPECA | Samoa Primary Education Certification of Achievement |
| SPELL | Samoa Primary Education Literacy Level |
| TTDO | Teacher Training Development Office |

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Chapter 1: Introduction

Changes to the underpinning principles of an education system and its implementation have a significant impact on learners, educators, communities, and all those people associated with the education sector. The introduction of an outcomes-based curriculum in Samoa has a significant change to primary education where the focus of this research is to investigate these changes. This chapter provides an overview of outcomes-based curriculum and identifies countries that have adopted it and outlines the Samoan faasāmoa context, the setting for the study. The chapter summarises Samoa's educational history, Samoa's curriculum reforms and the introduction of outcomes-based curriculum into primary schools. The chapter establishes the research question and sub-questions, and the significance of the study. I share my personal involvement in the process of adoption of the outcomes-based curriculum into Samoa. Finally, the chapter outlines the structure of the thesis and the contents of the ensuing chapters.

1.1 Overview of an outcomes-based curriculum

This section looks at the theories and principles of an outcomes-based curriculum and its adoption by some countries.

1.1.1 Outcomes-based curriculum defined

An outcomes-based curriculum is a learner-centred approach to education. The focus is on what a student should be able to do in the real world upon completion of their study programme.

An outcomes-based curriculum is based on the idea that by the end of educational experience, each student should have achieved the specified learning outcomes, although to different extent (Spady, 1994). There is no single specified style of teaching or assessment in outcomes-based curriculum. The course content and assessment are developed based on the nature of the learning outcomes that the teacher developed and taught. The course components are designed to help students achieve the specified learning outcomes. The role of the teacher is more of a facilitator and mentor who leads and guides students to achieve the targeted learning outcomes (Tarrant & Thiele, 2016).

The outcomes-based curriculum system is built on four main fundamental principles that were set out by Spady (1994, 1998). These are:

(i) *clarity of focus*, where teacher and learners must have a set and clear understanding of the lesson learning outcomes. The teacher should clearly identify that all the aspects of the teaching lesson must be focused on what students need to know, understand, and do.

(ii) *designing down* where the teacher identifies and informs their learners about the intended learning outcomes and teaches on and around them for students to understand and achieve the specified outcomes. In this process, teachers always start with a clear definition of the intended outcomes that students are to accomplish at the end of the learning.

(iii) *high expectations* where teachers develop different kinds of learning activities for students to participate in and share their ideas and experiences. The expectation is that all students will do this and in doing so they would harness and improve their learning potential and competencies through critical thinking, communication strategies and problem-solving skills.

(iv) *expanded opportunities* where the teacher encourages flexible learning, provides ample time, resources, activities, and additional assistance to support students to learn and understand the lesson outcomes.

An outcomes-based curriculum emphasises learner-centred teaching approaches which shift the focus of instruction from the teacher to the student which means it is different from traditional objective-based curriculum and other approaches (Akir et al., 2012). A learner-centred approach aims to develop learner autonomy and independence by putting students' interests first and acknowledging student voice as central to the learning experience (Clayton & Harris, 2019). Learner-centred practice is based on constructivist learning theory that emphasises the learner's critical role in constructing meaning from new information based on prior experience (Rao, 2020).

1.1.2 Countries that have adopted an outcomes-based curriculum

To examine the enactment of an outcomes-based curriculum in Samoa, it is helpful to see it in the context of international examples. The outcome-based curriculum approach has been adopted in education systems around the world at multiple levels of teaching and learning (Duckworth & Halliwell, 2022). Reasons for its adoption include a perceived need to develop the skills and attitudes students need to have to be competent in real life and provide students with access to learning that will enable them to seek job opportunities, and address inequality in the education system (Barnes et al., 2020). It has been argued that an outcomes-based

curriculum can increase education standards and boost the availability of education for all (Martinez, 2022). It has also been asserted that an outcomes-based curriculum can democratise education by allowing people to identify what they want as the outcomes for learners. Another argument is that technology is growing quickly and to cope with technological change and development, graduates must have a high level of problem-solving and critical thinking skills, the ability to communicate effectively, and the practical knowledge to use technology (Barnes et al., 2020). There is agreement that these skills cannot be learned through a traditional objectives-based curriculum that is teacher-centred and that outcomes-based curriculum with learner-centred approach is more relevant (Clayton & Harris, 2019).

Outcome-based education, also known as outcomes-based curriculum, was adopted in the USA by a few states and schools in the early 1970s (Spady, 1994). Australia adopted it in 1993 but abandoned it in 2007, because states and territories disagreed with the national learning outcomes where states and territories wanting to have their own learning outcomes. New Zealand adopted it in 1990 and continued to use it (Donnelly, 2015). PNG adopted outcomes-based curriculum in 2001 and abandoned it in 2013 (Guthrie, 2014). Fiji adopted outcomes-based curriculum in 2003, Solomon Islands in 2006 and Samoa in 2009 and they all are implementing the curriculum to this day (Amituanai, 2014; Daudau, 2010; Koya, 2008). Australia financially supported PNG (Agigo, 2010) and Fiji (Koya, 2008) to adopt the outcomes-based curriculum while Solomon Islands (Daudau, 2010) and Samoa (Amituanai, 2014) received assistance from New Zealand. According to Wallace and Donnelly (2004), countries adopted outcomes-based curriculum to improve the education quality of learning, harness national development, promote lifelong learning and meet the real-life situations of their citizens. The next section discusses Samoa context for the enactment of outcomes-based curriculum.

1.2 Samoa as a context for outcomes-based curriculum

1.2.1 Faasāmoa - its elements and its importance for OBC

The cultural context of Samoa is important for understanding the values and principles that shape the design and implementation of educational initiative and understanding its effectiveness. Recognising the importance of cultural context, this section looks at the faasāmoa and the social and cultural lifestyle of the Samoan people. Faasāmoa is a way of life and living that encapsulates how Samoans live and do things in their community. This section

discusses leadership (faamatai), respect (faaaloalo), family (aiga), community support, and the church as the fundamental pillar to Faasāmoa in upholding and maintaining unity and peace in Samoa society.

Faamatai (leadership) refers to the Samoan social and cultural norms, standards, and values which matai (the village chiefs) apply in their leadership roles and responsibilities within the community (Anae, 2019). Matai is the title bestowed on a mature person who leads, manages, and runs a village community and assists family units. Matais leads and supports the social and economic infrastructural development of a community, they control activities and events in the community, maintain peace and harmony, aid family units, and address issues and resolve disputes in the community (Anae, 2019; Ioane & Tudor, 2017). Matais call meetings and make decisions for the benefit, betterment, and progress of the community. Along with the matai is a tulafale (orator) who works and supports the matai in speaking. The orator (tulafale) speaks on behalf of the chief in community events, ceremonies, and meetings (Ioane & Tudor, 2017). Villagers respect them as being in positions of authority with a responsibility to uphold Samoan customs and traditional norms (Anae, 2019). Samoan people respect and strictly follow their matais, tulafale and elders so that their daily activities, behaviours, and practices are coherent with each other (Ioane & Tudor, 2017).

The principle of respect is a lynchpin of the faasāmoa. The Samoan way of life places importance on respecting matais, elders, and others (Anae, 2019). The notion of respect applies to young people and children who are expected to respect and behave politely towards elders in their families and their communities. In the community and family, children are expected to listen and obey their parents and elders' instructions of what to do and what not to do (Ioane & Tudor, 2017). Parents have the same commitment to the principle of respect which is always emphasised by the matai in the village council and community meetings (Vakalahi, 2011).

The family (aiga) is also very important in faasāmoa. The matais have the responsibility to care for the families under their control as part of their leadership role and responsibility (Vakalahi, 2011). The aiga (family) consists of a wider family group of people linked by blood and marriage and even individuals adopted into the family (Ioane & Tudor, 2017; Vakalahi, 2011). The family members have strong ties and bonds and help each other in everything concerned with the livelihood and survival of the family (Anae, 2019). Each family member is responsible for contributing to the development and betterment of the family in whatever capacity he or she can. Parents lead, plan, advise, direct, and guide the family members to live

in unity, peace and progress and they address and resolve any issues or concerns that happen in the family (Ioane & Tudor, 2017; Vakalahi, 2011).

Community support and living among and between family units is strongly upheld and practised. Community relationships are strong due to the custom of intermarriage connections (Ioane & Tudor, 2017). The villages support each other, and family units also do so in work, events, ceremonies, and other activities. Village people volunteer to do community work or help other family units as part of social and cultural norms of sharing work and responsibility together (Anae, 2019). The shared responsibility norm is very common in the Samoan community which strengthens the relationships between family units and provides peace and stability in the community (Anae, 2019). This norm further enriches and harnesses the love within the community and family units (Vakalahi, 2011).

The church is the most respected and honoured institution in Samoa (Macpherson & Macpherson, 2011). The church promotes the Christian principles and values of love, peace, humility, and respect which are linked to Samoan social and cultural norms, so Samoans make church part of their faasāmoa (Taule'ale'ausumai, 2021). The church provides spiritual teaching which helps improve the attitudes and behaviours of every Samoan to harness their moral and ethical standing in the community (Macpherson & Macpherson, 2011). The church contributes much to the development of community, family units and schools financially and spiritually. The community hall or school classrooms may be built by the church (Taule'ale'ausumai, 2021). All events and ceremonies in Samoa are first opened by a prayer from a pastor or priest (Macpherson & Macpherson, 2011). The pastors and priests are the most highly respected individuals in the community (Taule'ale'ausumai, 2021).

These fundamental principles discussed are part and parcel of faasāmoa cultural norms which lead, direct and guide how Samoan people live their daily life in community.

1.2.2 Samoa's education history

A summary of key phases in the history of education in Samoa provides a context for recognising the significance of the move to an outcomes-based curriculum. The earliest formal educational initiatives were led by the London Missionary Society. In the 1830s, the English missionaries of the London Missionary Society (LMS) arrived in Samoa and laid the foundation of congregational Christian church teaching (Meleisea, 1987). The LMS missionaries developed a Samoan alphabet, put the language into written form and taught

Samoa indigenous people how to write and read their own language (Taule'ale'ausumai, 2021). In 1842, the London Missionary Society established a school for the sons and orphans of missionaries. The LMS also established secondary schools, a vocational fine art school, and a theological college at Malua in 1844 (Iyer & Tuia, 2015; Taule'ale'ausumai, 2021). In 1855 Germany expanded its trading business into the Pacific and established its base in Samoa and started to develop coconut, cocoa and rubber plantations and concentrated on business and trade (Iyer & Tuia, 2015; Meleisea, 1987). The Germans controlled Samoa but allowed education to be administered by the missionaries until 1908 when German colonial administrators established the first public school system and a hospital was built and staffed (Taule'ale'ausumai, 2021). In 1914 the United Kingdom invaded the colony (Samoa) and allowed New Zealand to occupy and govern Samoa in 1920 until independence in 1962 (Meleisea, 1987). This political change introduced New Zealand's influence on the Samoan educational system.

Under the new political situation, the New Zealand government developed the education and learning system of Samoa and tasked its superintendent to monitor the operation and management of the schools (Meleisea, 1987). Samoa applied and used New Zealand education policy and curriculum in its education and schools from 1924 to 1962 (Scholte, 2005; Schrottner, 2010; Spivak, 2003). Samoa became independent in 1962 but continued to closely follow the New Zealand education system, schooling, and curriculum (Iyer & Tuia, 2015; Tavana et al., 1997). In fact, the basis of the 1970s curriculum reform was to enable greater relevance for the children of Samoa, and to enable the Samoans educators to determine what should be taught in the schools and be the determiners of their own futures (Meleisea, 1987).

1.2.3 Samoa curriculum reform: The National Curriculum Policy Framework 2006-2015

The table below provides a general overview of the development phases of outcomes-based curriculum adoption into the education system of Samoa, specifically the primary school sector. This section and the next section further detail the processes of translating the outcomes-based curriculum policy into implementable teaching practices and the enactment of outcomes-based curriculum into primary schools.

Table 1
Adoption of OBC in Samoa of development phases

| Samoan OBC curriculum development phases | |
|---|--|
| Year | Phase |
| 2009 | MESC decided to adopt outcomes-based curriculum |
| 2009 - 2010 | Curriculum subject committees developed learning outcomes for Year 1 to Year 8 |
| Mid 2010 | Subject committee teams came together, discussed their work with the external and local experts to revise the learning outcomes they had developed |
| 2011 - 2012 | The Samoa Curriculum Statement for each subject was produced in 2012, ready for piloting to some schools in urban areas |
| Late 2012 | Initial outcomes-based curriculum training facilitated by MESC and external OBC trainers for primary teachers |
| 2013 | All the primary schools implemented the outcomes-based curriculum |

Significant changes in the Samoan educational system were initiated when the Ministry of Education, Sports, and Culture (MESC) developed the *National Curriculum Policy Framework 2006-2015* (MESC, 2006) to give a clear vision and direction to the reform and improvement of the education system. The NCPF (2006-2015) emphasised improving learning areas, curriculum coverage, subjects for each year level and time allocation for each subject area, and bilingualism (Tuia & Tulipe, 2021). The framework also encouraged new approaches to teaching and learning, developing curriculum materials, introducing new subjects into the curriculum, catering for students with special needs, creating early childhood education and evaluating assessment pathways for students to progress. The policy framework ensured the maintenance of quality leadership, sustainability, and continuity to strengthen the existing

system and best practices (Amituanai, 2014). The NCPF emphasised quality teaching and learning for students to achieve high academic performance and standards (Iyer & Tuia, 2015). The policy stressed that the curriculum should encourage students' interests, needs, learning styles and participation and that teachers should use different teaching approaches to enhance students' learning. The strategic plan and policy framework encouraged teachers to monitor teaching instruction, develop learning materials and provide assessment (Iyer & Tuia, 2015). The advice was that teaching programmes should provide intellectual, spiritual, social, and cultural dispositions for learners. They should ensure students were responsible for their behaviours and actions, treated others with consideration, and safeguarded the differences and diversity within society. The community was to uphold the 'faasāmoa' as it enhanced student educational development, and values that underpin the Samoan curriculum fairness, honesty, excellence, responsibility, respect, and tolerance (MESC, 2006).

1.2.4 Outcomes-based curriculum introduction and implementation in Samoan primary schools

In 2009, policymakers and curriculum developers adopted an outcomes-based curriculum national policy statement for primary schools (MESC, 2006). The developers considered the five key principles of equity, quality, relevance, efficiency, and sustainability in the *National Curriculum Policy Framework 2006-2015* (MESC, 2006). The curriculum developers maintained the five subjects of Gagana Samoa, English, Mathematics, Social Studies, Basic Science but added Physical Education and Health, and Music, Visual & Performing Arts into the primary curriculum (MESC, 2006; MESC, 2010).

The outcomes-based curriculum embraced new teaching and learning approaches such as learner-centred and activity-based teaching, authentic contexts of social and cultural issues, and encouraged teachers to use new knowledge, experiences, and pedagogical skills (Tuia, 2013). Accountability with collective values of trust, integrity, and responsibility for the common good were also emphasised in the policy document (MESC, 2006). The document also encouraged training to augment classroom management, leadership, and organisational skills for teachers to improve their practice (MESC, 2006). There were several regional experts who came from New Zealand and Australia to conduct in-service training with the local writers, core trainers and curriculum organisers about the new curriculum (MESC, 2006; MESC, 2010).

Leading up to implementation, the Ministry of Education selected core professional trainers from among those who were involved in the development of the curriculum and sent

them to 25 different districts to train teachers to use and teach the outcomes-based curriculum. A week-long training for each subject (Gagana Samoa, English, Mathematics, Social Studies, Basic Science, Physical Education & Health and Music, Visual & Performing Arts) was conducted in different districts from March 2011 to September 2012 (Amituanai, 2014; Iyer & Tuia, 2015). The outcomes-based curriculum was mandated for implementation by all primary schools in January 2013 (MESC, 2015). To achieve this, teachers had to master the theory, knowledge, understanding and skills. At the same time, teachers were asked to work with their principals to create their own school-based adaptations of the outcomes-based curriculum (Amituanai, 2014; Tuia, 2013). This study aims to describe outcomes-based curriculum enactment six years after the curriculum was mandated and used in primary schools.

1.3 The research problem

Outcomes-based curriculum has been adopted by many developed and developing countries around the world. According to the literature some countries have successfully implemented an outcomes-based curriculum and achieved substantial outcomes while other countries have found it hard to implement and replaced it with a new curriculum system. These research studies have offered no clear-cut explanation of the advantages and successes or disadvantages and challenges of outcomes-based curriculum implementation and enactment because each context has its own circumstances and situations. This study focuses on the enactment of OBC in Samoa in 2019, six years after its initial introduction. Samoa is like many other countries borrowed outcomes-based curriculum from New Zealand as way to improve its education system (Iyer & Tuia, 2015; Tuia, 2020) and improve its human development index dimensions of long and healthy life, knowledgeability and decent living standard (United Nations Children's Fund, 2017). However, up to this point in time there has been limited research that has investigated teacher enactment of OBC in Samoa (Tuia, 2020). At the time of data collection, the Ministry of Education, Sports, and Culture had evaluated the implementation progress (Iyer & Tuia, 2015) but the evaluation was very limited and did not identify what does and does not work in the primary schools. To address this gap there is a need to investigate how OBC is enacted in primary school classrooms, what pedagogies teachers utilise, how principals assist teachers as well as how parents and other community members are involved in supporting schools to enact the outcomes-based curriculum. This research responds to this need.

1.4 The research questions

Given the lack of research into the enactment of outcomes-based curriculum the objective of this study is to see how an outcomes-based curriculum is being enacted in a small number of primary schools in Samoa. The focus is on the detail of the strategies used by different teachers and schools to enact outcomes-based curriculum. Specifically, this research study explores the following overarching research question and the associated sub-questions:

Overarching research question:

How are primary school teachers in Samoa enacting an outcomes-based curriculum?

Sub-questions:

1. What pedagogical practices are Samoan primary teachers using to enact an outcomes-based curriculum in classroom teaching?
2. How are the students responding to learning through outcomes-based curriculum?
3. How do Samoan primary teachers' practices draw on Samoan faasāmoa cultural norms?
4. How are principals, parents and other community members supporting primary schools in enacting the outcomes-based curriculum?
5. What are principals' and teachers' recollections of how their initial implementation of outcomes-based curriculum was supported?

1.4.1 Research design summary

The study explored the research questions through an interpretative paradigm and a multiple-case design. The data were collected from three primary schools to understand their processes and gauge their differences and similarities in enacting outcomes-based curriculum. This approach aims to allow in-depth analysis of implementation of the curriculum in three different

school contexts via lesson observation of one teaching topic over a week, Talanoa with principals, teacher, students and a small number of parents. Relevant documents were also collected as part of data materials. A thematic approach to data analysis was employed.

1.5 Significance of the study

This study will contribute to the body of knowledge on outcomes-based curriculum through the analysis and documentation of how a small number of (three) primary schools and teachers in Samoa are enacting the outcomes-based curriculum six years after its introduction. The study also provides evidence of how principals and parents are currently supporting teachers to enact an outcomes-based curriculum. I illustrate some of the challenges and opportunities Samoan culture provides for the enactment of an outcomes-based curriculum.

1.6 My involvement in the adoption of an outcomes-based curriculum into Samoa

My research interest in the enactment of an outcomes-based curriculum in Samoa was partly motivated by personal involvement in the steps leading to its implementation. From 2008-2012 I worked in MESC which was during the planning, development, and implementation stages of the outcomes-based curriculum reform. I was the English curriculum organiser and in 2009 and was assigned to lead and facilitate the development of an outcomes-based English curriculum syllabus. The English subject committee was formed with five local professional English speakers and writers. We were tasked to work closely with the English curriculum writers to develop the English subject. As the team lead and facilitator, I was responsible for preparing agendas, holding meetings, taking minutes and reporting on our work progress to the Education Sector Plan 2 (ESP2). Education Sector Plan 2 provided feedback and encouraged us to complete the work within the set timeframe. I joined the National University of Samoa in 2012 and have worked there up to now. My role included teaching education studies and together with my experience and interest to conduct this research stemmed from a personal interest in teacher practices.

1.7 The thesis outline

In chapter one, the context of the study was introduced. The research objectives and questions were identified along with the value and significance of this research. It further

provided a short history of education in Samoa and overview of the phases of outcomes-based curriculum introduction into Samoa, and an outline of the structure of the thesis.

The chapter two discusses outcomes-based curriculum policy borrowed, transferred, and translated, outcomes-based curriculum policies, principles, and theories. It provides an overview of the implementation of outcomes-based curriculum in the United States of America, Australia, Malaysia, and New Zealand. The chapter also discusses the introduction of outcomes-based curriculum into the Pacific Island nations of PNG, Solomon Islands, Fiji, and Samoa. It foregrounds how teachers teach the curriculum and how community stakeholders and parents participate in its implementation.

In chapter three, the chosen research paradigm of interpretivism along with the choice of a qualitative methodology and multiple case studies approach is explained. The rationale for the case study approach is presented and its strengths and limitations detailed. The chapter describes the selection of research schools and teachers and outlines the methods for data collection, interpretation, and analysis. Finally, the chapter addresses the questions of the validity and reliability and ethics in the study.

Chapter four documents the research results for School A and it reports on the lesson observations and includes the lesson introduction, lesson content teaching part and the group activity session. It explains how the teacher and students engaged, participated, and contributed to the lessons. The chapter also sets out the reflective commentary from the teacher for each part of the lesson. The final section reports on the Talanoa sessions with the school principal, the Year 4 teacher, seven Year 4 students and five Year 4 parents. It is also detailing their views about the outcomes-based curriculum enactment in the school.

Chapters five and six follow the same structure as Chapter four. Chapter five outlines the research results for School B. Data was collected from the school principal, the Year 6 teacher, 22 Year 6 students and five Year 6 parents. Chapter six documents the research results for School C including Talanoa sessions with the school principal, the Year 4 teacher, 26 Year 4 students and 11 Year 4 parents.

Chapter seven discusses findings on the outcomes-based curriculum teaching strategies and approaches used by teachers in the three schools. It explains how teachers planned teaching units based on students' everyday life and utilised the local and cultural resources in teaching. It further discusses findings related to the use of different learner-centred practices as well as

the communication of learning outcomes and formative assessment practices. The second set of findings relate to parents, community and other stakeholders' involvement and support in enacting the outcomes-based curriculum. The third set of findings relate to the ongoing policy translation of the OBC, provision of subsidies from the government, the initial ministry translation and implementation support, and the OBC content influenced by external factors. It further discusses findings related to the limited training for teachers and the schools practicing and their own professional development.

The concluding chapter, chapter eight, summarises answers to the research questions, suggests implications of the research, acknowledges its limitations and highlights areas for future research.

Chapter 2: Literature Review

This chapter sets the scene for the study and provides a contextual framework for its key questions. The first section outlines global education policy borrowing and the adoption of curriculum reform into schools (Section 2.1). Policy borrowing and translation was of interest in the study because Samoa had borrowed OBC from New Zealand. The next section provides a historical overview of outcomes-based curriculum, and the way it came into being (Section 2.2). Its teaching programme, and teaching and assessment approaches (Section 2.3). The reviews and adoption of an outcomes-based curriculum into education systems in the United States of America, Australia, and Malaysia outline in Section 2.4. The enactment of outcomes-based curriculum in the Pacific especially in New Zealand has had considerable influence in the Pacific region and I detail the components of the implementation process in Section 2.5. With this international context in mind, the discussion then focuses closely on how several Pacific Island states have approached the introduction and implementation of an outcomes-based curriculum in their school systems (Section 2.6 – 2.9). The Pacific Island states discussion provides the perspectives of teachers and school communities on the implementation of the outcome-based curriculum in these countries. Finally, the chapter discusses how the idea of outcomes-based curriculum was borrowed and translated by Samoa and implemented in 2013. I outline the existing research on how outcomes-based curriculum has been implemented into Samoa primary schools and indicate the gaps in the literature that the current study aims to address.

2.1 Global policy borrowing, transfer and translation

This section defines policy borrowing, the reasons why policy borrowing and policy transfer take place, and the factors involved in the translation and adoption of policies from other countries to the recipient country. Policy borrowing refers to the process whereby one country ‘borrows’ policy ideas and best practices from another country (Klinger & Volant, 2022). Policy transfer refers to the situation where a country has a policy and voluntarily shifts and transfers its policy to the recipient country - where it expects the policy would be of benefit. Policy translation is to do with the process of converting and interpreting the borrowed or transferred policy to meet the aspirations, expectations, and context of the recipient country (Stone, 2019). The policy borrowing, policy transfer and policy translation have many similarities (Steiner-Khamsi, 2016).

2.1.1 Defining policy borrowing, policy transfer and policy translation

This section draws on the literature to establish the broader context for the research inquiry into the enactment of an outcomes-based curriculum in Samoan primary schools through examining the processes and procedures of policy borrowing, policy transfer and policy translation. Policy borrowing and policy transfer refer to the shifting of policy from one country to another while policy translation is the interpretation and conversion of the foreign policy into the framework policy at different levels in the system of the recipient country. These three terminologies (policy borrowing, policy transfer and policy translation) are further explained in the following section.

Policy borrowing refers to a recipient country borrowing policy ideas and best practices from other countries (Klinger & Volant, 2022; Steiner-Khamsi, 2006). Phillips (2021) explains that policy borrowing happens, when a recipient country seeks and requests to adopt and transplant best policy practice into its country. The borrowed policy is then contextualised into the policy framework of the recipient country to meet local expectations and needs (Nishimura-Sahi, 2022). Philips (2021) argued that during the contextualisation process the borrowed policy ideas and principles must be integrated and aligned well into the local strategy and administrative system. To make the borrowed policy workable for the recipient country, policy makers need to understand the local developments, identify the common trends, understand the local strategies, and know the local issues for them to carefully align and integrate the new policy into their local system (Steiner-Khamsi, 2016; Sone, 2012). This is how borrowed policies are integrated into the local system, with the process like that for transferred policy (Klinger & Volant, 2022).

Policy transfer refers to the country that has the policy voluntarily shifting its policy to a recipient country thinking it would benefit the recipient country (Reyes & Tan, 2016). Lingam et al. (2017) explained that the policy transfer process involves good ideas, principles and practices being transferred from one context to the next. They elaborated that in this process the degrees of assessment and evaluation are done to see what elements of foreign policy ideas and practices are applicable and can be integrated into the local policy and which cannot. Reyes and Tan (2016) explained that during the assessment and evaluation process the transferred policy must be carefully screened to align well with the local policy framework so it could be easily adopted into the local context of the recipient country.

Both borrowed policy and transferred policy need to undergo the same processes and procedures of interpretation (Stone et al., 2020). They need to be interpreted, converted, contextualised, and aligned into the local policy framework of the recipient country (Burdett & O'Donnell, 2016). This process is known as policy translation.

Policy translation involves the decoding, interpreting, simplifying, and contextualising the content of a borrowed or transferred policy into the local framework policy (Steiner-Khamsi, 2016). In policy translation there are three main stages of the translation happening at the policy process level: (1) preparation for translation; (2) coordination of the translation work; and (3) post translation strategies (Philips, 2021). The first stage aims to ensure the policy undergoes initial review to make sure terminology used in the documents is consistent (Nishimura-Sahi, 2022). In the second stage the policy will be edited and translated to plain language for maximum readability and usability in the new context of the intended local policy (Philips, 2021). In the third stage the translated policy is reviewed before being disseminated to the intended implementers for enactment (Nishimura-Sahi, 2022). According to Steiner-Khamsi (2016) these processes and stages are coordinated, facilitated, and executed by policymakers. In these three stages, the policymakers must know the vision, mission, and primary purpose of the intended local policy to ensure it aligns with the institutions that would be implementing it (King, 2022). The processes and procedures of the interpreting and contextualising of three stages are done by policymakers who discuss the pros and cons, good ideas and best practices of the borrowed and transferred policy in relation to local needs, (King, 2022) so that they know and understand which strategies, ideas and practices might be useful to be integrated into the local policy framework (Barrett et al., 2016).

These policymakers also need to identify the kinds of tangible and intangible resources that would be required for the intended translated policy to be implemented (Lingam et al., 2017). They need to assess and evaluate human resources capacity in terms of knowledge, skills and potentials plus the funding component, materials, equipment, tools, and facilities that are available or could be sourced for the institutions to implement the policy (King, 2022). This is needed to make it viable and workable for the implementers (Barrett et al., 2016). King (2022) further stated that policy implementers must be aware of the procedures, impacts and challenges that would come about during the enactment of the local policy. King (2022) and Nishimura-Sahi (2022) argued that policymakers need to have contingency measures available for any unexpected circumstances that may arise. Barrett et al. (2016) stated that implementers may encounter shortage of funds and resources during the implementation processes.

Therefore, additional sources of funds and resources should be available as for contingency measures (King, 2022).

The three terms (policy borrowing, policy transfer and policy translation) discussed above play a significant role in shifting a policy from a country and transplanting it into a recipient country (Barrett et al., 2016). Policy translation has the primary role to translate, interpret, convert, and contextualise a borrowed or transferred policy into the local policy context (Nishimura-Sahi, 2022). Borrowed and transferred policies are introduced with the same aim and purpose and that is to help the recipient country improve its education system and student achievement (King, 2022). The difference is in the manner on transplanting the policy where borrow is usually requested by the recipient country while transfer is usually released by the transferrer country on their own to the host country (Burdett & O'Donnell, 2016; Steiner-Khamsi & Waldow, 2012). The translation is required to adapt the policy to meet the local needs, resourcing and implementing processes (Barrett et al., 2016).

The next section discusses the reasons why education policies are being borrowed and transferred between countries.

2.1.2 Reasons why policy reforms are borrowed, transferred and translated

The literature demonstrates that various education policies have been borrowed and transferred among countries in the last 30 decades (Nishimura-Sahi, 2022). Globalisation and modernisation have propelled policies dispersal around the world (Philips, 2021) with countries seeking out policies that have been successful elsewhere for the benefit of their national education system (Steiner-Khamsi, 2016). Sometimes countries are also motivated to borrow policies to improve their educational rankings in international assessment regime. For examples, in this respect include countries seeking input from Finland and Singapore (Steiner-Khamsi, 2016; Wang, 2010). Furthermore, countries may borrow education policy to address socio-economic disparities between students in their schools (Klinger & Volante, 2022). These authors and other researchers argued that socio-economically advantaged students perform better academically than the socio-economically disadvantaged students. Klinger and Volante (2022) contend that there is a difference in the behaviour and attitude of students in socio-economic advantages and students in socio-economic disadvantage in school (Klinger & Volante, 2022). Correspondingly, it is argued that policy can be borrowed to address differences and close the achievement gaps between students as well as promote social mobility and equity in the education system (Burdett & O'Donnell, 2016; Klinger & Volante, 2022).

Phillips (2021) stressed that appropriate policy would help address and minimise social inequality and marginalisation of some learners.

The literature highlights that developing countries look to international education system to improve their education practices and teaching. One challenge for developing countries is limitations in resources and facilities which disadvantage them in relation to education systems compared to the developed world (Lingam et al., 2017). Other challenges include overcrowded classes, poor quality of teaching, irrelevant curriculum and learning materials (Phillips, 2021). Additionally, school fees, uniforms and learning materials are expensive for families to afford (Nishimura-Sahi, 2022). In the light of these challenges, the developing countries look elsewhere for better ideas, good education systems, best teaching practices, good curriculum and learning resources that may help their local education systems, the schools, and the students (Lingam et al., 2017; Phillips, 2021).

Another reason for policy borrowing is to find ways of reducing dissatisfaction and disharmony among the local education players (James & Pollard, 2011; Steiner-Khamsi, 2016). The lack of improvement in modernising the school curriculum programme and development of the teaching and learning facilities, lack of resources, inadequate engagement and lack of contribution from community to schools (James & Pollard, 2011). They argued that effective international policy borrowing can help to contain and resolve ongoing local issues and disharmonies in schools and communities. Local education issues and problems like inadequacy of educational provision and dissatisfaction by parents, teachers and inspectors are some of the issues that need to be addressed (Burdett & O'Donnell, 2016; Steiner-Khamsi & Waldow, 2012).

Policy borrowing and adoption can be aid-dependent when the recipient country is preconditioned to receive aid from donor agencies and international organisations to implement the policy (Pal et al., 2020). When recipient countries lack financial capacity donor agencies can help fund the adoption, translation, and implementation of the borrowed policy (Steiner-Khamsi, 2016). Recipient countries are often keen and happy to borrow a foreign policy if financial assistance is attached to borrowing which could encourage recipient countries to seek and embrace the foreign policies (Nishimura-Sahi, 2022).

All these reasons contribute to countries' inclination to borrow or transfer educational policy from other nations. In summary, the rationale is to try and adopt the best educational ideas and practices to improve the curriculum syllabuses, classroom resources, teaching and

learning quality, staff professional development and other school administrative functions (Steiner-Khamsi, 2016; Steiner-Khamsi & Waldow, 2012).

The next section discusses the history and theory of outcomes-based curriculum policy reform as outcomes-based curriculum reform is the focus of this study.

2.1.3 The processes of policy and application in schools

The literature provides insight into the processes of policy adoption and application in schools. The process begins with national policy makers adopting what they perceive as the best ideas and practices from borrowed policy (Nishimura-Sahi, 2022; Steiner-Khamsi, 2016). The ideas and practices may include guiding philosophy, goals, strategies, enabling structures, administrative processes, curriculum, teaching, and techniques (Pal et al., 2020). As noted by Burdett and O'Donnell (2016) the selected ideas and practices should align with local education needs and aspirations. In the next phase, principals look at the policy goals, policy ideas, policy practices and policy programmes and the school to assess how this policy would be adopted and implemented in their school (King, 2022). The principal and teachers work to refine the policy goals, policy practices and policy programmes and align them with the school system (King, 2022; Nishimura-Sahi, 2022). The community would also assess the impacts the policy would have on school, teachers, and students and provide some inputs about the policy to help the school, teachers, and students (Lingam et al., 2017; Pal et al., 2020).

After the inputs and contributions from all these partners, each school would interpret and simplify the aim, purpose, and practices of the policy within the school system (Allen et al., 2021; Berkovich, 2021). This process is undertaken to align all these (aim, purpose, and practices) well with the administrative structure of the school, learning, teaching, and assessment for the purpose of implementation (Godden, 2022; Lundqvist & Westerlund, 2022). A key part of this stage is inducting teachers into the new system. The teachers would need to be comfortable about implementing the policy. The literature suggests that teachers may be able to initially focus on the necessary and relevant sections of policy to be enacted first before moving to lower priority areas (Finefter-Rosenbluh & Perrotta, 2022).

During the implementation processes, the principal needs to ensure that teachers and learners understand the nitty-gritty of the policy and are well equipped with sufficient resources to enact the policy in the school (Lundqvist and Westerlund, 2022). Likewise, learners need to

be supported through the implementation process. Martinez (2022) stressed that those teachers implementing the adopted policy experienced challenges from postmodern, political tensions around sociocultural expectations of teaching, learning, and learners. They also struggled with technological considerations like structural conditions in schools and insecurities around their competencies (Rao, 2020). Allen et al. (2021) argued that focus must be put on teachers and learners who are caught in the implementation processes of the policy. The teachers and learners must be given support in policy borrowing professionally, intellectually, and emotionally (Rao, 2020). With effective support for teachers and learners the school can benefit from the consideration of the technological, sociocultural, political, and postmodern perspectives of educational change of the policy (Allen et al., 2021). Shieh (2023) said the collaboration and support between teachers, principals, and community, are fundamentally significant for the policy to be realised in both the teaching and the administration of the school.

2.2 History and theory of outcomes-based curriculum

As this research aims to inquire into the enactment of an outcomes-based curriculum in Samoan primary schools, it is important to examine its historical evolution and theoretical principles. This historical and conceptual explanation provides the backdrop for examining its implementation in Samoan primary schools and the literature review focus on this section. Discussion includes an explanation of Dewey's progressivism educational theory, John Carroll's learning initiatives, Bloom's taxonomy and Spady's outcomes-based curriculum teaching principles. The discussion further details how these four prominent educationists' conceptual ideas were coined and woven together to become the outcomes-based curriculum. Following this historical account, the core teaching, learning and assessment principles of an outcomes-based curriculum are explained.

2.2.1 The development of progressivism as an educational theory

An outcomes-based curriculum is deeply rooted in the educational philosophical theory of progressivism, which was championed by John Dewey (Feinberg & Toress, 2001). From 1915 to 1952 Dewey popularised the idea of progressive education as a highly individualised approach built around children's interests and the social life of children's communities (Kelleher & Leonall, 2011). Dewey's progressive theory focused on learners' interests rather than those of the teacher or the course subject. Dewey emphasised that education is a process

of development and growth for learners to think and do things in the classroom (Semetsky, 2010). Dewey believed that progressivism encourages learners to think for themselves (Tarrant & Thiele, 2016) and to develop their own interests (Semetsky, 2010; Feinberg & Toress, 2001). The proposition is that this approach would propel the learners to become critical and creative thinkers, to gain new experiences and the skills to counteract challenges they encounter in their learning progress (Feinberg & Toress, 2001). Therefore, progressive education focuses on teaching the whole child with a focus on the development of each child as a learner (Feinberg & Toress, 2001). Dewey's progressivism theory emphasised that teachers' roles and responsibilities are to guide learners to reach their maximum potential (Semetsky, 2010; Tarrant & Thiele, 2016). Semetsky (2010) explained that the tenets of progressive education include hands-on learning activities, interdisciplinary studies, and collaborative learning that build on problem-solving and critical thinking skills for learners.

Dewey's progressivism theory prompted subsequent refinements and developments of education by other educational theorists (Tarrant & Thiele, 2016). These education thinkers' conceptual ideas were coined and woven together to become the outcomes-based curriculum. The development of these subsequent learning concepts and initiatives will be discussed in the next section.

2.2.2 Education learning mastery initiatives

The theory of progressivism generated other learning concepts and initiatives from other educational thinkers in efforts of teaching and learning in the education system. In the 1960s, John Carroll developed a conceptual model of school learning specifying the distinctive roles of generalised abilities and task-specific aptitudes to determine the effects of instruction on learning (Seel, 2012). Carroll (1989) defined the degree of learning effectiveness as a function of the time needed for learning and the time spent on learning. Carroll (1989) emphasised that students learn differently and at their own pace which requires considerable time management skill by the teachers. This recognition allows students to learn at their own pace which emphasised and practiced in the outcomes-based curriculum teaching (Kit & Spady, 1991). Carroll's idea that learning depends on time given to students, their learning abilities and classroom activities which were crucial and incorporated to become part of outcomes-based curriculum theory and principle (Seel, 2012).

The outcomes-based curriculum model also incorporated some other ideas and theories from other educationists like Benjamin Bloom to enhance the teaching and learning processes (Kit & Spady, 1991). In 1968, Benjamin Bloom developed the taxonomy with six cognitive levels of knowledge, comprehension, application analysis, synthesis, and evaluation of cognitive dimension to use by teachers to shape the way they deliver lesson content (Bloom, 1976). The outcomes-based curriculum incorporated some of the Bloom's cognitive taxonomy ideas including application analysis, synthesis and evaluation into the outcomes-based curriculum teaching and learning, emphasising the problem-solving, critical thinking and creative skills (Kit & Spady, 1991).

Bloom's taxonomy ideas were translated and simplified by Spady to furnish the outcomes-based curriculum teaching principles (Gurukkal, 2020), including 'clarity of focus'. In outcomes-based curriculum this means that everything teachers do must be clearly focused on what they want students to know, understand and be able to do (Duckworth & Halliwell, 2022; Spady, 1994). The outcomes-based curriculum theory of students to know, understand and be able to do connect to Bloom's cognitive notion of 'understanding' where learners must know, understand and be able to demonstrate the knowledge, skills, and values they learn in class (Gurukkal, 2020).

Another principle for outcomes-based curriculum teaching is that of designing down. This means that the curriculum must start with a clear definition of the intended outcomes that students are to achieve by the end of the programme (Spady, 1994). Instructional decisions are made to ensure the achievement of this desired result (Urhahne, 2021). In the designing down model, for the learning outcomes to be achieved, students must recognise, demonstrate, remember the learning outcomes, and use them. This principle relates to Bloom's taxonomy of 'knowledge involving recognising and remembering facts, terms, and basic concepts necessary to know and understand as stated by (Spady, 1994, p. 116) that throughout the '70s and '80s and even today outcomes-based curriculum implementation was based on the learning theories and principles of Benjamin Bloom and John Carroll. It relates to Bloom's idea because the outcomes-based curriculum emphasises that students need to know and understand the learning outcomes and apply them in their real-life situations (Spady, 1994; Urhahne, 2021).

In outcomes-based curriculum students measure and assess their learning challenges and performances to see how they have progressed (Gurukkal, 2020). Another principle of the outcomes-based curriculum is the *expanded opportunities* that teachers must strive to provide

for all students (Spady, 1994). This principle is based on the idea that not all learners can learn the same thing in the same way and at the same time (Urhahne, 2021). The *expanded opportunity* concept resembles Bloom's idea of 'evaluation' in presenting and judging on the quality of work based on the criteria of progress and development as highlighted by (Spady, 1994, p. 169) that outcomes-based curriculum philosophy focuses on outcomes of significance and expanding opportunities and restructuring delivery are mostly based on the mastery learning work of Benjamin Bloom. In outcomes-based curriculum, teachers assess and evaluate students on their learning rate and progress and provide more time and assistance to weak students to do better (Urhahne, 2021).

All the theories discussed above (Dewey's progressivism, Bloom's taxonomy, and Carroll's theories) have contributed to the shaping of the outcomes-based curriculum (Kit & Spady, 1991; Urhahne, 2021). The next section discusses the merging and reformulation of past educational theories by education researchers, practitioners, and reformers in the 1980s into what eventually becomes the outcomes-based curriculum.

2.2.3 Past educational theories of progressivism and mastery learning concepts coined and woven together to become the outcomes-based curriculum

Education progressivism theory plus the mastery learning concepts of education thinkers such as John Dewey, John Carroll and Benjamin Bloom propelled a coalition of researchers, practitioners, and reformers to form an organisation called the Network for Outcome Based Schools (NOBS) in 1980 (Kit & Spady, 1991). The NOBS and its member researchers, practitioners, and reformers along with their lead advocate William Spady generated major interest in improving the teaching and learning and came up with the outcomes-based curriculum model in the late 1980s and early 1990s (Spady, 1994).

Building on the earlier theories, the NOBS formulated the principles of an outcomes-based curriculum. The members simplified and furnished the progressivism idea of an individualised approach built around children's interests and the social life of children's communities. They also revised the concept of mastery based on the degree of learning effectiveness as a function of the time needed for learning and the time spent on learning. Furthermore, this group of educationalists integrated the cognitive notion of taxonomies into the outcome-based curriculum (Spady, 1994; Spady, 1998).

The outcomes-based curriculum clearly focuses and organises everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. (Spady, 1994, p. 1)

This means starting with a clear picture of what is important for students to be able to do, then organising the curriculum, instruction, and assessment to make sure this learning ultimately happens (Spady, 2001). The NOBS group tailored the outcomes-based curriculum by incorporating specific learning outcomes theory and four teaching principles which become the central pillar of the current outcomes-based curriculum teaching model (Kit & Spady, 1991; Spady 1994). After revising and tailoring the outcomes-based curriculum it was piloted and practiced in some USA schools (Spady, 2001). In conjunction with piloting and practicing the outcomes-based curriculum, the NOBS also undertook awareness-raising campaigns about it within and outside of the USA.

The implementation of an outcomes-based curriculum involves setting out a clear picture of what is important for students to be able to do, then organising the curriculum, instruction, and assessment to make sure the learning objectives and outcomes are achieved (Akir et al., 2012). There are four teaching guiding principles developed by Spady (1994) which become the premises for instruction to achieve the learning outcomes (see section 2.2.2). Spady (1998) stressed that outcomes-based curriculum emphasised that learning should be done in an environment that is as close as possible to real life situations. To meet this goal, teachers look for ways to make the teaching as relevant as possible with practical activities (Spady, 1998). For example, if a lesson is on customer service, the teacher needs to test the students against a set of criteria like the ability to listen well and problem solve under pressure (Akir et al., 2012). They added that a roleplay type activity should be done to give more credible evidence for teachers to assess and evaluate how well the students serve the customers (Amiruddin et al., 2021)

In teaching, developing learning materials from scratch or using the resources from school, the teacher must keep in mind to draw on the experience of the students as they are responsible for their own learning (Spady, 1998). Spady elaborated that this strategy requires teachers to encourage students to participate as much as possible to achieve the desired learning outcomes. The teacher should know that students could meet the learning objective, but they do not all arrive there at the same time or in the same way (Kit & Spady, 1991). These authors

said that the teacher must know the students' strengths and weaknesses and identify areas where the teacher can further develop and enhance each student's talent.

The outcomes-based curriculum provides students with tangible skills where students demonstrate such skills to boost their career opportunity and market themselves to gain access to the workplace (Akir et al., 2012). The corporate world of manufacturing and services would continue to be central to socio-cultural, economic, and demographic changes with innovation and technology (Urhahne, 2021). Therefore, an outcomes-based curriculum model and teaching would stand as the threshold of the new world where students can navigate their ever-changing employment opportunities and their living (Akir et al., 2012).

The next section discusses how the proponents of outcomes-based curriculum learning theories propose that assessments and teaching principles need to be implemented by teachers in classroom teaching.

2.3 Outcomes-based curriculum teaching programme

The outcomes-based curriculum teaching involves setting out a clear picture of what is important for students to be able to do, and then organising the curriculum, instruction, and assessment to make sure the learning outcomes are achieved. This section summarises these different components of an outcomes-based curriculum.

2.3.1 Interpreting and teaching intended learning outcomes

Programme learning outcomes are statements that describe what students are expected to know and can be able to do when they complete each school year (Richmond et al., 1987). The learning outcomes need to be measurable and observable, use clear terms and focus on practical learner-centred activities. Course expectations can be communicated to students (Rao, 2020). Learning outcomes describe what, why, where, and how students should learn and the knowledge, understanding, attitudes, values, skills, and competencies they should master upon the completion of the course (Gurukkal, 2020).

Within a course there are unit levels with learning outcomes which need to be interpreted and framed by teachers into a meaningful prescriptive set of instructional designs (Gurukkal, 2020). The instructional designs are in the strands and sub strands of each unit where learning outcomes are prepared and constructed into teachable lesson content with

relevant activities to be taught to students. With appropriate learning resources for teaching, learning, and assessing, the learning outcomes should be easily understood and achieved by students (Clayton & Harris, 2019). In teaching, teachers use learning outcomes to develop formative assessments to demonstrate evidence of student understanding and knowing the lesson content, skills, and values (Martinez, 2022). Knowing the strengths and weaknesses of students allow teachers to change or adapt classroom practices and close the gap between the actual understanding of a class and the desired learning outcomes (Clayton & Harris, 2019).

The next section discusses the selection of teaching and learning activities.

2.3.2 Select teaching and learning activities

Martinez (2022) said an outcomes-based curriculum encourages an activity-based approach to allow students to be critically inquisitive, consider creatively, and learn about their own learning by asking them to work on their own or in organised groups. Gurukkal (2020) emphasised that this self-directed learning method facilitates knowledge accumulation by students both within and outside of the classroom. While activity-based learning allows students to take control of their own learning, group-based activity work also helps students to improve teamwork and communication skills (Urhahne, 2021). Activity-based learning encourages students to discuss and overcome practical challenges and situations they may face in real-life situations (Rao, 2020).

It is crucial that teachers select relevant learning activities that include the development of personal and interpersonal skills and abilities that can be useful in the students' future jobs and social lives, and these activities must align with their intended learning outcomes (Urhahne, 2021). The outputs of outcomes-based curriculum activities must relate to generic skills and attitudes demonstrated in teamwork participation and individual performance (Martinez, 2022). Activity-based teaching and learning is important because success is demonstrated and seen largely through students taking responsibility to progress their own learning (Rao, 2020). The class learning activities can be teacher-managed, peer-managed, or self-managed by individual students (Cowan, 2004).

The next section explains outcomes-based curriculum teaching that prepares learners for real life situations.

2.3.3 Outcomes-based curriculum teaching prepares learners for real life situations

Successful outcomes-based curriculum teaching and learning is where students can apply what they have learnt in the classroom to their real-life situation and later in their workplace (Spady, 1994). The knowledge, skills, values, attitudes, and competencies obtained from the classroom should enable students to apply them in real-life situations where they can demonstrate and utilise them in the development of their lives and contribute to society (Cowan, 2004). Teachers focus on a practical activity-based approach to enable students to work towards these real-life outcomes (Spady, 2001).

Learner participation is a key component of outcomes-based curriculum learning, as involvement is seen to promote better engagement (Barnes et al., 2020). In engagement with the learning, students are measured by the amount of time, effort, and level of concentration they put into a specific task (Kulm, 2009). They demonstrate their understanding of the importance of the assigned activity through the level of interest, enthusiasm they display during an activity (Barnes et al., 2020). Parsons and Taylor (2011) argued that the most influential factors for increasing student engagement are interactive and respectful relationships, assignments that allow open-ended exploration, real-life scenarios, multimedia instruction and environment that allow students to challenge teachers' claims and concepts.

Student engagement is the key factor in achieving learning outcomes. The literature indicates that students who are more engaged are successful and satisfied with their learning experience (Barnes et al., 2020; Hassanpour & Utaberta, 2012). Active-learning approaches allow students to gain critical thinking skills which include cooperative learning and problem-based learning and case-study implementation (Kille et al., 2015). Case studies and problem-based learning are reported to be effective in improving student engagement as they make the learning process relevant, meaningful, and challenging (Barnes et al., 2020; Kille et al., 2015).

Engagement in class and activities enhance learners' knowledge and nurture students' ability to analyse and think critically (Akir et al., 2012). These competencies enable students to do important things with what they know which is a major step towards their future social lives (Barnes et al., 2020). The learning outcomes are actionable, and their achievement can be seen and evaluated in the information, ideas, attitudes, and skills demonstrated by the students (Spady, 2001) in the classroom and in their subsequent real-life application. Donnelly (2007) observes that equipping students with both theoretical and practical knowledge prepares them to become independent and self-reliant in their lives.

The next section discusses the designing of assessment tasks.

2.3.4 Designing assessment tasks

Several assessment tools and methods are recommended by Spady and his associates for use in outcomes-based curriculum teaching. The following section outlines some of these assessment suggestions.

Formative assessment is viewed as an important tool in an outcomes-based curriculum. Formative assessment involves collection of information about student learning during the progression of a course to improve students' learning. Formative assessment is defined as the process used by teachers and students to recognise and respond to student learning to enhance their understanding in the teaching and learning process (Bell & Cowie, 1999). For instance, reading the first lab reports of a class enables the teacher to assess whether students understood the lab activity or not.

Summative assessment involves the gathering of information at the conclusion of a course to evaluate whether learners have met the outcomes and improve their learning or not. Summative assessment is defined as a type of assessment that evaluates the learning outcomes that were taught over the unit (Dixson & Worrel, 2016). One example is to examine the students at the final exam in a course to see which specific areas of the curriculum were understood.

2.4 Outcomes-based curriculum across the globe

It is helpful for the current research inquiry to outline some examples of the implementation of an outcomes-based curriculum in other countries. International examples can help to illuminate the enactment of an outcomes-based curriculum in Samoan primary schools and highlight both similarities and distinctive features. The countries around the globe viewed outcomes-based curriculum as significant for their learners and have been continually introducing or improving it since 1989 (Donnelly, 2007; Schmidt, 2017). The outcomes-based curriculum emphasised learner-centred to engage students fully in the learning and used the activity-based approach to harness the knowledge, skills, and values for students to benefit in their real-life situations (Abdullah et al., 2008; Halasz, 2017).

2.4.1 Outcomes-based curriculum implementation in the USA

The Education Commission of the United States of America raised concerns about the capacity of the education system to adequately prepare the students for real-life and workplace employment in the modern world (NCLB Act, 2001; Rao, 2020). The United States of America introduced OBE as one of the many education reforms in the early 1980s (Centre Education Policy, 2020) for various reasons. The outcomes-based curriculum reform was driven and advocated by educators and researchers to shift away from traditional practices of rote-learning and teacher-centred to learner-centred and students' engagement in lesson and learning (Sunseri, 1994).

Using OBC, curriculum subjects emphasised lesson content based on practical activities, experiments, and roleplays to support students to competently acquire and demonstrate the learning outcomes at the end of the course as opposed to traditional curriculum (objective-based) emphasising more on knowledge than practical activities (Deneen & El-Maaddawy, 2017; Sunseri, 1994). The students engage in group work and creatively and critically think in response to problems or other matters, and demonstrate their mastery of learning (Murphy, 1990). In OBC, learning outcomes are integrative knowledge, skills and values extracted from various interdisciplinary subjects and embedded into a course teaching program for students to learn (Fullan, 2015). The OBC was seen as a good reform to give school autonomy, transparency, and accountability with the independence to deliver impressive results (Murray, 2008). A notion that encouraged and pushed for transformational change to OBC in the USA was that the country was not doing well like other industrialised nations in socioeconomic, geopolitical, and technological developments (Jacobsen & Rothstein, 2006). OBC was perceived as a platform to enhance the education system for skill-based learning to prepare students for the modern socioeconomic, geopolitical, and technological developments (Fullan, 2015; Kober, 2020).

The No Child Left Behind Policy (NCLB) of 2001 in the USA is like what Spady (1994) envisaged in OBC. NCLB legislation emphasises the theories and principles of standard-based education reform, ensuring that setting high standards and establishing measurable goals can improve individual outcome in learning (Duignan & Nolen, 2001).

2.4.2 Outcomes-based curriculum introduced into Australia

According to Donnelly (2007), an outcomes-based curriculum was introduced into Australia with the aspiration to improve the quality of citizens' lives. Australia adopted the OBC because of:

the Keating Government' National Statements and Profiles which were developed in the mid-1990s around the eight key learning areas (English, Mathematics, Science, Health and Physical Education, Language other than English, Studies of Society and Environment, the Arts and Technology) were driven by an outcome focus. (Donnelly, 2007, p. 3 - 4)

At that time, all states and territories to some extent introduced and adopted the outcomes-based strategic approach to the school curriculum (Donnelly, 2007). The National Curriculum Framework maintained a national position and captured each of the eight key learning areas and a profile showcasing the learning outcomes to be demonstrated and achieved by students (Alderson & Martin, 2007). This illustrated a fundamental shift from a syllabus-based approach where teachers were provided with a guide for the scope and sequence of content to be taught, to an outcomes-based curriculum approach which specified what students should achieve by the end of the teaching and learning process (Neofa, 2010, p. 10).

Australia implementation of OBC focused close attention on assessment for teachers to assess, evaluate and track students' learning pace and development (Donnelly, 2007). The assessment processes focused on progressive learning and changes in the students' knowledge and competencies so teachers could identify weaknesses and provide learning opportunities and relevant resources to help students achieve the learning outcomes (Alderson & Martin, 2007; Donnelly, 2015). These measuring strategies and techniques were utilised to assess and evaluate the learning performance of students (Donnelly 2007). In this process, schools were able to establish and maintain a good record of students' achievement and gains in learning outcomes and basic skills areas at the national, state and territory levels of assessment testing (Alderson & Martin, 2007; Capper & Jamison, 1993). This encouraged the states and territories enacting the OBC to continue using it in their schools (Australia Government Department of Education, 2020; Wilson, 2002).

However, OBC was not implemented uniformly across Australia. Some states and territories adopted their own revised curriculum framework of the National Statements and Profiles (Donnelly, 2015). This weakened the collaborative efforts from the education sector and its policy actors to build a common framework for national outcomes-based curriculum in schools (Anderson & Martin, 2007). As Donnelly (2007) pointed out that over the last few years in Australia, the OBC was publicly scrutinised and opposition to it expressed by both teachers and parents. This negative pressure and criticism led some of the states to retreat from the implementation of OBC. For example, the Western Australian Government abandoned most of its OBC system (Wilson, 2002). Similarly, other states and territories in the country moved away from an outcomes-based curriculum system to a nationally oriented system to accommodate individual state and territory differences within a national framework (Jacobsen & Rothstein, 2006). Killen (2007) argued that most concerns about adopting OBC were centred on debates around the student learning outcomes and how these were to be achieved and measured because different states and territories have different views on learning outcomes and have their own local needs and expectations. Within these debates, very few arguments were levelled against the fundamental beliefs and principles of OBC (Alderson & Martin, 2007).

Despite the rejection and abandonment of OBC, its vital aspect and underlying principles are still embedded in the Australian approaches to curriculum. Killen (2007) and Donnelly (2007) argued that OBC continues to influence curriculum development, teaching guidelines and lesson delivery in primary and secondary schools in Australia. For example, in each learning area or subject, content descriptions specify and explain what students will learn, and achievement standards detail the depth of comprehending the areas of knowledge and skills expected of students at the end of each year level (Australia Government Department of Education, 2020; Donnelly, 2015). These outcome statements align with the OBC learning outcomes principles.

2.4.3 Outcomes-based curriculum introduced into Malaysia

The outcomes-based curriculum has been discussed extensively and adopted in different countries with variable results (Ahmed et al., 2021). The implementation outcome has depended on how well the curriculum was planned and enacted in schools with the necessary resources and teachers, and Malaysia believed it could plan and implement OBC well

(Admodisastro et al., 2016; Powell et al., 2019). Abdul-Karim and Yin (2013) stated that Malaysia foresaw OBC emphasising knowledge, skills and values that the students would gain and practically utilise in their real-life situations and employment which would be beneficial to them. Therefore, Malaysia took the opportunity to adopt the OBC (Amiruddin et al., 2021).

In Malaysia in 2008, the OBC approach was implemented at all levels of the education system (Abdul-Karim & Yin, 2013). In their OBC system, there are three learning domains, namely, cognitive, psychomotor, and affective, determined by the Malaysia Quality Agency (MQA) (Hassan et al., 2016). In addition, eight other domains of learning outcomes are provided:

knowledge; practical skills; social skills and responsibilities; values, attitudes, and professionalism; communication, leadership, and team skills; problem solving and scientific skills; information management and lifelong learning skills; and managerial and entrepreneurial skills (Admodisastro et al., 2016, p. 133).

Abdul-Karim and Yin (2013) said all these domains were essential for quality and standards of primary, secondary, and higher education systems in Malaysia. According to Admodisastro et al. (2016) the OBC approach has an explicit definition of the outcomes that students are to gain and achieve, and the efforts that must be made to indicate and illustrate the priority of each of the outcomes. The teacher must then explain and describe the knowledge, skills, values and learning outcomes in detail, which students must learn and understand during the lesson to achieve the outcomes (Abdul-Karim & Yin, 2013; Admodisastro et al., 2016). Having completed that, prerequisites for students should be made clearly before they attempt to develop and experience the new knowledge, skills, values, and attitudes (Abdullah et al., 2008; Ahmed et al., 2021).

The Malaysia primary and secondary schools used OBC in teaching and learning to measure what the students are capable of learning, knowing, and doing (Eldeeb & Shatakumari, 2013). According to Abdul-Karim and Yin (2013) the teachers used the four principles of teaching which helped students to understand the content of what they learned and improved their cognitive skills, abilities, and competencies. A wide range of teaching approaches are utilised to help students achieve the learning outcomes (Abdullah et al., 2008; Deneen & El-Maaddawy, 2017). Abdul-Karim and Yin (2013) said for example, flexibility is given to

students to engage in the learning activities that best suit their understanding within their own time and at their own pace.

In the classroom, students are given multiple opportunities to demonstrate their competence at each level of the learning programme (Eldeeb & Shatakumari, 2013; Sivalingam, 2021). Skills are those required and useful in real-life situations like organising and working in a community or providing entrepreneurial service to customers or proposing a solution to a marketing problem (Abdullah et al., 2008; Sivalingam, 2021).

Sivalingam (2021) explained that teachers construct appropriate teaching strategies and meaningful learning experiences that lead to the mastery and achievement of the learning outcomes by students. The students should be at the centre of learning, so student-centred approach is referred to their discovery learning, inductive learning, and inquiry learning (Amiruddin et al., 2021). In this approach, the teacher works with each student at their own level of competency and builds on their existing strength throughout the course (Ahmed et al., 2021; Eldeeb & Shatakumari, 2013).

From 2008 to date, Malaysia has consistently enacted the OBC in its education system, and it has progressed well in primary, secondary and tertiary education. When problems emanate from either teachers or students or the curriculum or assessment of teaching and learning, the Ministry of Education attempts to address them for the benefit of the students, the education system, and the outcomes-based curriculum.

2.4.4 Summary of OBC enactment in USA, Australia, and Malaysia

The three countries (USA, Australia, and Malaysia) adopted the OBC and benefited from its theory, principles and approaches in teaching and learning.

Despite such progress, the countries also faced different problems and challenges during the implementation stages and processes of the curriculum. The USA and Australia have relevant teaching and learning resources, funding, well communicated goals to teach the curriculum through activity-based learning. However, both countries allow different state governments, districts, and territories to adopt differing teaching and learning approaches. The differences across regions and states have meant that the USA and Australia governments have not endorsed OBC as a national curriculum.

Malaysia learned from other countries the strengths and weaknesses of OBC and planned and strategised well before adopting the OBC in 2008. Malaysia introduced OBC at all education levels from primary to tertiary. The primary, secondary and tertiary levels are achieving the learning outcomes using assessment methods such as tests, final examinations, quizzes, assignments, projects, and peer-assessment. Consequently, Malaysia continues to use and implement the OBC.

Table 2

Similarities and differences in OBE implementation in the United States of America, Australia, and Malaysia

| Outcomes-based curriculum implementation in three countries: United States of America, Australia and Malaysia | |
|---|--|
| Similarities | Differences |
| <ul style="list-style-type: none"> ● All used learner-centred teaching approach ● All used activity-based learning ● All used various assessment methods like test, final examination, quiz, assignment, project, portfolio, peer-assessment. ● Their schools established a strong record of student achievement in learning outcomes. ● Their students gained competency and basic skills in subjects' areas. ● Their students performed well in internal and external assessment. | <ul style="list-style-type: none"> ● Effective plan (Malaysia) and not effective plan for implementation (USA & Australia) ● Effective participation (Malaysia) and little engagement by stakeholders and community (USA & Australia) ● Abandon or modify OBE (USA & Australia) and continue to enact it (Malaysia) ● Agree (Malaysia) and disagree (USA & Australia) with standard learning outcomes. |

| | |
|--|--|
| <ul style="list-style-type: none"> • All have professional development trainings for teachers | |
|--|--|

Note: *The three countries performed well in those areas in OBC implementation while in different countries with advantages aspects performed well the ones with disadvantages did not perform in those areas.*

2.5 Outcomes-based curriculum in the Pacific – New Zealand

It is particularly relevant for this research inquiry to examine the implementation of outcomes-based curriculum in New Zealand because of its direct influence on Samoa’s introduction of outcomes-based curriculum and its longstanding close relationship with Samoa. The research investigation of outcomes-based curriculum in Samoan primary schools needs to consider its similarities with and differences from the New Zealand model.

The policy of New Zealand Ministry of Education explicitly stated that the country is to build a world leading education system that equips and prepares all New Zealanders with the knowledge, skills, and values to be successful citizens in the 21st century (New Zealand Ministry of Education, 2007). This policy is consistent with the OBC curriculum framework that is to empower students for participation in and contribution in their community and workplace. The policy emphasises learning important literacy components from year 1 to 13 and aims at enhancing teachers’ pedagogical and instructional practices and leadership in classrooms (Fastier, 2013; Neofa, 2010). According to Martelli (2021) and Neofa (2010) the policy aims to harness the potential and competencies of all students and aims for students to know and understand learning outcomes in all subject areas including numeracy and literacy. New Zealand introduced the outcomes-based curriculum into its education system in the 1990s and has continued to improve and refine the implementation and teaching of the outcomes-based curriculum (Ministry of Education, 2007; Polirstok, 2017). Correspondingly, the small Pacific Island nations would look to New Zealand to emulate its outcomes-based curriculum model to implement and teach their outcomes-based curriculum (Kerr & Averill, 2021).

In the 1990s, a new vision for economic, social, and cultural reconstruction influenced New Zealand to adopt the outcomes-based curriculum (Martelli, 2021). A tenet of OBC is to inspire teachers to develop a set of skills and values into students who would apply them in the socioeconomic and geopolitical sphere of lives (Ministry of Education, 2007). New Zealand chose this curriculum model which emphasised knowledge, skills, and values which the

students would achieve and use in their real-life situations, workplace, social living, and national development (Martelli, 2021). New Zealand has relevant teaching and learning resources, funding, educators with knowledge of OBC, good stakeholders, and community support. Additionally, the Ministry supports teachers with professional development training and workshops to harness their knowledge and skills of OBC (Fastier, 2013). Martelli (2021) noted that New Zealand introduced the OBC into its education system with these elements of preparation and support.

Evaluation of the implementation of OBC in New Zealand has been largely positive. Research conducted by Mills and Rutherford (2005) sought the view of 2700 head teachers and primary and secondary school teachers on the implementation and progression of OBC in New Zealand. The respondents revealed their overall support and satisfaction with the holistic nature of key competencies on learning that underpins and reinforces the outcomes-based curriculum. However, schools admitted that there were implications and challenges. Examples include the fact that schools are expected to add local and communal concepts and activities into the teaching programs to be relevant and applicable to learners' needs and interests (Fastier, 2013). The teachers are to design a school-based curriculum, teaching program and use the appropriate pedagogies for teaching which is a daunting task (Martelli, 2021). However, White (2021) reported that the schools are willing to handle these challenges.

The development of key competencies has huge advantages and encourages teachers to have greater flexibility in planning and teaching to meet children's needs (Cowie & Eames, 2004; Martelli, 2021). The teachers adhered to the policy to assist students through evidence informed classrooms which aligned firmly with the OBC notion of evidenced-based assessment (New Zealand Ministry of Education, 2022; White, 2021). To date, the notion of evidence-based or outcomes-based curriculum learning and assessment continued to be predominantly harnessed and applied in primary and secondary schools in New Zealand (Fastier, 2013).

2.5.1 Views and perspectives of school community members

Parental and community involvement in New Zealand schools is helpful to examine as a reference point for a parental involvement in the enactment of OBC in Samoan primary schools. Collins and Mutch (2012) stated New Zealand has a long history of parental

involvement in schools, particularly at the elementary to year eight level. Typically, parents have involved and participated in helping teachers by doing tasks such as the preparation of learning resources, accompanying classes on school trips, assisting with remedial classes on reading or mathematics programs, leading fund-raising activities and sharing their cultural experiences and professional expertise (Baker, 2002). Furthermore, the parental and community collaboration and partnership with schools have played a significant role in two different ways (Baker, 2002). Firstly,

“Through a governance role with where elected school boards are being composed mainly of parents” (Baker, 2002, p. 3).

Secondly, as a mutual collaboration of teachers with families and community members in activities designed to promote learning (Baker, 2002; Daly et al., 2020). The latter relationship has given parents a legitimate advocacy role for their children to ensure schools are responsive to the children’s needs (Daly et al., 2020). Collins and Mutch (2012) expressed that parental satisfaction with the quality of their child’s education has always been high and this has remained relatively static through the schools and over time. Daly et al. (2020) reported parental engagement in schools through decision-making and through participation and collaboration towards common goals in the sharing of information.

In the wake of the administrative reforms in 1999 the emphasis of parental and community involvement in schools changed from a largely supportive role to one that was intended as a partnership (Baker, 2002). The reforms established partnerships between trustees and school professionals, between schools and parents, and between schools and the government (Collins & Mutch, 2012). The school board of trustees is legally accountable for schools’ performance and their status as employer of school staff and their key role is to represent school parents in providing direction for the schools (Daly et al., 2020).

2.5.2 Leadership of the school

The role of the principal in New Zealand schools is wide-ranging, so they play an important role in the implementation of any educational initiatives. The New Zealand Ministry of Education (2008) stressed that relationships play an important part in enabling the principal to build trusting relationships through active listening, showing care for others and demonstrating personal integrity. Additionally, relationships assist principals to actively lead

and participate in professional learning with staff and manage the delicate balance between supporting and challenging others. New Zealand Ministry of Education also encouraged principals to provide direction, guidance, and professional advice to help teachers share their expertise and strategies that would improve the students learning (New Zealand Ministry of Education, 2008). This is to help students in dilemmas and others in conflict and encourage feedback from teachers through regular discussions and classroom observations (New Zealand Ministry of Education, 2008). New Zealand Ministry of Education (2008) stated that principals' personal reflections, ideas and initiatives need to be shared with others to clarify situations and solve problems.

The principals performed significant role in managing and addressing conflicts of interest, assisting, and challenging teacher practices, and dealing with a range of challenges and situations (Coblentz & Wylie, 2022). Principals explained matters such as students' issues and matters, school properties and facilities, community issues, teachers' problems, learning and teaching resources. Improved the development and learning for students are best shown when the principal's leadership role and management are underpinned by effective functional and active interpersonal collaboration and relationships with the stakeholders (Bendikson et al., 2023).

Principals play a significant role in overseeing and fulfilling the administrative duties and responsibilities of the schools to make sure the outcomes-based curriculum is implemented and learned by students to benefit them in real-life situations (Bendikson et al., 2023). The more principals focus their relationships with teachers on teaching and communicating goals and expectations about quality teaching and learning for students, the more effective they would lead the schools towards improved student outcomes for all (Coblentz & Wylie, 2022). Henry and Notman (2011) explained that listening to staff and incorporating their considerations into the development and implementation of school practices are central and profound to making significant shifts to lead changes in schools. The principals need insight and understanding into the complex processes of change and the key drivers to make successful changes (Bendikson et al., 2023). The principals do lesson observation and supervision to assist teachers to harness their teaching skills to implement the outcomes-based curriculum (Coblentz & Wylie, 2022). They make sure teachers and students have adequate and relevant teaching and learning resources to teach and learn the outcomes-based curriculum (Henry & Notman, 2011).

The principal has a unique constitutional role as a full member of the board and its chief executive (Bendikson et al., 2023). The principal and the board of trustees are responsible for planning and setting the educational objectives and directions for the school aims and goals for student's learning and development (Coblentz & Wylie, 2022). The principal's task includes providing the board with student assessment report of learning and evaluative progress of school practices that would help inform the future actions and decisions (Bendikson et al., 2023). The principals build trust and focus on relationships within and beyond the school to develop respect and care for others and consistently walk the talk (Cann et al., 2020; Henry & Notman, 2011).

Coblentz and Wylie (2022) stressed that principals must establish relationship and trust among all members of the school community to build a collaborative learning culture that would help bring the school community together around the core principles and values that underpin the vision. Achieving the desired aims and objectives of the revised New Zealand curriculum would rely largely on the leadership, initiative, and determination of principals, particularly to harness and improve the core vision, principles, and values for education in New Zealand (Henry & Notman, 2011; New Zealand Ministry of Education, 2008).

2.5.3 School professional development

The purpose of this section is to establish that New Zealand has a recognised and well-established system of teacher training, certification, and ongoing professional development for teachers. This helps to equip them for the extended role that they need to have in curriculum planning in an outcomes-based curriculum. New Zealanders take several pathways to become professional and qualified teachers through a range of public and private education training providers (Hall et al., 2009). Private education training institutions offer initial teacher education programmes for early childhood, primary, and secondary teaching (Atal et al., 2021). Teacher trainees can earn a qualification with a bachelor degree and a graduate diploma of teaching, or complete study that combines a bachelor degree with teacher education (Hall et al., 2009).

After graduating, new teachers are provisionally registered and must undergo further supervision for a minimum of two years. Schools are required to provide high quality induction and mentoring programmes to support provisionally registered teachers to gain full registration (Atal et al., 2021). The initial teacher education programmes must be designed to enable

graduates to meet seven standards (Atal et al., 2021). The standards state that graduating teachers should have the following capabilities: *know what to teach; know about learners and how they learn; understand how contextual factors influence teaching and learning; use professional knowledge to plan for a safe, high-quality teaching and learning environment; use evidence to promote learning; develop positive relationships with learners and the members of learning communities; and be committed members of the profession* (Hooper et al., 2017).

Aspden et al. (2020) stressed that the schools are responsible for ensuring that teachers participate regularly in some form of professional development, the majority of which occurs in school contexts. It is focusing on the school context of lesson planning, lesson delivery, teaching and learning resources, classroom management and other administrative areas (Atal et al., 2021). Polirstok (2017) revealed that across the schools, teachers regularly practice professional learning and development with resources to support all students. The professional learning and development funding comes from the Ministry of Education to schools for teachers to undergo professional development in their subject areas of teaching and their administrative responsibilities (Aspden et al., 2020).

2.5.4 Classroom performance

The aim of this section is to establish that New Zealand learners are learning and performing exceptionally well in outcomes-based curriculum and with the adequate resources and support from teachers and parents further enriches their learning. Many students confidently perform well in all subject areas in schools (Blaiklock, 2017). New Zealand performs relatively well on international measures of reading literacy (Narayan, 2020; Flint et al., 2017). This is because of a wide range of opportunities given to learners by parents and elementary schools before their primary and secondary schooling. Proportionately more girls than boys perform well in literacy (Polirstok, 2017).

In upper primary and high school levels students redefine their pro-academic learning groups (Denston et al., 2022). Blaiklock (2017) said students drawn from a wider catchment area are making new friends and joining new clubs and activities. They have matured and are able to accept the academic challenges as part of the overall learning experience (Bailey, 2022). Moreover, learners from economically advantaged backgrounds do perform well in literacy, numeracy, and other subject areas (Flint et al., 2017).

The students in high-poverty middle-grades schools are unwilling to take on academic challenges in learning (Denston et al., 2022). Bailey (2022) said this is particularly because the Māori and Pacific learners experienced lower expectations than other learners. Therefore, their opportunities to learn are often less (Denston et al., 2022). However, teachers are helping the weak students by providing extra time, opportunity, and resources to help in their learning (Bailey, 2022).

Most teachers feel confident using a variety of teaching strategies and assessment techniques in lessons to help all students enhance their academic performances (Flint et al., 2017). Polirstok (2017) added that teachers spend more time and resources with students to motivate and boost their academic learning. The teachers apply activity-based teaching practices with the use of inquiry approach to deliver lessons (Blaiklock, 2017). They emphasised that this teaching technique usually encourages and motivates students to engage and participate in the classroom lessons and activities. Besides, teachers draw on a range of professional resources and adapt other teaching strategies to meet the students' needs and strengths (Denston et al., 2022). Hence, with good cooperation and collaboration between teachers and students help improve the learning and participation of students in classroom lessons and activities (Bailey, 2022; Narayan, 2020).

2.5.5 Summary of OBC implementation in New Zealand

The outcomes-based curriculum model introduced into New Zealand schools applied a variety of teaching practices and approaches emphasising the learner-centred and activity-based teaching. The teachers continued to adapt different pedagogies that appropriately met the needs, interests, and strengths of the students. The schools and teachers engage with the views and perspectives of school community members in school activities and developments. The community members engaged in curriculum development and assisted in the school administration duties.

The board of trustees with its principal and the executive head are responsible for leading and administering the school. They oversee the management and coordinate the connectivity from the ministry of education, community members, stakeholders, teachers, and students to work together to run the school. The board of trustees has constant active engagement with different stakeholders, parents and community emphasising neutrality and transparency in the administration progress of the school and students learning development.

The community and parents have become actively involved in the learning programme activities and student learning. They are contributing to school in all areas to improve the progress and learning for the children with the support of the school board of trustees.

The financial support from the Ministry of Education and encouragement from the school board of trustees help the schools to carry on their professional development activities. The schools regularly facilitate and host professional development in-service training, and workshops for teachers. This helped and equipped teachers with outcomes-based curriculum teaching knowledge and experience with relevant teaching and learning resources to improve the students' learning performance.

The formative assessment is used to inform the teaching and learning process (New Zealand Ministry of Education, 2022). Both the teacher and the student gain information from the assessment and use it collaboratively to plan future learning activities (Shepard, 2019). The teacher practices formative assessment constantly on an informal basis through classroom observation and interaction on what the student has achieved, what has not been achieved, and what the student requires to facilitate further progress (Averill & Kerr, 2021).

2.6 Outcomes-based curriculum in Pacific Island nations

In addition to New Zealand, an outcomes-based curriculum has been introduced in several Pacific Island countries. Outlining the implementation of OBC in these countries provides a further backdrop for examining the implementation of OBC in Samoan primary schools. The following sections outline the implementation of OBC in Papua New Guinea, the Solomon Islands and Fiji.

2.7 Outcomes-based curriculum introduced into PNG

The Matane Philosophy of Education for Papua New Guinea Report (Weeks, 1993) and the Education Sector Review of 1991 (NDOE, 2002) articulated that PNG needed educational change (McLaughlin, 2011; Norman, 2006). These reports and the Millennium and Development Goals (MDG) (United Nations, 2024) pushed for education reform. Outcomes-based curriculum advocates argued that an outcomes-based curriculum would develop student acquisition of skills and attitudes for problem-solving, creativity and critical thinking to make them become competent citizens (Norman, 2006). The outcomes-based curriculum concept was to cater and develop students' needs, potentials, and competencies for real-life situations

(Guthrie, 2014). This convincing narrative urged and encouraged PNG to adopt the OBC into its education system (Guthrie, 2014).

In 2001, OBC was introduced into PNG to support and improve local primary school curriculum that focused on quality learning, cultural relevance, national development, and lifelong learning (NDOE, 2004). The local outcomes-based curriculum learning outcomes of each subject encouraged human development recognising the values, attitudes, knowledge, and skills that exist within local communities to foster further learning (NDOE, 2004; Norman, 2006). This new curriculum reform (OBC) was envisaged as able to harness the potential of students in learning, personality, intelligence, and skills (Guthrie, 2014) and to nurture students spiritually, morally, cognitively, aesthetically, socially, and physically in the areas of societal developments (Rena, 2011).

2.7.1 Views and perspectives of community members

According to Lahui-Ako (2019) PNG community and parents perceived OBC as a way forward to improve the education system of teaching and learning. The PNG community members heard that learning outcomes were what students needed to know, what they were able to do, and what attitudes or values they needed to learn and use after their learning period (Asimi, 2014). The local community members and parents were excited and happy to learn about these new theories and principles that the students would learn (Rena, 2011). Neofa (2010) said PNG parents believed the teachers would know and understand the new curriculum content and prepare and deliver good lessons for students to achieve the expected learning outcomes. The parents were happy to learn that within the framework of the outcomes-based curriculum local aspirations and needs were integral to the curriculum reform which would support and incorporate local knowledge, skills, and values into the teaching programme (Guthrie, 2014). The community members and parents were expected to become involved in the local school curriculum development and needed to know how students were learning so they could assist the students to achieve the learning outcomes, however, they never did participate in school curriculum development (Norman, 2006).

In urban areas, the stakeholders collectively helped the school with fundraising and donating money (goods and materials) for the progress and development of the school and students (Asimi, 2014; Solon & Solon, 2006). PNG business houses also provided funding for school projects and students activities like sports or graduation prizes (Guthrie, 2014; Solon & Solon, 2006). The parents and community members also participated in cleaning the school

and decorating the school for special events and activities like graduation, national leaders and inspectors' visits to school (Guthrie, 2014).

The local community members also believed students would be given multiple learning opportunities to demonstrate their competencies, abilities, and performances at each level of the learning programme (Guthrie, 2015; McLaughlin, 2012). The parents assumed that teachers would encourage and inspire the students to demonstrate their knowledge through more challenging tasks and homework to harness their skills (McLaughlin, 2012). The parents believed that students could continually build their knowledge and capacity through practical learning and demonstrating their abilities and skills through communication and performance (McLaughlin, 2012; Neofa, 2010). The skills gained would be useful in real-life situations and workplace employment for the students (Asimi, 2014; Neofa, 2010). With high expectations from community members and parents, local primary school teachers did their best to implement and deliver the outcomes-based curriculum (Neofa, 2010).

2.7.2 Leadership of the school

PNG Provincial Education Boards (PEB) has the power and responsibility to appoint school principals (Lahui-Ako, 2019). Lahui-Ako (2019) explained that principals led changes, enhanced capacity building, distributed resources, developed plans and provided good communication with the teachers and local community members. PNG school principals ensured that the school provided an orderly and safe environment for the well-being of the students and teachers (Bruni et al., 2019).

The school plan was an essential document that helped the PNG principals to guide and direct the school on how to function and progress for the benefit of the schools, students, and teachers (Bruni et al., 2019). The community and other stakeholders support the principal securing additional resources to facilitate the implementation of outcomes-based curriculum to improve the teachers teaching and student learning (Lahui-Ako, 2001). Lahui-Ako (2019) indicated that PNG principals demonstrated inclusive leadership practices to foster a positive school culture and promote safety and equity for all students, teachers, and parents. The inclusive leadership strategy encouraged principals to create a professional environment to promote engagement of parents, teachers, and students to collaborate for the well-being of the schools. This attracts local business houses to participate in the school activities (Lahui-Ako, 2019).

The principals demonstrated knowledge of effective instructional practices and provided feedback to promote continuous improvement of teaching and learning, and the teachers were responsible for setting the measurable standard of outcomes for students (Neofa, 2010; Petko & Ruloff, 2021). PNG principals encourage professionalism through ethical conduct and professional leadership, where they demonstrate them through their work ethics and professional conduct in schools (Lahui-Ako, 2019). The school principals delegated some of their responsibilities to deputy principals and senior teachers to support and improve the operation and administration of the schools (Lahui-Ako, 2019; Petko & Ruloff, 2021).

2.7.3 School professional development

The outcomes-based curriculum provided opportunities for teachers' professional development to know, understand and teach the outcomes-based curriculum and attain professional development skills in this curriculum model (Rombo, 2022). The theory, principles and other substantial ideas of the outcomes-based curriculum were disseminated through various forms of training and in-service programmes (CRIP, 2006). The provincial inspectors and education officers travelled to different schools which were responsible for conducting short training and in-service sessions for the local primary school teachers on the outcomes-based curriculum teaching (Rombo, 2022). The University of Goroka (PNG) and PNG Education Institute offered training programs to upskill teachers to become effective and efficient in their teaching profession (Kekeya, 2014). According to Rombo (2022) the University of Goroka offered summer school training for secondary teachers to be properly trained, and qualified then deployed to secondary schools, while PNG Education Institute offered upskilling training for the primary teachers to be trained and become efficient to offer their services to primary schools.

Many PNG principals and senior teachers had attended national and provincial outcomes-based curriculum in-service training. Therefore, in schools they regularly coordinate in-service training for teachers and disseminate knowledge, skills, and experiences they have learned to the staff members (Rombo, 2022). The local principals linked the professional growth to their professional goals and build and sustain the partnerships with the community stakeholders, teachers, and students to improve the implementation of OBC and learning (Bruni et al., 2019). The teaching staff members informally shared their ideas and knowledge on teaching, lesson development and activity preparation with each other (Lahui-Ako, 2019).

These different professional development opportunities helped PNG primary school teachers to learn about and understand the outcomes-based curriculum, which provided them with substantial support for teaching (Rombo, 2022).

2.7.4 Classroom performance

Neofa (2010) claimed that OBC enhanced and provided students with an opportunity to work on their own which empowered them to explore new ideas and experiences. Rena (2011) added that OBC allowed PNG students to work independently on the tasks and give their own views on issues and matters discussed in lessons. At times certain guidelines, criteria and steps were given to students to work on practical activities to help them reach the intended outcomes (McLaughlin, 2012). For example, steps were given to students to make flowerpots and they worked on their own and eventually produced the flowerpots (Neofa, 2010).

PNG implemented OBC based on learner-centred principles, where teachers explained little and gave more time to students to do activities and teachers only guide and facilitate (Guthrie, 2014). Local primary school teachers empowered students to learn more by using their own initiative and experiences demonstrated significant aspects of the outcomes-based curriculum (Rena, 2011). The students were also given the opportunity to research ideas on various subjects to get their answers (Guthrie, 2014). The information and answers from the research were shared with the classmates and stored in the school to be shared with other students and teachers subsequently (McLaughlin, 2012).

The outcomes-based curriculum encouraged formative assessment so local teachers utilised it to assess their teaching and their students (Neofa, 2010). PNG local primary school teachers set criteria for students to achieve in their assessment tasks which established clear expectations as to how students were performing (Asimi, 2014). The main purpose of assessment was to improve student learning. An outcomes-based curriculum assessment plan derived from the national specified learning outcomes where students must learn, comprehend, and demonstrate them in their lives (McLaughlin, 2012). The local primary school teachers assessed students' performance in relation to outcomes using criteria derived from the learning outcomes (Asimi, 2014). The criteria were based on a holistic approach to describe students' competence in terms of knowledge, skills, and values (Guthier, 2014) related to a variety of assessment approaches (Rena, 2011).

2.7.5 Challenges

OBC in PNG faced significant challenges with the implementation of the curriculum in primary schools. The National Department of Education never conducted a trial pilot initiative to assess how well teachers understand the OBC and how schools would implement it (Agigo, 2010). The trial would have helped to assess the strengths and weaknesses of the new curriculum and strategise how to improve its implementation (Neofa, 2010). The local teachers lacked comprehension of OBC theories and principles and had limited knowledge of the curriculum document and the implementation processes due to lack of training (Agigo, 2010).

Agigo (2010) stressed that OBC curriculum development in PNG was over reliant on external consultants and heavily based on western contexts and ideas which were not relevant to national and local cultural contexts, ideas, and experiences. Therefore, PNG teachers were not confident and comfortable in understanding the national curriculum statement booklet which placed a lot of pressures on them to effectively implement it (Asimi, 2014; Guthrie, 2012). Besides, PNG primary school principals have inadequate knowledge of management and could not effectively manage the OBC programme activities and affairs in the schools (Rena, 2011). Agigo (2010) explained that regional training and workshops were usually conducted in urban areas, but most primary schools were in isolated rural areas and teachers could not attend the training sessions. With minimal professional development, many teachers did not comprehend the OBC ideas, principles, and teaching approaches (Agigo, 2010; Norman, 2006). During workshops and training, a disproportionate teacher-learner ratio of 30 to 40 students to one teacher was not addressed which added fuel to the decline in teacher numbers and learner discipline in classrooms (Guthrie, 2014). Agigo (2010) said OBC was poorly resourced because too many primary schools were scattered throughout the country and lacked funding from the government to cater for the teaching and learning resources for schools and students. Furthermore, there was a lack of school physical infrastructures like classrooms, teachers' houses, libraries, science lab, tools and equipment which hindered the progress and performance of teachers and students (Agigo, 2010). In addition, the deterioration in government basic service infrastructures like roads, bridges and transports added more troubles to schools in rural isolated areas where it was difficult for school supplies to reach (Rena, 2011).

In addition to the above-mentioned challenges, a study conducted by the National Research Institute (PNG) and Deakin University in Australia (2006) revealed that primary

school teachers did not understand the curriculum materials produced by Curriculum Reform Implementation Project (CRIP) and Curriculum Development Division (CDD) which had a negative impact on their teaching (National Department of Education, 2002; Neofa, 2010). PNG primary school teachers saw these curriculum materials more as policy documents and felt reluctant to utilise them (CRIP, 2006). While new materials were produced, the local teachers did not spend time reading them, perhaps due to the English language where many teachers were uncomfortable with it (McLaughlin, 2011; Neofa, 2010). This raised serious concerns about how the local primary school teachers could teach the learning outcomes specified in the curriculum (Agigo, 2010; CRIP, 2006). According to CRIP (2006) local teachers created their own interpretation of curriculum materials and syllabuses, especially the learning outcomes to make them work for them, despite the uncertainty (Asimi, 2014; Neofa, 2010). Although the adoption and implementation of OBC was challenging, the National Department of Education (NDOE) expected schools to lead and enact this new curriculum reform (NDOE, 2004; Norman, 2006).

2.7.6 Summary of OBC enactment in PNG

OBC has been developed as an approach to improve student knowledge, skills, values, attitudes, and competencies to meet real-life situations and expectations and to better their social living. These ideas motivated PNG to adopt the outcomes-based curriculum with the high expectation that it would improve both socioeconomic conditions and the wellbeing of its citizens and the country. An outcomes-based curriculum was implemented in primary schools in 2000 but teachers lacked the appropriate knowledge, strategies and approaches needed to enact the curriculum. The curriculum was not contextualised to local context for teachers to easily implement. There was limited professional development training and workshops, funding, and inadequate resources to equip teachers and learners for OBC. Furthermore, the community and other stakeholders including public sectors were not fully involved in the planning, development, and implementation of outcomes-based curriculum.

Despite such circumstances, parents assisted with school projects, activities, and events. They did not however participate in the academic aspects of curriculum subject teaching and learning. Principals did introduce the curriculum into their schools, develop school teaching programmes, and facilitate training for teachers but much lacked knowledge of OBC theories, principles, and teaching approaches. Some teachers made good progress to prepare and deliver

effective lessons while others put in less effort to learn OBC theories, principles and teaching approaches resulted in the unsatisfactory of teaching the curriculum.

The students learned and performed well in schools (internally assessments & external national exam) where principals, teachers and the community collectively implemented the OBC. This was mainly in urban areas where business houses, parents and other stakeholders provided teaching and learning resources to schools. However, students from some urban periphery schools and most rural areas did not perform well in the school internal assessments and national examinations due to lack of resources and limited efforts from teachers to help the students.

After 12 years of implementing OBC, the education authorities saw that no steady and continual progress with outcomes-based curriculum implementation had been achieved, so the PNG National Department of Education scrapped the OBC in 2013 and replaced it with the Standards-Based Education Curriculum.

2.8 Outcomes-based curriculum introduced to Solomon Islands

The Solomon Islands government adopted OBC in 2006 based on the belief that Solomon Islanders would gain new knowledge, skills and values from the curriculum that would help them improve their living standards and bring peace within the country (Lingam et al., 2014). New Zealand assisted Solomon Islands by advising the education sector and authorities about the new curriculum reform (Daudau, 2010; Edwards et al., 2016). New Zealand funded the establishment of the Curriculum Review Reform Program (CRRP) (Lingam et al., 2014; MEHRD, 2008). The CRRP's primary responsibility was to plan and develop the OBC national curriculum statement for primary and junior secondary schools in the Solomon Islands (MEHRD, 2009).

National documents like Performance Assessment Report 2006 – 2013, National Education Plan 2007 – 2009, Education Strategic Framework 2007 – 2015 and National Curriculum Statement informed the education stakeholders and the community about the philosophy, aims, and expected outcomes of the curriculum reform (Lingam et al., 2014; MEHRD, 2016a). These documents also informed the teachers and students about the expected learning outcomes, teaching principles and learning strategies (Edwards et al., 2016; MEHRD, 2008). Through nationwide consultation and awareness-raising, the outcomes-based

curriculum reform was well received by local schools, teachers, students, stakeholders, and community members (Guild, 2000) indicating that key stakeholders were happy and willing to enact the outcomes-based curriculum (Daudau, 2010).

The national curriculum statement captured the basic education principles, curriculum principles, main concepts, and features of OBC including the key learning outcomes for the curriculum subjects (Daudau, 2010; Guild, 2000). The curriculum statement had the primary education syllabuses of Science, Community Studies and Health Education, English, and Math (Edwards et al., 2016; MEHRD, 2011c). While the secondary level of year 7 – 9 had Social Studies, Home Economics, Christian Education, Physical Education, Arts and Culture, English, Technology and Health Education, Business Studies, Mathematics and Science (Lingam et al., 2014; MEHRD, 2011b). The Curriculum Development Centre (CDC) was established with its Subject Writing Groups to facilitate and plan the writing, editing, and printing of the curriculum materials for primary and secondary schools (Lingam et al., 2014). The writers were tasked to develop learner books, teacher guides and other teaching and learning resources for each subject (MEHRD, 2011c). The CDC also had to store and distribute teaching and learning materials to all schools throughout Solomon Islands and keep an accurate record of all the teaching and learning resources (Daudau, 2010; MEHRD, 2011a).

2.8.1 Implementation of OBC in primary schools

Local teachers in the Solomon Islands had some knowledge and understanding of outcomes-based curriculum subjects and activity-based pedagogical strategies (Early, 2020; Lingam et al., 2017). They understood some of the OBC teaching principles which they had been trained on and knew the curriculum linkage to multidisciplinary initiatives of lesson development (Early, 2020). For example, a teacher prepared a lesson on arts and culture on basket making (Daudau, 2010). Daudau (2010) explained that basket materials would be measured to make a basket which took the mathematics subject into the lesson then the students would sell their basket products to the community after completing them which incorporated business studies subject into the lesson.

The local teachers created a conducive learning environment to sustain and manage a safe and positive learning environment physically, culturally, socially, emotionally, spiritually, and intellectually (Guild, 2000; Jourdan, 2013). They established clear discipline to manage and harness learners' behaviours constructively to promote self-control and independence

(Jourdan, 2013). The teachers developed a teaching and learning programme that encompassed effective learning sequences and translated the national curriculum objectives into learning outcomes (Guild, 2000). Jourdan (2013) reported that teachers developed lessons using appropriate strategies and based on prior knowledge, developed concepts and processes which enabled learners to apply new knowledge to meet the learning objectives. Also, teachers used appropriate teaching skills and resources and modified teaching to maximise the learning for all students (Guild, 2000).

Quinn (2021) noted that teachers encouraged students to engage effectively in the activity-based learning to demonstrate their performance of knowledge and skills attained from the learning outcomes. The local teachers understood the assessment requirements for the subject being taught and knew about the different assessment approaches (Guild, 2000). They were able to use statistical information to evaluate the effectiveness of the teaching and learning (MEHRD, 2017a). The teachers used a variety of formative assessment techniques like quizzes, portfolios, roleplays, question, and answer dialogues, testing and summative termly tests and exams to assess the students and monitor their level of progress and performance (Daudau, 2010; MEHRD, 2017b). During these assessments, the teachers would provide timely and constructive feedback on students' attainment of outcomes and continue to support and guide them to identify their strengths and weaknesses and to improve their learning and performance (Guild, 2000; Jourdan, 2013).

The curriculum emphasised needs-based and activity-based teaching to improve learning in primary and secondary schools (Jourdan, 2013). Therefore, teachers used those strategies and emphasised learner-centred and effective participation from learners in the classroom (Jourdan, 2013). In addition, teaching is usually on developing students' ability to acquire skills practically and intellectually for learners to demonstrate their performance on learning outcomes (Daudau, 2010; Jourdan, 2013). The students are expected to demonstrate their skill performance and knowledge of knowing and understanding the learning outcomes (Edwards et al., 2016).

2.8.2 Views and perspectives of community members

The parents believed that OBC would harness the teaching and learning capability of the teachers and students, so they were happy to engage and participate in the implementation of this new curriculum reform (Wairiu, 2020). The parents perceived that the curriculum would

contribute greatly to the student's achievement, attitudes, and aspirations (Daudau, 2010). The community and parents were sure schools recognised the important role they played in promoting learning, providing resources, and assisting schools (Lingam et al., 2014). Correspondingly, the parents believed the school leaders and teachers would request them to participate and engage in the implementation of the new curriculum (Lingam et al., 2014; Wairiu, 2020).

According to Lingam et al. (2014) the community and parents were looking forward to participating in the discussion of school plans with the school leaders and teachers. They were keen to provide financial assistance for the school infrastructure development and participate in school activities like sport activities, cleaning of school grounds, cultural events, and festivals (Lingam et al., 2014; Houma & Sanga, 2004). They were keen to share ideas about cultural norms, traditional beliefs, practices, and values which could be incorporated into the school teaching program for students to learn (Wairiu, 2020). The parents believed they would help in dealing and resolving any conflict or issue that might arise in the schools (Daudau, 2010).

The community and parents had high expectations about participating in the introduction and implementation of the new education reform in schools since the outcomes-based curriculum emphasised that community participation and engagement in OBC were paramount (Lingam et al., 2014; Wairiu, 2020). However, Wairiu (2020) admitted that the expectations never came to actual fulfilment as the community and parents were not fully informed about the OBC theoretical ideas and principles and how this new curriculum would work in schools. Therefore, they rarely participated in the entire processes of the adoption and implementation of the outcomes-based curriculum in schools (Daudau, 2010; Wairiu, 2020).

2.8.3 Leadership of the school

Solomon Islands' principals' roles and job descriptions were defined in the Teaching Service Handbook, the Education Act, and the rules of individual primary schools (Houma & Sanga, 2004). These documents clearly stipulated the principals were responsible for looking after students and teachers and making sure they knew their roles and responsibilities (Houma & Sanga, 2004; Wairiu, 2020). The principals were committed to the community and nation to work collaboratively and constructively with parents and stakeholders to improve the school

development and learning for the benefit and progressiveness of the nation (Thaman & Thaman, 2009).

They were responsible for educational trends and professional development, were constructive in criticism of teachers, students, and school, had respect and confidentiality for teachers, demonstrated loyalty and respect for students and participated in teachers' activities (Thaman & Thaman, 2009; Wairiu, 2020). Wairiu (2020) emphasised that principals were committed to the employer and agency they worked for to know the current terms and conditions of employment (Houma & Sanga, 2004), be aware of the rules and regulations of teaching services and be honest and fair in using school resources. Wairiu (2020) emphasised that collective partnership and effective communication between the Solomon Islands school leaders and parents was the way forward to effectively run and manage the schools to implement the OBC. The principals building and sustaining relationships of trust and respect with stakeholders, parents, teachers, and students were the fundamental principle of leadership to coordinate and manage the schools (Houma & Sanga, 2004; Wairiu, 2020). Wairiu (2020) said this would establish a transparent conducive atmosphere between the schools and the stakeholders to make everyone feel respectable and valuable.

The principals are knowledgeable about the curriculum syllabuses, teaching and learning, assessment and monitoring, achievement and health and wellbeing (Houma & Sanga, 2004, p. 57). So, they could easily assess the subjects, teaching approaches and pedagogies, achievement and progression of school learning and the health and wellbeing of students and teachers (Houma & Sanga, 2004; Wairiu, 2020).

2.8.4 School professional development

Teacher Training Development Office (TTDO) and Rural Training Centres (RTC) were established to facilitate professional training for primary and secondary teachers to implement OBC (Edwards et al., 2016). The training primarily was to upgrade the teachers' knowledge and skills on lesson preparation, teaching approaches and assessment techniques on outcomes-based curriculum teaching (Daudau, 2010). More importantly, the aim was to enable teachers to understand the specified learning outcomes and how to develop them into lessons (Lingam et al., 2014). The TTDO and RTC ensured OBC was understood by teachers (Guild, 2000) so they could effectively teach the content of the materials and be able to use them efficiently in the classroom (Edwards et al., 2016). The successful implementation of OBC high-quality

teaching and learning relied heavily on the availability of resources and how well they were utilised by the teachers and students (Edwards et al., 2016).

The teacher professional development division in 2014 stated that ongoing training using distance and flexible learning would provide field-based training for primary and junior secondary teachers in the provinces to harness and strengthen their OBC skills and competencies (Guild, 2000; MEHRD, 2014). The training facilitators organised, arranged, and supervised in-service programmes to meet the requirements and needs of the school leaders, teachers, and education officers (Lingam et al., 2014). The training targeted the education officers so they could understand OBC theoretical ideas and assess and evaluate the progress of the implementation. The training was also aimed at principals to strengthen their skills and capacity to support, mentor, and report on teachers' performance (Edwards et al., 2016; Guild, 2000). Further in-service training was provided for teachers to enhance their teaching proficiency to improve the quality of classroom instruction and classroom management (Daudau, 2010) and ensure that teachers adhered to professional teaching requirements and standards of quality and competency (Lingam et al., 2014).

2.8.5 Classroom performance

The teaching strategies utilised by local teachers encouraged and urged students to actively engage and participate in the learning processes to harness and improve their classroom learning performance. According to Daudau (2010) different activities were measurable and observable for teachers to assess the performance of students in doing them. For example, one strategy utilised by teachers in teaching was student discussion which encouraged and motivated students to actively engage in critical thinking and share their ideas and experiences in classroom dialogue. Such an approach empowered students to participate and engage in discussion to debate ideas, integrate, and apply their knowledge in the discussion. Group work was another strategy used by local teachers to improve participatory and interactive learning, an effective positive tool for engagement. The students formed small groups to interact and build motivation within the group. Such an approach encouraged and shifted students from being passive to becoming active learners and allowed them to use their prior knowledge and experiences to share in the group. Guild (2000) added that the shared responsibility by group members made the work easier than it would be when undertaken by an individual student. Roleplay was another strategy used by local teachers in teaching to

motivate students to dramatise real situations. Quinn (2021) added that the roleplay gave students' roles and responsibilities to talk and act to demonstrate their character, ability, and performance in the skit. Such an approach created positive links to real life situations to harness student knowledge, experience, self-confidence, self-esteem, and communication skills.

The different teaching approaches and strategies utilised by local teachers in the classroom clearly detailed and explained how students gained new knowledge and skills and applied them in their learning processes and performances (Daudau, 2010; Quinn, 2021). With such performances from local teachers (MEHRD, 2016a) it was reported that there had been significant progress made in improving education access, quality, and management within primary education. According to Quinn (2021) some significant improvements and achievements have been made by teachers and students since 2006 up until now. The performance assessment report 2006 - 2013 (MEHRD, 2013a; MEHRD, 2013b) revealed improved learning outcomes. The percentage of Grade 6 children achieving the expected level of literacy has increased from 29 percent to 40 percent and numeracy from 41 percent to 46 percent from 2006 to 2010 and ongoing progress was occurring (Guild, 2000; Jourdan, 2013). Guild (2000) argued that the implementation of OBC had harnessed the students' practical skills, social values and academic knowledge for their community living and life-long learning.

2.8.6 Challenges

Several challenges and problems were encountered during the implementation of OBC in Solomon Islands primary schools (Lingam et al., 2014). Harris (2021) stressed that despite the training and in-service provided, many teachers and school leaders still did not fully comprehend the teaching and learning strategies in the new curriculum. At the provincial level the education ministry did not fully achieve the goals of relevance and improve learning due to a lack of consistency in monitoring and implementing policy procedures and processes (Kakai, 2014; Lingam et al., 2014).

The teachers were not asked to contribute and share their ideas and experiences during the OBC policy development and so it was difficult for them to understand the curriculum and enact it (Edwards et al., 2016; Lingam et al., 2014). Lesson planning, and teaching strategies and approaches were not sufficiently considered during the policy initiatives discussion and so there was no clear straightforward path to enact OBC (Lingam et al., 2014). No financial analysis of the costs of teacher training, resourcing and provision of school facilities took place during the policy initiatives discussion (Burnett & Dorovolomo, 2007). Consequently, there

was not enough funding to cater for what was needed to effectively implement the new curriculum (Edwards et al., 2016; World Bank Group, 2014).

According to Lingam et al. (2014) there was no analysis on the uncertainties or challenges that could be encountered during the implementation of the curriculum during the policy initiative discussion. The government and funders were not informed about any risks or challenges that might arise during the implementation (World Bank Group, 2014). Correspondingly, no contingency plans or measures were developed for emergencies or risks that might arise, so issues and problems that came about during the implementation were not easily addressed or resolved (Burnett & Dorovolomo, 2007; World Bank Group, 2014).

The OBC policy, curriculum statement and other relevant documents were not adequately communicated to the key stakeholders within the public and private sectors including the community and parents (Lingam et al., 2014). At the same time the monitoring of policy implementation was not systematically done. With less attention and lack of information and knowledge about the OBC the stakeholders could not participate adequately and assist the education sector, especially the schools, principals, teachers, and students in implementing the curriculum (Edwards et al., 2016; Lingam et al., 2014).

Lingam et al. (2014) observed that external consultants did the education review and evaluation of the implementation progress of the OBC and lacked the local knowledge and experience to really identify the problems and challenges faced by the schools. It was recommended that the external consultants and local professionals should conduct the education review and evaluation together to identify the real issues and problems in schools (Kakai, 2014; Lingam et al., 2014).

2.8.7 Summary of OBC enactment in Solomon Islands

The belief that OBC would equip students with knowledge, skills and values needed for life-long learning and community living encouraged the government to introduce OBC into their education system. The Curriculum Review Reform Program (CRRP) was established to plan and develop the OBC national curriculum statement for primary and secondary schools. An OBC policy, national curriculum statement, learner books and teacher material aids were developed for the implementation of the curriculum. Training, workshops, and in-service sessions were conducted for school leaders and teachers to equip them with the knowledge and understanding needed to teach and manage the OBC enactment processes. The school's OBC

curriculum program was rolled out in 2009 for implementation. The new curriculum reform was welcomed by the education sector, schools, parents, and teachers.

During the implementation processes a significant number of challenges and problems were encountered by schools, principals, teachers, students, stakeholders, and parents. Schools lacked facilities like libraries, sport fields, science labs, equipment, tools, and internet connectivity to help effectively implement and teach the curriculum subjects. The principals lacked the knowledge of OBC theories, principles and features they needed to adequately supervise, assess, and report on the performance of teachers and students. The training was too short, and teachers did not fully comprehend the fundamentals of learning outcomes, lesson preparation and teaching approaches which made it hard for them to efficiently prepare and teach lessons. Furthermore, teachers did not have enough teaching materials and students lacked learning resources needed to cater for their learning needs. The parents and stakeholders heard about the OBC but were not fully informed to participate in the development of the school curriculum. Correspondingly, they rarely participated in the school academic activities.

Despite such challenges there were some improvements made. Examples include Grade 6 children achieving the expected level of literacy, increasing from 29 percent to 40 percent and numeracy from 41 percent to 46 percent from 2006 to 2010. Therefore, the Solomon Islands government, the education sector, and the schools, especially principals and teachers continued to implement the OBC. The ongoing training and in-service professional development offered to principals and teachers helped them to harness their knowledge of OBC to assist them in teaching and implementing the curriculum.

2.9 Outcomes-based education introduced into Fiji

The Fiji Education Commission Report in 2000 said there was over-emphasis on rote-learning hindering the ability of students to transfer knowledge to real life (Fiji Islands Education Commission Panel, 2000; Koya, 2008). The report advocated for education reform to change the traditional teaching and learning styles to meet the Millennium Development Goals (Ali-Chand, 2019; Koya, 2008). According to Ali-Chand (2019) an education reform that would accommodate Fijian students to live a better life in real-life situations and improve their national socioeconomic and geopolitical developments. Therefore, Fiji and Australia under the Fiji Education Sector Reform Project (FESP) in 2003 introduced outcomes-based

curriculum into the country (Fiji Ministry of Education, National Heritage, Culture & Arts, 2015; Koya, 2008). Australia funded the FESP which aimed to support Fiji Ministry of Education to deliver quality education services and improve education outcomes for students at the primary level (Ireland et al., 2017).

The outcomes-based curriculum objectives were integrated into the national curriculum framework for quality teaching and learning to harness the development of Fijian students (Crossley et al., 2017; Koya, 2008). The primary education curriculum subjects of Expressive and Creative Arts, Healthy Living and Physical Education, Language, Mathematics, Science, Studies of Society and Economic Development, Technology were reviewed and improved for teaching and learning. The outcomes-based curriculum reform provided district education offices, schools, principals, teachers and school management committees with leadership powers, roles, and responsibilities to roll out the seven curriculum subjects to primary schools for implementation (Acharya, 2007; Fiji Ministry of Education, National Heritage, Culture & Arts, 2015).

The curriculum reform aimed to achieve the long-term development outcome to improve learning outcomes for Fijian students (Hay & Tikoduadua, 2016). However, most of the effort to date had been directed towards the central ministry and therefore less progress had been made within the district, school, and community levels (Koya, 2015; Hay & Tikoduadua, 2016). Ireland et al. (2010) stressed that it was to strengthen the learning progress for Fijian students as per the intended objective of the curriculum reform was yet to achieve. So, without further external assistance, severe resource limitations within the Fiji Ministry of Education, National Heritage, Culture & Arts will prevent many of these improvements from reaching the intended beneficiaries at the school levels (Koya, 2008; Ireland et al., 2010).

2.9.1 Implementation of OBC in primary schools

Ali-Chand (2019) pointed out that in implementing and teaching the outcomes-based curriculum subjects in primary schools these five educational principles emphasised and practiced in the teaching learning: to facilitate the holistic development of every student; to promote fundamental shared values amongst students; to motivate students and prepare them for life-long learning; to help students to live a full and productive life; and to prepare students for the world of work where change was a fact of life (Ali-Chand, 2019; Chandra et al., 2022; Fiji Ministry of Education, National Heritage, Culture & Arts 2015). These broad principles

were broken down into seven major learning outcomes: be independent, reflective, responsible lifelong learners; communicate effectively and critically; investigate to address challenges and build knowledge, understanding and skills; select and use information from a variety of sources; develop enterprising solutions to meet the needs of individuals and communities; know about change and its effects, balance, patterns and relationships (Alam et al., 2022; Chandra et al., 2022; Shameem, 2002). These learning outcomes were simplified into classroom learning contents and activities to help students in problem-solving, creativity, acquisition of skills with attitudes and be competent citizens (Acharya, 2007; Fiji Ministry of Education, 2019; Shameem, 2002).

The principals and teachers learned the fundamental concepts of outcomes-based curriculum as the learner-centred and the pedagogy of activity-based learning (Swan, 2007). The teachers designed lessons based on learning outcomes and used the activity-based learning approach to teach and enable students to comprehend the learning outcomes and participate in the class (Crossley et al., 2017; Swan, 2007). The primary school teachers were responsible for students' learning and provided assessment activities to moderately assess and evaluate how students were progressing in their learning (Koya, 2015; Ireland et al., 2010). The outcomes-based curriculum implementation depended largely on how well teachers understood the curriculum, pedagogical strategies and the availability and accessibility to teaching and learning resources (Asa & Prasad, 2014; Koya, 2008). The schools and teachers were encouraged to teach students with skills, knowledge and attitudes that matched the current workplace environment and the future needs of Fiji (Koya, 2015; United Nations Children's Fund, 2017).

2.9.2 Views and perspective of community members

Fiji Education Program (FEP) document stated that the institution of school ownership should involve parents and community because school was in their locality and students were from the community (Crossley et al., 2017). The community leaders would have insightful and valuable cultural information and values that would be incorporated into the school teaching programme for students to learn or they would participate in teaching them to students (Crossley et al., 2017). The parents believed their inclusion to participate in school planning and activities would yield better outcomes for students and schools as the immediate beneficiaries for the reform (Devi & Fernandes, 2018).

It has been suggested that greater success, the principals would need to collaborate the school's effective communication and conducive environment would create a better relationship and encourage parents to contribute more for the school (Kedravate & Raturi, 2015; Koya, 2010). The principals, teachers, parents, and stakeholders collaborate and work together to harness and improve their relationship in planning, teaching, and learning processes for the benefit of the students (Devi & Fernandes, 2018). The community and parents would lead action, would share vision, would participate, would share ownership, would accept accountability, would maintain openness and status quo, and would contribute to school (Crossley et al., 2017). This would build better social relationships with the school, community parents and stakeholders for them to help in sporting activities, cultural events, cleaning school grounds, graduations, and other project work for the schools (Koya, 2008).

However, in Fiji, local communities and parents were not adequately informed about the new curriculum reform and how they would participate in the implementation processes (Alam et al., 2022). This led to parents and stakeholders' disinclination to effectively support the schools and students' learning during the implementation. This indicated ineffective leadership which had an adverse effect on the overall performance of the schools and the implementation of the curriculum (Lingam et al., 2014). Consequently, it was challenging for schools with poor leadership to convince and encourage the community, parents, and stakeholders to participate in the school social and academic activities (Alam et al., 2022).

2.9.3 Leadership of the school

According to Devi and Fernandes (2018) the School Management Committee (SMC) was responsible to develop the school constitution to prescribe the operation procedures and efficient running of the school. The committee, principal and teachers were required to adhere to the constitution to manage and run the school (Alam et al., 2022). The committee was responsible for registering the school and providing oversight in the management of the school to support the school principal and teachers in the smooth running of the school (Ali-Chand, 2019). Devi and Fernandes (2018) pointed out that the committee was also responsible for decision making; long term planning; and operational planning and financial management. The well-being and maintenance of the school depends on the strong collaboration and harmonious relationship between the committee, parents, stakeholders, principal, teachers, and students (Chand & Singh, 2022; Crossley et al., 2017).

The Fiji Islands Education Commission report recommended that newly appointed school principals should undergo professional training on educational leadership and administration before taking up their posts (Devi & Fernandes, 2018). Unfortunately, a few principals selected lack significant professionalism because had rewarded the principalship roles due to their regular visit to district education offices, some had been awarded due to nepotism, others due to their affiliations with teacher unions (Alam et al., 2022; Devi & Fernandes, 2018). This led to some very able teacher's performance taking a nosedive due to lack of support, guidance, motivation, and mentoring provided by the principals (Ali-Chand, 2019).

Despite of such situations, some very deserving principals were committed to build good relationships and fulfil their roles and responsibilities to support, guide, motivate and mentor teachers and students (Crossley et al., 2017). The principal is usually the administrator for the school who manages and administers the day-to-day activities and administrative duties for teachers, students, and school (Devi & Fernandes, 2018). The principal provided a good role model and motivated and supported teachers to deliver good quality teaching and learning in the classroom (Chandra et al., 2022). They practiced ethics and morality in behaviour and decision-making to assist weak teachers to harness their ability and commitment to teaching (Chandra et al., 2022; Devi & Fernandes, 2018). The principals made sure all parties to work together to achieve the educational purpose and goal to harness and enhance the students educational learning (Devi & Fernandes, 2018).

2.9.4 School professional development

Primary school teachers were trained for two years at teachers' college while secondary school teachers were trained for three years with diplomas in teaching certificates (Chand, 2018; Koya, 2010). The primary and secondary teachers could further their studies at the University of South Pacific or Fiji National University to gain bachelor's degrees (Koya. 2015; Fiji Islands Education Commission Panel, 2000). The Fiji Polytechnic School offers training in various trades, apprenticeship courses, and other courses that led to diplomas in engineering, hotel catering, and business studies for teachers (Fiji Ministry of Education, 2007).

When OBC was introduced into primary school in 2003 the primary school teachers underwent training, in-services, workshops, and other induction programmes to implement the outcomes-based curriculum reform (Martin et al., 2015). The training is to help teachers equip

them with sound knowledge of OBC vision, mission, policies, principles, structures, support services and resources (Crossley et al., 2017). The training and in-services were to help local teachers understand the outcomes-based curriculum and how to implement it in terms of teaching programme, lesson plan and teaching (Koya, 2008). Also, to improve quality teaching to help students achieve the learning outcomes of knowledge, skills, values, and competencies for their lifelong learning and living (Crossley et al., 2017; Fiji Ministry of Education, National Heritage, Culture & Arts, 2015). The FESP was encouraging and conducting the training to prepare and improve the teacher's knowledge and skills on the new curriculum before managing and teaching it in schools (Chandra et al., 2022; Koya, 2015).

The aim was that the training and in-service courses provided to principals and teachers for quality learning and teaching would make a difference to students' learning and living (Kedrayate & Raturi, 2015). The teachers' roles and responsibilities were recognised as significant, so professional development and other support were provided for them (Chand, 2018; Fiji Department of Foreign Affairs and Trade, 2021). In addition, the Ministry of Education increased its budget to improve learning and teaching processes. However, according to Lingam et al. (2017) the training and in-service courses provided to local teachers were too short and generally on certain things like lesson planning and lesson delivery. Therefore, the teachers felt they were bulldozed without proper training to teach the new curriculum (Shameem, 2002). New materials and teaching strategies were imposed on them, and they had to adapt to this reform, and poor teachers suffered because they did not have the content knowledge and skills to teach the subjects (Hay & Tikoduadua, 2016; Swan, 2007).

2.9.5 Classroom performance

Koya (2008) and United Nations Children's Fund (2017) stressed that assuring the quality of teaching and learning in schools was the major concern amongst teachers, parents, and stakeholders. The local teachers looked at what they did in the classroom, thought about what they did, and how they worked to achieve the learning outcomes (Chandra, et al., 2022; Koya, 2008). Through this reflective and reflective teaching, teachers were able to make changes and improvements in their teaching strategies (Chand & Singh, 2022). Chand (2018) said the local teachers recognised the importance of incorporating student interests and needs in developing teaching and learning activities. They encouraged and motivated students to enhance their learning interests and habits (Chand & Singh, 2022).

With newer insights into teaching and learning, Koya (2008) added that teachers were frequently challenged to alter their classroom teaching practices meeting the assessment practices. The current learning needed to harness students' knowledge, skills, capacities, principles, and values to enter the community and workplace environment (Koya, 2015). Teachers were tasked to personalise learning experiences to ensure that every student had a chance to succeed and to deal with increasing cultural diversity in their classrooms and differences in learning styles, taking learning to the learner in ways that allowed individuals to learn in the ways that were most convenient and conducive to their progress (Chandra et al., 2022; Shameem, 2002).

Koya (2008) revealed that local teachers used formative and summative assessment to gain feedback on students' learning performance. Formative assessment refers to a range of formal and informal assessments conducted by teachers during the learning process to modify teaching and learning activities (Chandra et al., 2022). Its main goal was to monitor student learning and help both students and teachers to improve the learning and teaching processes (Chand & Singh, 2022). While summative assessment generally occurred at the end of a learning unit (Koya, 2008). Swan (2007) pointed out that the main goal of summative assessment was to evaluate the student learning and compare it against the standards. It is also to evaluate the effectiveness of the curriculum and program objectives. According to Koya (2008) examinations had been an integral part of the Fijian education system providing the students, parents, teachers, and other important stakeholders with valuable information about students' learning. The existing Fijian primary education system was laden with examinations (Chand & Singh, 2022). These included term end and midterm exams from Years 1 to 8, Literacy and Numeracy Assessments for Years 5 and 7, and Years 6 and 8 appearing for the external examination in the third term of the school academic year. The Year 7 students were also required to sit for the standardized test prepared by the MEHA each year (Chand & Singh, 2022; Koya, 2008; Swan, 2007).

Chand and Singh (2022) said exams helped students to get on par with the expected standard set by the schools and the Ministry of Education, Heritage, and Arts. If there was no exam, students would not perform to the best of their ability or to the standards expected from them (Chand & Singh, 2022; Koya, 2008). The students had to forego activities that interest them when teachers focused more on examinations, and students studied long hours at home as parents kept reminding them to study (Koya, 2015). The examination information was

beneficial to monitor and improve teaching and learning strategies and measure learning outcomes at different stages of learning (Koya, 2008; Swan, 2007).

2.9.6 Challenges

Fiji outcomes-based education reform aligned its operation with the Western Australia outcomes-based with less national and local influences (Koya, 2010). Transplanting OBC reform to Fiji unquestioningly implementing it would not meet the local needs and aspirations might lead to failure of the reform initiative (Alam et al., 2022; Lingam et al., 2017). Lingam et al. (2017) said the idea of plucking reform from one system and adopting it to another was not advisable as all systems were different in many ways.

Fiji Ministry of Education used its systemic centralised coercive power to adopt and introduce the outcomes-based curriculum to the country, so schools did not have much discretion to deal with the curriculum development (Ireland et al., 2010). Inadequate funding, training and resources provided to schools impose challenges on the implementation of the new reform (Crossley et al., 2017). Lack of community and parents' participation in school teaching programmes and other curriculum matters raised questions on the validity and value of the lesson and teaching content (Lingam et al., 2014). New materials and curriculum imposed on teachers to adapt with less knowledge content and skills posed pressures and challenges on the local teachers to teach (Koya, 2008). Well, FESP produced a training handbook, and few teachers had the capacity to successfully take advantage of this material to read and improve their teaching performance.

The introduction and adoption of the new curriculum was not a straightforward process with less publicity to teachers, community, parents, and stakeholders to contribute ideas to the curriculum subjects and learning outcomes (Koya, 2008; Swan 2007). Therefore, parents did not understand the new curriculum, and teachers needed to undergo intensive training and in-services to comprehend the outcomes-based curriculum to manage and implement it (Crossley et al., 2017). Low utilisation of school-based plans to guide school activities, to influence budget allocations or to monitor school management and school-based activities (Alam et al., 2022). It appeared that there was no systematic monitoring of the school's three year strategic and annual plans for content or quality (Ali-Chand, 2019; Chand, 2012). Ali-Chand (2019) said there was no evidence provided that indicated the plans were used for monitoring school performance, nor were the plans being adjusted based on any feedback that might be provided.

These school improvement plans, if supported systematically, could serve a pivotal role in guiding actions to support the teaching learning process and consequently improving the educational outcomes (Koya, 2010; Martin et al., 2015).

2.9.7 Summary of OBC enactment in Fiji

The outcomes-based curriculum was introduced into Fiji in 2003 and FESP developed the curriculum reform policy, reviewed the curriculum syllabuses, and facilitated the training and in-service courses for school leaders and teachers. Implementation of an outcomes-based curriculum was rolled out into all primary schools but faced a lot of challenges for the schools and teachers in teaching and implementing the new curriculum. It was a new curriculum with new theories, principles, features, pedagogies, and new teaching and learning materials where teachers needed to fully comprehend and practice it. Training, in-service courses and workshops were provided for school leaders and teachers but were too short to cover every aspect of the curriculum. Therefore, developing school teaching programmes, lesson planning and preparation and lesson delivery were not easy for teachers. The community, parents and stakeholders heard about the OBC curriculum reform but were not fully engaged in the implementation of it. This was because the school leaders and teachers were not 100 percent sure about this new reform so could hardly inform the parents what, where and how to engage and contribute to the implementation of it.

As OBC implementation proceeded more reviews and improvements (2007, 2015 and 2019 reviews and assessment reports) were done to the curriculum, training and teaching and learning materials. Such revisions and improvements further enhanced the knowledge, skills and understanding of school leaders and teachers for implementing the OBC. The teachers came to understand the outcomes-based curriculum and how to teach it to better the students' knowledge, skills and values for their lifelong learning and living. The students and teachers can foresee how OBC is being taught emphasising the learning outcomes and using the learner-centred and activity-based learning strategy. There is now more appreciation of the teaching and learning processes of an outcomes-based curriculum.

When school leaders and teachers became aware and understood OBC they encouraged and engaged the community, parents, and stakeholders to participate in the school's practical and academic activities. These stakeholders were informed of how to participate and engage in the school activities and events. The schools informed parents to share their academic ideas,

knowledge and experiences during school meetings which could be noted and incorporated into the school teaching programmes. The business stakeholders were encouraged by the school leaders to support project activities for the schools' development, and they were helping schools.

The district education office, school leaders, local teachers, communities, parents, and stakeholders doing their best in unity to address and tackle the challenges of improving school facilities, more funding for resources and materials, enhancing leadership, teaching, and learning for schools and students.

2.10 Outcomes-based curriculum implementation in Samoa

The implementation of any new curriculum places means that local teachers need have the relevant knowledge, skills, experiences, and willingness to change their classroom curriculum, management, and teaching practices (Esera et al., 2010; Petaia, 2009). OBC included a learner-centred approach which aimed to meet student learning needs, styles, and pace which in turn required different approaches to planning, teaching, and resources (Viliamu, 2021). There was a need for local Samoan primary school teachers to know and understand the OBC teaching principles, learning strategies and assessment techniques to ensure these requirements and the student needs were met (Petaia, 2009). There have been limited research studies on teacher classroom implementation of outcomes-based curriculum in Samoa. I review those I was able to locate, identifying teaching and learning strategies, assessment approaches and principals' support, community views and participation and implementation challenges.

2.10.1 Classroom teaching and learning of OBC

The available literature shows that to implement the new curriculum in Samoa, local teachers changed their methods of curriculum planning and teaching in accordance with the philosophy, content, and teaching strategy of the OBC (Suaalii, 2021; Viliamu, 2021). They tailored their lessons to match the core conceptual learning outcomes that were specified in the curriculum syllabuses (Petaia, 2009; Viliamu, 2021). Suaalii (2021) noted that teachers developed the lessons based on activity-based learning and utilised the learner-centred approach in all subject areas. Amituanai (2014) explained that local teachers informed students at the beginning of the class what they would learn and the learning outcomes they would gain

after the lesson. Tuia and Tulipe (2021) added that teachers engaged students in learning to participate in class discussions, read aloud sessions, question answer quizzes, group work activities, roleplays, reciting poems, singing and other class activities.

Rasmussen (2021) identified that Samoan local teachers capitalised on the natural interests of their students and designed learning events and activities based on students' experiences and skills. The teachers challenged students to make meaningful connections from lessons to their past experiences to expand their knowledge and interest in the learning (Viliamu, 2021). At the same time, the teachers created opportunities for students to discuss and share ideas and skills on solving critical problems and make decisions to enhance their abilities and rationality (Tuia & Tulipe, 2021). Viliamu (2021) explained that OBC encouraged interdisciplinary approaches whereby local teachers integrated aspects of different subjects like social sciences, literacy, and mathematics in one lesson and taught students to harness their learning, competency, and experience.

2.10.2 Assessment of OBC and the principal's support

Collins (2021) and Esera et al. (2010) identified that students' learning progress and assessment performance are influenced by the medium of instruction. Sāmoan is the main medium of instruction during the first-three years of primary school and English is orally introduced in Year 2. From Years 4 to 6, English language is taught as a curriculum subject with Sāmoan remaining as the language of instruction for other curriculum subjects (Hang, 2011; MESC, 2010). After Year 6, English becomes the medium of instruction for all curriculum subjects (Hang, 2011).

According to Petaia (2009) the curriculum policy explicitly outlined the objective of assessment was to assess and evaluate the knowledge, skills and values attained and demonstrated by students. Assessment also to support and substantiate the achievement described in the curriculum processes at the primary school, national, and regional levels to enable students to realise their potentials and encourage them to extend their learning beyond school to real-life situations (Chan, 2020; Viliamu, 2021). The local primary teachers used formative assessment to guide and improve students' learning performance and to help them improve their teaching (Petaia 2009). The summative assessment used to evaluate students' learning at the end of a study period to compare against a prescribed set national standard (MESC, 2015; Muliaina et al., 2020). These forms of assessments were done by primary school

teachers to identify what individual student know and how to help the student to achieve the specified learning outcomes; to inform teachers of learning areas where additional support required; to provide a basis for evaluating program effectiveness for future teaching plans; to provide information for parents on the progress of student achievement; and to enable students to be selected to undertake particular programs (MESC, 2013; Muliaina et al., 2020).

McDonald and Tufue-Dolgoy (2017) admitted that local teachers used a range of assessment techniques to observe and assess the students' performances and achievements. The techniques and strategies like observations allow individual students and group work performance to be assessed, while conceptual dialogue would help teachers to assess the students' communicative skills and performances (Rasmussen, 2021; Tufue-Dolgoy, 2021). The assessment helped teachers obtained useful feedback on what, how much, and how well their students were learning for teacher to adjust and changes to the teaching to help students make their learning more efficient and effective (Esera et al., 2010; Muliaina et al., 2020).

Administratively, the local principals familiarised themselves with how to review and assess the curriculum implementation (Esera et al., 2010). They were aware of how to assess and grade the progress and achievement, the weaknesses, and failures of the implementation process and how to adequately handle challenges (Esera et al., 2010). For example, the principals informed teachers they needed to facilitate learning and allow students to take the lead and responsibility for their own learning so the teachers could easily assess the students' learning performance (Petaia, 2009). The Samoans believed that the principals, teachers, government, missionaries, and private bodies were responsible for managing the academic affairs and matters of the schools (Suaalii, 2021). Therefore, the parents left the school management and curriculum development to the hands of principals and teachers to deal with (Tufue-Dolgoy, 2021).

2.10.3 Parents and community participation and support

The community had a lot of influence in primary schools because their children attended the schools (Petaia, 2009). The parents attended school meetings and contributed ideas to improve the school physically or even academically (Tufue-Dolgoy, 2021). The community viewed their role and responsibility was to help in practical activities for the schools like building classrooms, school toilets, furniture, and other school facilities (Petaia, 2009). In school meetings, parents shared their ideas about school development to develop new facilities

like libraries, volleyball courts or bringing things like wheelbarrows and lawn mowers to help the school (Amituanai, 2014).

The village committees and parents were responsible for the school maintenance and kept the school ground clean and neat. The committees and parents usually participated in cutting grass around the school area, involved in school sports, school fetes, school cultural days, and other festival activities. The parents also viewed themselves as the providers for students learning resources or donating money (goods and materials) to school or doing fundraising for the school.

2.10.4 Challenges of the enactment of the OBC

The literature reports that there were different challenges encountered by principals and teachers in primary schools during the enactment of the outcomes-based curriculum (Esera et al., 2010). The teachers were not fully consulted in the introduction and development of OBC, so they had no contribution and input into the new curriculum (Amituanai, 2014). Therefore, teachers could hardly understand some of the terminologies and vocabulary in the curriculum statement and subject syllabuses (Petaia, 2009). For example, Language and Math syllabuses were difficult for primary school students (Amituanai, 2014). McDonald & Tufue-Dolgoy (2017) supported the notion saying learning was complex in transferring of knowledge and skills to young learners and required experienced education professionals to develop the curriculum.

Each curriculum subject booklet had only the topics and cluster themes and teachers needed to identify the strands and sub-strands and then developed units of work and lesson plans to achieve the specified learning outcomes (Esera et al., 2010). The subject booklet never spelt out clear directions on why, what, and how to extract information and activities from the teaching aids to develop the daily lesson plans so was tough for teachers. McDonald & Tufue-Dolgoy (2017) emphasised that no clear teaching procedures and processes were specified to follow and develop the lesson from the learning outcomes. The units and teaching lesson plans were very difficult to produce because teachers lacked the content-based and pedagogical skills, and no appropriate training was conducted on these areas for teachers (Esera et al., 2010). Therefore, the teachers designed and prepared the strands, sub-strands and units of work including lesson plans according to their own will, interest, and capacity (Petaia, 2009).

McDonald and Tufue-Dolgoy (2017) argued that outcomes-based curriculum teaching required an activity-based learning approach, learner-centred and group work activities to harness the students' creativity and critical thinking to increase and improve their learning abilities. This required more time and learning materials for each student and the schools did not have enough teaching and learning resources (McDonald & Tufue-Dolgoy, 2017; Petaia, 2009). Therefore, a lot of research needed to be done in reading books and other materials to extract knowledge and skills from the local teacher to prepare the outcomes-based curriculum lessons (Petaia, 2009). However, many primary school teachers lack the knowledge of research and spend a lot of time searching for information and preparing the lessons (McDonald & Tufue-Dolgoy, 2017). Besides, the primary schools did not have internet-accessed, educational printable and electronic facilities due to lack of funding to secure learning resources (Suaalii, 2021; World Bank Groups, 2014). The workload added with other issues put a lot of burdens, challenges, and pressures on teachers to implement the OBC (Amituanai, 2014).

2.10.5 Summary of OBC enactment in Samoa

New Zealand and Australia assisted the Samoa Government with funding and advisory work to introduce OBC into the country in 2009. Local and international policy experts reviewed and revised the National Curriculum Policy Framework 2006-2015 and from knowing the old policy and the curriculum gave them the sound understanding to develop the new outcomes-based curriculum policy. In 2010, MESC established subject curriculum working committee groups to review the five existing curriculum subjects of Gagana Samoa, English, Mathematics, Social Studies, and Basic Science. These groups also prepared teaching aid materials and training materials for trainers to train teachers, so teachers could teach and implement the OBC. After reviewing these five subjects they developed another two new curriculum subjects which were the Physical Education & Health and Music, Visual & Performing Arts addition. The primary schools have a total of seven curriculum subjects.

Local professional development trainers trained primary school teachers on how to use and teach the seven curriculum subjects. The training was conducted at different districts for seven weeks (one week for each subject) from early March 2011 to late September 2012. After the training, the implementation of OBC began in urban schools in late 2012 and was rolled out to all primary schools in 2013.

Information about OBC was clearly outlined in national curriculum policy documents, in assessment policy documents, and in the curriculum syllabuses but no specific detail of procedures and processes for developing lessons, teaching approaches and student assessment was spelled out for schools and teachers. The curriculum subjects have the learning outcomes but did not set out clear guidelines on how to develop daily lesson plans out of the learning outcomes. The teachers need to develop their own lessons from the learning outcomes which were quite tough for the local teachers. Teachers faced issues such as a lack of teaching and learning resources, no ongoing training, the slow learning pace of weak students and some curriculum subject content being difficult for learners. These hindrances posed a great challenge for local primary school teachers in implementing the OBC.

However, the teachers improvised techniques and styles to prepare their lessons. They continued to implement the curriculum and through additional workshops and training from MESC and in-services from schools helped the teachers to learn and understand more about lesson preparations, teaching approaches and assessment techniques. These assistants and steps helped teachers to enact the outcomes-based curriculum and continued to improve their teaching, and in turn harness the students' learning. Samoa primary schools carried on teaching the outcomes-based curriculum and teachers continued to improve their lesson planning, teaching, and assessment techniques to this date.

Table 3
Similarities and differences in implementing OBC in the three small Pacific Island nations

| Outcomes-based curriculum implementation in three Pacific Island nations: PNG, Solomon Islands, and Fiji. | |
|---|---|
| Similarities | Differences |
| <ul style="list-style-type: none"> ● The three countries' primary school teachers did not participate in the development of OBC national policy and the OBC national curriculum development. | <ul style="list-style-type: none"> ● Australia introduced OBC into PNG and Fiji and New Zealand introduced OBC into Solomon Islands. ● PNG scrapped the OBC from its education system in 2013 and replaced it with the Standard Based Education |

| | |
|--|--|
| <ul style="list-style-type: none"> ● The three countries lack education funding and teaching and learning resources for OBC curriculum enactment. ● The three countries experienced short training on OBC provided to school leaders and teachers to implement the curriculum. ● Primary school teachers in the three countries lack understanding and knowledge on OBC so found it hard to teach the curriculum. ● The four countries experienced inadequate information and awareness on OBC made to community, parents, and stakeholders. ● The three countries' experienced communities did not engage in academic activities of the schools but assisted in outside activities like sport events, cultural day, cleaning school grounds, and others. ● Solomon Islands and Fiji local teachers experienced continual professional development on OBC with them. ● Solomon Islands, and Fiji provided annual report for their education progress, but cannot compare their progress because each country has its own challenges | <p>Curriculum, while Fiji, and Solomon Islands continued implementing the OBC.</p> <ul style="list-style-type: none"> ● PNG has a large population with many primary schools spread across its big landmass. Solomon Islands, and Fiji are small island nations with less populations, and small number of primary schools. ● PNG has more than 800 languages, Solomon Islands has 76 languages, Fiji has three languages, so poses different levels of challenges for each country to implement OBC. ● Fiji reviewed its curriculum in 2007, 2015 and 2019 to harness and improve its enactment. Lots of improvements made. ● Solomon Island reviewed its curriculum in 2008. Some improvements made. |
|--|--|

2.11 Challenges and barriers to outcomes-based curriculum implementation

The developing countries especially the Pacific Island nations faced great challenges in enacting the outcomes-based curriculum in primary schools (Agigo, 2010; Ali-Chand, 2019). They have inadequate funding, lack of teaching and learning resources, school facilities like classrooms, libraries, science labs, desks, equipment and tools to help the teachers to effectively teach the students (Agigo, 2010; Koya, 2008). In addition, there was the lack of outcomes-based professional trainings for principals and teachers. According to Daudau (2010) inadequate knowledge on outcomes-based made principals to have limited skills to effectively and efficiently translate the national curriculum to the school-based teaching programme. Similarly, teachers have limited understanding and knowledge about the outcomes-based theories and principles which made it hard for them to effectively develop lesson plans and assessment learning activities (Ali-Chand, 2019).

In Samoa, the Ministry of Education, Sports, and Culture had evaluated the implementation progress of the outcomes-based curriculum reform but did not explicitly identify what did work and what did not work in the primary schools (Amitunai, 2014). So, this research study is to address this gap to investigate how outcomes-based curriculum is enacted in primary schools, what pedagogies teachers utilised, how principals assisted teachers as well as how parents and community members were involved in supporting the schools to enact the outcomes-based curriculum.

2.12 Conclusion

The global education policies of great significance are borrowed or transferred to countries who want to improve their education. The policy is transferred and translated into the local education policy framework and into schools to meet the local and national needs and aspirations of the country. The chapter discussed the outcomes-based education/curriculum history originated from progressivism (John Dewey), learning mastery initiatives (John Caroll) and taxonomies (Benjamin Blooms) theories. The outcomes-based curriculum emphasised teaching to be focused on learners' development and thinking to become critically knowledgeable and independent. It further talked about the outcomes-based curriculum teaching program of how teachers interpret and teach the intended learning outcomes, select teaching and learning activities and design assessment tasks for students.

The outcomes-based curriculum progressed and expanded across the global society to developed and developing countries like the USA, Australia, Malaysia, New Zealand, and others. The USA and Australia adopted the outcomes-based curriculum, but their states, territories and countries disagreed to use and apply the national learning outcomes in all schools because they have their own learning needs. So, governments do away and abandon the outcomes-based curriculum to be taught in all schools. Malaysia effectively adopted and applied the outcomes-based curriculum into its education system and schools. The schools in the country continued to improve the outcomes-based curriculum teaching strategies, approaches and assessment techniques and progress well. The country did well with outcomes-based curriculum so enacted it in primary, secondary and now into tertiary institutions.

The New Zealand government financially funds and supports the schools and teachers with outcomes-based curriculum by providing resources and encouraging schools to have regular professional development for teachers. The parents and community stakeholders effectively engaged in supporting the schools, teachers and students in teaching and learning the outcomes-based curriculum. New Zealand was the only developed nation in the Pacific region using the outcomes-based curriculum so was the role model of the small Pacific Island nations who were teaching the outcomes-based curriculum in their education and schools.

PNG adopted the outcomes-based curriculum in early 2000 because it would greatly help the young generations to become knowledgeable and skilful to become potential workforce for the country. The outcomes-based curriculum teaching aims to develop learners by meeting their specific learning needs to harness their skills and potentials. With this, schools, teachers, and students needed funding and resources, but the PNG government found it hard to meet the needs of the schools, teachers and students throughout the country so abandoned the outcomes-based curriculum in 2013 and introduced the school-based curriculum.

Solomon Islands and Fiji adopted the outcomes-based curriculum in mid-2000 and continued to implement it to this day. New Zealand introduced the outcomes-based curriculum into Solomon Islands while Australia introduced it into Fiji. New Zealand and Australia assisted these countries in adopting the outcomes-based curriculum policy, reviewing their curriculum, providing training, and advising them to implement the outcomes-based curriculum in schools. When Solomon Islands and Fiji schools and teachers became familiar and comfortable with the outcomes-based curriculum teaching, New Zealand and Australia left the two countries to independently progress their outcomes-based curriculum. Fiji and

Solomon Islands schools, teachers and students faced different challenges like lack of funds and resources, but their teachers continued to harness their teaching, improve their assessment tasks, and have regular professional developments.

Samoa adopted outcomes-based curriculum in 2009 for primary schools with the assistance from New Zealand to fund and help MESC to develop the outcomes-based curriculum policy, review its existing curriculum syllabuses to shift more towards outcomes-based curriculum theories and principles. The external consultants and local professionals work together to develop the national curriculum statement booklets for the seven subjects. The external curriculum consultants and MESC facilitated and hosted the initial outcomes-based curriculum training for primary teachers. Everything on the outcomes-based curriculum was prepared and done and by late 2012 some urban schools implemented the curriculum and by 2013 all primary schools enacted it. Though schools, teachers and students encounter issues like lack of funds and resources, schools and teachers initiate new ideas and use local knowledge to overcome such challenges to harness their teaching strategies, resources and activities for benefit and betterment of students.

Chapter 3: Methodology

3.1 Overview of the chapter

This chapter begins by providing an overview of the interpretivist paradigm then details the theoretical framework of a multiple case research design. The chapter provides an explanation of the research design, the selection of research participants, and the process of data collection, followed by a description of the data analysis process. A description of quality in case study design including validity and reliability is presented along with the ethical considerations for this research. Finally the research limitations and challenges are presented.

3.2 Research objective

The aim of the study was to investigate the enactment of the outcomes-based curriculum in Samoan primary schools. It was anticipated that data and findings would provide insights into the nature and features of implementation six years after the OBC's formal introduction. The research also aimed to identify the challenges encountered by primary schools and teachers in enacting the curriculum reform. It was anticipated that research findings would help the Samoan Ministry of Education and primary schools to think, plan and strategise wisely to achieve the curriculum reform aims. The overarching research question was:

How are primary school teachers in Samoa enacting an outcomes-based curriculum?

The sub-questions were:

1. What pedagogical practices are Samoan primary teachers using to enact the outcomes-based curriculum in classroom teaching?
2. How are the students responding to learning through outcomes-based curriculum?
3. How do Samoan primary teachers' practices draw on Samoan faasāmoa cultural norms?
4. How are principals, parents and other community members supporting primary schools in enacting the OBC?
5. What are principals and teachers' recollections of how their initial implementation of outcomes-based curriculum was supported?

These questions determined the nature of the research design and techniques to be used in this study. The questions also determined the amount and kind of resources to be used in

collecting the information and the duration of the data collection (Farquhar, 2012; Flick, 2006). The next section discusses the theoretical framework of the study.

3.3 The theoretical framework of this study

The study adopted an interpretivist paradigm to investigate the practicality of outcomes-based curriculum implementation in three primary schools of Samoa. The metatheoretical, ontological and epistemological assumptions that underpin interpretivism as a theoretical basis of this study are described.

3.3.1 Interpretivist paradigm: Metatheoretical

A metatheory is a set of rules, principles, or a story that describes and prescribes what is acceptable and unacceptable as theory for the exploration of any scientific or social domain (Muller & Overton, 2012; Sousa, 2010). A metatheory focuses on the theoretical and analytic framework underlying the phenomenon of the research to critically interpret and test using the meta-synthesis (Morgan, 2003). Metatheory is the “fundamental set of ideas about how phenomena of interest in a particular field should be thought about and researched” (Sousa, 2010, p. 25). It lies beyond any substantive theory, empirical research, or human practice (Araújo et al., 2017; Creswell, 2014). Metatheory is a means to attain a deeper understanding of what the theory entails to explain the phenomenon under study (Rosa, 2011). Metatheory offers a systematic means to understand and evaluate the theory that drives and arises from qualitative research (Araújo et al., 2017). Qualitative research usually employs observation, interviews, questionnaires, and document analysis to explore and understand the individuals or groups in a study (Flick, 2006; Heale & Twycross, 2018).

Qualitative research focuses on specific contexts in which people live and work to understand the social and cultural settings of the participants (Alpi & Evans, 2019; Knapp, 2019). Qualitative research also acknowledges that the experiences and backgrounds of researchers will help shape the interpretation and analysis of the data. A researcher needs to position themselves in relation to a study to acknowledge how the interpretation flows from their personal and cultural experiences (Rosa, 2011). As a researcher in this study, I will personally engage in observation and Talanoa with teachers, principals, parents, and students to collect the data. I will use the philosophical concepts and strategies of ontology and epistemology to collect the data and information. These two concepts will determine what

exists, how to examine the data, and how to understand the nature of the phenomenon under study.

3.3.2 Interpretivist paradigm: Ontology

Ontology is a set of concepts and categories in a subject area or domain that shows how knowledge, language, perception, and property relate to the nature of reality in their relationships with each other that shapes the understanding of what kinds of things exist within that environment (Corcho & Ruiz-Iniesta, 2014). Ontology refers to a body of formally represented knowledge based on objects, concepts or other entities that assumed to exist in some area of interest and relate to each other of how they work and exist (Scotland, 2012, p. 9). Ontology involves a conceptualisation of an abstract and simplified view of the world that we wish to represent for a certain purpose (Corcho & Ruiz-Iniesta, 2014). Scotland (2012) says every knowledge base, knowledge-based system, or knowledge-level agent is committed to some conceptualisation, explicitly or implicitly (Bautista-Zambrana & Durán-Muñoz, 2013). This means that any knowledge has a connection and relation to other concepts and ideas.

However, Munoz and Zambrana (2013) claim that ontology has difficulty in transferring specialised knowledge from texts or domain experts to abstract effective conceptualisation. These authors argue that sources are not always clearly understood, bringing contradictions or misinterpretations to explain the concepts or phenomena. Despite such claims, Leonardi (2012) argues that ontology is valuable and one of the most relevant ways of representing the conceptual structure that underlies a particular domain as it models the basic categories of that domain. It can also be said ontology is the study to deal with what kinds of things exist or the nature of existence. Al-Saadi (2014) further acknowledges that the ontology of the world may include physical objects, minds, events, properties, values, and abstract entities such as numbers and sets. Hence, individuals perceive things differently, and challenge and debate each other.

Ontology deals with the question of; what is there? Sanga (2004) explains that Pacific people perceive the social world phenomenon under investigation as intangible, soft and internal to people's cognition. Pacific people express the social, spiritual, and cultural worlds of people in the locality and reality. In Samoa, Talanoa is where people share in-depth spirituality, feelings and cultural matters to exchange information among themselves (Hafoka et al., 2018; Vaioleti, 2013). In this study, the Talanoa and observation become the data collection instruments to be utilised as they acknowledge and portray the physical abstractions,

feelings and values of entities and participants (Brennan et al., 2016; Lyster, 2019). This would help to clarify the circumstances and situations of the Samoa outcomes-based curriculum reform implementation.

3.3.3 Interpretivist paradigm: Epistemology

Epistemology deals with what we can know and how we can know it (the means and conditions for knowledge), including how we can know what exists. In other words, it provides a philosophical background to decide what kinds of knowledge are legitimate and adequate. Epistemology claims that these are means to access knowledge: perception, sensation, intuition, reason (deduction and induction), even faith (Singh & Walwyn, 2017). Epistemology is based on these two questions; what do you know and how do you know it? Therefore, reliability is a necessary condition to understand and know the belief or knowledge that exists, and most versions of virtue epistemology have this requirement (de Gialdino, 2006).

Creswell (2013), however, stress that the common objection and disagreement to the reliability requirement for knowledge or justification is described as the generality problem. This is the concern that a particular perception can be explained as an instance of many different belief-forming processes which make the degree of truth-conduciveness vary greatly depending on the way the belief and perception are detailed and explained (Heng & Sol, 2022).

Besides, epistemology raises many questions including: how reality can be known; the relationship between the knower and what is known; the characteristics, the principles, the assumptions that guide the process of knowing and the achievement of findings; and the possibility of that process being shared and repeated by others in order to assess the quality of the research, and the reliability of the findings (de Gialdino, 2009, p. 2 - 3).

The epistemological reflection develops persistent and creative activity that is renewed time and again. It shows the difficulties encountered by researchers when the characteristics of what they intend to know are unprecedented, or in part, or, registered, observed, or understood by existing theories, concepts or by the available methodological strategies (de Gialdino, 2009).

Sanga (2004) explains the epistemological understanding of how Pacific people see knowledge as relativist and inseparable from the context and the social realities of the people. In the Pacific context people share their ideas and thoughts through a humanistic feeling and sharing. The way to explain, know and understand things is to interact with the people through

storytelling, sharing and discussion to know that knowledge or problem (de Gialdino, 2015). Talanoa is a process which involves the sharing of ideas, knowledge, skills, and experience through storytelling. Vaioleti (2013) acknowledges that in a Samoan research context using Talanoa can extract rich information and data for a study. The current research study pursues data collection through Talanoa and observation with the participants as these two research instruments are perceived to be well suited to the case study in Samoa.

3.4 A case study

Case study research has a prominent place in many disciplines and professions, including psychology, anthropology, sociology, political science, education, clinical science, social work, and administrative science (Heale, & Twycross, 2018; Williams, 2022). A case study can be defined as a research strategy, an empirical inquiry that investigates a phenomenon within a real-life context (Heale, & Twycross, 2018). In case study research, the case being studied may be an individual, organisation, event, or action existing in a specific time and place. The cases can be single or multiple. They can include evidence from multiple sources and benefit from the prior development of the theoretical proposition (Alpi & Evans, 2019). This study uses a multiple case study research design to observe and interview the teachers, students, principals, and students from three schools. These aspects are described further below.

3.4.1 Rationale for using case study

The case study is described as an ideal methodology when a holistic, in-depth investigation is needed (Yin, 2014). The case study method allows for an investigation and analysis of a single or collective case, intended to capture the complexity of the object of study (Yazan, 2015).

“This involves careful and in-depth consideration of the nature of the case, historical background, physical setting, and other institutional and political contextual factors” (Ebneyamini & Moghadam, 2018, p. 2).

The case is usually developed in partnership between the researcher and respondents and presented to engage the readers, inviting them to take part in the interaction and reading of the research discovery and outcomes (Ebneyamini & Moghadam, 2018; Yin, 2014).

The case study method has been used in varied investigations, particularly in sociological studies, but increasingly, in instruction (Ebneyamini & Moghadam, 2018). A case

study is developed to engage the participants to bring out their viewpoints and opinions by utilising variable and multiple sources of data (Yazan, 2015). In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study (Yin, 2014).

3.4.2 Case study research design

Typically, case study method often involves simply observing and investigating what happens or redeveloping and expanding on the case history of a single participant or group of individuals such as a soccer team, school class or a specific social group (Alpi & Evans, 2019). A case study allows a researcher to investigate a topic in far more detail than might be possible with other methods (Yazan, 2015). The case study is utilised for data collection and analysis to generate materials for discussion through qualitative techniques, interviews, questionnaire survey, participant observation and diaries, meeting minutes and letters, photographs and notes or official document case notes, medical reports, and appraisal reports (Creswell, 2014; Heale, & Twycross, 2017). The data collected can be analysed using grounded theory, interpretative phenomenological analysis and text interpretation thematic coding and other analytical tools (Gray, 2009). All these approaches used preconceived categories in the analysis and focus on the individual case without reference to a comparison group (Creswell, 2014). The case study method has evolved over some years and developed into a valuable qualitative research method (Heale, & Twycross, 2017). This research method usually collects data at the site, where the participants are located and collection of information is done in multiple forms such as interviews, observations, and documents (Heale, & Twycross, 2017).

The case study could be seen and described as intrinsic depending on the phenomenon under investigation (Creswell, 2014; Ebneyamini & Moghadam, 2018). The case study method provides the researcher with an opportunity to study the phenomenon of interest. In this research the principals, teachers, students, and parents are experiencing the phenomenon under investigation which are suitable cases for analysis. The researcher wants to know more about them in reference to the phenomenon under study (Yazan, 2015). Central to the researcher's interest is finding out about outcomes-based pedagogy utilised in Samoan primary schools, and the chosen respondents are the administrators, implementers, teachers, learners, and participators in the outcomes-based reform as they are the suitable candidates for the phenomenon under inquiry.

The research usually has a single main question to guide the reading that frames the research, conduct of the research, the collection and organisation of the findings and the analysis of the findings. The main question pinpoints exactly what to find out and gives research work and activities a clear focus and purpose (Creswell, 2014). There are also sub-questions to highlight the specific area which can help the researcher to answer the main research question. The sub-questions help the researcher investigate and drill deep into and around the main question to find answers to the inquiry (Creswell, 2014).

3.4.3 Case study characteristics

A case study is a research strategy that uses empirical inquiry to investigate phenomena within a real-life context to facilitate understanding in the inquiry and decide about it (Birks et al., 2017; Heale, & Twycross, 2017). It is a descriptive and exploratory analysis of a person, group or event which usually determines the boundaries of the case and the complexity of the behaviour patterns of that bounded inquiry (Creswell, 2013; Heale, & Twycross, 2017). The study can be a single case or multiple cases.

A case study is generally used in qualitative research to explore attitudes, behaviours and experiences through observations, interviews, and questionnaires (Harrison et al., 2017). A case study generates statistics through using methods such as questionnaires or structured interviews to formulate new ideas that might be tested by other methods to illustrate theories or to show different aspects of a person's life or relationship to others (Chen & Peng, 2018; Creswell, 2014).

A case study is a description and analysis of an individual matter or case with the purpose to identify variables, structures, forms, and orders of interaction between the participants in the situation to assess the performance of work or development under inquiry (Heale, & Twycross, 2017). The case study features and characteristics make it highly appropriate and relevant to investigate the enactment of primary school outcomes-based curriculum by schools and teachers.

3.4.4 Case study strength and weakness

The case study's strengths outweigh its weaknesses, but inevitably, no research design is perfect. The case study answers research questions and investigates complex social units and multiple variables to understand the phenomenon (Rahman, 2017). It involves real-life situations where it can establish a rich and holistic account of the phenomenon. Further, the

case study can offer insights and illuminates meanings that enrich a reader's experiences. These insights can help structure future research. Case studies are usable in a range of contexts and can be applied to education, social work, administration, health, and other fields of study (Almeida et al., 2017). The case study method has proven useful for studying educational innovations, evaluating programmes, and informing policy. A reader can learn much through the researcher's narrative description to create vivid images or prototype cases and transfer them to similar situations (Malina et al., 2011). The reader can draw on case study findings to add, subtract, invent, shape, or reconstruct knowledge and meanings of events in relation to his or her own personal context. Case study accounts for ideology, epistemology, methodology and humanity which emphasises paradox and acknowledges there is no simple answer that should be qualified as the fixed standard answer (Rahman, 2017).

The case study method also has some disadvantages. disadvantages too. The goal is to achieve rich and thick description and analysis of a phenomenon, but a researcher may not have the time or money to conduct such an in-depth case study research. An investigator is the primary instrument of data collection, analysis, description, and summary report so biases may and can affect the write up (Rahman, 2017). The lack of representativeness, rigor in data collection, construction, and analysis of empirical materials can lead to issues of reliability, validity, and generalisability (Almeida et al., 2017). One cannot generalise based on a case study which is usually considered a serious limitation of the case study as a scientific method (Malina et al., 2011).

3.5 Multiple case studies

The multiple case studies design is a valuable qualitative research tool to study and identify the links between the personal, social, behavioural, psychological, organisational, cultural, and environmental factors that guide organisational and leadership development and management (Priya, 2021, p. 94 – 110). The single or multiple case studies design have been proven as tool for achieving a deep understanding of a specific phenomenon under inquiry, although the case study method has been dismissed by some critics who question the reliability and validity of the approach (Creswell, 2014; Gustafsson, 2017). However, numerous studies over the past years have illustrated that the case study method can be used successfully to probe beneath the surface to get deep into the situation and provide a rich context for knowing and understanding the phenomenon under study (Chen & Peng, 2018).

The use of multiple case studies has strengths and weaknesses. Gustafsson (2017) pointed out that multiple case studies are strong and reliable and allow for a wider exploration of theoretical evolution and research questions than the single case study. However, Alpi and Evans (2019) claim that multiple case study is expensive and more time-consuming than single case study. Additionally, single case study explores deeply so can richly describe the existence of phenomena which create a better and high-quality theory of the explored subject than multiple case studies (Gustafsson, 2017).

While recognising its disadvantages, the multiple case studies research methodology was chosen and utilised to investigate and determine the enactment of 2010 outcomes-based curriculum into Samoa primary schools because of the involvement of different locations, schools, and participants in this research. The multiple case studies' features, principles and instrumental tools were appropriate and justifiable to 'explore and investigate the enactment of outcomes-based curriculum in primary schools. The multiple case studies focused on the outcomes-based curriculum pedagogical phenomenon. The method was selected to provide the researcher with an opportunity to investigate and observe the outcomes-based curriculum teaching utilised by Samoa primary school teachers in enacting the curriculum. The overarching research question identifies a phenomenon of how knowledgeable and comfortable primary teachers shifted from objective-based curriculum to outcomes-based curriculum teaching. The case study aims to explore the primary teachers' planning and delivery of lessons using the outcomes-based curriculum pedagogical approaches. In this case study, participants who are experiencing the phenomenon under investigation are all suitable cases for analysis.

The primary learning institution with different groupings of individuals namely the principals, teachers, parents, and students would participate in the case study as the prime sources of data collection. The study would involve face-to-face interviewing with three principals and three teachers, and semi-structured interviews with a group of parents and a group of students from the three selected primary schools participating in the research. The lesson observations with the three primary teachers would be undertaken to observe how they teach and deliver the lessons to class. The research participants would provide the information and become the data collection sources for the researcher through the study. The study was conducted in three primary schools, two from Savaii and one from Upolu in Samoa.

3.6 The study participants

A research participant is a person who is involved in a research activity or event to help provide information about the phenomenon under study (Lee et al., 2019). The initial plan of the study was to conduct the research in government primary schools from Upolu and Savaii. However, MESCS authorities were unwilling to allow me to conduct the research in government schools. Consequently, I approached church and private primary schools where I knew some of principals in the islands of Upolu and Savaii. I initially contacted five primary school principals and explained to them my research. From the five schools I contacted three were willing to participate in the research data collection. One private school from Upolu and two mission schools from Savaii then were engaged in the research data collection. All private, mission and government primary schools in Samoa were teaching the outcomes-based curriculum at the time of the data collection so the aim and purpose of the study did not need to change.

From the three primary schools, Year 4 and Year 6 grades were selected to participate in the research because these classes sit the SPELL and SPECA national examinations annually and I wanted to observe how teachers enacted the outcomes-based curriculum and prepared their students for the examinations. The principals from the three primary schools, the Year 4 and Year 6 teachers, the Year 4 and Year 6 students and the Year 4 and Year 6 students' parents were asked to participate in the study, so I would obtain different perspectives of how the outcomes-based curriculum was used and implemented in schools.

The formal permission letters, including ethical consent forms were delivered to the principals, teachers, students, and parents a week prior to the commencement of data collection. In the same week that I delivered the letters I also invited the principals, teachers, students, and parents for roundtable discussions at the schools. At these roundtables, I explained the purpose of my research and discussed participant anonymity and explained that pseudonyms would be used instead of their names. The participants were happy to participate and agreed to do so. I collected signed consent forms from the principals, teachers and parents prior to data collection. All parents consented for their children to take part.

The number of research participants varied as shown in Table 4. While the initial plan was to get 12 parents from each school and the whole class of each school to participate there was a measles breakout during the data collection and the government-imposed restriction on movement of people. Therefore, some parents and students did not make it to the semi-Talanoa

sessions. As shown in the table that School A with five parents and seven students, School B with five parents and 22 students School C with 11 parents and 26 students.

Table 4
Research study participants

| Research participants | | |
|------------------------------------|------------------------------------|------------------------------------|
| School A Talanoa | School B Talanoa | School C Talanoa |
| 1 co-principal | 1 principal | 1 principal |
| 1 Year 4 teacher | 1 Year 6 teacher | 1 Year 4 teacher |
| 7 students | 22 students | 26 students |
| 5 parents | 5 parents | 11 parents |
| School A lesson observation | School B lesson observation | School C lesson observation |
| 1 Year 4 teacher | 1 Year 6 teacher | 1 Year 4 teacher |
| 17 students | 22 students | 26 students |

Table 5
The schedule applies to both Savaii and Upolu primary schools

| Lesson observation time per teacher in each school | | | |
|---|--|--|---|
| Days | Week 1 School A | Week 2 School B | Week 3 School C |
| Monday | Lesson observation 50 minutes Talanoa 10 minutes Transcript Check 15 minutes | Lesson observation 50 minutes Talanoa 10 minutes Transcript Check 15 minutes | Lesson observation 30 minutes Talanoa 10 minutes Transcript Check 15 minutes |
| Tuesday | Lesson observation 50 minutes | Lesson observation 50 minutes | Lesson observation 30 minutes |

| | | | |
|--------------------|--|--|--|
| | Talanoa 10 minutes Transcript Check 15 minutes | Talanoa 10 minutes Transcript Check 15 minutes | Talanoa 10 minutes Transcript Check 15 minutes |
| Wednesday | Lesson observation 50 minutes Talanoa 10 minutes Transcript Check 15 minutes | Lesson observation 50 minutes Talanoa 10 minutes Transcript Check 15 minutes | Lesson observation 30 minutes Talanoa 10 minutes Transcript Check 15 minutes |
| Thursday | Lesson observation 50 minutes Talanoa 10 minutes Transcript Check 15 minutes | Lesson observation 50 minutes Talanoa 10 minutes Transcript Check 15 minutes | Lesson observation 30 minutes Talanoa 10 minutes Transcript Check 15 minutes |
| Friday | This day was allocated to Talanoa with the school principal and the class teacher | | |
| Total hours | 5 hours | 5 hours | 3 hours 40 minutes |

Table 6

Talanoa time duration with research participants in Upolu and Savaii schools

| Talanoa session time per research participant in each school | |
|--|-------------------------------------|
| Talanoa duration | Talanoa participants |
| Talanoa with teachers on Friday. Five minutes to establish relationship, 30 minutes for Talanoa and 15 minutes review of transcript by the participant on another day (total 50 minutes) | Face-to-face Talanoa with teacher |
| Talanoa with principals on Friday. Five minutes to establish relationship, 25 minutes for Talanoa and 15 minutes review of transcript by the participant on another day (total 45 minutes) | Face-to-face Talanoa with principal |

| | |
|--|-----------------------------------|
| Semi-Talanoa with students on Wednesdays. Five minutes to establish relationship, 10 minutes for Talanoa and five minutes review transcript by participants (total 20 minutes) | Face-to-face Talanoa with student |
| Semi-Talanoa with parents on Thursdays. Five minutes to establish relationship, 15 minutes for Talanoa and 10 minutes review transcript by participants (total 30 minutes) | Face-to-face Talanoa with parent |
| Talanoa total time duration with participants in each school = 2 hours 25 minutes | |
| With participants consent, the Talanoa was audio recorded and transcribed. | |
| Participants are given the opportunity to review and amend transcripts so accurately reflect the participants' intended meaning. | |

3.7 The study data collection

The purpose and objective of the data collection is to capture reliable and relevant evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been developed and posed for the research (Bandiera et al., 2016). Regardless of the field of study, either quantitative or qualitative accurate data collection is essential to maintain the integrity of research (Aguinis et al., 2019). The selection of appropriate data collection instruments along with care in their use means arguments are embodied in valid data (Aguinis et al., 2019; Creswell et al., 2007).

The data collection methods can be divided into primary and secondary methods of data collection. Primary data is collected by a researcher from first-hand sources, using methods like surveys, interviews, or experiments (Moules et al., 2017). Secondary data is data gathered from published books, newspapers, magazines, journals, online portals, studies, surveys, or experiments that have been done by other people (Perry & Ruggiano, 2019). Typically, secondary data allows researchers time to formulate questions, and gain an understanding of the issues being dealt with before the more costly and time-consuming collection of primary data (Perry & Ruggiano, 2019). The primary data in my research was obtained from the Talanoa, lesson observations and teaching documentation (Bandiera et al., 2016).

3.7.1 Talanoa

Talanoa has been taken up by research practitioners and others as an appropriate research method in Pacific contexts (Hafoka et al., 2018; Brannelly et al., 2016). Tala means to inform, tell, relate, and command, as well as to ask or apply and Noa means of any kind, ordinary, nothing, purely imaginary or void (Tunufa'i, 2016; Vaioleti, 2013). Talanoa is a conversation, a talk, an exchange of ideas or thinking, whether formal or informal. Literally it means talking about nothing and interacting without a rigid framework in face-to-face settings (Tunufa'i, 2016).

From the Pacific people's perspective, Talanoa is the ancient practice of multi-levelled and multi-layered critical discussions and free conversations (Reynolds & Sanga, 2017). It includes the way that community, business, and agency leaders receive information from the community, which they use to make decisions about civil, church and national matters (Ravulo, 2016, p. 195). Talanoa allows people to engage in friendly and social conversation which may lead to critical discussions or knowledge sharing and creation that emanates rich contextual and inter-related information to surface as co-constructed stories (Hafoka et al., 2018). Talanoa creates space and conditions which holistically intermingle researchers' and participants' emotions, knowing and experiences (Vaioleti, 2013). This leads to energising and uplifting of the spirit to create a positive connection in conversation between the researchers and participants (Reynolds & Sanga, 2017; Hafoka et al., 2018).

3.7.2 Talanoa in this study

The research participants understand and know the Talanoa storytelling and sharing of concerns and critical ideas. Hence Talanoa was an authentic way for me to collect data. I conducted Talanoa with the three participating teachers in their own school settings. These Talanoa sessions took place on Fridays. The Talanoa was mainly about their lesson preparation and planning and their enactment of the outcomes-based curriculum. During Talanoa, probing questions pushed the discussion into other areas like student progress, teachers' professional development and so forth. Talanoa was also conducted with three principals. These also took place on Fridays. The talk was about teacher in-service courses, the school curriculum program, and the school teaching and learning materials and resources. Other areas talked about included funding, budgeting, and community participation.

Semi-Talanoa is an interactive session with a group small enough for everyone to have a chance to talk and large enough to provide diversity of opinions (Vaioleti, 2013). The researcher facilitated a semi-Talanoa with five parents of Year 4 class and 7 Year 4 students in School A. I also did a semi-Talanoa with five parents of Year 6 class and 22 Year 6 students at School B and another semi-Talanoa with 11 parents of Year 4 class and 26 Year 4 students at School C. The semi-Talanoa was conducted on a Wednesday with students in class and in the afternoon with parents in the classroom. The semi-Talanoa with parents was about how they feel and what they know about the outcomes-based curriculum and how they are participating in it. The semi-Talanoa with students was about students' interest in lessons, students' performance and understanding of lessons and their relationship with their teacher.

3.8 Lesson observation

Observation is when a researcher observes a situation with or without interaction with the research participants to observe what they say and do (Gray, 2009; Ravulo, 2016). Caillier and Lattimer (2015) explained that observation provides ways and means to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate and share with each other, and check for how much time and energy spent on various activities. The observation provides authentic and reliable information to validate other data collected (Loughland, 2019). It also allows researchers to observe events that participants may be unable or unwilling to share because of sensitivity of the issues or matters (Creswell, 2014; Reynolds & Sanga, 2017).

Field notes are one of the mainstays of data collection through observation (Brannelly et al., 2016; Moules et al., 2018). Accurate and extensive field notes are difficult to write, especially when the researcher is busy observing. It is crucial that field notes are written up on the same day just after the observation (Caillier & Lattimer, 2015). Field notes can also be supported by audio recording, and if this is employed recordings should be transcribed as quickly as possible.

3.8.1 Lesson observation in this study

In this research I acted as a non-participant observer. I unobtrusively observed the teachers teaching Gagana Samoa lessons over the course of a week. I also took note of drawings, pictures, maps, and other visual materials displayed on the classroom walls and

around the room. The teacher participants were informed about the procedure and process of the lesson observation prior to the teaching lesson.

On Monday, the first day of data collection, I had an initial Talanoa of around 10 minutes with the teacher where I reiterated the purpose and procedures of the lesson observation. Then I observed the lesson which lasted around 40 minutes before concluding with a five-minute Talanoa discussion with the teacher. Tuesday, Wednesday, and Thursday followed a similar pattern. During the Talanoa session I provided some input and advice to the teacher for the next lesson. The teachers took notes and incorporated some suggestions into the next lesson. The table 4, 5 and 6 in section 3.6 of the study participants explain and set out for the procedures of the lesson observation I had with different teachers in each school. On Friday I had a 50-minute Talanoa with the teacher to wrap up the lesson observation and 45-minute Talanoa with the principal of the school.

I obtained permission from the teacher and students to take photos during the lesson observations and they allowed me to do so. I took photos of teachers teaching students, students doing activities, students finishing work, writing on the blackboard, literary charts of poems, songs and short stories and other things in the classroom to show the kinds of activities and work teachers are doing in implementing the outcomes-based curriculum. Some of these photos are included in the finding chapters to provide evidence of what the teachers and students are doing in the classroom.

3.9 Documentation

Organisations and institutions have raw data of information in original documents, for example meeting minutes, staff records, reports on new markets, accounts of sales of goods and services which could be used in qualitative research (Bowen, 2009; Morgan, 2022). The information in original documents or records or other activities are valid for assessment, evaluation, and reconstruction of new ideas (Morgan, 2022; Shepard, 2019). There has been an increase in the number of research articles mentioning that documents are used as secondary data for research (Bowen, 2009). The documents are a good source of information (Sherif, 2018), but it is never safe to take documents at their face value but interpret them and know their meaning and limitations (Morgan, 2022).

The researcher can use documentary materials but must overcome prejudices while using them (Andrade et al., 2018). The direct use of quantitative methods of documentation

greatly reduces the possibility of impressionistic distortion (Bowen, 2009). Documentations are second-hand sources but can provide some insights into the motives and activities of the organisations that own those documents (Morgan, 2022). This research, therefore, looked at some of the teachers and students' documents in the classroom to get deeper insights into and understanding of how the outcomes-based curriculum was taught and learned.

This research also viewed the schools' documentation such as the schools' termly curriculum programmes, teacher's weekly and daily lesson plans, and class activity sheets. These were all relevant to the researcher's interests as they are formally designed for the schools, teachers, and students. These documents of termly curriculum programs, teacher's weekly and daily lesson plans, the students' activities sheets and teaching and learning materials were shown to me during the lesson observations. These documents substantiated the reality that these primary schools were implementing the outcomes-based curriculum, and the researcher had a good look at them to give a sense of how the schools were managing, administering, and teaching the new curriculum.

3.10 Data analysis

Data analysis is a process used by researchers to reduce the large chunk of data to a story and organise it into smaller fragments to make sense of the data (Creswell, 2013). The process involves arranging the interview transcripts, observation notes, or other non-textual data into a form of explanation, understanding or interpretation of the people and situations that are being investigated (Creswell, 2014).

Content analysis is the process of categorising verbal or behavioural data to classify, summarise and tabulate the data (Watkins, 2017, p. 3). Narrative analysis involves reformulating stories presented by respondents considering the context of each case and different experiences of each respondent (Behja et al., 2019). The framework analysis is for familiarisation, identifying a thematic framework, coding, charting, mapping and interpretation of the data and information collected from the schools and research respondents (Creswell, 2014). This research study utilised framework analysis to transcribe and read the data. The analysis process involves identifying a thematic framework and establishing initial codes. Textual codes are subsequently finalised to identify specific data which corresponds to themes (Braun & Clarke, 2006). These steps set up the basis for headings, mapping and interpretation of patterns, associations, concepts, and explanations in the data (Creswell, 2014).

3.10.1 Data preparation

The first stage of analysing data is I converted raw data into something meaningful and readable through the process of transcribing and translating data. Data editing is crucial as typically large data sets may include errors (de-Eyto et al., 2018). The researcher may incorrectly fill or skip some data accidentally (Watkins, 2017). To make sure that there are no errors, I checked and edited the raw data to identify and remove out any data points that may hamper the accuracy of the results. This is very important to make sure only the relevant and valuable data to be stored for analysis (Behja et al., 2019). After this, I arranged and slotted data into groups and assign values to responses from the data.

3.10.2 Different sets of analysis features

There are different terms used in qualitative data analysis. Theory refers to interrelated concepts, definitions and propositions that present a systematic view of events or situations by specifying relations among variables.

Themes and ideas emerge from grouping of lower-level data points. Characteristic refers to a single item or event in a text and is like an individual response to a variable.

Coding refers to the process of putting labels to lines of text so that the researcher can group and compare similar or related pieces of information; coding sorts the compilation of similarly coded blocks of text from different sources into a single file or report (Behja et al., 2019). Coding helps put the data into some form of explanation, understanding and interpretation of people and situations related to the phenomenon (Arous et al., 2019; Davis & Meyer, 2009).

This research chose the coding system to analyse the respondents' data. Coding is used in conjunction with other data analysis features of document analysis to develop a better understanding of the enactment of outcomes-based curriculum and its pedagogies. Documents are hard copies of school termly curriculum programs, the lesson plans, and the learning and teaching materials that were looked at and analysed.

3.10.3 Data thematic and coding analysis

Thematic analysis is a popular method for analysing qualitative data (Creswell, 2014). It can be applied in several different ways to address the research questions (Moules et al., 2017). Thematic analysis is one of a cluster of methods that focuses on identifying patterned

meaning across a dataset. The different versions of thematic analysis tend to share some degree of theoretical flexibility but differ in terms of both underlying philosophy and procedures for producing themes (Moules et al., 2017, p. 2). Byrne (2022) said this research uses the six-phase process of thematic analysis developed by Braun and Clarke in 2006. These stages are familiarisation with the data, coding, generating initial themes, reviewing themes, defining, and naming themes. Although these phases are sequential, and each build on the previous one, analysis is typically a recursive process, with movement back and forth between different phases (Moules et al., 2017). The phases provide a series of conceptual and practice-oriented methods to guide and facilitate the analysis process of data interrogation (Byrne, 2022).

Familiarisation and coding were utilised to analyse the data. I used the familiarisation technique of reading and re-reading the data to become immersed and intimately familiar with its content. Then I coded the data to generate succinct labels that identified important features of data relevant to answer my research questions. I developed and applied the coding system technique to short phrases and sentences that represented a theme or idea. The codes assigned have meaningful titles and the wide range of non-quantifiable elements such as events, behaviours, activities, meanings were all coded. I identified the themes, patterns and relationships using my analytical and critical thinking skills in selecting the theme and putting the information with similar thematic, patterns- and relatable subjects and categories together.

3.10.4 Lesson observation analysis

The researcher divided the lesson observations into three main categories: lesson introduction, lesson teaching content, and class activity session. Table 7 below demonstrates the main thematic categories.

Table 7

Main observation analysis categories

| Lesson observation data and information analysis | |
|---|---|
| Lesson introduction | All information and data observed and captured in the introduction sessions were put into the right identified thematic themes of the introduction segment. |

| | |
|-------------------------|--|
| Lesson teaching content | The data and information observed and collected during the lesson teaching were slotted into the intended and identified thematic themes respectively and accordingly. |
| Lesson activity session | The information and data observed and collected during the activity sessions were incorporated into the selected and identified thematic themes accordingly |

In the introduction four themes were developed: activity of poem, song, or roleplay; interlocutory of saying; question answer segment; and learning outcomes explanation where the data and information observed in the lesson introduction were relatable and revealed a pattern into any of the above themes were placed into their category. The information and data in these four categories or themes were carefully studied, analysed, and interpreted into the report write up of findings. Table 8 specified the main themes in the lesson introduction.

Table 8

Four introduction themes

| Introduction themes | |
|----------------------------|--|
| Activity | Lessons began with activity of poem, song, roleplay. Students recite the poem or sing a song or act a roleplay. All information related to this theme or activities were incorporated into this category then studied, interpreted, and translated into reports as findings. |
| Interlocutory | Lesson started with expression-able interlocutory texts which were said or read aloud by students – the data and information were captured and slotted into this thematic theme which were studied, interpreted, and converted into write up. |
| Question answer | Lesson began with a question and answer for students to remember previous lessons and to know and anticipate the current lesson. The information and data collected were put into this t theme for interpretation and translation in the findings write up. |

| | |
|-------------------|--|
| Learning outcomes | Lesson started with reading, learning, and knowing the intended learning outcomes where the teacher explained what students would be able to know at the end of lesson and unit. The data and information talked and discussed about the learning outcomes were captured and put into this theme. They were analysed, interpreted, and translated as findings. |
|-------------------|--|

With the lesson teaching content several themes were formed: lesson content explanation; short story (vocabularies, nouns, verbs, pronouns); shared reading; teacher and student dialogue; question and answer session; and practice exercises. Information on each aspect was carefully studied and interpreted and translated to report teacher and student actions and interactions.

Table 9
Six lesson content teaching themes

| Lesson teaching themes | |
|-------------------------------|--|
| Lesson explanation | The information and data about the lesson content in terms of the lesson outcome, what to be learned, studied, and executed during the teaching were observed and slotted into this theme. They were interpreted and converted into reports as findings. |
| Short story | Comprehending the story, defining vocabularies, identifying verbs, nouns, pronouns, time words, pronouncing words, reading the story, learning new words. The data and information observed in relation to the story were put into this theme. They were analysed, interpreted, and translated into the findings reports. |
| Shared reading | The unit story reading or the short story reading which stated clearly by the teacher that class is reading time. The pronouncing of words, defining new words, pausing at commas, stopping at period and rhythmic tone and flow of reading. The information and data about reading or in relation to reading were put into this theme. Then the |

| | |
|-------------------------------|--|
| | information was studied, interpreted, and translated into the findings write-up |
| Teacher and students dialogue | The discussion between the teacher and students on the lesson content, learning outcomes, lesson outcome, previous lesson, outside issues and matters in relation to lesson, confusion of certain things in the lesson. The data and information in reference to dialogue were put into this theme. |
| Question answer | The question-answer session between teacher and students. A lot of questions were put to t to students regarding short story contents like defining words in the story, identifying are the characters in the story, identifying verbs, nouns, pronouns, naming the fly body parts. The information and data regarding question and answer between teacher and student observed and collected were put into this theme. |
| Practice exercise | Teacher provided some sample exercises for students to do during the lesson teaching segment. This was for students to fully understand the lesson. The exercises developed a sentence using the verbs, nouns and pronouns that was just studied. Or the students were asked to name any body parts of the fly that they had studied on the previous day studied. Students responded and provided answers to such exercises. The teacher usually said, “Let us do exercises practice before you (student) do the activities” Information and data observed and captured in the practice exercise were slotted into this theme. They were interpreted and translated into the write-up of the findings. |

The activity session was divided into two main themes: group work activity and individual student work. These were further divided into the different kinds of activities prepared for students to do. These were: comprehension, writing sentences, filling in blank spaces, rearranging sentences into a chronological order of events in a story, drawing, and using correct verbs in sentences.

Table 10
Eight activity session themes

| Activity session themes | |
|--|---|
| Comprehension | The information and data on comprehension or in relation to it which were observed and collected were put into this theme. Later they were analysed, interpreted, and translated into the write-up of the findings. |
| Formulating sentences | The data and information on writing sentences or verbally forming sentences which were observed and noted were placed into this theme. |
| Fill in blank spaces | Exercises prepared by teachers and performed by students regarding missing words or filled in blank were observed and collected and were placed in this theme. |
| Rearrange sentences in chronological order of events in story | Activities developed by teachers and done by students concerning the rearrangement of events in the chronological sequence in the short story were collected and put under this theme |
| Drawing | Exercises done by students of drawings or artistic designs were observed and recorded under this theme |
| Use correct grammatical form of verbs, pronouns, and others in sentences | Work prepared by teachers and done by students on verbs, pronouns or other grammatical forms and associated points were captured and put under this theme |
| Sing song | Students' rehearsal of the song, reading the words from the song or singing the song and other exercises regarding the song were captured and recorded under this theme. |
| Recite poem | Students reading poems, reciting poems, rhyming poems, answering questions from poems, defining words from poems |

| | |
|--|---|
| | and other exercises on poems were observed and recorded under this theme. |
|--|---|

3.10.5 Talanoa analysis

The Talanoa with school principals, teachers, parents, and students from the three schools were recorded then transcribed and interpreted. The information from these participants was analysed, interpreted, and categorised into the following four themes. The information and data collected regarding or associated with any of these themes were placed under that specific theme. The information then was transcribed, analysed, and interpreted into the write up report as findings.

Table 11
Four Talanoa themes

| Four Talanoa themes | |
|--|--|
| Leadership of the school | Information provided by principals, teachers, parents on how the schools are managed and operated, the networking and public relations by school with community, hosting school meetings, school subsidy and funding, school teaching and learning resources, school teaching programme, school curriculum development and other data in relation to school management were collected and recorded under this theme. |
| School community and stakeholder support and involvement | Information provided by principals, teachers and parents on community, parents and stakeholders participation and involvement in the outcomes-based curriculum development, on other outside school activities, other supports and assistants including extracurricular by church community were captured and recorded here under this theme |
| School Professional Development | Information captured and recorded from teachers and principals on school professional development of training, in-services and workshops were recorded under this theme. Other training and |

| | |
|--------------------|---|
| | in-services conducted by outcomes-based curriculum trainers and MESC and other stakeholders mentioned by teachers and principals were placed under this theme too. |
| Classroom outcomes | Information about classroom teaching was captured and recorded under this theme. Information like students' expressed comfort with approaches to teaching; students' views on lesson activities; students achieve learning outcomes; parents views on outcomes-based teaching; parents' appreciation of their children's academic performances and parents' assistance and support of children with homework. |

3.10.6 Summary of data collection and analysis

The three instrumental tools of lesson observation, Talanoa and documentation used and the thematic analysis of six-phase process of familiarisation with data, coding, generating themes, reviewing themes, defining, and naming themes utilised to answer the thesis topic *multiple case study research into teachers' pedagogical enactment of the 2009 Samoa primary schools' outcomes-based curriculum' and the following research questions.*

- What pedagogical practices are Samoan primary teachers using to enact an outcomes-based curriculum in classroom teaching?
- How are the students responding to learning through outcomes-based curriculum?
- How do Samoan primary teachers' practices draw on Samoan faasāmoa cultural norms?
- How are principals, parents and other community members supporting primary schools in enacting the outcomes-based curriculum?
- What are principals' and teachers' recollections of how their initial implementation of outcomes-based curriculum was supported?

3.11 Validity and reliability

Qualitative research uses a naturalistic approach that seeks to understand the natural settings in attempting to make sense of the phenomena in context-specific settings where the researcher does not attempt to manipulate the phenomenon of interest (Leung, 2015). To ensure reliability and validity are essential in qualitative research to guarantee its trustworthiness. To

widen the spectrum of reliability and validity there can be no validity without reliability where reliability is a consequence of the validity in a study (Elo et al., 2014). Some researchers argue that validity and reliability are not applicable to qualitative research, but they recognise there must be some kind of qualifying check or measure for their research (Leung, 2015). Reliability and validity are to ensure trustworthiness of the data verification and validation to ensure quality binds the researcher into an ethical contract with the participants in the field (Hayashi et al., 2019). In case study research, the wall between ideas and action is permeable, reflecting the very personal form of study where the researcher reveals sources of personal bias so that the reader can form his or her own conclusions about the results (Creswell, 2014).

Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study. Additionally, if the results of the study can be reproduced under a similar methodology, then the research instrument is reliable (Abib et al., 2019). Embodied in this statement is the idea of replicability or repeatability of results or observations (Leung, 2015).

Validity is to determine whether the research truly measures what it is intended to measure and how truthful the research results are (Abib et al., 2019). The question relating to validity is: does the research instrument allow us to get the relevant information for the research phenomenon. The concept of validity is from the viewpoint that the categorisation matrix accurately captures what was intended, and it is not a single, fixed or universal concept, but rather a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies (Elo et al., 2014, p. 2). To determine validity is to ask a series of questions and look for answers in the research of others.

The reliability and validity of this current study on Samoa primary school outcomes-based enactment depends very much on the conduct of the research. The researcher used the data triangulation technique to verify the findings and results to maintain the reliability and validity of the research. The researcher kept a daily journal of reflections on the research while in the field during data collection to make sure things were recorded correctly. The researcher verified Talanoa data by asking respondents to verify the truthfulness of what they are saying and what the researcher is hearing and recording. The researcher also examined evidence from multiple sources like school termly programme, teachers' lesson plans, reports, documents, observations, interviews, and personal reflection to substantiate and justify the accuracy and relevancy of the data.

3.12 Ethical consideration

Ethics is one of the important parts of the research process. To address the ethical considerations effectively, the following steps were undertaken. Voluntary participation of respondents in the research is important and participants were informed that they have the right to withdraw from the study at any stage if they wish to do so. The researcher provided respondents with the informed consent forms with sufficient information and assurances about their participation in the research. The consent letter for student participants was provided and given to their parents to allow them to take part in the research. The parents were happy and allowed their children to participate in the data collection. This was to allow the individuals to understand the implications of the participation and be fully informed and consider all research procedures and processes to make a free decision whether to take part in the research or not. The researcher knows and understands the use of offensive, discriminatory, or other unacceptable language is to be avoided in the formulation of questionnaires, interview, or semi-structured group discussion. The privacy and anonymity of respondents was discussed and explained to the participants. The researcher strove to maintain objectivity in the discussions and analysis throughout the research process and adhered to data storage and protection in compliance with the code of ethical practice for research.

The researcher created a contract with the schools and the participants in the study. Participants received information about the possibility of harm or inconvenience to them from participation and were advised that when such problems happen, they needed to inform the researcher immediately. Participants were told that they have the right to review and comment upon the data collected but not the right to change the conclusions of the research study. The researcher has copies of permission letters for participants, participant information and consent forms and information letters and consent forms for authorities and participants to undertake the study. All these information documents were delivered to authorities and participants by the researcher. The information in these documents was explained to the research respondents and they were allowed to ask questions before signing the consent forms to participate in the research. These documents contain the ethically required elements of human subject research protocol. Due to family and personal privacy matters the participants have the right to anonymity. Pseudonyms and additional cover for the participants using composite characters have been used in this case study to shield the identity of individuals. Also, position titles have been changed to maintain the functional areas they represent but prevent readers from

identifying the individuals. Similarly, the primary schools are given pseudonyms instead of the actual names of the schools.

3.12.1 Research protocol

The research protocol is a document that describes the background, rationale, objectives, design, methodology, statistical considerations, and organisation of the research project (William, 2022). In this research study this information is captured in the permission request letters, information letters and consent forms for the data collection research for participants. These letters were developed by me and proofread then submitted to the supervisors for further feedback and improvement.

The protocol documentation with the ethical application document forms were submitted to the Research Committee of the Faculty of Education, University of Waikato. The Research Committee provided feedback and comments for further clarification and improvements on certain sections of the ethical application. The alterations and amendments were made on the ethical application and appendices and resubmitted to the Research Committee. The Research Committee went through all the documents again and finally gave their approval for the research to be conducted.

The research protocol documentation includes permission requests to three primary schools' principals, the letter of information and consent form for the three principals, letter of information and consent form for two Year 4 teachers and one Year 6 teacher, letter of information and consent form for two Year 4 classes and one Year 6 class students, and permission request letter, letter of information and consent form for parents who have children in Year 4 and Year 6 classes. The permission request letter to the principals is to request them to allow the researcher to conduct the research and collect data from their primary schools. The permission request letter to parents is to request them to allow their Year 4 and Year 6 children to take part in the research.

The researcher called and consulted different private and mission primary schools' principals for permission to conduct the research in their schools. One private school in Upolu and two mission schools in Savaii were happy to participate in the research. The researcher made an appointment with these three different schools and visited them a week in advance prior to the data collection to deliver the research protocol documentations. The permission request letter for principals included their letter of information and consent form, letter of

information and consent form for two Year 4 teachers and one Year 6 teacher, letter of information and consent form for two Year 4 students and one Year 6 students, and permission request letter, letter of information and consent form for the parents.

The researcher met these respective participants in their schools and explained the background, rationale, objectives, design, methodology, and statistical considerations of the research to the participants. The researcher gave them the opportunity to ask questions if they were not sure or confused about the research processes. The participants from these three different primary schools were satisfied and willingly signed the consent forms to participate in the research. A week later the researcher proceeded with the data collection for her study with these primary schools.

3.13 Research limitations and challenges

Several challenges were encountered during the process and conduct of the research. The research data collection was intended to be conducted and collected from the government primary schools to assess and evaluate how the schools were enacting the outcomes-based curriculum reform. However, the MESCS Chief Executive Officer was reluctant and did not allow the researcher to conduct the research in the government primary schools. This delayed the research schedule, and the researcher shifted her attention to private and mission primary schools by calling and consulting with the authorities and principals of the non-government schools to conduct the research in their schools. It took time to negotiate and discuss, but fortunately three non-government primary schools agreed to participate in the research. The researcher needed to review and alter the research protocol documents to meet the aim and requirement of the non-government schools' personnel as they were first written for the government schools' personnel.

An unexpected event also affected the research schedule. At the very time of the start of the research schedule when the researcher travelled to the private and mission schools to conduct the research, there was a measles outbreak in Samoa. Correspondingly the research was delayed for a week. Furthermore, the virus affected the attendance of students and teachers at the schools, so during the research process some parents and students did not attend the Talanoa sessions due to the measles.

In conducting the research, another challenge occurred. The five minutes of Talanoa after each lesson observation with teachers was inadequate because teachers were busy

attending to their next lessons. Therefore, researchers needed to quickly discuss one or two important things with the teacher such as the observation that most activities were done in groups and the suggestion that a few more individual activities could be tried.

These were the challenges and limitations experienced during the research but did not change the aim and purpose of the research as alternative measures were used to cater for the hindrance and breakdown during the research data collection.

3.14 Summary

An interpretive multiple case study approach was employed as an appropriate research design to inquire about the enactment of the outcomes-based curriculum in three Samoa primary schools. One private and two mission primary schools voluntarily participated in the research. I travelled to these schools following ethical protocol procedures to meet with the research participants before they participated in the research. Talanoa was used to collect information from school principals, Year 4 teachers and Year 6 teachers, and the Year 4 and Year 6 students and some parents. Lesson observation was also executed to collect data on teaching and learning practice.

The data were transcribed by the researcher and reviewed by the respondents before being compiled for analysis and interpretation. Familiarisation and thematic analysis were utilised to categorise the data and develop themes.

There were some challenging experiences. The study was conducted in only three non-government primary schools with Year 4 and Year 6 classes which was a small number. Therefore, the generalisability of the findings is limited in terms of possible comparison with other primary schools in Samoa. Furthermore, case study design does not allow for the replication of findings, so the findings in this study are only valid for the case studies in the research inquiry.

There are chances and opportunities for further research with the government primary schools. The government schools could be investigated on how they are implementing and teaching the outcomes-based curriculum and the findings could provide what works and what does not work in the government schools compare with this research on non-government primary schools.

Chapter 4: Findings (School A)

Chapter four provides an overview of the lessons I observed in School A. School A is situated within the vicinity of Apia city on the east side of Upolu Island. At the time of data collection there were 400 students in the school and 12 staff members: nine teachers and three co-principals. I spent a week doing lesson observations with a Year 4 class of 17 students. In addition to the lesson observations, I conducted Talanoa sessions with a co-principal, the Year 4 teacher, seven Year 4 students, and five Year 4 students' parents.

The first section recounts the classroom lesson observations of the lesson introduction, teaching content, and the subsections of shared reading and discussion, and the class activity work. The second section discusses my Talanoa with Year 4 students, the Year 4 class teacher, the co-principal, and Year 4 students' parents.

4.1 Outcomes-based curriculum in practice in a Year 4 classroom

The outcomes-based curriculum is a learner-centred curriculum where teaching needs to engage and capture the students' desires and interests from the start to the end of the lesson. My lesson observations identified four main components to the teaching. The introduction energised and shifted students' intention and attention into learning and the lesson teaching content provided the main conceptual knowledge for the students. The shared reading provided opportunities for students to expand their reading competencies and explore the topic further. While the activities enhanced students' thinking abilities, practical skills, and provided new experiences to end the lessons.

4.1.1 Introduction to lessons

There were four lessons observed within the week. The lesson introduction set the tone and engaged students with the topic of the day. The teacher uses the lesson introductions to introduce students to the lesson topic, strands and the learning outcomes.

The teacher used the first lesson to introduce the topic for the week in which the poem was used to stimulate and engage students in the lesson. She did this by using a poem on a chart for students to read. The poem was in the local vernacular and recited to help students' language structure, listening, speaking, and reading skills.

Tasi tasi tasi, tatou patipati
Lua lua lua faasa'o lou patua

Tolu tolu tolu tatou faano'uno'u
 Fa fa fa vaai i luga
 Lima lima lima fia ai se fasi 'ia
 Ono ono ono tatou osooso
 Fitu fitu fitu vaai i le aitu
 Valu valu valu tetee lou faamalu
 Iva iva iva toe fo'i lou aiga
 Sefulu sefulu sefulu ua moe ta'agulu i lalo o le 'ulu.

When the students said 'tasi, tasi, tasi' (one, one, one) they clapped their hands. When they said, 'lua, lua, lua (two, two, two) they straightened their backs, and with 'tolu, tolu, tolu (three, three, three) they bent down and raised their voices.

The students clap their hands, straighten their backs, bend down, and jump primarily to motivate and encourage students to participate in the lesson. The students happily recited the poem together as a class. Students started volunteering to read the poem.

The second lesson started with the class reciting the following chant.

| | | |
|-------------------|---|--------------------|
| <i>60 seconds</i> | = | <i>1 minute</i> |
| <i>60 minutes</i> | = | <i>1 hour</i> |
| <i>24 hours</i> | = | <i>1 day</i> |
| <i>7 days</i> | = | <i>1 week</i> |
| <i>4 weeks</i> | = | <i>1 month</i> |
| <i>12 months</i> | = | <i>1 year</i> |
| <i>365 days</i> | = | <i>1 year</i> |
| <i>366 days</i> | = | <i>1 leap year</i> |

In this introductory recitation, the students learned about time. This introduction helped students improve their language skills of listening, reading and pronouncing words as well as their mathematical skills. For example, student 4 said:

“I say 60 seconds = 1 minute and 60 minutes = 1 hour and my small sister repeated it saying 60 seconds = 1 minute and 60 minutes = 1 hour”

When the students were excited and in the mood for learning, the teacher said:

Now, we will look at the characteristics of flies.

The third lesson introduction started with a poem and a song that became the centrepiece of the lesson learning outcomes. The teacher had composed a song and poem on flies. At the beginning of the lesson, she explained:

This is our poem. I will read it and you listen carefully. Okay, now this is our song, listen carefully. I will read the words first then add a tune to it. We are going to sing it together.

The teacher read the poem and the song, and the students repeated it after her. The teacher then asked students to read the poem and the song, while she listened to how they pronounced the words in them.

Table 12

A poem and a song about flies

| Poem about fly | Song about fly |
|---|--|
| <i>I'm a fly.</i> | <i>We're from here and there, la, la, la, la, la</i> |
| <i>I'm an insect.</i> | <i>We're known as flies, la, la, la, la, la</i> |
| <i>I stay in warm places.</i> | <i>We're insects.</i> |
| <i>And lay eggs there</i> | <i>And three parts of our body</i> |
| <i>I have two eyes and many tiny ones.</i> | <i>We're spreading germs, la, la, la, la, la</i> |
| <i>I have six legs and wings.</i> | <i>There are two antennae, two eyes, la, la, la, la, la</i> |
| <i>And my small body that can hardly seen</i> | <i>There are six legs, two or four wings, la, la, la, la, la</i> |

| | |
|--|--|
| <p><i>I am flying during the day and night.</i></p> <p><i>To find food for me and my friends</i></p> <p><i>I'm so glad to stand on food.</i></p> <p><i>Every day when I am hungry.</i></p> | <p><i>We lay eggs on the food.</i></p> <p><i>We point and suck food.</i></p> <p><i>We are so very busy, la, la, la, la, la</i></p> |
|--|--|

Next, the teacher put students into two groups to practice the song and the poem. They collaborated and rehearsed well in their groups to sing the song and recite the poem. The poem and song explained some ideas about the characteristics of flies. In my field notes, I commented:

The words, 'we are spreading germs and there are two antennae, two eyes' brought the message of new knowledge that flies cause sickness and have the body parts of antennae and eyes. While the phrase - 'la, la la - surged the students' energy and motivation of their excitement.

Figure 1

A group in front reciting the poem



The poem introduced words like *insect, eggs, legs, glad, and providing* and the rhyming and rhythm that motivated and excited the students to recite it. Some of the lines in the poem provided new ideas and knowledge for students to learn and understand about flies. I noted:

The line “I stay in warm places, and lay eggs there’ informs the students that the flies love warm places and hatch their eggs there. “To find food for me and my friends” and “I’m so glad to stand on food” gives the idea that flies search for food all the time both at night and day. They sit on food to suck the oil and juice from it and leave germs on it that can cause and spread sickness.

The teacher asked the students to read the words in the song after her while she listened to their pronunciation.

In lesson 4, the teacher reviewed the previous lesson’s introduction by showing the poem again and requesting the students to read it. The students were excited and read the poem loudly and clearly with confidence, indicating they knew the words, content and meaning of the poem.

Figure 2

Students in groups participating in their activity



To review, in lesson one, students recited a poem on body part movements and in lesson two students came to understand time and the year calendar from a rhyming poem. In lessons three and four the students recited a poem and song developed by the teacher which wove together the new information about flies.

4.1.1.1 Teacher reflection

The teacher explained that she began each lesson with a poem or song because she realised her students were coming from home and could be in a sleepy mood:

I need to stimulate them with something interesting and exciting in the beginning of the lesson. They are always excited to recite a poem or sing a song or narrate a story with action.

She used poems and songs to introduce new ideas:

The song and poem recited by the students played a significant role in introducing new ideas and knowledge about flies for students.

She explained that poems, songs, and stories usually excited and motivated the students to fully participate in the lesson because they were familiar with this kind of text:

The poem, song and story are parts of Samoa culture and tradition and are being practiced at home. When I introduced them to the lesson, they really excited the students. I found the students happily learned the material presented during the lessons as they recited the poem, sang the song, and narrated the story. The students were confident and excited to share their ideas and ask questions in the activities.

She noted that poems and songs were useful in teaching activities because their use is ingrained in Samoan histories, legends, and genealogies. The teacher stated that they can help to strengthen her students' Polynesian culture, histories, and identities. She explained:

The influence of my teaching with students began at the beginning of the lesson when I introduced the poem and song because they are part and parcel of Samoans history. They informed us of our traditions and cultures, which strengthens the relationship of students to their Polynesian cultures, histories, and identities.

The next section is the lesson discussion.

4.1.2 Lesson discussions

Successfully motivating students to learn about subject content begins by activating their prior knowledge of the subject topic. The introductory activities described above ensured that the students were engaged and ready to learn. The teacher then used class discussion to stimulate students' curiosity and engagement to share their ideas and talk about flies. Through the class discussions the teacher presented new vocabulary and concepts to students. The

students learned more about the topic from the teacher and from one another during the discussions.

In the first lesson, the discussion focused on the characteristics and features of flies for students to know the body parts, behaviours, reproductive cycle, and disadvantages of flies. The dialogue evolved through question-and-answer sessions between the teacher and the class, which prompted students to think deeply and make connections between their past experiences about flies and the new concepts and knowledge on flies. The following excerpt illustrates this learning process:

Teacher: *Is a fly a living thing or non-living thing?*

Student 3: *Flies are living things because they move, eat, and have babies.*

Student 2: *Teacher, how many flies are around us?*

Student 5: *There are many and we can hardly count them.*

Teacher: *How many eyes does a fly have?*

The question from the teacher about how many eyes a fly has challenged the students to use their experience and thoughts to make connections from flies to other living things. Student 3 answered saying they have two eyes like us. The teacher replied:

This textbook here tells us that the fly has two big eyes and many tiny eyes. In those two big eyes, there are many tiny eyes. Flies can be found everywhere, except two places where flies never live, which are the snow and the sea. The textbook says that there are more than 1,500 types of flies.

The teacher explained fly eyes sense light and dark and are motion detectors to allow them to quickly avoid danger and harm, so it is hard to catch and kill a fly. She then expanded:

Flies come in different sizes, some are small, and some are big. The small flies have one pair of wings while big flies have two pairs of wings. The textbook also said flies in the past lived together with the dinosaurs a long time ago, but now they are separated and lived on their own.

The above explanations from the teacher provided new knowledge to her students about the characteristics and features of flies. Students learned about fly's eyes, wings, sizes and how long flies have lived on earth.

Figure 3

Live flies in container



In the second lesson, the discussion was about the disadvantages of flies and their body parts. Students learned that flies carry germs and found out more about the flies' reproductive stages and body parts. An excerpt from the lesson follows:

Class: *Where and how do flies carry germs?*

Teacher: *Flies sit on stinky things and the bacteria stick on their legs, wings, and body parts. Then flies come and sit on our food with these germs, and we get sick.*

Student 2: *Teacher, mosquitoes bite our bodies but not flies. Why?*

Teacher: *Yes, you're right, because mosquitoes suck our blood as their food but not the flies.*

Student 7 asked the teacher how flies reproduce. The teacher gave an explanation that flies have four life stages from egg to larva to pupa and to adult fly. She explained that the female fly can lay several batches of up to 150 eggs at a time and lays her eggs in manure or other decaying, moist and organic matter. The teacher said the eggs hatch in about 12 hours into white maggots which develop around six days, before they pupate, with an adult fly in 5 to 6 days if the weather is warm or about a month if the weather is cold. These detailed explanations encouraged students to raise more questions as follows:

Student 4: *Teacher, do flies have the same colours?*

Teacher: *The pupa is greenish in colour, and it turns black just before it turns into an adult fly.*

Student 6: *Flies have different colours. Some are brown, some are black, some are blue, and some have two or more colours.*

Teacher: *Thanks student 6 for your explanation and sharing of knowledge on the colour of flies.*

Student 6: *“How can we get a live fly?”*

The class thought for a while, and then the discussion continued as follows:

Student 1: *It is hard to catch a live fly, so get a big container and open it and put some food inside. Let the fly go in then close the lid.*

Teacher: *What are some necessary things you can do to keep the fly alive longer in a container?*

Student 2: *My father made holes on the sides of my plastic bottle container, and I put some food inside for the fly to eat and stay alive longer.*

Student 4: *Yes, flies need air and food to live in the container.*

Student 3: *Where do flies carry germs from*

The teacher gave the following explanation to the class:

The danger of flies is that they often land on dead animals, rotten food, manure, and trash as they frequent these places and pick up and spread harmful bacteria, germs, and viruses to humans. They transfer these germs to wherever they land, whether to the surface humans touch or the food humans eat. Some diseases known to be spread by flies include typhoid, cholera, and dysentery.

The dialogue between the students and the teacher clearly energised, motivated, and engaged the students to understand the disadvantages and behavior of flies. The students

showed their curiosity and interest by asking questions and sharing their knowledge. The sharing energised the students to keep their minds focused on the discussion and the lesson outcomes. The discussion session could be seen to foster students' creativity to develop explanations to questions posed by the teacher and their peers.

In lesson three, the discussion was on poems and songs based on the topic of flies. The teacher put the class into two groups and the students rehearsed these two literary pieces. After rehearsing, the groups recited the poem and the song to the class.

In lesson four, time was devoted to discussion about group and individual student activities to make sure the students understood what to do. These details will be further explained in the next section, the class activity session.

4.1.2.1 Teacher reflection

The teacher was pleased with the way her students had engaged with the discussions and the question-and-answer sessions. She reported that the questions asked by the students “make me think and explore deeply to explain the key features about the flies to the class”. She explained that she makes eye contact and randomly selects different students to answer or ask questions:

I make eye contact and look around the room to attract the attention of all the students to communicate and participate in the discussion. I also randomly ask different students to answer questions. They maintain respect and attentively listen to questions and comments from other students or me.

The teacher thought students sharing their real-life experiences about flies coupled with the class's new learning ideas and skills helped broaden the students' knowledge and understanding about flies. She commented:

Our class discussion about the fly brings real-life experiences into the classroom where students share their own real stories and experiences to class. I encourage my students to make comments and share ideas. The discussion creates learner-centredness in the lesson.

The teacher stated that she was proud to learn that her students had informed their family members that flies bring germs that can cause sickness. The students had advised their

family members to wash their hands after going to the toilet and close the doors and windows so flies could not go into the house. She said:

It made me proud and happy of my students that they are educating their family members about our lesson. I praised and thanked them for extending their knowledge and skills learned from school to their homes and families. I encouraged and motivated the students by praising them for extending what they have learned from class to their homes and community.

In the above comment the teacher explains that it was one of her aims that students should share their learning. She supported and encouraged students to contribute their ideas in the class discussion by praising them for their contributions. At the same time, she sought to encourage them to think by providing feedback as she explained:

I encourage and support students' views and comments and students to elaborate on them to make them think. For example, in lesson one, Student 3 said flies are living things and I asked why, and Student 2 said because they move, eat, and have babies.

She continued saying that her students' responses and participation in the discussion provided "a measuring instrument to assess each student's potential, knowledge, skill and confidence." She explained:

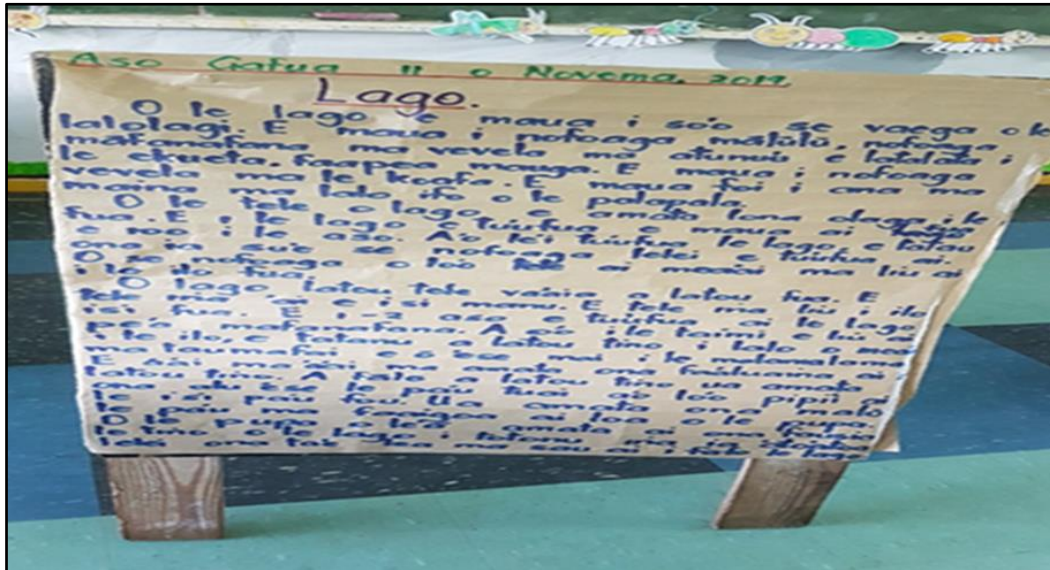
It helps me to assess my students who are active and who are weak. Also allows me to assess my teaching, my resources, and my time in each activity. This information helps me to develop my new lesson and improve my teaching and lesson delivery.

The next section is the shared reading of the unit story.

4.1.3 Shared reading

Figure 4

Unit story



As part of her planning and preparation the teacher had read about flies and developed the unit story about flies and put it on a chart for students to read. The English translation version of the unit story is presented below:

English version of unit story on flies

Flies

Flies can be found anywhere in the world. They can be found in cold places, warm places, hot and even countries that are close to the equator, and very high places like mountains. They can be found in hot places and deserts. Flies can also be found in caves, mines and under the soil.

Many flies started from eggs like one fly can produce hundreds of eggs in a day. Before the fly laid eggs, she always looked for a good and safe place. They always looked for a place that had some food and changed into larvae.

Flies do not care about their eggs and some animals eat them. Most eggs will become larvae, and it takes one to two days for flies to lay eggs if warm. When they change into larvae, these eggs hide under or inside food and try to hide from the light. They eat and eat there to

double their sizes. They stretched their bodies to release the old skin and have a new strong skin. When their skins are hard enough, then they are called larvae.

Larvae are where they start building into flies within them and break them to come out as flies.

The teacher used the teaching strategy of shared reading in lessons 1 and 2 and the whole class read the unit story. In lesson 3, the teacher selected individual students to read sentences in the story. When the student was about to finish reading the sentence other students were raising their hands wanting to read. During reading, the teacher listened to the students' pronunciation of new words and phrases. For instance, in the first lesson, after the class discussion, it took eight minutes for the whole class to read the story because most students could not say some words, as this is the first time that they had seen words and phrases like equator and larvae. The teacher stopped and pronounced the words and phrases clearly each time the students stumbled. She asked the students to say the word after her, then they continued the reading. For example, when students found it hard to pronounce the word 'ekueta' (equator) in the local vernacular the teacher directed the class to observe her mouth to see how she said the word. She even broke the word up into its syllables - e ku eta. She explained this word has three syllables and so they needed to clap three times and say this: 'e ku eta, e ku eta, e ku eta. "Say the word 'ekueta' (equator) three times please." For other new words, the teacher used the same strategy. In my notes, I recorded:

In the shared reading session, the students also learned other new vocabulary such as nofoaga (place) and tuufua (lay).

The shared reading progressed slowly because students understand the meaning of the new vocabularies and phrases. With support and assistance from the teacher the students were confident and happy to read and ask questions if they were not sure about a word, phrase, or paragraph. In my notes, I noted:

For example, words like fualago (eggs), anufe lagoon (larvae), mafanafana (warm), fanafanau (produce) and faaluaina (double) were new to students regarding flies. The students appreciate learning these new words, learning the language skills, and story structures in the unit story.

The students learned and understood more about flies through reading and comprehending the unit story when the teacher explained the text and taught the students strategies to understand the messages in the words of the text. For example, the first paragraph of the unit story is this sentence. *'Flies can be found anywhere in the world'* led to this dialogue:

Teacher: *"The word anywhere indicates flies can live and stay everywhere."*

Student 4: *"Teacher, are words in the unit story important to know their meanings?"*

Teacher: *"Yes, you are correct."*

She posed four questions for the students to answer from reading the unit story to highlight and gauge if the students understood this information. She asked: "Which places do flies live? What kind of place does a fly search for to lay its eggs? How long does it take for a fly to lay its eggs? When eggs' skins are hard then what are they called?" The students found answers to these questions in different paragraphs of the unit story and excerpt from the dialogue is presented here:

Student 4: *"Teacher, why are the answers not found in the same paragraph, but in different paragraphs?"*

Teacher: *"The story is organised in a way that each main idea is discussed in a separate paragraph. So different ideas are narrated in different paragraphs to form the complete unit story."*

Student 5: *"Miss, you mean 'places flies live' is in one paragraph and 'how many days for flies to lay eggs' is in another paragraph."*

Teacher: *“Yes, that is correct. The story structure is organised and controlled by the main elements of a story including main ideas, setting and theme.”*

4.1.3.1 Teacher reflection

The teacher considered that shared reading had a substantial effect on students' acquisition of vocabulary, pronunciation, and development of comprehension skills. She explained:

Shared reading helps students learn how to use the language and improve their information processing skills. I used shared reading to target the skills of making connections to inform the students' view of themselves and others. Shared reading provides students with literacy skills for them to become fluent readers and independent writers. It develops students' concepts about the story structure and other elements of text and provides them with a wealth of information about the processes and functions of written language.

The teacher explained that in her view, shared reading enhances students' listening skills and improves their precision of recall, sequencing ability, and ease in writing. It also expands students' repertoire and teaches new vocabulary words to improve their understanding of the content of the story. She explained that the new vocabulary students were learning relevant to the local context and regularly used in everyday speech by people in school and at home. She gave 'warm,' (mafanafana) as an example, saying it is used regularly at home and in school because of body temperature, weather, boiling water, and fire.

She stressed that shared reading and discussion of words and the text develops students' communication, prediction skills and their capacity to think critically. She further stated that a positive effect of shared reading is that it would help students in years to come to score higher in language fluency, comprehension, pronunciations, and vocabulary assessments.

I have experienced in the past that students who had been reading do better in the class literacy tests. Our school encourages students' reading activity to be done in all classes to help students do better in class to achieve higher test scores. Therefore, I encourage and facilitate the shared reading in my class with the students.

In sum, the teacher considered shared reading as a class and as individuals means students have opportunities to participate in the reading verbally and actively and this develops a positive effect on their pronunciation, comprehension, vocabulary, and phonology of the language. The next section is lesson activities of the lessons.

4.1.4 Lesson activities

I observed lesson activities involving the whole class, group and individual student work. The lesson activities included drawing, question and answer, definition, reading comprehension and listing of words.

In lesson 1, the teacher prepared three activities and students were put into three groups to complete them. Group one answered questions from the unit story. Group two drew flies, and group three named the body parts of a fly. The teacher explained the activity to the students, and they collaboratively worked together in groups to complete the activities.

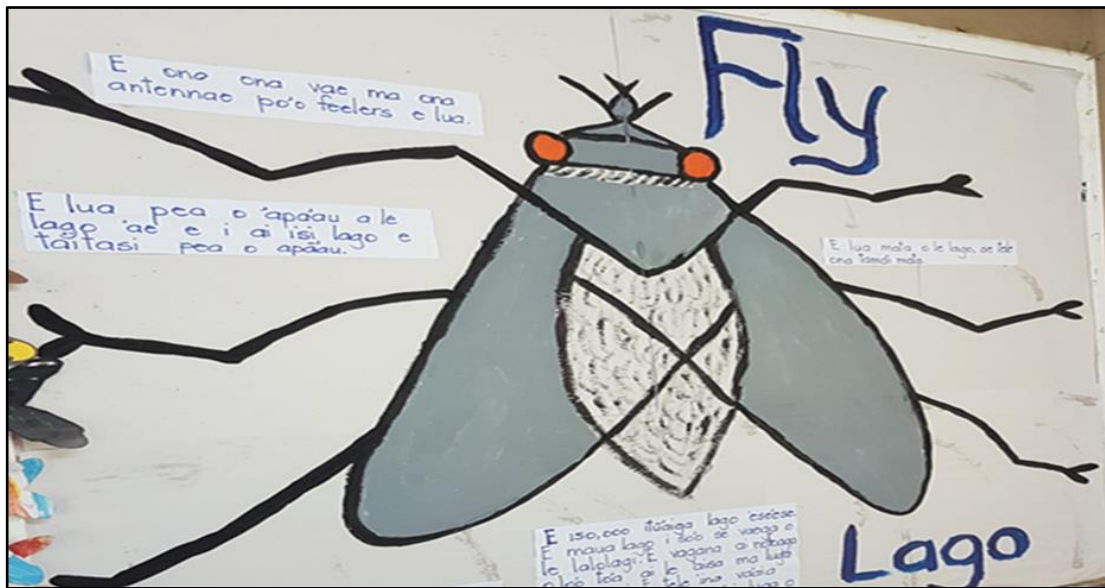
The Group 1 activity was to answer questions such as: O fea e masani ona maua ai lago? (Where do we find the flies?) E fia fua e mafai ona tuufua e le lago i le aso? (How many eggs does the fly lay in a day?)

The Group 2 activity was to draw the fly. The group members share their ideas and creative skills to draw flies. They competed amongst themselves to draw the best fly.

Student 5: *“Look at your antennae, that’s too long, they should be short.”*

Student 6: *“No. Flies feel their food using their antennae, so they should be long to taste the food.”*

Figure 5
A picture of a fly



The Group 3 activity to name the body parts of a fly. The group members looked at the picture of a fly and named the body parts as in the above illustration. The students shared the ideas from the unit story about flies and carefully looked at the fly and named the body parts. They shared ideas as in the following conversation:

Student 1: *“Hey! you place the name of a small wing on the label of big wing. It’s not right.”*

Student 2: *“Okay, I will change and label the names correctly on the respective wings.”*

Student 3: *“Oh my God, look at the names of your fly’s eyes. You write the name of tiny eyes on the label of big eyes. That is wrong.”*

Student 4: *“Oh, I see. I will fix it.”*

The teacher walked around the room to inspect the groups’ work. After completing their work groups were asked to present this to the class. The students learned from each other during their presentation of their work to the class.

Figure 6

Teacher and students working together on an activity



In lesson 2, the class was divided into three groups to read the unit story. Group 1 activity was to use the words *lay*, *look after*, *warm*, *parts* and *suck* from the unit story to produce sentences. Through this activity the students learned about sentence structure and put grammatical elements together. For example, ‘E *faaaoga* (verb) e *lago* (subject) o latou *enetena* e mimiti ai a latou meaai (object). (The *flies* (subject/noun) used (verb) their *antenna* to suck food (object)). An example was given by the teacher for the group to see. “*My hand is warm*’. The group members worked together to share their knowledge and experiences to develop sentences. Their sentences were: The hen lays eggs in the basket. We look after our bags. The house is warm. The fly has many parts, and the mosquitoes suck our blood.

The Group 2 activity was for students to write the opposite words of the following words: *cold*, *clean*, *top*, *end*, *tiny* and *outside*. These words were also extracted from the unit story. An example was given by the teacher for the group to see. The opposite of the word *cold* is *hot*. The students read the unit story again and worked together to develop opposites for the listed words given.

Group 2 completed activity.

1. Opposite of cold is hot
2. Opposite of clean is dirty
3. Opposite of end is start

4. Opposite of tiny is big
5. Opposite of outside is inside

Group 3 activity was for students to read the unit story and check other readers, posters and charts to find bad things about flies. Then list five disadvantages of flies. An example was given by the teacher for the group to see. The flies carry *germs* which is one disadvantage.

Group 3 completed activity

1. The flies *lay eggs in our food*
2. The flies *carry bacteria*
3. The flies *make us sick*
4. The flies *put germs on our plates*
5. The flies *sit on our sores and cuts*

After completing the activities, the teacher asked each group to read their answers to the class. The students listened carefully to each group's answers and learned new things and knowledge from their colleagues.

Figure 7

Teacher checking and supervising students work in class



In lesson 3, the teacher divided the class into two groups. Group 1 had to recite the poem about flies and Group 2 had to sing the song about flies. Group 1 stayed inside the classroom to practice their poem, while Group 2 went outside to practice their song. Each group was given 12 minutes to practice and rehearse their activity. These activities encouraged students to come together to work and learn.

In lesson 4, the activities were done individually by each student. The four activities were based on lesson 3's poem about the fly. The teacher put the poem back up for students to read and do the activities. The teacher gave instruction to the students for each activity.

For activity 1, students had to read the poem then list the words that start with 'a'. For activity 2, students had to list the words that start with 't'. In activity 3, students had to list all verbs in the poem and in activity 4, list four letter words. Then the teacher gave one sheet of A4 size to each student to fold it into four parts to do each activity on it.

After completing the activities, the teacher asked each student to exchange his/her paper with the classmate to correct activity one and two, while activity three and four would be checked and corrected by the teacher herself. Correction of activity one and two went as follows:

Activity 1: Read all words starting with 'a' in the poem.

Student 1: (au, ai, apaau, ao, aua, aso)

Activity 2: Read all words starting with 't' in the poem.

Student 2: (te, tuufua, tele, tu)

The lesson four activities used clarity of focus, high expectation, and designing down aspects of outcomes-based learning. The students knew what to do in the activities, performed well in the activities and started from simple activities of identifying letters to writing down verbs. The activities ensured students knew and understood the key features of flies and developed their skimming and scanning skills through the poem before doing the activities.

4.1.4.1 Teacher reflection

The teacher explained that lesson activities are crucial in terms of measuring the performance of the students and providing quality information, skills, and knowledge to them. The activities provided key information about flies to students. She said the students built mutual relationships and teamwork by working in pairs and groups to share and learn from each other. She stressed that active participation and collaboration in activity sessions enhanced students' learning. She explained:

I produced various activities where their relevancies are to everyday real-life situations and students' personal experiences. So, the students connect

these activities to their daily social life and community. Active cooperation in classroom activities motivates the desires and interests in learning.

The teacher stated that group work requires students to share and help each other and develop new skills and experiences in oral and writing skills. It helps students to process information and to solve problems. She considered these activities empower students to gain relevant knowledge, skills, and values to enhance their competencies and understandings in real-life situations. The teacher added that classroom activities are the foundation for the development of the comprehension, creative, and analytical skills students need to understand a lesson. The group activities helped students to understand their own strengths and weaknesses.

I facilitate and monitor the students' on-task behaviour, managing group-work time, providing relevant materials, assigning individual roles, establishing teamwork beliefs and confidence. These make students feel comfortable in doing the activities. To capture the learning outcomes, I provided relevant theoretical and practical information based on the topic – the flies.

She was clear that she aimed to provide a learning environment that included opportunities to build the social skills and strategies students need to learn and succeed in learning. Alongside relevant activities and resources she explained she acted to maintain discipline and respect.

I build a sense of community in the classroom to foster healthy attitudes towards learning. So, I plan and develop relevant activities and resources for students to enjoy doing them. I develop good classroom management to maintain discipline and respect among students to foster effective learning.

The next section is the concluding comments to the lesson components above.

4.1.5 Concluding comments

From the lesson observations, the Year 4 teacher used the learner-centredness and activity-based approach to focus on the learning outcomes throughout the lesson. In introductions, the teacher involved the students in reciting poems, singing songs and narrating the story about flies, which is the topic of the lesson. In the lesson teaching, there was discussion between the teacher and students about the key features of flies for students to fully

know and understand the topic. The question-and-answer session made students actively engaged with the teacher to learn and know more about the flies. Moreover, they shared reading on unit stories about flies, for class and individual to read to enhance their reading fluency, vocabulary, listening and pronunciation skills. In the lesson activity of group work and individual work where students shared their ideas, knowledge, experiences with each other to do the activities.

The four components (*introduction, lesson discussion, shared reading and lesson activity*) of the lesson emphasised the three main elements of an outcomes-based curriculum which are learner-centredness, activity-based approach and learning outcomes. The introduction of lessons engaged students in activities about flies. The lesson discussion and shared reading involved students talking and reading about flies to know and understand more about flies. The lesson activity engaged students to work together on exercises about flies. The engagement of students in class portrays the learner-centredness, but teachers still take the lead in the lesson. The activity-based approach (doing activities) was used to emphasise the learning outcomes for students to know and understand them (learning outcomes).

4.2 Views and perspectives of school community members

This section talks about the perspectives and views of school community members. I conducted Talanoa with a co-principal, the Year 4 teacher, seven Year 4 students and five Year 4 student parents on how outcomes-based curriculum was being enacted in the school. The views of these Talanoa participants were developed into the themes of leadership of the school, community support for school, school and teacher professional development, and classroom outcomes for students and teacher.

4.2.1 Leadership of the school

The co-principal I interviewed explained that the co-principals manage and lead the school. They oversee staff development, school-based curriculum development, the purchase and allocation of learning resources, lead the development of the curriculum and facilitate professional staff development with the set expectation and direction for high learning and good achievement in school.

I have been in the co-principal position since 2004. Our roles and responsibilities are to manage the finance, develop the curriculum, secure resources and materials for teachers and students, coordinate professional

development, supervise teachers, inform parents about school activities and others. We set guidelines and directions for all our teachers to follow. (Co-principal Talanoa notes)

The co-principal explained that the three co-principals had established this primary school in 2004. In establishing the school, they had studied Finland, Singapore, Australia, and New Zealand outcomes-based curriculum and incorporated principles and ideas from these countries into their own school curriculum.

We, the three co-principals, are all primary teachers. We trained in New Zealand in the early 1970s. We have been teaching in different private, mission and government primary schools over many years and have gained extensive experiences in managing and running schools. We developed the school curriculum by extracting curriculum concepts from Finland, Singapore, Australia, and New Zealand and contextualising them into the local context to create the school's outcomes-based curriculum. (Co-principal Talanoa notes)

The school came to know about outcomes-based curriculum in 2009 when one of the co-principals participated in the development of the outcomes-based curriculum. The co-principal worked with the English Committee members to develop the English curriculum. Through this work she realised that the school had been using an outcomes-based curriculum since 2004. She explained:

Our school has been using an outcomes-based curriculum since 2004 so practically and theoretically we are aware of it. Therefore, the government requested me in 2009 to participate in developing the primary school English Curriculum subject for the Ministry of Education, Sports & Culture (MESC). I worked with the English subject group and consultants from overseas to develop the English Curriculum subject for the government primary schools of Samoa. (Co-principal Talanoa notes)

The co-principal said she had taught using a thematic integrated pedagogy for 11 years and the co-principals encouraged teachers to use this approach to teach the outcomes-based curriculum. She further stated that teachers must know their primary responsibility is to develop the personality of the student and teach things that should benefit the student. They

must also establish impartiality and fairness in the classroom and follow the guidelines and rules of the school and teaching as per the requirements of the curriculum syllabus.

I was teaching at Leififi Intermediate School from 1986 to 1997 and we were using the thematic integrated approach in teaching. The outcomes-based thematic integrated learning is the pedagogic approach to be used by our teachers to teach the learning subjects. We feel comfortable using this approach and the three of us, the co-principals, are very good at this approach. We encourage our teachers to use it and we prepare guidelines and set standards to ensure teachers are accountable and responsible for what goes on in the classrooms. (Co-principal Talanoa notes)

There are three classes that are supposed to sit the national examinations and that is Year 4 and Year 6 for SPELL and Year 8 for SPECA. SPELL is for Literacy tests and only for classes of Year 4 and Year 6 to sit, while SPECA is the examination for Year 8 to qualify to go to Year 9 or Secondary School. The school management sees their school is doing better than any other primary schools in the national examinations. Teachers have the learning outcomes to achieve in class but expand their teaching for students to gain more apart from the learning outcomes.

Our school usually beat all the primary schools in the national examinations in the previous years, and in the last two years, 2017 & 2018, we decided that our school should not sit anymore for SPELL and SPECA examinations. This is because our school is competing against itself in these national examinations because it is doing better than any other schools. (Co-principal Talanoa notes)

The Year 4 teacher described that she had worked at the school since its inception, originally as a teacher aid. The management had supported her to train as a full-time class teacher, they observed her classes and provided advice, suggestions, and encouragement for her to improve the work and teaching.

Through this leadership technique of co-principals visiting teachers in the classroom, they help me to improve my lesson preparation, lesson teaching and classroom management. My first five years as a teacher aid and now, it

is fifteen years since I became a full-time class teacher and am teaching the Year 4 class now. (Teacher Talanoa notes)

The Year 4 teacher considered the school was fortunate to have three co-principals who collaboratively and effectively managed the school and visited classes to advise and support teachers and children.

I am very happy to work here in this school as I prefer how the three co-principals encourage us teachers to work hard. They are concerned and interested in us teachers and students and come to visit us in our classrooms. I realised how helpful their visits are as they observed and advised us to improve our learning resources, lessons, and teachings. (Teacher Talanoa notes)

The parents also spoke positively about the school leadership team explaining that they were always available to meet and talk with parents. They were regularly informed about their children's academic performance and school activities. Through the principals' leadership style, the school has a close relation with the community and parents.

I have witnessed how the co-principals socialised with students during sports, cultural day, and other school events. They even socialise and talk with parents during these events too on school matters or other issues about our children's learning. They maintain a good social relationship with the community and parents, keeping the Faasamoa active and alive in the school. (Parent 2 Talanoa notes)

4.2.2 School community and wider stakeholder support and involvement

The co-principal explained that the school established a good relationship with MESC to ensure the school is up to date with educational policy, training, resources, events, activities, and other changes happening within the education system. Apart from the Ministry of Education, the school has connections with other ministries and statutory bodies. The school gets an annual grant from the government to help run the school. The co-principal also explained that the school seeks financial assistance from national and international funders and donors. For example, the school received funds from the Women and Community Development Ministry and collected money from an organisation in Canada for a greening development - planting trees around the school.

I was part of the development of the outcomes-based curriculum at the ministry in 2009, so we have a very good connection with MESCS. I would like to update our school on the kind of activities like training, workshops, education policy or other things happening in the MESCS or other ministries. We apply and secure funds from other ministries of the government and other organisations to help us improve our school. (Co-principal Talanoa notes)

The co-principal reported that every five years the school reviews the curriculum to adjust and realign the teaching principles and virtues to match for each level and class. They aim to incorporate topics and activities from everyday life into the curriculum. Examples of topics include annual events in Samoa like White Sunday, Teuila Festival, Food, and healthy eating habits.

The government provides an annual subsidy grant to our school where we allocate a portion of the subsidy for teacher and student resources. We also use this grant to review our school curriculum to adjust and realign its teaching principles and topics to match each class. In reviewing our curriculum, we ask our teachers to share topics of interest to add in our curriculum, especially our own daily life activities and national events of Samoa every year. (Co-principal Talanoa notes)

According to the co-principal, the school also seeks and gains sponsorship and assistance from business houses. School fetes and sport events receive assistance from Digicel, Coca Cola and Bank of South Pacific. Some parents work in these companies, so the school is fortunate to get such assistance from them.

We are fortunate to have a lot of parents whose children are here in our school working at different big companies in top positions. So, some of our students get sponsors for their school fees and some companies donate laptops to our school and even build an air-conditioner in our computer room. (Co-principal Talanoa notes)

Once the co-principals and teachers have developed the curriculum, they call parents and citizens to meeting for parents to provide feedback for its improvement. The co-principals and teachers then revise the curriculum and present it again to parents for finalisation before it

becomes the curriculum programme for the school. The co-principal said coming out from these meetings parents have a sense of appreciation for contributing to the curriculum.

We, the co-principals, and our teachers plan all the yearly teaching programs for the school every year. When a yearly programme is ready at the end of the year, we must present it to the parents at the start of the new year, so that they can have a say whether they like it or not. We take notes from parents and make changes to the annual teaching programme. This is why parents are supportive of school activities because they know how the school is being managed and run. (Co-principal Talanoa notes)

The co-principal said the school sends a newsletter every month to parents. The newsletter lists the topics for class lessons and school activities for the month. In response parents often send resources for lessons.

It is a little expensive to do the newsletter, but the co-principals have seen that it works well for teachers to prepare well for their lessons and parents to support in providing resources for their kids needed for classroom learning. We encourage our teachers to keep on reminding the kids to tell their parents to refer to the newsletter. Our teachers are happy because the newsletter helps them to receive different resources from kids for their lessons. For instance, students come with reading resources or newspapers or posters for their lesson topics. (Co-principal Talanoa notes)

The school actively tries to share children's learning with the community. For example, the principal said a “show and tell” is a drama skit is usually prepared and produced by the children. A lot of parents come and see the play.

We, the co-principals, and teachers plan this ‘show and tell’ drama skit every term and parents really love to come and watch their kids’ performance. The parents love to see their kids speak and act in this skit play. The parents informed the teachers that they help practice with their kids at home in their parts in ‘show and tell’ drama skit. Parents also assist teachers in decorating the place and prepare different scenes for their kids’ performance. (Co-principal Talanoa notes)

The parents reported that though they did not fully participate in classroom activities, some were involved in remedial reading lessons and most parents were involved in school events like Book Day, Show and Tell drama, Culture Day, and Sports day.

I am very happy to be part of this school and contribute to different activities and participate in field trips and other events. It demonstrates to my kids that I am fully supporting them in their learning so they can do their best. I saw some parents helping the students with their remedial reading lessons which are great to support the school. Most parents are excited to come and witness their children being involved in different events. (Parent Talanoa notes)

4.2.3 School professional development

The co-principal group oversees teacher professional development so the training and in-services are effectively and efficiently delivered to teachers. The co-principal reported they put priority and effort into assisting teachers in their professional development. She said:

One of our roles and responsibilities is to coordinate the staff professional development and provide in-services to teachers and observe their teaching and lesson delivery. To make sure the professional development is well run for the betterment and development of teachers teaching skills and capacities. (Co-principal Talanoa notes)

The co-principal stated teachers were asked to conduct in-service and training because they are experts in their own subject areas meaning they can offer new knowledge and skills for others to learn. She said this approach encourages teachers to do research online, and the library to gain new knowledge and skills to prepare for the in-service. The facilitation of in-service sessions is scheduled and assigned to teachers at different levels of their grades and classes.

The management requests teachers to decide and put down their name, their subject, and their selected topic to present during our staff in-service. I was not happy with the idea from our management for each of us to in-service others because I was not confident. When it comes to my turn; I spend a lot of time searching on the internet and checking books from the library to prepare my powerpoint presentation. I was nervous as it was my first time,

but after the presentation, I was so very excited with the feedback from my colleagues and the management team. (Teacher Talanoa notes)

The Year 4 teacher explained that teachers in the different year groups in the school are assisted by a co-principal to undertake professional development.

With the three co-principals we have, this is how the eight classes are divided into each co-principal to look after and assist us when it comes to professional development. Year 1 to 3 under one co-principal, Year 4 to 6 under another co-principal and Year 7 and 8 is under another co-principal. Most of our teachers have improved in their teaching and learning because we are teaching and learning at the same time through this professional development programme. (Teacher Talanoa notes)

The teacher said the co-principals emphasised that outcomes-based curriculum is learner-centred, so it was important to connect with and engage students to participate and share their ideas and experiences freely. She explained that the co-principals consider that not strictly focusing on learning outcomes so teachers and students can openly explore and connect different ideas, knowledge, and skills to real-life situations onto the topic.

The in-service provides insight and encourages me not to focus 100 percent on the learning outcomes during my lesson preparation and teaching but to expand and cover other areas connected to the learning outcomes. So, I prepare the teaching, activities and discussions for students covering wide areas of learning and engage students to share their ideas and experiences in class. It is great to open the learning and explore more different ideas and skills on what the topic is all about. (Teacher Talanoa notes)

4.2.4 Classroom outcomes

The teacher and students actively engaged in their classroom teaching approaches. The following were the outcomes when the Year 4 teacher in this study applied different teaching styles and strategies in her teaching.

4.2.4.1 Students express comfort with approaches to teaching and love the way she teaches them

The students expressed their comfort, enthusiasm, and satisfaction in how their lessons were taught by the teacher. They loved the lessons due to different materials like textbooks, unit story readers, posters, charts, pictures, and live flies which motivated them to learn. The new ideas and experiences gained by the students from the class made them happy to express their feelings about the lessons. The students said they feel great and better to engage fully in the teaching because the lesson flowed well from class discussion, and the teacher leads them into activities using a variety of hands-on learning resources. Students 3, 4, 5, 6 and 7 said:

I loved shared reading in class because it helps us pronounce words and gives confidence to read in front of the class. (Student 3 Talanoa notes)

I enjoyed the activity of bringing live flies to class in containers. This is because we see the live flies moving around in containers and doing different things. (Student 4 Talanoa notes)

I feel free and confident to ask the teacher questions if I'm not sure about things. (Student 5 Talanoa notes)

I loved the activity of writing down the four-letter words from the poem because it is easy to identify the four-letter words in the poem. (Student 6 Talanoa notes)

I liked singing the song about flies and reciting the poem about flies. The song reminded me to keep flies away from food and house and never let them get closer to me. The shared reading made me learn new words like lago (fly), nofo (live), mata (eyes) and (tino) and how to pronounce them. (Student 7 Talanoa notes)

4.2.4.2 Activities harness and build students' social relationships

Students told me that group work activities harness and build their social relationship in classes. The students established closeness and bond in sharing their ideas, understandings and experiences in groups and learning from each other. They gained confidence by working and interacting with each other in class discussion and activities. The students feel calm and

respect each other in expressing and sharing their experiences in the group. Students 1, 4 and 5 explained how they feel about the lessons.

We worked in a group and enjoyed it. We helped each other in answering the group work activity questions. (Student 1 Talanoa notes)

I loved working in a group to share my ideas and experiences with group members. As a shy person, group work helped me to gain confidence to speak and share my personal thoughts. (Student 4 Talanoa notes)

In every lesson we have group work activities which help us to discuss and share with each other our personal experiences and knowledge. Group work activities made us understand the lesson better. (Student 5 Talanoa notes)

4.2.4.3 Students achieve learning outcomes

The students said the learning outcomes were never made known to them because the teacher never wrote the learning outcomes up on the board or discussed them at the beginning of the lessons. This was because she did not want to focus specifically on learning outcomes but wanted to open the lesson to explore different areas about flies. In doing so, the unit story, poem and song talked and expressed different perspectives of learning in knowledge, experiences and skills which related to the main aim of teaching and learning outcomes on the fly. The students said they know and understand about flies - the body parts, their reproductive cycle, their disadvantages and carrying bacteria which are the aim of the lesson meaning the students gained and achieved the learning outcomes at the end of the week's lessons. Students 2 and 5 mentioned that:

I liked today's lesson and others during the week because I could explain to my family members about how dangerous the bacteria are that can make us sick. In previous lessons, I learned the disadvantages of flies, so I usually prepare a bowl of water with soap and a hand towel for my siblings to wash their hands before eating. (Student 2 Talanoa notes)

Our academic term newsletter provided us with the lesson topics and informed us about the topics that we are going to learn in what week. This gave us the opportunity to read and know more about the topics before lessons. (Student 5 Talanoa notes)

4.2.4.4 Parents views on outcomes-based teaching

The five parents involved in the Talanoa said they were not sure about the outcomes-based teaching and learning, but believed teachers are teaching the curriculum. The parents said teachers and co principals are doing good in teaching the outcomes-based curriculum. The parents 1, 2 and 3 expressed their views about the teaching:

I loved the new current programme teaching because our children learn a lot from class and share their knowledge with us at home. My daughter said that learned from class about the bacteria so we should wash our hands after using the toilet. (Parent 1 Talanoa notes)

Our children tell us about the lesson topics that are relevant and easy to understand. We also have the school academic monthly newsletter so know what is to be taught and in what week. We help our children source some of the learning materials for them. (Parent 2 Talanoa notes)

The teacher prepares the lesson and covers many things in the teaching to motivate and make children interested in the learning. In the school meetings we heard that teachers and parents need to work together to help the children in their learning. So, we do our best to help the teachers. (Parent 3 Talanoa notes)

4.2.4.5 Parents appreciate their children's academic performances

The parents were happy with the progress and academic performance of their children. The parents said their children's academic reports were good, indicating the teacher does prepare and deliver good lessons to students. The parents considered the teaching content to provide a foundation to shape and enhance their children's academic learning before going to secondary and tertiary institutions. Parents 1, 2, 3 and 4 shared their feelings about the progress of their children in academic performance:

My son is in Year 4 now and doing well. My two older children finish their schooling here and went to secondary schools then to the National University of Samoa. They both got scholarships. My daughter is studying at Auckland University and the boy is at the University South Pacific – Fiji. (Parent 1 Talanoa notes)

This school is doing well because the Year 6 and Year 8 classes in this school usually come first or second in SPELL and SPECA national examinations. (Parent 2 Talanoa notes)

My boy is in year four now and doing great academically. He loves how the teacher teaches because he learns well. He loves reading because they do shared reading in class and when he comes home and tells us about what they read in class. (Parent 3 Talanoa notes)

I have two children in school, one in year four and one in year seven and they are doing well. They love reading and always look forward to coming to classes every day. I believe how the lessons are prepared and conducted attracts and encourages them to come to class. (Parent 4 Talanoa notes)

4.2.4.6 Parents assist and support children with homework

Parents are available to help their children with any assignments or homework. They actively support the children in their education learning and evaluate the progress and performance, if they bring any activity home. However, students do most group work activities in class and bring few activities for homework. Parents 2, 3 and 5 expressed interests in their children's homework.

I am always available and ready to help him with his homework. However, most times he does it on his own meaning he understands and knows the lesson well so can do the homework. (Parent 2 Talanoa notes)

My son sometimes comes with homework, and I help him if he is not sure about it. Most times he does it on his own. He comes with readers to read at home and at times he seeks my help to pronounce some words for him. (Parent 3 Talanoa notes)

My children come with readers to read at home. They do most of the reading at home. If they come with homework, they do it themselves, only when they are not sure then they seek my assistance, and I am always there for them. (Parent 5 Talanoa notes)

4.3 Conclusion

The teaching lessons were utilised as a thematic integrated strategy to involve students in participatory and social interaction through class and group work activities to motivate students to learn them to think critically using their experiences and knowledge of real-life situations.

The lesson one to lesson four introductions, discussions, read aloud (unit story) and activities were discussed. The introductions established the focus of the lesson (clarity of focus) and set the excitement and motivation (social interaction) of the class into lessons and provided additional expanded opportunities and support for students. The discussions part of the lesson established dialogue with students and teachers generated critical thinking and energised sharing of views and experiences (high expectation) together as a class (social interaction) and narrowed the lesson strategies into variable learning elements (clarity of focus). While the read aloud (unit stories on flies) segment of the lesson strengthened the unity and oneness of students to collaborate and cooperate to read the stories together as a class or individually (social interaction). The read aloud also established the expanded opportunities and support for students to learn new vocabularies, pronunciations, and grammatical elements of sentence along with knowing the flies.

The activities of lesson one to four used all the five principles of outcomes-based of high expectation, social interaction, expanded opportunities and support, clarity of focus and designing down. The group work and individual student activities was the final segment of teaching which summed up all parts of the lesson so all the principles of outcomes-based were demonstrated and utilised in this segment of the lesson – the activities. The outcomes-based pedagogy establishes a poly-logical and democratic set of learning to integrate thematic teaching strategies to develop students' personal development. This teaching technique utilises social interaction in group work activities to motivate students to think critically and to solve problems using experiences and knowledge of real-life situations to nurture themselves.

The three co-principals work closely with the staff members to manage and run the school. They oversee the operation and administration of the school, look after the teachers and students, plan and develop the academic teaching program, create staff professional development programs, establish networks and relationships with parents and stakeholders in the community. The community likes the three co-principals because parents are being informed and updated every month through the newsletter on how the school is managed and

run. The parents and stakeholders are welcomed to visit schools or enquire for any information about the school or co-principal or teacher or student.

The school establishes a good relationship with the community, especially the parents and stakeholders. The parents participate and engage themselves with the school activities to help develop and progress the school. The activities like fete, cultural day, sporting activities, cleaning school ground and even share some academic ideas and knowledge during school meetings. The school appreciates the parents' time, energy, and contribution for the betterment of the school. The stakeholders assist the school in donating materials and sponsoring school events like fete and skite drama performance and other activities.

The co-principals and teachers facilitate and conduct in-services once a month for all teaching staff to harness and improve their teaching skills and approaches for teachers. The in-services are usually about teaching strategies, assessment techniques, curriculum resources, subject content, classroom management, management areas, financial matters, or other relevant areas in the teaching profession. The in-services conducted within school and other training offered by MESCS are vital for teachers and co-principals to help them improve their administrative knowledge and skills, assessment techniques, teaching pedagogies and lesson planning for the implementation of outcomes-based curriculum.

Equipping and preparing teachers well helped them to deliver good lessons for students. The teachers used activity-based teaching and were encouraged to use an integrative thematic approach in their teaching. The students were happy with the teachers because they used different approaches to cover the topic and other areas in relation to the topic, making students quickly understand the lesson content and the learning outcomes. By the end of the lesson or the unit topic, the students achieved the learning outcomes with the necessary knowledge, skills and competencies. To demonstrate and put such into actual perspective the Year 6 students and Year 8 students at School A usually performed better than any other schools in the country in the SPELL and SPECA annual national examinations.

Chapter 5: Findings (School B)

School B is a Latter-Day Saints' mission school situated in the eastern part of Savaii Island not far from the main town of Salelologa. It was established in the 1970s in the small village of Tapu'ele'ele. The school has Year 1 to Year 6 classes with a total number of 350 students and 13 staff members plus the principal at the time of my data collection. The principal said that the school implemented the national outcomes-based curriculum in 2013.

I spent a week conducting lesson observations with a Year 6 class of 22 students. In addition to the lesson observations, I conducted Talanoa sessions with the Year 6 teacher, 22 Year 6 students, the principal and five of the Year 6 parents.

Section 5.1 discusses the classroom lesson observations, Section 5.3 discusses my Talanoa with the 22 Year 6 students, the Year 6 class teacher, the principal, and five Year 6 students' parents and the views and perspectives of the school community members. Section 5.4 is the conclusion to this chapter.

5.1 Outcomes-based curriculum in practice in a Year 6 classroom

An outcomes-based curriculum focuses on enabling students to know and apply what they learn in the classroom to real-life situations. Therefore, teaching needs to focus on the lesson learning outcomes and engage the students fully to ensure that they understand the lesson. The teacher needs to sustain the students' motivation and interests through the entire lesson teaching. My lesson observations focused on three main components of teaching: lesson introductions, lesson teaching, and lesson activity sessions. The introduction energises and draws students' interest into the lesson and learning, while lesson teaching content instills new knowledge and information for students, and the activity session provides practical exercises for students to gain new experiences and skills during the lesson.

5.1.1 The lesson introductions

The teacher introduced the first lesson with a probing question-answer exercise. The questions were on family sourcing, budgeting, and using money to draw students' attention to the unit story that would further be discussed in the lesson teaching. The questions asked were related to the lesson topic so the students would come to know more about the lesson content and learning outcomes when answering them. This strategy stimulated and directed the students to think about what was to come during the lesson. The week's lessons were based on the unit

story “My mother is an accountant.”. An excerpt from the question-and-answer session is provided here:

Teacher: *“What things does your family spend money on?”*

Student 1: *My family spends money on our food, clothes, and school fees.*

Student 4: *We spend money to buy food, soft drinks, furniture, and petrol for our car.*

Student 3: *My family spends money on books, lunches, and school fees.*

Teacher: *Who are the sources of your income in the family?*

Student 2: *My father works and provides the money for our family.*

Student 5: *Both my parents work to get money for our needs and wants.*

Student 6: *My father and big brother work to get money for our family.*

The second lesson followed the same pattern of question-answer as the first because the two lessons focused on the same story “*My Mother is an Accountant.*” In the second lesson, the teacher greeted the students then started asking questions.

Teacher: *What did you eat for dinner last night?*

Student 11: *I ate taro, curry chicken and drank Samoan cocoa last night.*

Teacher: *Did your parents buy the food?*

Student 10: *We have our own taro plantation and cocoa, only the chicken was bought from the shop by my father.*

Teacher: *So, your father spent money to buy chicken.*

Student 10: *Yes, my father is working so has the money to buy chicken for our dinner.*

Teacher: *Are there any other things that we need to save money for instead of buying food and toys?*

Student 12: *We need to save money for hospital fees or to buy medicine when we are sick.*

Student 15: *There should be money for our school fees and school uniforms.*

The teacher drew the students' focus and attention to a question-answer dialogue about how family source the money, budget and spend their money. The discussion which showed students the significance of money, and how family members need to wisely spend on things encouraged them to apply classroom learning to real-life situations with their families at home about money. At the same time the dialogue motivated the students' interest in the lesson.

The teacher introduced the third lesson by putting the learning outcomes on the whiteboard and explained them to the class. The learning outcomes were:

By the end of the lesson, students should understand the meaning of some new words in the story: accountant (teutupe), receipts (risiti), add (faapoopo), spend (faaalu), shop (faleoloa) and, column (kolume) (Lesson 3 field notes)

The fourth lesson followed the same pattern as the third lesson where the teacher introduced the lesson with learning outcomes and explained them to the students. For this lesson the learning outcomes focused on students to know the singular and plural nouns and subject and object pronouns from the unit story, My Mother is an Accountant. The learning outcomes were:

By the end of the lesson the students should be able to:

- identify nouns and pronouns.
- know the singular and plural nouns, and

- identify subject and object pronouns.

The fifth lesson period was allocated for the Talanoa session with the Year 6 students.

5.1.1.1 Teacher reflection

The teacher explained that using a variety of techniques to introduce lessons encourage students to focus on the lesson topic. By using a question-and-answer approach at the beginning of a lesson, she can motivate students to share their ideas and proactively engage them in the learning. At the same time, she found this helped her students to think logically and fast to answer the questions. She said:

The questions asked are in relation to “My mother is an Accountant” story and students' activity in answering them. I asked those questions primarily to draw students' attention to think about how well money can be wisely used to benefit the family. They enjoy talking and sharing their ideas in class.

The teacher also mentioned that introducing lessons with learning outcomes informed the students of what they would be learning, knowing, understanding, and achieving at the end of a lesson. She explained:

I put the learning outcomes up for the students to know and understand the nouns, subject pronouns and object pronouns and their singulars and plurals. I teach and show them how to use the nouns and pronouns appropriately and correctly in sentences.

The next section is the lesson teaching discussion.

5.1.2 Lesson teaching

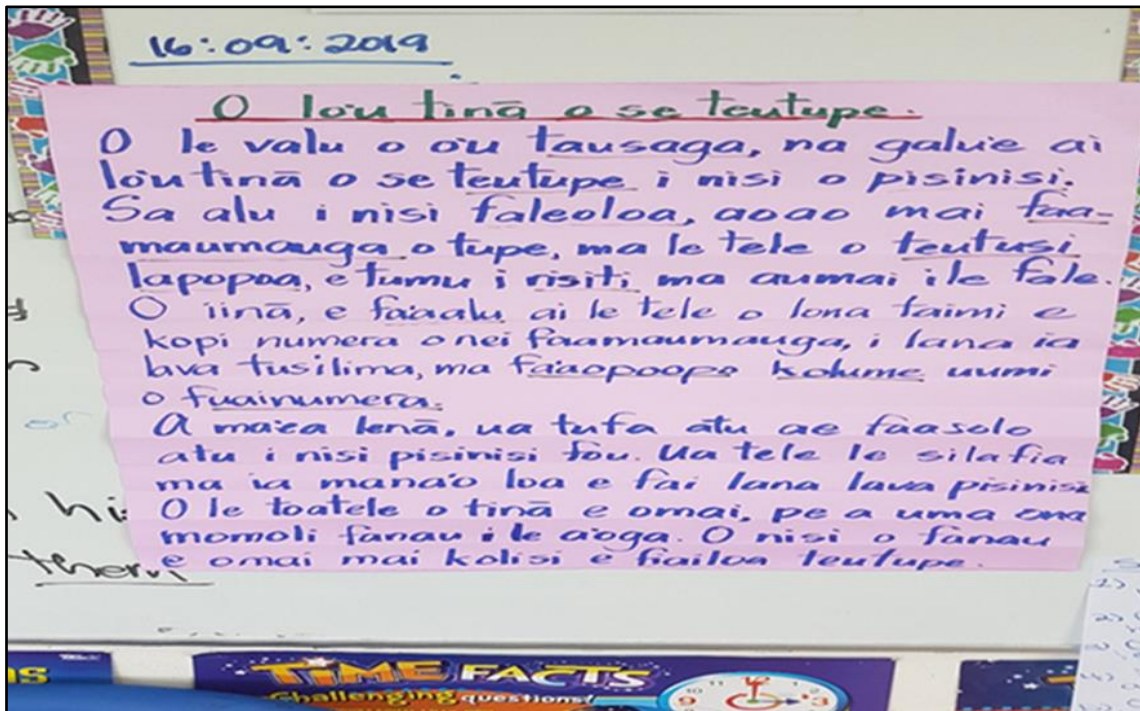
The lesson focused on understanding and achieving the lesson learning outcomes. The students know the function of nouns and pronouns and how to use them correctly in everyday life. Also, the students can understand the singular and plural pronouns and the subject and object pronouns and how to use them correctly in writing and speaking.

The introduction strategies discussed in the last section helped to ensure students were engaged, comfortable and enthusiastic to learn. The teacher used *My mother is an accountant* as the main story for students to read and learn about the lesson topic of nouns and pronouns. The story was used in all the four lessons.

In the first lesson, the teacher prepared a story and put it on the whiteboard for the class to see and read. The story was short and simple for students to read and comprehend. So, the teacher asked the students to quietly skim and scan through the story to get a general view of the passage and identify the nouns and pronouns.

Figure 8

An original short story



An English version of the short story: My Mother is an Accountant.

When I was eight years of age, my mother was working as an accountant in some businesses. She went to some shops and collected records of the expenses. She came home with big envelopes full of receipts. At home, she spent most of her time copying figures of these records, in her own handwriting and adding long columns of numbers from other books to another. When she finished, she returned their records to those shops and went on to other new shops. She has a better understanding of how to do this and she thought of having her own business. All the other mothers came, after dropping their kids at school, to learn about bookkeeping where she helped these mothers. Some other students from colleges are willing to learn how to become accountants. (Field notes)

After skimming and scanning the story the teacher asked the students to repeat the following words after her. She said the word then pointed her finger to it and the class said the word. The words were:

year, (tausaga), accountant (teutupe), business (pisiinisi), shop (faleoloa), envelope (teutusi), records (faamaumauga), spend (faaalu), receipts (lisiti), add (faapoopo), columns (kolume), numbers (fuainumera). (Field notes)

After the students pronounced these words, the teacher read the entire story twice while the class listened carefully to her. After reading the story, she asked for any student volunteer to read the story. Many students raised their hands and wanted to read the story. The teacher said that they had to read the story aloud and pronounce the words clearly. Students 16, 18, 14, 11 and 9 each individually read the story. The class was quiet and attentively listened to their five colleagues read the story. After the reading, the teacher randomly pointed to some of the words in the story and called for any student in the class to say the word and provide the definition.

Teacher: *Student 10 what is kolume?*

Student 10: *I do not know.*

Teacher: *The word kolume is a borrowed word from the English word "column". Column is a vertical division of a page or text in a book or one or more lines of people or cars moving in the same direction. Any other hard words in the story.*

Student 13: *What is faamaumauga?*

Student 15: *Faamaumauga is a record or list of things.*

Teacher: *Correct student 15. What is an accountant?*

Student 5: *Accountant is a person who specialises in looking after money.*

The teacher said defining words improve students' vocabulary skills and enhance their understanding of the passage, language, and text. After going through the story and discussing

it with the class, the teacher asked the class to look at some nouns and pronouns in the story. The teacher said:

Nouns are words that refer to specific things or people. For example, phones, umbrellas, or John, where pronouns are words that are used to take the place of nouns in phrases or sentences. They usually refer to a noun used earlier in the sentence or phrase, and they must match the number, point of view, and gender of the noun. They make sentences clearer, less awkward, and smoother. They include words like those, these, their, they, we, them, our, you, she, her, he, his and it.

Figure 9

Students raising their hands wanting to read the story



The teacher asked the class to look at the story, read the first paragraph and then this dialogue followed:

Teacher: *Raise your hand if you can find any noun in the first paragraph.*

Student 2: *The nouns are years (tausaga), mother (tina) and business (male pisinisi).*

Student 3: *Number eight, mother, accountant, and business are also nouns.*

Teacher: *The words that replace the nouns are called pronouns. Looked carefully at the story and identified a noun that could be replaced by a pronoun.*

Student 5: *Mother (tina), she.*

Student 1: *Kids (fanau) they.*

Student 10: *Accountant (teutupe) he/she.*

Student 4: *Students (fanau) they.*

The teacher said those were some of the nouns and pronouns in the story. Some are singular and some are plural pronouns. For instance, there is a word mother, (tina) in the title of the story ‘My mother is an accountant’ which is singular so it would become *she/her*. Towards the end of the story, there is a sentence. ‘There were *mothers* who wanted to learn to become accountants which is plural so it would become *they/them*. The dialogue continued as follows:

Teacher: *Can someone give me an example of a singular pronoun in a sentence?*

Student 4: *She (mother) feeds me every day.*

Teacher: *Could anyone give me an example of a plural pronoun in a sentence?*

Student 13: *They (accountants) are good at budgeting, recording, and collecting money.*

Teacher: *What words in student 13’s sentence makes it plural?*

Student 1: *The word “they” (accountants).*

Student 3: *The word “are”.*

In the second lesson, the teacher presented the same story and asked the students to go through it. Then the teacher and the class discussed some definitions of the words in the story as follows:

Teacher: *Look at this word tausaga (year)*

Student 7: *Year is the same as twelve months or fifty-two weeks.*

Teacher: *Correct. The next word is teutupe (accountant). What does teutupe mean?*

Student 8: *Teutupe is the person that looks after money.*

Student 9: *Teutupe is a person good at keeping, spending, and collecting money.*

Teacher: *What is business?*

Student 16: *Pisinisi is a company that makes money from shops or stores.*

Figure 10

Class discussing the word definitions with the teacher



The students pronounced the new words, discussed the definitions of the words, and used them in the sentences. The teacher said that it was better to learn about the different

elements of a word. In doing so, they remembered the word, the definition and how to use it in a sentence. In the next stage of the lesson, the students were asked to develop sentences using those words:

Student 6: *My father is a “teutupe” (accountant) at Bluebird Hardware.*

Student 7: *We have a small pisinisi (business) at home.*

Student 15: *The teacher has many teutusi (envelopes) on her table.*

Student 9: *My mother keeps all our faamaumauga (records) in her suitcase.*

Student 11: *My sister draws three kolume (columns) in her diary book.*

Student 13: *The teacher asked me to go to the faleoloa (shop) and buy her a drink.*

Student 20: *My father faaalu (spends) a lot of money to buy our food.*

Teacher: *Well done in understanding the words, knowing their meanings, and using them correctly in sentences.*

In the third lesson, the teacher discussed the subject pronoun and the object pronoun. She explained that the subject pronouns and object pronouns get their names from the parts of speech that they replace, and that the subject pronouns replace subjects (the thing that does the verb) while object pronouns replace objects (the thing that the verb is done to). The teacher said that the subject pronoun can replace a noun used as a subject of a sentence or clause. She told the students that they are one of the easiest pronouns to identify, and they needed to look for the person or thing having a direct effect on the action. She explained that the subject pronoun is the person, place, thing, or idea that is doing or being something and the object pronoun can replace a noun using a direct object after a preposition like, ‘to, of, in, for, at, or, by.’ The students went through the subject pronouns and object pronouns together in the class.

Table 13
Subject pronouns and object pronouns

| Subject pronouns | | Object pronouns | |
|------------------|------|-----------------|------|
| I | We | Me/you | Us |
| You | You | Him/her | You |
| He/she | They | It | Them |
| It | | | |

In the next step, the teacher asked the students to look at some examples of subject pronouns and object pronouns in sentences. She said John and Jack walked to school. *They* walked to school. John and Jack are nouns or pronouns?”. The class said that they were proper nouns. Then the teacher asked: “How about the word they?” The class said that it was a pronoun. The dialogue continued as follows:

Teacher: *Why are John and Jack proper nouns?*

Student 12: *They are actual names of people.*

Teacher: *The nouns John and Jack changed into pronouns in a sentence.
Which pronoun word replace John and Jack?*

Student 4: *The word ‘they’.*

Teacher: *Is the word ‘they’ singular or plural?*

Student 8: *It is plural because it’s replacing two people.*

Teacher: *My friends are Leituala and Seta.*

Class: *Leituala and Seta are proper nouns.*

Teacher: *Which object pronoun replaced Leituala and Seta?*

Student 5: *The phrase 'my friends.'*

Teacher: *Is the phrase 'my friends' singular or plural?*

Student 11: *Leituala and Seta are two people so 'my friends' is a plural.*

Teacher: *Which pronoun could we use to replace Leituala and Seta?*

Class: *Pronoun 'them'.*

Student 7: *Pronoun 'they'.*

Teacher: *How about using the pronoun 'they' to replace Leituala and Seta in the sentence?*

Student 1: *They are my friends.*

Teacher: *Well done class!!!*

In the fourth lesson, the teacher and students discussed the singular and plural subject pronouns and singular and plural object pronouns. The teacher said that the singular subject pronouns are *I, you, he, she, and it*, while the plural subject pronouns are *we, you, and they* because they are concerned with a group of people or things. The singular object pronouns are *me, you, him, her, and it* whereas the plural object pronouns are *us, you, and them*.

Table 14

Singular and plural subject pronoun and singular and plural object pronoun

| Subject pronoun | | Object pronoun | |
|-----------------|---------------|-----------------|---------------|
| <i>Singular</i> | <i>Plural</i> | <i>Singular</i> | <i>Plural</i> |
| I | We | Me | Us |
| You | You | You | You |
| He/she | They | Him/her | Them |
| It | | It | |

The teacher said: “Now class lets us do some brain speed and thinking exercises. Refer to our singular and plural subject pronouns and singular and plural object pronouns in the table above.” The teacher asked the class to develop sentences using the singular and plural subject pronouns and singular and plural object pronouns as follows:

Student 1: *I came late to school today.*

Teacher: *What is the singular pronoun in your sentence?*

Student 1: *The singular pronoun is ‘I’.*

Teacher: *Could anyone give another sentence using a ‘plural subject pronoun’?*

Student 20: *They went to school by bus.*

Teacher: *Student 20, what is the plural subject pronoun in your sentence?*

Student 20: *‘They’.*

Teacher: *Can anyone use a singular object pronoun in a sentence please?*

Student 22: *My father gave me \$5 for lunch.*

Teacher: *What is the singular object pronoun in your sentence?*

Student 22: *'Me' is the singular object pronoun.*

Teacher: *Can someone use a plural object pronoun in a sentence please?*

Student 18: *The principal sent all of us to the library.*

Teacher: *What is the plural object pronoun in your sentence?*

Student 18: *'Us' is the plural object pronoun.*

Teacher: *Very good students.*

The teacher put the following three sentences on the board and asked students to read them aloud one by one:

Mele and Sina went to the market. (*proper nouns*)

The girls went to the market. (*pronoun*)

They went to the market. (*plural subject pronoun*)

The teacher asked the students to get into pairs and one student needed to make a sentence using a singular subject pronoun using a singular object pronoun. After this their partner had to change the sentence by using a plural subject or object pronoun. The pairs were told to practise with each other. An example of the students' dialogue follows:

Student 4: *I went to town yesterday. (singular subject pronoun)*

Student 7: *We went to town yesterday. (plural subject pronoun)*

Student 15: *The parents sent me to the market this morning. (singular object pronoun)*

Student 20: *The parents sent us to the market this morning. (plural object pronoun)*

The teacher walked around the room and listened to students' conversations. She helped a few students who were still confused. Finally, the teacher said to the class, "*Well done*".

5.1.2.1 Teacher reflection

The teacher stated that the topic she selected for this week's lesson was about; 'My Mother as an Accountant.' She explained that most topics she used in teaching relate to daily life activities, and students could easily understand that money is part of their wants and needs.

The teacher explained that her class participated well in question-answer sessions as she asked simple and relevant questions based on the unit story of the week and students actively engaged in answering them. She added that students collaborate and interact respectfully with each other to share ideas in class discussions, and she encouraged them to boost their morale and interest in learning. She said:

I showed interest in students by nodding, looking at them and listening to them. I thanked and praised them when they responded to questions I asked.

The dialogue improved collaboration and respect among us.

In the short story "My Mother is an Accountant", the teacher mentioned that she helped students to read and pronounce the new words in the story. She asked them to define the meaning of some words in the story. She explained what nouns and pronouns are and requested students to identify the nouns and pronouns in the story.

I further explained the subject pronoun and object pronoun and their singular and plural forms to the students. I used them in sentences for students to understand and know how to use them correctly in sentences.

The next section is the lesson activities.

5.1.3 Lesson activities

The activities the teacher prepared for the four lessons were based on the nouns and pronouns in the short story but different from each other. In the first lesson the students worked on two activities, both individually. The first activity was for the students to answer the following questions developed from the short story. The second activity was for the students to use the pronoun words extracted from the story to produce their own sentences. The teacher said that after completing the activities some students should read their answers to the class.

Figure 11

Comprehension questions and pronoun exercise developed from the story and students doing them in group work

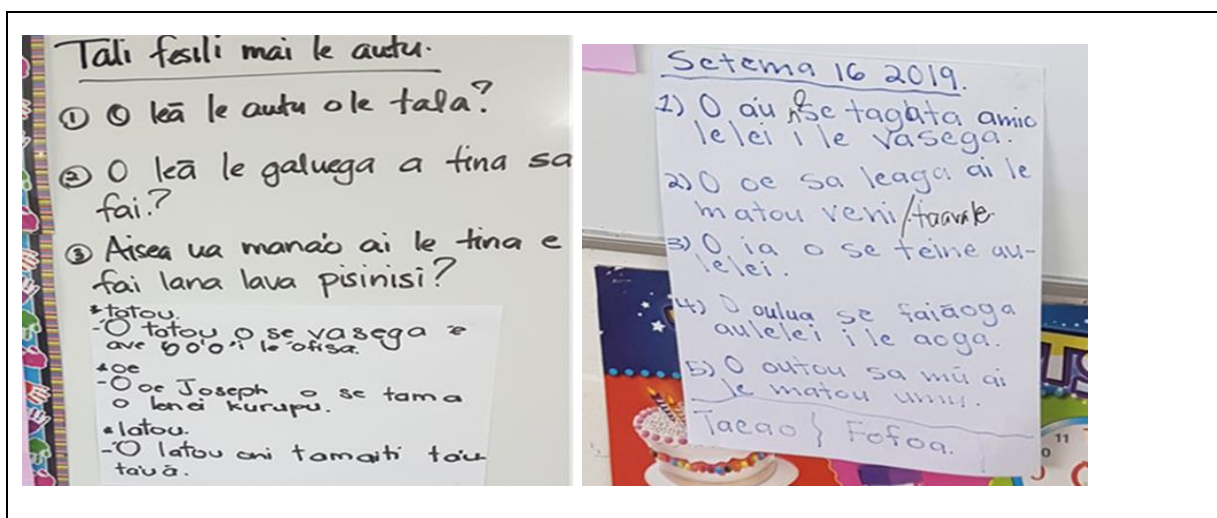


Table 15

Activity one

| Activity 1 | <i>Answer these questions from the story.</i> |
|------------|---|
| | <ol style="list-style-type: none"> 1. What is the story about? 2. What is the mother's job? 3. Why did the mother want to have her own business? |

Some answers read by the students to the class were:

Student 7: *The story is about my mother who is an accountant.*

Student 18: *The mother's job as an accountant is to budget, keep records and save money.*

Student 9: *The mother wants to do her own business to help her and the family.*

Use these pronouns in a sentence of your own

1. me (a'u)
2. you (oe)
3. him/her (ia)
4. both (oulua)
5. they (outou)

Here is a sample of the answers read by the students:

Student 11: *My uncle went with her grandmother to the beach.*

Student 20: *They went fishing last night.*

Student 6: *Are you coming for the picnic?*

Student 13: *Could you let him come with us?*

In the second lesson, the teacher prepared five comprehension activities based on the story 'My Mother is an Accountant'. The students were put into five groups to do the activities.

Second lesson activities:

Group One: Use the following words to develop sentences.

1. tausaga (year)
2. teutupe (accountant)
3. pisinisi (business)
4. teutusi (envelope)
5. faamaumauga (records)

Group Two: Rearrange these words to form the right sentences.

1. O a'u le potu na tapenaina nei i le taeao. (I room tidy the morning this.)
2. O pasi omai na i le pasi latou. (They bus by came.)
3. O Adele ma faitautusi Mele olo'o. (Adele and reading Mele are.)
4. Ua puletasi onomea le faiaoga i lana. (The dress teacher looks beautifully with her).

Group Three: Underline the singular pronouns in these sentences.

1. Ua moe lou tina ua vaivai. (My mother sleeps tiredly).
2. Sa sau le puleaoga i lana taavale. (The principal came by her car).
3. O le Tausaga 5 ma a'u na o i le ata. (The Year 5 students and I went to the movie).
4. Na lavea lo'u uso i le taavale ananafi. (My brother was in car accident yesterday).

Group Four: Underline the plural pronouns in these sentences.

1. Na matou aai i lalo o le talie. (We are eating under the talie tree).
2. O outou na e aua nei o i fafo. (You are not going outside).
3. O latou na auai atu i le fono. (They attended the meeting).
4. O tamaiti uma e o i taaloga. (Our students will go to sports day).

Group Five: Define the meaning of the underlined words.

1. O lo'u uso matua o se teutupe a le kamupani o le Bluebird. (My older brother is an accountant at the Bluebird Company).

2. Na aumai teutusi e le puleaoga mo faiaoga uma. (The principal gave envelopes to all the teachers).
3. E fai la matou pisinisi laitiiti e faatau atu ai koko Samoa. (We have our small business which sells Samoan cocoa).
4. Ua aulia e lo'u tina matua lona 70 tausaga. (My grandmother is now 70 years old.)

Examples of answers read by students from each group to the class were:

Group 1 - student 6: *I have been in this school for six years now.*

Group 2 - student 13: *This morning I tidied the room.*

Group 3 - student 14: *The principal came by her car.*

Group 4 - student 8: *They attended the meeting.*

Group 5 – student 18: *Accountant a person who budget, keeps record, and save money.*

In the third lesson, the teacher asked each individual student to quietly read the 'My Mother is an Accountant' story again. The teacher developed four activities from the story and put the students into four groups to do them.

Third lesson activities

Group One: Underline the subject pronouns and highlight the object pronouns in each of the following sentences.

1. John went with his best friend to the market.
2. My father worked hard in his plantation.
3. The kids are playing rugby at the beach.
4. Year 6 students are reading books at the library.

Group Two: Replace the underlined words with their correct pronouns.

1. Soo and Toma walked to school this morning.

2. Tina and I climbed coconut trees yesterday.
3. The men are digging a big hole for the rubbish.
4. Sina and Mary came late this morning.

Group Three: Match the beginning of each sentence with the right ending.

- | | |
|--------------------------------|-----------------------------|
| 1. My mother is an | *envelopes of receipts. |
| 2. She collected the big | *accountant in our village. |
| 3. Mom has progressed well and | *come to learn from my mom. |
| 4. Some students from colleges | *has her own business. |

Group Four: Rearrange these sentences into the right order.

1. She copying figures spent most of her time on records.
2. She returned those shops their records to every week.
3. All other women dropping their kids came, after to school.
4. She has her own business more understanding of how to do.

After 10 minutes the teacher said, '*Pens down and let us listen to a few groups to read their answer*'. The groups 1, 2 and 3 volunteer to read some of their answers.

Group 1 - Student 9: *John went with his (op) best friend (sp) to the market.*

Group 2 - Student 3: *They walked to school this morning.*

Group 3 - Student 14: *My mother is an accountant in our village.*

The teacher then asked the students to hand in their group work for her to mark.

Figure 12
Students in groups discussing and doing the activities



In the fourth lesson, the teacher set the question-and-answer session activity for the class. The teacher said that the question-answer activity was a revision to recollect this week's story focusing on the subject pronouns and object pronouns. The teacher said, "I will ask questions and you raise your hands to answer the questions." The following is an excerpt from the dialogue:

Teacher: *What is the story about class?*

Student 12: *The story is about "My Mother is an Accountant."*

Teacher: *Why do we need to keep records of money in business?*

Student 13: *We need to keep the records of using and collecting money.*

Student 3: *She puts her receipts into the envelopes.*

Teacher: *What is the subject pronoun in student 3 sentences?*

Student 11: *The word 'she' is the subject pronoun.*

Teacher: *Can any student use the plural subject pronoun in a sentence?*

Student 15: *We came to school this morning.*

Teacher: *What is the plural pronoun in student 15 sentences?*

Student 8: *The word 'We' is the subject pronoun.*

Teacher: *Who can use the object pronoun in a sentence?*

Student 4: *The mother deposits her money into the bank.*

Teacher: *Who can identify the object pronoun in student 4 sentence?*

Student 2: *The word 'her' is the object pronoun in the sentence.*

Teacher: *Well done class! And that the end of our class now.*

5.1.3.1 Teacher reflection

The teacher explained she had deliberately designed activities based on a short story so that her students knew most of the words and ideas in the activities and they could refer to the story if they were unsure:

I plan all the activities for my students to work with from the unit story of the week. In that way, students can easily do and refer to the story if they are not sure about any answer.

She assigned students to groups to do the activities because this allowed them to learn from each other. She noted that group work was more productive when students have participated actively in the lesson discussions. She said:

It was a good opportunity for them to exchange new ideas and skills and learn from each other. It really helped them to understand when they participated well during the discussion of the lesson before they went out to the group work activities.

The teacher prepared all her activities and had them in place to give out after the lesson discussion and tell students what to do after discussion. The next section is the researcher's reflection on the lesson teaching activities.

5.1.4 Concluding comment

The lesson introduction and lesson teaching were both teacher-centred and learner-centred where the teacher dictates and controls the question and answer, discussion, story reading but encourages the students to actively engage in discussion and reading. The students participated in the class teaching and learning and focused closely on the learning outcomes. The teacher was concerned with teaching the curriculum to achieve the learning outcomes and facilitated and focused on what students needed to do and learn. The teacher wanted the students to use what they have learned in class in their daily life.

In the group work activities, the teacher became the facilitator to monitor and oversee the group work while the students became the controllers and coordinators of their own group work activities. In my observation, I witnessed the Year 6 teacher use the scaffolding style to teach the lessons to achieve the learning outcomes. Additionally, she used an activity-based strategy for students to thoroughly engage and participate in the learning through engagement and participation.

5.2 Views and perspectives of school community members

This section articulates the views, actions, and attitudes of the school community members in relation to the outcomes-based curriculum. I conducted Talanoa with a principal, the Year 6 teacher, 22 Year 6 students and five Year 6 student parents on how outcomes-based curriculum was viewed and implemented in the school. The reactions and opinions of these Talanoa respondents were developed into the themes of leadership of the school, community support for school, school professional development and the classroom outcomes for students and teachers.

5.2.1 Leadership of the school

The principal manages and leads the school. She runs the administration of school and oversees the staff development, school-based curriculum development and the purchase and allocation of learning resources. She explained that the school follows the national outcomes-based curriculum because our students participate in the Year 4 SPELL and Year 6 SPECA national examinations annually.

Our school followed the government primary school national curriculum in the past and when it changed to outcomes-based curriculum we continued to

teach it. This is because we usually participate in the Year 4 SPELL and Year 6 SPECA national examinations. (Principal Talanoa notes)

The principal said the school does not have an actual curriculum policy of their own but has curriculum statements and principal guidelines provided by the Church Educational Administrative System from the head office in Apia. She stated that the guiding principles from the church and curriculum statements from the government are more like the policy to direct and guide the school in implementing this outcomes-based curriculum.

Our school closely follows the government and church directions to implement the outcomes-based curriculum. The government and church documentations are more like the policy guideline to help guide the school to manage and operate the administrative activities of teaching and learning. The Church Educational Administrative System regularly checks and assists the school management. (Principal Talanoa notes)

The principal explained that an outcomes-based national curriculum was introduced in 2012 and the school implemented it by following the national curriculum statement for the different subjects in line with the policy, direction, and instruction of the government. She explained that she required teachers to read the curriculum statements as a way of making sure that teachers understood the nature of the curriculum:

Our school always followed the curriculum of the government, so when the new outcomes-based curriculum was introduced in 2012, we took part in implementing it. We used the curriculum statements and followed their policy, direction, and instruction to guide us to enact the outcomes-based curriculum. I make sure that our teachers read the curriculum statement book to understand the outcomes-based curriculum. (Principal Talanoa notes)

The principal reported that the MESC had invited her and the teachers to attend their training and workshops on the outcomes-based curriculum and at first, they had struggled to understand the curriculum. However, following the government training and workshops they had come to understand it, which she considered essential. She said:

Our teachers were not confident about the outcomes-based curriculum at the beginning but through the government workshops and training teachers

came to understand the basic knowledge about it. Our teachers must be equipped with the relevant knowledge and skills of outcomes-based curriculum in lesson planning and teaching, especially the pedagogical approaches. (Principal Talanoa notes)

The school had run additional workshops to revise and explain further what they have learnt from the government in-service so that they could effectively implement and teach the outcomes-based curriculum. She added that staff members have monthly in-service sessions where one or two teachers present on lesson planning, teaching, classroom management and other areas of the teaching profession.

Our school management planned and developed monthly in-services and workshops for teachers. The teachers are encouraged to effectively participate in workshops to learn from each other. Two staff members are encouraged to do presentations and discussions in their field of teaching and lesson planning during in-service. (Principal Talanoa notes)

The Church Educational Administrative System head office in Apia encourages teachers to further their studies at the National University of Samoa (NUS) and or institutions abroad. The principal said recently few teachers had attended NUS to upgrade their qualifications. She explained:

The Church Education Administration and the school management encourage the staff members to further their qualifications. To study locally at a higher institution here or go abroad to upgrade their qualifications in the teaching profession. The school is proud and happy with teachers who are furthering their learning. (Principal Talanoa notes)

The Year 6 teacher reported that the school management had investigated the curriculum in New Zealand and Hawaii primary schools to gain further ideas about outcomes-based curriculum. The school has a MESC curriculum statement for every curriculum subject.

Our school got a curriculum statement for each subject for all teachers and some spare copies for the management. Our management also checked with New Zealand and Hawaii primary schools' curriculum to gain some ideas from those curricula to help our school curriculum program. (Teacher Talanoa notes)

The Year 6 teacher explained that towards the end of the year teaching staff and management meet to discuss and select unit topics and develop them into teaching programmes. She stressed that the management asked teachers to decide on the number of units to be taught in each term, but teachers had to make sure to cover all the units and distribute them equally across the terms.

5.2.2 School community and stakeholder support and involvement

The principal explained that the school's main supporter is the Church because they own the school and established it to help the children of the Church members in the Savaii Island area. Curriculum materials for each subject for Year 1 to Year 6, and other supplementary resources such as posters, readers and others for teachers and students are supplied by the church. The principal explained:

The Church Educational Administration ordered all the subject curriculum statements from the MESC for our school then sent them to all its primary schools in Samoa, including us. If there is any urgent requirement for school material or resources, the church would quickly cater for it. (Principal Talanoa notes)

The principal added that the Church also provided the New Zealand and Hawaii Church primary curriculum statements so teachers could look at them for additional information and ideas to incorporate into their teaching. She explained that the Church is very supportive:

Our teachers and students are equipped with the necessary materials and to utilise them wisely in teaching and learning. The Church makes sure the school has the relevant and appropriate resources to implement the outcomes-based curriculum effectively and efficiently. (Principal Talanoa notes)

The Year 6 teacher considered that children who attended their school are fortunate to have good access to the resources needed for their learning. She commented:

The Church supports the teachers well to teach by providing all the school materials and getting appropriate resources for each subject and other supplementary materials for each class level before the teaching term starts. We do not exhaust ourselves to look for teaching resources because it is always provided by the church. (Teacher Talanoa notes)

The principal said the parents contribute good ideas in meetings to improve the school programme. She pointed out that most of the teachers are parents too, so they are doing their best for the school children. She also explained that some parents assist in remedial reading lessons for at-risk students and parents willingly help with outdoor activities like class field trips, cultural days, sporting days, school cleaning day, and other festival activities. She said:

A few parents provide suggestions like incorporating some festival activities into the teaching programme. We teachers are also parents, so we are developing the best teaching programme. So, our understanding and feelings as parents are practiced in the learning to cater, teach, and look after the children well. Some parents are coming to the school asking if there is any work or activity to be done (Principal Talanoa notes)

One of the parents explained that the Church keeps the school grounds, buildings, and toilets clean, and provides all the equipment for maintenance work. She stated that whenever the principal and teachers need help, parents are happy to help. If the teachers needed assistance in the classroom, the principal would inform the parents and they would come to help.

We help clean the school grounds by cutting grass and maintaining the area to be neat and do other extracurricular activities. Sometimes, our kids come with letters from the principal asking if a parent can help with reading or assist the teacher in other indoor activities. I always help with reading sessions and work with teachers in some other classroom activities. (Parent Talanoa notes)

5.2.3 School professional development

The principal reiterated the importance of teacher knowledge of outcomes-based curriculum and associated pedagogical approaches, noting the curriculum required a learner-centred approach. Teacher training and workshops were therefore crucial.

My understanding with this outcomes-based curriculum is the learner-centred approach to be applied, so my teachers must be much equipped with the relevant knowledge and skills in lesson planning and pedagogical strategies to teach. We are fortunate to have professional development of in-services and workshops on outcomes-based curriculum to enlighten us on how to teach it. (Principal Talanoa notes)

Apart from workshops, the school has a library with textbooks, reference books, audio-visual teaching aids, computers, and internet accessibility for teachers. These facilities are part and parcel of the staff's professional development to provide them with new ideas so they can prepare better and more informative lessons for students.

Educational resources are so important to improve students' knowledge, abilities, and skills to contribute to their overall development in learning. Our school is lucky because the church provides learning facilities and resources for teachers and students. The church bought computers and provided internet access for our staff and students to use and search for information about their teaching and learning. The library, computer and internet enhance the teachers' learning in their teaching field. (Principal Talanoa notes)

The school has regular teacher professional development opportunities. The Church education officers come every month to provide in-services on management, teaching and learning, curriculum development and/or on other areas of church and education. These officers follow up on how teachers prepare lessons and deliver them to students. At the beginning of every year, the church officers host a retreat for teachers where MESC officers are usually invited to do presentations on educational teaching, disciplinary, and school administration. The teacher explained:

The school usually has professional development training and in-service with teachers. The officers from the Church come every month to provide in-services on the outcomes-based teaching and learning. The Church Office also initiates retreat for all teachers at the church schools. In retreat MESC officers are usually invited to present different teaching strategies and approaches to help us teachers in our teaching. (Teacher Talanoa notes)

The Year 6 teacher reported that activity-based teaching is encouraged by MESC officers as a way of implementing the outcomes-based curriculum. She explained that an activity-based pedagogy aims to engage students in effectively participating in lessons, sharing their experiences in group work and in class discussion. She considered the activity-based approach encourages students to take responsibility for their own learning and academic progression.

I gained some ideas and understanding of outcomes-based curriculum and activity-based teaching through the professional development of in-services and retreats. The MESOC officer emphasises that teaching outcomes-based using activity-based approaches will fully engage the students in learning. I applied it in my class and witnessed students actively participating in the class activities. (Teacher Talanoa notes)

The teacher considered outcomes-based curriculum meant a significant workload for teachers to research information and prepare lessons. She explained that this workload indirectly enhances teachers' professional development because when teachers are involved in exploring and extracting new ideas, researching, and reading academic materials they learn new things which enhance their skills and gain experience and knowledge about teaching. She observed:

My workload puts pressure on me but at the same time harnesses my research skills and reading. In exploring and extracting new information for my lessons, these new ideas and concepts enrich my personal development, understanding and knowledge on the lesson topics and my teaching career. (Teacher Talanoa notes)

5.2.4 Classroom outcomes

The teachers are actively engaged in their classroom teaching approaches and strategies and these were outcomes when this Year 6 teacher in this study applied different teaching styles in her teaching.

5.2.4.1 Students to achieve intended lesson outcomes

The outcomes-based curriculum emphasises learner-centred teaching to engage students in the intended learning outcomes. Students said the teacher usually put the learning outcomes on the board and explained the importance of the outcomes to them. They stated that the teacher wanted them to know, understand, and do the lesson activities. Students also reported that they had learned some important things from the story such as how to budget, save money and prioritise their spending. Students 2, 3, 4 and 7 said:

Our teacher always explains the main features of the lesson which are the very essence of the learning outcomes she wants us to learn and know. (Student 2 Talanoa notes)

My father and mother tell similar stories to us like the one we are reading and learning now. At home our parents tell us stories about life and living which makes it interesting to learn new information about things like budgeting that we could practice in our living. (Student 3 Talanoa notes)

I liked her way of teaching because I easily understood the words and explanations in the lessons. Providing activities makes us do them and become more familiar with the learning outcomes. (Student 4 Talanoa notes)

I loved our teacher because she informed us what to be taught and learned in class and provided some illustrations and examples about the lesson's topic before the lesson and activities. (Student 7 Talanoa notes)

5.2.4.2 Students related the lessons to their real-life situations

During the class sharing and discussion students learned new ideas and information that they could share and apply at home with their families. Students 2, 4 and 5 expressed their satisfaction:

I loved the lessons because we have a family shop where mum runs and operates it. The story relates to my mother's real-life job in the shop as well as her household duties. This makes me feel empathy because the story resonates and resembles my mother's roles and responsibilities (Student 2 Talanoa notes)

Our teacher explains the importance of the story to us and provides examples like how to use money in our daily lives. I learned from her when she said to prioritise your spending on important things like food, medical cost, school fees and other vital things for living. (Student 4 Talanoa notes)

Our story today informs us of how our parents get money to help pay our school fees, buy our food, clothes, and necessities for our living. The story encourages us to work hard in school and be the best in all we do, so one

day we will work and help our families in their daily living (Student 5 Talanoa notes)

5.2.4.3 Students liked working in groups

Students expressed that they loved the way their teacher organised and put them into groups. They thought group activities were relevant and appropriate to the different abilities of students in the class and they could help each other to share ideas and experiences in group work activities. Students 2, 3, 6 and 7 indicated:

The group activities are the best where we work with others and help each other in our learning and create friendship with one another. (Student 2 Talanoa notes)

Working in groups really helps the weak students to actively participate and work along with the bright ones to know and understand the lesson. (Student 3 Talanoa notes)

I like the group work activities because they have lots of relevancy to the learning outcomes where we comprehend when doing the activities in groups (Student 6 Talanoa notes)

Our teacher always puts us in groups, and I love it because I learn from other students by sharing their ideas and knowledge. (Student 7 Talanoa notes)

5.2.4.4 Students valued the use of the Gagana Samoa by the teacher

Students stated that the teachers using Gagana Samoa to deliver lessons made them feel good and proud of the language. Her use of this and English made it easy for them to understand and comprehend the lessons and activities. Students 1 and 3 said:

The story is written in Gagana Samoa, so I could easily understand it. Besides, the teacher further explains the relevance of the story using our Samoan language which makes it more interesting and clearer to us. (Student 1 Talanoa notes)

I love our teacher's ways of teaching because she always used both the local Samoan language and English to teach us. (Student 3 Talanoa notes)

5.2.4.5 Students valued being independent and self-reliant

Students' comments indicated that they learned about being independent and relying on themselves to learn and study in the class. Through the in-depth discussions during questions and answers sessions, the students came to realise how to become self-reliant and work hard and aim high in school. Students 1, 3 and 5 said:

I learned much in this week's Gagana Samoa's lessons because I became proactive, self-reliant, and independent to work hard in class. Like the mother in the story who independently worked hard and smart to become an accountant which she wanted to become. (Student 1 Talanoa notes)

I independently work and share my personal ideas and experiences in class discussion help me contribute to the class and in turn make me comprehend more during the lesson. (Student 3 Talanoa notes)

My teacher helped me a lot to absorb and understand the lesson, especially to become self-reliant in life. In the future, I need to work hard to earn money on my own. (Student 5 Talanoa notes)

5.2.4.6 Parent views on outcomes-based curriculum learning

Parents expressed satisfaction and appreciation of how the teacher taught their children. They felt that the teacher was usually prepared well for teaching. When it came to parent-teacher-day they were able to talk with the teacher about their children's academic learning and she explained their children's progress and learning well to them. Parents mentioned how impressed they are with their children's progress. Parents 1, 3 and 4 expressed their views about the teaching:

I am happy with the teacher on how she taught our children. The teacher said our children are doing well in school. The teacher told me that my daughter usually participates in class and willingly answers questions and represents her group to do presentations in group work activities. (Parent 1 Talanoa notes)

I was impressed with my daughter's academic progress report because it was good. The teacher said she has progressed much in her academic work

and is participating well in lessons. She takes initiatives in doing class reading and other class work and activities. (Parent 3 Talanoa notes)

After hearing from the teacher that my children are doing well. I informed the teacher that my children said a reading program had been introduced and the school and teachers encouraged students to read before class, during lunch and after school. This is awesome and I am supporting this reading program. I have three children and their academic progress reports were in the range of very satisfactory to excellent. (Parent 4 Talanoa notes)

5.2.4.7 Parents' views on English speaking in classroom

Parents' comments indicated that they were delighted with the improvement that their children had shown in English speaking. They said the teacher encouraged students to speak English in the classroom and within the school grounds. Parents 2 and 5 explained:

My daughter speaks English and I encourage her to speak English at home and in school. She watched TV where most advertisements and other programmes are in English language which helps her. I am grateful to hear her speak Gagana Samoa and English. (Parent 2 Talanoa notes)

My children come home with English books to read. They told me they have a reading session before school starts and after school. I liked the teacher encouraging students to do more reading and speak in English on school grounds. (Parent 5 Talanoa notes)

5.2.5 Summary of community member perspectives

The school management engaged the parents and teachers to work together to help the students. The church, parents and MESC worked closely with the school to help the teachers to manage and run the school. The church financially supports and meets the school needs by taking care of the teaching and learning resources, facilities, building development and teachers' salaries. The parents provide support and fully engage in the outside activities and events of the school. The MESC fully participates in providing the national curriculum statement of each subject to the school and offers in-services for the school and teachers. The MESC officers provide in-services on classroom management, teaching and learning, school curriculum development and activity-based approach in teaching for teachers.

The school leadership under the stewardship of the principal oversees all the administrative duties, operation of the school, management of teachers and students, development of teaching programmes and outcomes-based curriculum are effectively implemented. The coordination and collaboration of staff members and principal on professional development and daily classroom teaching are well managed and run. The teachers are actively engaged in their day-to-day duties and responsibilities of classroom activities and other extracurricular activities. The principal checks, supervises and provides advice for teachers to continually work hard to their utmost best. A cordial relationship with the school management and stakeholders through such leadership enhances the collaborativeness of the school community and stakeholders' involvement in building and improving the school.

5.3 Conclusion

The School B findings chapter has two main sections: lesson observation and Talanoa. The lesson observation has three main parts of introduction, lesson content teaching and activity session. The introductions started with a question answer session or introducing and explaining the learning outcomes to students. The primary purpose of such an introduction was to explain to students at the beginning of what the lesson would be about, as question answer hinting to students the kind of story they would be reading in the lesson, while the learning outcomes telling students what they would learn, know, and understand in the lesson. The students would learn and know the singular and plural nouns and pronouns and use them in sentences.

The lesson teaching content introduced students to a story titled 'My mother is an accountant' and from this story a lot of nouns, pronouns and even verbs were extracted from it for the class to study. The students to define the meaning of the new noun and verb words also understand the pronouns that would replace the noun words. The students further studied the singular and plural form of nouns, pronouns, and verbs. Knowing the meaning and function of these three grammatical forms, then the students are shown how to use them in sentences.

In the activity sessions the teacher produced different activities of comprehension, defining meaning of words, filling in the blank in sentences, writing sentences using new nouns, pronouns, and verbs from the story. These activities harnessed the performance of students in knowledge, skills, and competencies to achieve the specified learning outcomes. The researcher witnessed in the lesson observation that students participated well in the lesson introductions, lesson teaching contents and lesson activity sessions where teacher proficiently

and actively engaged them in the entire lesson. The teacher used the scaffolding pedagogy to support the students by introducing them to nouns, pronouns and verbs then defining the functions of these grammars and finally showed them how to use them in sentences.

The community members' perspectives of the school in Talanoa showed that the principal and vice principal played a significant role in running and administering the school. The principal worked with teachers and students to develop the curriculum teaching programme and make sure they have the teaching and learning resources to implement the curriculum. The principal established a good relationship and network with the community stakeholders and parents and encouraged them to engage in the school activities. The school management developed the professional development schedule and provided in-services once a month for teachers. The teachers participated in the in-services and gained a lot to improve their lesson planning and lesson teaching.

The parents engaged in outside school activities like cleaning the school ground, participating in cultural days, book-week, and others to help the schools. They contributed towards the development of the school. The Church provided and supplied all the resources and facilities and other necessary things for the school. Other stakeholders like MESC and stationary shops also supplied the school with curriculum materials and other stationery for teachers and students. The teacher and students have good teaching and social relationships with each other where students engage and participate effectively in the learning. They performed well in studies and school. The parents went to see the teacher about their children's report and were satisfied with their children's academic report cards. The teacher informed each parent how well their children are performing in class.

Chapter 6: Findings (School C)

School C is a mission agency primary school situated in Salelologa of Savaii. Most of the students live a reasonable distance away from school. The school had eight teachers, and 300 students at the time of this data collection. The school was enacting the outcomes-based curriculum. The school has a 30-minute teaching lesson period for each subject.

I spent one week on lesson observations with the Year 4 class of 26 students and conducted the Talanoa sessions on the last day of the week with the Year 4 students, the Year 4 class teacher, the vice principal, and the Year 4 students' parents. The first section of this chapter discusses the lesson observations and reviews the lesson introduction, lesson teaching and class activity. The second section reports on the Talanoa with the vice principal, Year 4 class teacher, 26 Year 4 students and 11 parents of Year 4 students.

6.1 Outcomes-based curriculum teaching with Year 4 class (Lesson observations)

Lessons were observed for four days with the lesson on the last day allocated for Talanoa with the students. My lesson observations focused on three main areas of the lesson: the introduction, the teaching content, and the class activity.

6.1.1 Introduction to lessons

In the first lesson, learners were introduced to the lesson outcomes through an opening song. The teacher has composed the song about sea creatures to engage the students with the lesson content. Students sang the song twice. Table 16 provides the words of the song in Samoan and English.

Table 16*A song*

| Gagana Samoa | English translation |
|--|--|
| <p>A savali le paa, savali faatafa</p> <p>Eli le oneone lafi ai mai le tagata</p> <p>O le pu foi e lafi ai le fee</p> <p>Ma ona ave taufelefele.</p> <p>O ia lapopoa e osooso i luga</p> <p>O ia laiti e faapisipisi</p> <p>E ai foi e ia lapopoa ia laiti</p> <p>I totonu o le ana.</p> | <p>When the crab walks, it walks side by side.</p> <p>Digging the sand and hiding from people.</p> <p>There is a hole for the octopus.</p> <p>With her tentacles.</p> <p>Big fish jumps</p> <p>Small fish flips</p> <p>Big fish eat small fish.</p> <p>In their caves.</p> |

This song gave students an opportunity to recall their past experiences of the sea and how to pronounce and define words. For example, the teacher asked the class what tentacles are and what the Samoan word was for these. The students responded saying ‘tau felefele’. The teacher then introduced the lesson learning outcomes by putting them on the board.

The second lesson also began with the teacher writing the learning outcome on the board: *By the end of the lesson, the students should be able to identify nouns and use them in sentences.* Again, she gave students an opportunity to recall their past experiences and knowledge of time words and phrases.

The third lesson started with a poem, as a starter strategy to engage the students in the lesson content. The poem helped students’ literacy skills of phonemic, fluency and common sounds in words as they recited and discussed some words with the guidance of the teacher.

Table 17

A Poem

| Gagana Samoa | English translation |
|---|--|
| Fia ai gau e, fia ai gau e, A seese mai ua maluelue. Funafuna satula, matapisu ma le fee, A o si ona pona, e no peepee. Sole, e iai ni popo? Au u, a popo foi lou soso Ua uma ona fai ai le lolo. Ae lava? Ioe, e lava ma totoe lena. | I want to eat a sea slug, sea slug, Sliding slowly how it moves I want to eat other seashells and octopus. But there is no coconut cream. Boy, are there any coconuts? Awww, my dear, coconuts! It used to make the oil. Are they enough? Yes, more than enough. |

The learning outcome for the lesson was:

- *By the end of the lesson, the students should be able to identify verbs in past tense and use them in sentences.*

The fourth lesson began with a fun activity called *Sea Creature Pageant*. The names of sea creatures were written on 10 cards for 10 students to pick a card each. The names included Miss Sea Cucumber, Mr Oyster, Miss Crab and so forth. The teacher explained to the 10 students, if you pick a Miss creature card stand on this line and if you pick Mr creature card stand on that line. Finally, five Miss creatures and five Mr creatures. The teacher explained that the two teams would be competing, and the winning team would be crowned as Miss/Mr Sea Creature. The teacher said:

I have a list of questions that I will ask each pair of Miss and Mr sea creatures to answer. Whoever gets it right will remain on the line while the other will go down. If both get it right will continue to stand and if both get it wrong will go down.

The student contestants were asked a range of questions about sea creatures. Finally, Miss Octopus won the competition and was crowned the *Sea Creature Pageant*.

During the question-answer activity the entire class participated in the game and the participants really enjoyed it. The activity motivated them to learn and share their ideas and experiences with each other. For example, the Miss Sea creature team worked closely together in whispering the answers to each other during the answer-question session. When contestants provided the right answers, other students came to know and learn from these.

The last day of the week was for Talanoa with the students and the researcher.

6.1.1.1 Teacher reflection

The teacher said that using one style or approach to starting lessons would be boring and monotonous for students. She explained she tries to begin lessons in a range of creative ways to stimulate the students and engage them with the learning:

So, I introduced lessons with different eye-opening strategies to help break the ice to transition students' attention from where they are to where they need to be. To give them a reason to learn and tear down walls that might prevent them from participating in the learning.

The teacher mentioned that introducing a lesson with a song is effective because it uses authentic language, is readily accessible, provides vocabulary, grammar and cultural aspects and is fun for the students. She noted that the song provided enjoyable speaking, listening, vocabulary and language practice. She added that the poem described common experiences that everyone could relate to and as it was about sea creatures it was an effective way for her to alert her students to the topic of the lesson. She considered the song and poem encouraged and motivated students to actively recite, share and contribute their ideas in the lesson:

I spent most of my time creating songs and poems from stories that I selected for the week's lessons. Songs and poems help us to establish a connection with aspects of grammar and to know and understand the learning outcomes. Poems contain words that rhyme for effect. The students learn about phonics and letter sounds by listening to and locating rhyming words. Poems also help teachers to teach sentence structure, parts of speech, and other grammar skills. The song energised and excited students to participate in the class.

The teacher explained that an activity game, such as the one she had used in the fourth lesson, was an excellent way to begin a lesson. She observed that it energised and brought enjoyment to the whole class. Furthermore, she reflected that the game also got students to be involved in doing something interesting in a fun way. She stated that the sea creature pageant helped to introduce the lesson topic and connect it to the lesson teaching:

My lesson subject topic of the week is nouns and verbs where I want students to know and understand them and use them correctly in sentences. Most of the nouns and verbs students learned and used were extracted from the story so sea creature pageant activity is important to introduce students into sea creatures before the main lesson about Fishing Seashells.

She explained that stating the learning outcomes at the beginning of a lesson helps students to know what they should learn and be able to do during the lesson. The next section discusses the concepts of nouns and verbs using the unit story.

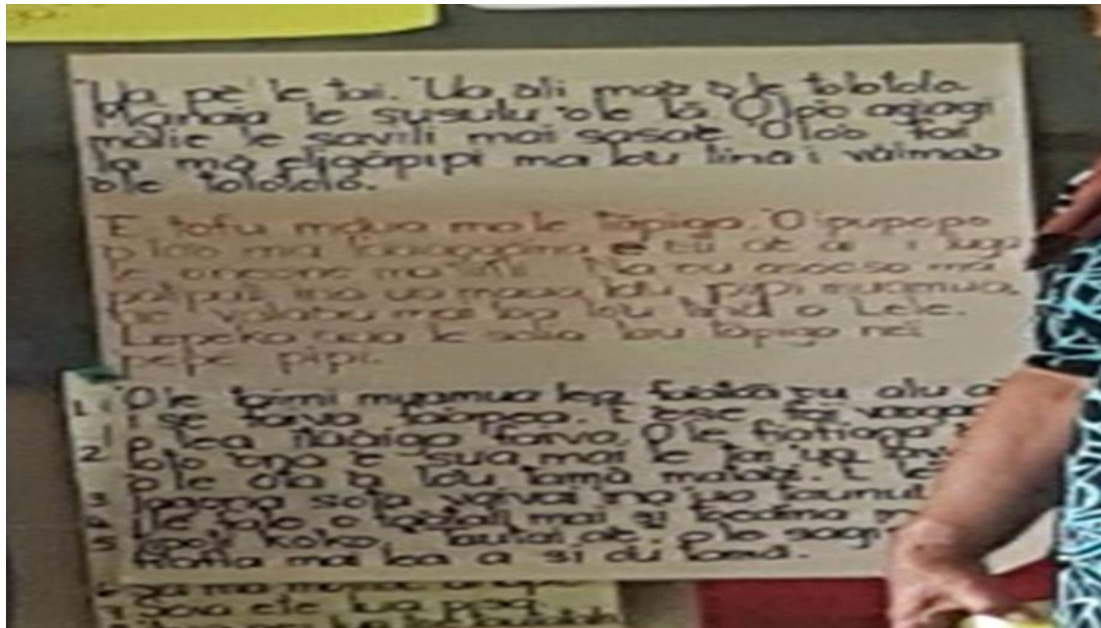
6.1.2 Lesson teaching

The teacher encouraged students to participate further by engaging them in discussion. The dialogue was about the nouns and verbs in the story which was the specific learning outcome for the week. The teacher explained the grammatical functions of nouns and verbs using the Fishing Seashell's story as a basis for this.

In the first lesson I observed, the teacher put a story chart on the board. She asked the students to silently read the story to themselves. After a few minutes she asked for a volunteer to read the story aloud to the class. Student 1 volunteered to do this. Then Student 3 volunteered to read the story again. Finally, the teacher asked the class to read the story aloud together.

After the story reading, the teacher invited the students to create a title for the story. The students carefully went through the story again to try to find a good title and Student 3 came up with the suggestion of '*Fishing Seashells*'. The teacher checked whether the class was happy with this, quickly reviewed the story for the title's appropriateness and the title of Fishing Seashells was agreed on.

Figure 13
Fishing Seashells Story



English version of the story above:

The tide is low. The corals are shown. There is nice sunshine. The cool breeze comes from the east. I am digging seashells with my mother in the corals.

Both of us have baskets to collect seashells. We used coconut shells to dig the sands and mud. I jumped up and down when I got my first seashell. My mother Lele called me and said, “Lepeka, do not break corals please.”

This is my first-time fishing. There are new things to learn from this fishing trip. I am so happy when the high tide comes, and we already have enough seashells for my grandfather as his favourite. He loves eating raw seashells. We were so excited when we came home, and the old man was waiting for us with a teapot of hot Samoan cocoa.

“Wow, job well done you two,” grandfather happily greeted us.

Before reading the story, the teacher said that they all need to check with some new and long words in it. She wanted her students to know how to pronounce the words correctly so that they can read their story fluently. She told them to sit up straight and listen carefully. She asked them to repeat some key words after her three times as follows:

Teacher: *Say the word, corals three times.*

Class: *Coral, coral, coral. (amu, amu, amu)*

Teacher: *Say this word, seashells three times.*

Class: *Seashells, seashells, seashells (figota, figota, figota)*

Teacher: *Say this word, breeze three times.*

Class: *Breeze, breeze, breeze (savili, savili, savili)*

Teacher: *Say this word, mud three times.*

Class: *Mud, mud, mud (tapiga, tapiga, tapiga)*

Teacher: *Say this word, fishing three times.*

Class: *Fishing, fishing, fishing (faiva, faiva, faiva)*

After the pronunciation session, the teacher questioned the students about the content of the story. The following extract is an example:

Teacher: *Who are the people in the story?*

Student 10: *The mother, daughter and grandfather are in the story.*

Student 12: *Yes, they are the three people in the story.*

Teacher: *Very good students 10 and 12. What is the mother's name and daughter's name in the story?*

Student 7: *The mother is Lele and the daughter is Lepeka.*

In the second lesson, the teacher read the story twice, pronouncing the words clearly, pausing at commas and stopping at the periods. Again, the teacher asked for a volunteer to read the story. Student 11 did this closely following the teacher's style of reading. Then Student 15 read the story, also imitating the teacher's style. Next there was also a dialogue between the teacher and students to check comprehension of the story. The following is an illustrative extract:

Teacher: *What are some creatures in the sea that have shells?*

Student 3: *Crabs and oysters.*

Student 4: *Conch shells and spider conchs.*

Teacher: *How can we fish these seashells?*

Student 5: *We used coconut shells and sticks to hold and collect t seashells.*

Student 6: *We use knives and iron rods to dig them from the rocks where some seashells are hard and stick to the rocks.*

She drew attention to words about time, such as those indicating the start of events and the use of different tenses. She explained to the class:

Words like now, yesterday, midday, last month, tomorrow and others are time words that will show when an event or action occurred or would occur. Tenses in the sentence would also indicate the occurrence of an event or action. We went to school. The word went is a past tense verb meaning the event of going to school had already occurred.

The following dialogue occurred:

Teacher: *Class read this sentence aloud together. The tide is low now (Ua pe le tai). What is the time word and time signal word in the sentence?*

Student 8: *The time word is 'now.'*

Student 11: *'Is' the time signal in the sentence*

Teacher: *Very good.*

Teacher: *Look at another sentence. The staff will have a meeting tomorrow. (O le a faia le fonotaga a faiaoga taeao.) What is the time word in the sentence? Is there any time signal word there too?*

Student 9: *The time word is ‘tomorrow,’ and the time signal word is ‘will.’*

Teacher: *Look at this sentence. I did not wash last night because the water was not running (Na ou le taele anapo ona sa pe le paipa.) Give me the time word and the time signal word.*

Student 10: *Last night is the time word.*

In the third lesson, the teacher explained nouns and verbs and their functions to the class. She clarified that nouns can be categorised as either proper or common where common nouns are the general name of people, places, things, and ideas and proper nouns are the specific names of people, places, things, and ideas. Table 18 shows the examples used by the teacher to distinguish between common nouns and proper nouns.

Table 18

Example of common and proper noun

| Common noun | Proper noun |
|--------------------|---------------------|
| Prime Minister | Fiame Naomi Mataafa |
| Teacher | Mrs Sala |
| Brother | Taula |

The teacher also explained verbs as action words that describe what the subject is doing. Table 19 shows the examples of verbs that the teacher shared with the class:

Table 19

Examples of verbs

| Verbs | Sentence |
|--------------|---------------------|
| ran | He <i>ran</i> away. |

| | |
|----------|--|
| will eat | She <i>will eat</i> chocolate cake tomorrow. |
| jumps | The horse <i>jumps</i> over the fence. |

Next the teacher guided the class to identify the nouns and verbs in the ‘Fishing Seashells story’. Questions and answers were used to do this, as per this example of verb identification:

Teacher: Raise your hand if you see any verbs in the story.

Student 5: Dig and use are verbs in the story.

Teacher: Are dig and use verbs?

Class: Yes teacher.

Teacher: Any more verbs could be found in the story.

Student 8: Jump and break.

Student 6: Come and waiting are verbs in the story.

Student 9: Excited and greeted.

Teacher: Very good class.

In the next stage, the teacher explained that she wanted the students to create sentences which used nouns and verbs and gave them a few starter examples as illustrated below:

Table 20
Noun and verb

| Noun | Verb | Sentence |
|-------------|-------------|------------------------------|
| John | plays | John plays soccer very well. |

| | | |
|-----------|------|--|
| boys | came | The boys came late to school this morning. |
| principal | went | Principal went to Apia yesterday. |
| Samoa | pays | Samoa pays its loan today. |

The teacher gave the list of verbs and nouns for another group to develop sentences of their own as they already discussed and practiced during lesson discussion and the examples given. This is the instruction she put: *Use these words to form sentences of your own. (collect, corals, basket, loves, teapot, greeted).*

In lesson four, the teacher repeated the previous lessons activities reading aloud and identifying nouns and words.

6.1.2.1 Teacher reflection

The teacher explained that she deliberately built-up lessons beginning with the introductions and gradually moved the students into lesson discussions and then teaching the concepts of nouns and verbs. She said she linked one segment of the lesson to another to help students to gradually understand the lesson learning outcomes, beginning with the context of sea creatures which she thought her students would know about and be interested in.

I began the lesson with song, poem and game activity and gradually moved the students to the story. The song, poem and activity were all about the sea creatures which I turned the students thinking into knowing sea stuffs and eventually introduced the Fishing Seashells. So, it was easy for students to quickly know and understand the story because they already have the basic knowledge and ideas about the sea creatures.

The teacher said utilising these pedagogical approaches captured students' attention and promoted their interest in the lessons. They became motivated and engaged in participating and sharing their ideas and experiences in the lesson discussions. They learned from each other and from what was taught to them in class. The teacher described the progression of her students' learning as follows:

I have many years of teaching experience. I am familiar in the field of teaching so know how to start the lesson from the basics teaching content to reach the learning outcomes. This teaching approach builds students' knowledge and understanding from simple things to more critical thinking through the lesson. As students work together in class, they share ideas and help each other in learning.

In this lesson she was clear that the lesson focus moved from learning new words and pronunciation to identifying time words and finally to nouns and verbs. She explained:

This [nouns and verbs] is what I wanted my students to learn this week, so I must prepare activities relating to the concepts that I taught. I am very happy that I saw my students understood and knew how to work out the activities given, that means they understood my explanation and our discussion on nouns and verbs.

The next section discusses the activities relating to the lessons for students to work with in groups.

6.1.3 Lesson activities

The Year 4 teacher prepared different activities for students in the final part of each of the four lessons I observed. In the first lesson, the teacher created a comprehension activity based on the story. For this she asked different kinds of questions.

Figure 14

Students listening to teacher's questions



An extract from the comprehension dialogue is presented here:

Teacher: What did the grandfather do in the story?

Student 8: The grandfather goes with the mother and daughter fishing.

Student 5: The grandfather stays home and boils cocoa for the mother and daughter.

Teacher: Who is correct, student 8 or student 5?

Class: The grandfather stays home and boils cocoa for the mother and daughter.

Teacher: Thank you, student 8 and student 5 for your answers.

The teacher praised both her students. This used this kind of positive reinforcement often in her class. This appeared to encourage each student to talk and say something in their learning even if it is not right. The teacher concluded the lesson with the class singing the story as a song - she had composed a tune to the words in the story.

In the second lesson, the teacher divided the class into four groups to complete four different activities.

Second lesson activities

Group 1: Read each sentence then write if it true or false.

1. The tide is high. (Ua sua le tai.) _____
2. I jumped with joy when I got my first seashell. (Na ou osooso ma mimita ina ua maua la'u pipi muamua.) _____
3. I was sad because the tide became low, and we did not get enough seashells. (Na ou faanoanoa ina ua pe le tai, e le i lava ni matou figota.) _____
4. We used coconut shells to collect seashells. (Sa ma faaaogaina ipu popo e 'eli ai ma figota.) _____

Group Two: Rearrange words in each sentence to get it right.

1. The cool breeze comes from the east (Olo'o agiagi malie mai le savili mai sasae.)
2. The tide is low. (Ua pe le tai.)
3. There are new terms for this fishing (E ese foi vaogagana o lea ituaiga faiva.
4. We used coconut shells to dig the mud to get the seashells (Sa ma faaaogaina ipu popo e eli ai le pala e maua ai pipi).

Group Three: Underline each time words/phrase in each sentence.

1. I came late to school today (Sa ou tuai mai i le aoga ananei.)
2. My father went fishing last night. (Sa alu lo'u tama anapo e fagota.)

3. Teachers will have their meeting tomorrow at Tafua. (O le a faia le fonotaga a faiaoga i Tafua taeao).
4. My grandmother went to New Zealand last month. (Sa alu le tina o lo'u tina i Niu Sila i le masina ua tea).

Group Four: Circle the time signal words in these sentences.

1. There was an accident on the road this morning. (Sa iai se faalave-lave tau taavale i luga o le auala analeila.)
2. The staff has a meeting at the hall now. (Olo'o faia le fonotaga a faiaoga i le faletaalo.)
3. My friend ate all my lunch yesterday. (Na ai uma e la'u uo lau lanisi ananafi.)
4. There will be parents' meeting after school today. (O le a faia le fonotaga mo matua uma nei pe a tuua le a'oga.)

The students worked together politely and respectfully in their groups to share their knowledge and ideas to complete the tasks. The teacher walked around the room to check different groups to see how well they were doing with their activities. If a group was unsure or confused about the activity or had other queries, she would attend it.

Figure 15

Students working in groups to do their activities



In lesson three, the teacher prepared a dialogue activity for the students to identify the verbs and nouns in the story. Subsequently, the students were required to use the nouns and verbs that they identified to produce a sentence. The following extract is from the second part of the lesson:

Teacher: The first verb is *digging*. Who can produce a sentence using this verb word?

Student 11: We are digging holes to plant taro.

Teacher: Well done student 11.

Student 12: I used our neighbour's umbrella to go shopping in the rain.

Teacher: What is the verb in your sentence student 12?

- Student 12: The verb word *used*.
- Teacher: Very good.
- Student 13: I broke my friend's ruler.
- Teacher: What is the verb in student 13 sentence class?
- Class: The verb word *broke*.
- Teacher: Excellent class.
- Student 15: I come to school by bus. Come is the verb in my sentence.
- Teacher: Awesome student 15

To conclude the third lesson the teacher recapped those students had identified the verbs and nouns from the story and used them in their own sentences. She explained to the class that their responses had shown her that they understood the functions of verbs and nouns and could use them in sentences. The teacher also told the class that the lesson had been a good one.

For lesson four, the teacher again prepared four activities each based on the story. She divided the class into four groups. Group one had to categorise a set of words into nouns or verbs. Group two were required to write sentences using six listed nouns and verbs. Group three were asked to complete the six sentences by adding the correct nouns and verbs at the end of each sentence. Group four was required to arrange six sentences into the order of the events that occurred in the story. The students worked confidently in their groups. They shared ideas and talked with each other to accomplish the tasks. The class completed the activities but did not have time to correct them, so the teacher collected all the work to mark them and hand it back to them in the next lesson.

6.1.3.1 Teacher reflection

The teacher indicated that she prepared different activities for the class to help consolidate their learning. In lesson one and three these included comprehension exercises. She considered that the students needed to think critically and efficiently to answer the questions she posed. She included writing activities to build the students' understanding, writing and

memory skills. She was pleased that her students had participated fully in these activities and considered this demonstrated their understanding of the lesson and their achievement of the learning outcomes of understanding and using nouns and verbs. The teacher also explained that she has developed activities that would accommodate learners at different levels:

There should be well-prepared activities for students to work out from the lessons. The aim of these activities is to make students think critically and quickly to provide answers to develop their academic ingenuity and confidence in writing. So, I always prepare activities that deal with advanced, average, and slow learners to be critical in their thinking. It also reveals the gaps in knowledge and misconceptions in lessons so I could improve my assessment and teaching.

The teacher stated that the question-answer dialogue stimulated students to interact and exchange their ideas and experiences with each other. She reflected that in exchanging ideas, students explored and shared their real-life experiences in class. She commented that students enjoyed participating and contributing their personal knowledge and ideas in discussion. For the teacher, the dialogue was an essential part of the learning process. She said:

Teaching is not a one-way process where I talk to students, and they listen passively. I know that learning happens when both the students and I are actively participating in the lesson. Asking questions increases students' engagement. Regardless of whether students answer right or wrong, they are participating in the class, instead of simply listening.

The teacher said the school is using an activity-based approach to teach the outcomes-based curriculum. The activity-based and group work strategy has become the common style of teaching lessons in the school. She explained that the students love this teaching approach because they fully participate and engage in the lesson, taking the lead at times in managing and improving their own learning.

6.1.4 Concluding comment

The Year 4 teacher utilised features of the activity-based approach in her teaching. She prepared a lot of activities to encourage and help students to gain new knowledge and understanding of their teaching lessons. She incorporated scaffolding into the lessons by asking the class to read the story, pronounce new words., define these words and then identify the

nouns and verbs in the story. Finally, the teacher asked the students to use the nouns and verbs in the story to write sentences.

The students came to understand the learning outcomes of nouns and verbs well because the teacher creatively used the integrative and scaffolding pedagogies. She introduced lessons using poems about the sea, rhymes about sea and pageant about sea which led to a story titled 'Fishing Seashells' of the main lesson. Then the activities were based on the nouns and verbs extracted from the story. These teaching strategies and techniques quickly helped students to understand the lesson content.

The learning outcomes are observable because the activities developed for students are based on the topics and students know and understand the nouns and verbs and use them in speaking and writing. The learning outcomes are also measurable because students engaged in answering questions and participating in activities indicating how well they have learned and obtained the skills and knowledge of the nouns and verbs.

6.2 Views and perspectives of school community members

This section discusses the views and perspectives of the school community members with whom I conducted talanoa. These talanoa were designed to ascertain their views on and support for the outcomes-based curriculum. A Talanoa was carried out with a vice principal, the Year 4 teacher, 26 Year 4 students and 11 Year 4 students' parents. The views and suggestions of these Talanoa respondents provided insight into the school's commitment to and enactment of outcomes-based learning.

6.2.1 Leadership of the school

The vice principal explained that the school was a mission school established in the mid-1980s and managed by the Baptist Church. The church built the classrooms, developed the facilities, and funded the administration and management of the school. The school management provides learning resources and assists the staff members and students. She mentioned that this is her first year of becoming a vice principal in this Baptist Church school.

The school belongs to the Baptist Church. This is my first year of being the vice principal (2019), and with this school, the principal and vice principal are responsible for the management of the school. The Church is responsible for installing and fixing the school facilities and funding the administration

of the school. The school management is responsible for the learning resources, staff members and students. (Vice-Principal Talanoa notes)

From the vice principal's commentary, it was clear that there was leadership support for the outcomes-based curriculum. She said management prioritises the needs of the teachers and students and aims to provide learning resources because the outcomes-based curriculum being learner-centred requires more learning resources. She commented that despite having limited resources the teachers use and manage the materials wisely. She said:

The outcomes-based curriculum emphasises a learner-centred approach which requires teachers to know and understand the learning rate of each student and their learning needs. This means more workload and resources are needed. The management makes sure each class has the relevant and appropriate teaching and learning resources for teachers and students. (Vice-Principal Talanoa notes)

The vice principal indicated that the management and the staff developed their school termly programme incorporating learning outcomes with teaching units and learning outcomes derived from the national curriculum statement books for each subject. They spread these teaching units across each term into its teaching programme.

The principal and I along with the teachers develop our school termly teaching programme. To make sure we incorporate the teaching units and learning outcomes from the national curriculum statement book into the programme. Our teaching units are fairly spread across the terms, so all are taught and easily simplified into the daily lessons for students to know and understand the unit topics and achieve the learning outcomes. (Vice-principal Talanoa notes)

The next section discusses the school community support and involvement.

6.2.2 School community and wider stakeholder support and involvement

The vice principal said the school does not get assistance from local businesses and stakeholder but from the ministry, so MESC is more as the stakeholder assisting the school. The MESC assists the school by providing the national curriculum statement book for each subject and assessing how teachers, students and school are implementing the outcomes-based curriculum. The principal reminds the ministry to do follow up inspections to make sure the

school and teachers understand the new curriculum and closely follow the national guidelines to enact it. The Vice-principal explained that:

The inspection from MESC and their advice help and encourage our school management and teachers to effectively participate in teaching the outcomes-based curriculum. MESC continual visits to our school to monitor and evaluate how the teachers and students feel about the outcomes-based curriculum (Vice-principal Talanoa notes)

The Vice principal said that the school subsidy from the government and financial support from our church helps to keep the school running. These funds are crucial to meet the administrative costs, the teaching and learning resources, other school facilities and even the teachers' salaries. The school orders some of its learning resources from book and stationery shops in Apia and local bookshops in Salelologa town. These stakeholders are very supportive of the school. The Vice-principal commented that:

We are so fortunate to receive a grant from the government every year that helps us in running the school. The Baptist Church is the owner of the school so monitor and provide everything for the school. Other stakeholders like the Samoa Stationery and Books (SABB) have close ties with our school because we buy our school resources from them. (Vice-principal Talanoa notes)

The vice principal said the parents showed their support for their children's learning in cleaning the school grounds and classrooms and assisting teachers in organising the school cultural day, book day, sporting events and other activities. Parents also provide learning resources for students which the vice principal thought were helpful for the students' learning.

The parents love to support the school outdoor activities and like to support their children with learning resources. The parents are always fully involved in cleaning the school grounds and organising and participating in activities like school cultural day, sporting day and other events. (Vice-principal Talanoa notes)

From the Talanoa data, one parent said that they had been invited by the school management to participate in the development of the school-based curriculum term teaching programme. She explained that parents consider this to be part of a teacher's role as they have more knowledge of curriculum, while parents were happy to support outdoor activities.

We thank our principal for the invitation to come and take part in the curriculum programme development, but we do not want to distract teachers as they know better than us. We told the principal and teachers that their role is to plan and teach as they are trained for it, and we are to support them with outside activities to develop and progress the school. (Parent Talanoa notes)

The next section discusses the school's professional development.

6.2.3 School professional development

The vice-principal recognised the importance of professional development in relation to the outcomes-based curriculum. She explained that the principal usually invites subject organisers from MESC to provide in-service training for staff on outcomes-based curriculum. Teachers attend district training and workshops on lesson planning and delivery. The church is responsible to contact the MESC to provide their teachers the national curriculum statement for each subject. She explained:

When the MESC informs our school of the district training, our principal requests all teachers to attend to know more about the outcomes-based curriculum. The principal usually informs the Church to supply the necessary resources for the teachers and students. The Church management informs MESC to provide the curriculum statement book for each subject for the school. (Vice-principal Talanoa notes)

The vice principal said that in addition to MESC and district training they have their own school in-service sessions once a month. The principal usually requests staff members from different grade levels to present something about teaching, pedagogy, assessment, classroom management, discipline, leadership, or other areas of education. The vice principal said that these are part and parcel of staff professional development for teachers to exchange and share ideas, skills and experiences and learn from each other.

We have in-services and workshops with the whole staff members once a month. The teachers and school management provide in-services for us to exchange and share knowledge, ideas, and experiences. This really helped us to gain additional knowledge and understanding to develop lessons,

assessments and manage our classroom and teaching. (Vice-principal Talanoa notes)

The Year 4 teacher said the professional development activities help teachers understand the outcomes-based curriculum. In knowing more about the curriculum, the teachers encourage and motivate students to fully participate and take responsibility for their own learning. In teaching outcomes-based curriculum, the teachers facilitate and assist students to achieve the learning outcomes.

The in-services and workshops on outcomes-based curriculum make me realise that I must engage students fully in the lesson. The activity-based approach teaching gives opportunities and freedom to students to participate in lesson activities to share their ideas and experiences with each other. I support, facilitate, and coordinate the lesson but allow freedom to students to take responsibility for their own learning. (Teacher Talanoa notes)

The Year 4 teacher said that in-service workshops had enhanced teacher knowledge, and skills in teaching. The staff shared and discussed their ideas and experiences on outcomes-based curriculum and traditional ways of teaching which she considered helped with planning and teaching.

The external in-service provided by stakeholders and internal in-services provided by the school covered different areas of teaching and management. We gain new knowledge, ideas, experiences, and skills from these in-services. These new ideas and skills help us prepare lessons, facilitate the teaching, manage the class, and provide good assessments to students. (Teacher Talanoa notes)

The teacher mentioned preparing a lot of activities and putting students in groups helped them learn from each and kept them active all the time during the lesson. This emphasises a learner-centred and activity-based approach to be utilised. The teacher added that working through activities and in groups, students are responsible for their own learning in sharing their ideas and knowledge from each other.

I used the activity-based approach in teaching. I developed different activities for each lesson and put my class into groups to do these activities. This strategy draws students to work together to share new ideas,

experiences and skills and learn from each other. All my activities are connected and related to the week's topic and the overall learning outcomes.

(Teacher Talanoa notes)

The vice principal said there is also a spiritual professional development to nourish the spiritual wellbeing of teachers. Once a month the church pastor shares ideas. The school and teachers appreciate such for the goodness of souls and everyday attitude for teachers. At the beginning of a school year an induction spiritual training is conducted by the church for teachers to reflect about their spiritual life and academic responsibility that they would do for the school and students during the year.

Our school is owned by the church so once a month the Baptist Pastor comes to give a talk to remind us teachers to teach with love. He reminds us that if we love our own kids, we must love to teach all the children in our school. This is great to nourish us with the spiritual thoughts so to help harmonious our souls and hearts towards our students as well as the parents. (Vice-principal Talanoa notes)

The next section discusses the students' performance in the classroom.

6.2.4 Classroom outcomes

The teacher and students engaged and collaborated effectively in their classroom teaching approaches. The following were the outcomes when the Year 4 teacher in this study utilised different pedagogical strategies in her teaching.

6.2.4.1 Students understand intended lesson outcomes

Outcomes-based curriculum has learning outcomes which are the specific knowledge, skill, or values that learners must know and achieve at the end of the lesson. The learning outcomes are usually made known to the students at the beginning of the lesson. The Year 4 students said their teacher usually put the learning outcomes up on the board for them to see. Students 16, 13, and 14 explained:

Our teacher always puts the learning outcomes on the board for us to see, then asks the class questions in relation to the outcomes to make us become aware and comprehend them. (Student 16 Talanoa notes)

Our teacher usually explains the learning outcomes to us at the beginning of the lesson for us to know and understand them. (Student 13 Talanoa notes)

Our teacher prepares lesson discussions and activities around the learning outcomes for us to fully grasp and know the learning outcomes. (Student 14 Talanoa notes)

6.2.4.2 Students recognised the lesson focus was on nouns and verbs

Students' feedback was elicited to ascertain whether they had achieved the learning outcomes. The students said that nouns and verbs were the focus of the lessons. In the question-and-answer sessions and other activities, the nouns and verbs were mainly discussed. The students pronounced and defined the nouns and verbs in Fishing Seashell's story. Students 17 and 18 stated:

Our teacher asks us to identify nouns and verbs in the story, 'Fishing Seashells' and explain their meanings. (Student 17 Talanoa notes)

We came to understand that the focus of the lesson was on nouns and verbs and clearly, we understood it since most of our class discussions and activities were based on them. (Student 18 Talanoa notes)

6.2.4.3 Students valued and enjoyed activities

Every lesson had a variety of activities which related to what students learned during the class. The students said the practical activities harnessed class interaction and the exchange of ideas in working together. The students shared their experiences and talents in group work activities. The students stated that groupwork had improved their relationships and social interactions with each other. Students 1, 2, 3, 4 and 5 illustrated how they felt about working in group work activities:

In all lessons we have activities which helped us improve our learning and understanding of the lesson teaching and learning outcomes. (Student 1 Talanoa notes)

Our teacher prepares many activities. These activities really helped us, and we learned from each other in group work. (Student 2 Talanoa notes)

I liked the activities because I learned a lot from these activities of what we discussed about the story. (Student 3 Talanoa notes)

The teaching period was short, but we loved and liked working in group activities. (Student 4 Talanoa notes)

I loved the discussion part because the teacher explained the story clearly to us and when working in a group, we helped each other to understand the lesson. (Student 5 Talanoa notes)

6.2.4.4 Students were excited to learn new ideas

The Year 4 students were very excited to learn new ideas in their lessons. They explained that they had no idea of how to catch and collect certain seashells. In observing and listening to the teacher, the students heard how she explained removing the seashells from the coral. Students 4 and 5 said:

During our lesson on Fishing Seashell's story, I was very interested to learn some new ways about fishing. For example, observe and study the seashells properly then I will know which ones are ready and well, and which ones are bad and not yet ready. (Student 4 Talanoa notes)

Very amusing and interesting to learn how to get the seashells (pipi) that I had no idea about it before, in removing them out from the corals. (Student 5 Talanoa notes)

6.2.4.5 Students learned the matai language

It is appropriate for students to speak the Matai Language when presenting food to the pastor or the high chief of the family. The Year 4 students were interested to gain an understanding about the Matai language and to learn new Matai words. Students said learning the Matai language was tough, but the teacher prepared charts and had the knowledge to pronounce and explain the meaning of the words to them. A lot of examples were provided for students to practice saying the phrases and sentences aloud. Students 9, 7 and 6 expressed their satisfaction.

Our teacher wanted us to learn the counting of fish and other creatures in the Matai language. So, she started teaching us some of the important words and we appreciated learning them. (Student 9 Talanoa notes)

I do go at times to hand the sea food stuff to the pastor. It is a courteous way to say correctly in Matai language. For example, 2 ia (2 fish) is called luagalau. (Student 7 Talanoa notes)

I learned how to count fish and other sea creatures in our Matai language. For example, 5 crabs, that is 5 pa 'a = 5 gatu'e. (Student 6 Talanoa notes)

6.2.4.6 Parents assisted children with their homework

The parents said that sometimes their children came home with homework on Matai language and other traditional practices such as tattoos. They sometimes found it was hard to assist their children with this, so they sought help from the village chief. Parents 4 and 3 said:

I am always available to help my son with his homework. I can help him but if it is something more of tradition and I am not sure then we seek help from the village orator. (Parent 4 Talanoa notes)

My daughter came with assignments about tattoos, and I did not know much about tattoos. So, we went to the village chief where he would explain this tattoo homework clearly to my daughter. (Parent 3 Talanoa notes)

6.2.4.7 Parents' views on outcomes-based teaching

The involvement of parents with their children's education is important and outcomes-based teaching encourages it. The parents considered it was a sign that their children understood a lesson if they were able to do assignments on their own. They often did their homework independently. Parents 1 and 2 said:

I see my children doing well in class meaning the teacher is teaching them well with this new curriculum. I am happy; my children rarely seek my help for their assignments and homework meaning they understand the lesson. (Parent 1 Talanoa notes)

My son came home and explained to me about the Fishing Seashells story and some things they did at school which are relevant to village life. He talked to me about fishing for seashells, and I was amazed by what they taught and learned in school. (Parent 2 Talanoa notes)

6.2.4.8 Parents talk with teachers about their children's learning

Parent-teacher rapport also plays a part in the implementation of the outcomes-based curriculum. The parents explained that they see the teacher periodically about their children's learning, including homework, assignments, classroom performance and behaviour. They wanted to know about the children's learning progress and development. They considered that they were welcome to talk with the teacher at any time. Parents 3 and 5 shared their experiences in talking with the teacher:

I went to see the Year 4 teacher about my daughter's homework. I told the teacher that developing sentences using these verbs is quite hard for my daughter. The teacher clearly explained the verbs and provided examples to produce sentences using the verbs. I was very happy because I would explain it to my daughter. (Parent 3 Talanoa notes)

I went to the Year 4 teacher office and checked how well my son is doing and behaving in class. The teacher said he is doing well in class. I was happy to hear from the teacher about my son. (Parent 5 Talanoa notes)

6.2.4.9 Parents appreciate spiritual teaching

One of the principles of the outcomes-based curriculum is that the programme must develop the whole person. The school teaching programme included Religion teaching to develop the students spiritually and morally to think and behave well towards others. Parents 2 and 4 indicated:

The programme that our children are learning in this school is important. All subjects are good, but the important thing is spiritual teaching for our children. I am happy that my daughter is in the mission school learning spiritual things. (Parent 2 Talanoa notes)

Spiritual teaching is good to develop the children to do the right things, show love, show kindness, show respect, and behave well towards others. I am very happy to hear my son being taught with spiritual principles and values. (Parent 4 Talanoa notes)

6.3 Conclusion

School C has 30-minute lesson which is quite short compared to School B and School A with 40-minute lessons. However, the Year 4 teacher successfully slotted the introduction, lesson content teaching and activity session into the 30-minute lesson period.

The Year 4 teacher used an activity-based approach and creatively incorporated features of scaffolding and integrative thematic pedagogies into her lesson teaching. Without knowing and realising these pedagogies, they worked effectively to engage the students in the lesson learning. These teaching strategies enabled learners to achieve the learning outcomes quickly, identify verbs and nouns and be able to use them appropriately in speaking and writing.

The teacher used poems, song, and roleplay of sea creatures in the introductions to lead students to the lesson teaching content of Fishing Seashell's story. The nouns and verbs in the story were studied and defined and used in the class dialogue and discussion. The nouns and verbs were also further developed into different kinds of activities for students to do in group work. The students came to know and understand the nouns and verbs well and used them correctly in producing sentences.

The school management provided a supportive framework for the implementation of the outcomes-based curriculum. The school established a good relationship with the church, parents, and stakeholders so they engaged in the school activities to develop and improve the school. The church provided school facilities, parents participated in cleaning school and other activities, while stationary shops provided school with teaching and learning materials and MESC provided school with subsidy.

The school management makes sure teachers and students have the necessary teaching and learning materials and apply the activity-based in implementing the outcomes-based curriculum. MESC offered training and workshops for teachers on outcomes-based curriculum regarding lesson planning, lesson teaching, and teaching curriculum programme. MESC provided general guidelines and procedures to guide teachers to unpack the teaching units and learning outcomes from the curriculum statement books into lessons. The school management also has a monthly in-service for staff members to improve teachers' knowledge and skills in teaching and harnessing their assessment techniques to better the students' learning.

The students were content with the learning as they learned and participated well in class. Some parents visited school to check with the teachers to see how their children are

progressing academically in learning. The parents learned that their children were doing well in school and socially they were behaving well too in class.

Chapter 7: Discussion

The purpose of this study was to investigate the enactment of outcomes-based curriculum in Samoa primary schools in 2019, six years after its introduction. The discussion of the findings in this chapter analyses the outcomes of this inquiry in response to the overarching research question:

How are primary school teachers in Samoa enacting an outcomes-based curriculum? The discussion is divided into three main sections. The first part of the discussion is based on findings from the lesson observations and focuses on how outcomes-based principles and pedagogical strategies were being practiced in classroom teaching as well as students' views in learning OBC enactment teaching (Research sub-questions 1 and 2). Findings related to Faasāmoa culture of faamatai (leadership), aiga (family) and faaaloalo (respect) (Research sub-question 3) are interwoven throughout this section. The second section explores findings on the views and feelings of principals, parents, and communities (Research sub-question 4). This section further elaborates on how the Faasāmoa culture played a significant role in harnessing the enactment of outcomes-based curriculum in classroom teaching (Research sub-question 3).

The third section discusses the research findings in relation to policy borrowing and translation as recollected by principals and teachers (Research sub-question 5). The discussion identifies similarities and differences in the three Samoa primary schools as compared with other Pacific Island nations and other developed countries that have implemented an outcomes-based curriculum.

7.1 Findings related to teacher planning and using teaching approaches that reflect outcomes-based curriculum principles

In addressing the overarching research question and research sub-questions 1, 2 and 3 of how primary teachers in Samoa are enacting the outcomes-based curriculum in their classrooms this section sets out findings to do with the strategies and approaches teachers used in planning, preparing, delivering lessons, and assessing students' classroom learning.

7.1.1 Teachers planned their teaching units based on students' everyday life

A key finding about the enactment of the outcomes-based curriculum was teacher design of learning units based on ideas and activities that linked to students' every day and future life roles. My observations suggested that the enactment of the outcomes-based

curriculum in Samoan primary schools emphasised building connections between school learning and the students' lives. Lessons were informed by and linked back to students' lives.

The Year 4 students from School A collected live flies and studied them and learned about the harmful illnesses they caused to humans like diarrhea, dysentery, and typhoid. Significantly, it was observed that School A students shared this learning at home. Year 6 students in School B studied and discussed the story "My Mother is An Accountant" through which they came to recognise how and why money is important and appreciate how their parents used money wisely by prioritising things like food, school fees and medical fees. Appreciation of the unit was also expressed by students whose families had small businesses at home. The unit in School C related directly to the local setting as students learned new ideas and skills on how to collect seashells from the mud and reef after studying and discussing the Seashells story. The three teachers' approaches resembled those of the matai and tulafale roles in their careful planning, leading, explaining and managing lessons. As matai plan and create developments for the improvement of their village, teachers choose topics that would benefit students and communities as part of their daily life activities.

These findings can be examined in relation to the literature in several ways. The planning of lessons that connect with students' lives aligns with the views of Spady (1994) who argues that teaching and learning programmes should be related to real-life situations that learners live and experience. The findings also reflect an understanding that policy initiatives on outcomes-based curriculum should reflect the needs of the community and other stakeholders. For example, Philips (2021) argued that contextualisation of policy ideas and principles must integrate and align with the local education concept and aspiration of teaching and learning to encourage students to participate in the classroom lessons and activities.

The observation findings provide an interesting comparison with the accounts in the literature on the implementation of outcomes-based curriculum schools in other Pacific Islands. A similar approach has been noted in studies on the Solomon Islands and Fiji. In the Solomon Islands primary schools' teachers used local activities in teaching which led to a better practical understanding of lessons like science and math (Daudau, 2010). In Fiji, teachers recognised the importance of incorporating student interests and needs into teaching and learning activities. Chand (2018) identified that Fijian students learned better because they understood the local context of the lesson and took responsibility and ownership of tasks and the output of their learning. Like the Samoan schools in the current study, these different Pacific small island nations (Solomon Islands & Fiji) contextualised their outcomes-based curriculum teaching to

the local everyday life experiences for their students so that they could gain from and grasp the lesson content better. Tuia and Tulipe (2021), researching in Samoa, also identified that connecting classroom lessons with everyday life is the best approach to help students learn and discover the practicality of education. Viliamu (2021) added that implementing such activities, can motivate students' curiosity and interest in learning and help them understand the significance of education in real life situations.

7.1.2 Teachers developed and utilised local and cultural resources in teaching

Findings from observation in the three schools showed teachers designing lessons that used cultural contexts and local learning approaches which interested and engaged their students in learning. Teachers developed and used local social and cultural knowledge and practices to support students' engagement in learning. This idea was also highlighted by Agigo (2010) when they proposed that OBC curriculum development must be based on national and local cultural contexts, ideas, and experiences to harness the development and learning of indigenous students. The teachers in this study developed poems, songs and stories about local events to engage students in reading, reciting, and singing as a way to warm children up for learning when they arrived at class and to share the lesson content (Alisaari & Heikkola, 2017). Importantly, the case study teachers deliberately drew on their understanding of cultural approaches when they designed and used songs and poems in their classes. They used their knowledge that poems and songs are usually performed by groups to put students into groups to recite and sing songs. The teacher at School A, in particular, explicitly identified that songs and poems had value for strengthening students' cultural knowledge and identities.

Poems (solo) and songs (pese) are important in Samoan society as they are ingrained with Samoan histories, legends, and genealogies. Our stories, folklore, songs, poems, and dances embody and demonstrate our cultural identity (Lilomaiava-Doktor, 2020) and their performance puts us in unity as one people and one nation. According to Lesuma (2019) Samoan songs and poems tell stories, share histories and knowledge, which makes them appropriate and meaningful for teachers to use. Lesuma also stated that the pedagogical use of poems, songs and dance could strengthen students' cultural identities by connecting their learning with cultural values, experiences, and traditions and encourage and enhance social interaction to establish excitement, flexibility, and unity in the classroom community. As a Samoan, I also know that songs and poems have strong influence and links to our communal well-being to family partnership and to our local vernacular.

As identified in the literature, an outcomes-based curriculum approach encourages teachers to design their own teaching and learning resources (Collins & Mutch, 2012) which creates an opportunity for learning materials to focus on important local and national ideas and issues (Daly et al., 2020). In addition, studies have found that locally relevant learning materials can help students understand lesson ideas as these are portrayed through the lens of their experiences (Neofa, 2010). With respect to Pacific countries, (Daudau, 2010) reported Solomon Islands teachers used local activities for students, knowing that such items carry local values and principles in them for learners to learn and understand. The findings from this study affirm that locally relevant materials can contribute positively to students' learning.

7.1.3 Teachers used a variety of learner-centred teaching approaches

Being learner-centred is a fundamental principle of outcomes-based curriculum, one that advocates lessons actively engage students in the entire learning process. In my study each of the three teachers used activity-based strategies but each utilised a different pedagogical approach. The teacher in School A used a thematic integrative pedagogy (Ahmed et al., 2021) by blending her flies' lessons with different subjects: health (sicknesses) and social living (clean homes) to help children associate real-world ideas and academic concepts. The student-teacher interactions in School A were distinctive in that the teacher took time to listen and allowed her students to exchange ideas and ask questions. Discussions could last up to 20 minutes. This approach strongly indicated learner-centredness in her teaching because she let her students ask and respond to each other about their understanding in topic discussion. The School B teacher utilised a scaffolding pedagogy (Wilson, 2002). She began with a short story where she and her students together identified nouns and pronouns and moved to students recognising, reading, and using nouns and pronouns in sentences of their own. The teacher in School C used a roleplay of sea creatures to scaffold student engagement, then used a story and series activities on nouns and verbs. The space and opportunity that the teachers in the study had to employ their unique learner-centred approaches aligns with the principles of an outcomes-based curriculum in the literature. Gurukkal (2020) pointed out that outcomes-based curriculum does not imply a specific instructional design but rather encourages pedagogical approaches that are appropriate and relevant for lesson content. Any strategies, approaches, techniques, or opportunities that would help students achieve the learning outcomes are considered worthwhile (Spady, 1994). The value of freedom and ability to design their own

lessons was evidenced in the variety of learner-centred approaches which were employed by teachers in this study.

The shift to more active learner-centred approaches has been identified in other studies on the introduction of outcomes-based curricula in Pacific countries. Koya (2008) found that Fijian teachers altered their teaching practices and activities to meet their students' learning needs and assessment practices. In the Solomon Islands, classroom experiments and field investigations in science enhanced effective participation and interaction from students to observe, record and interpret data (Daudau, 2010; Guild, 2000) PNG teachers focused on quality teaching by providing different classroom activities based on their learning outcomes to harness the students' communication skills, critical thinking and problem-solving (Guthrie, 2014). Rena (2011) added that in doing so, teachers utilised different teaching strategies and a variety of learning activities for students to achieve the learning outcomes and competencies.

The pedagogical approaches used raise interesting discussion points in relation to sub-question 5: How do teachers' approaches draw on Samoan Faasāmoa cultural norms? According to Faasamoā cultural norms, young people are not allowed to ask questions and respond back to the elders, so students are not allowed to ask question or respond back to teachers or even take the leading role in class. However, within the learner-centred approaches the teachers used students were allowed to and did take the lead in some lesson activities. The learner-centred approaches the teachers adopted meant they and their students were able to freely ask and respond to questions and to share their ideas with to each other with honour and respect. This reflected the aiga and faaaloalo cultural norms whereby teachers and students worked together as a family (aiga) with respect (faaaloalo) assisting each other in the classroom learning process. An example of this was the sea creature pageant roleplay which provided a space for students to be creative in relation to the animals they represented. Students took a leading role in the entire roleplay by becoming independent and taking the responsibility for their own learning.

The contrast between the learning environment and the cultural norm of respect for those in authority raises questions about how teachers can manage and negotiate the apparent contradiction between these norms and learner-centred approaches where learners are active contributors to their own and each other's learning. Future research could focus on the shift in faaaloalo in classrooms where students are given the power by the teachers to lead and facilitate certain segments of lessons.

7.1.4 Teachers interpreted and communicated their intended learning outcomes

Outcomes-based curriculum pedagogy advocates that teachers develop and communicate their intended learning outcomes (Bagulo, 2019). In the enactment of an outcomes-based curriculum in the three Samoan primary schools in this study, the interpretation and their communication of the outcomes by the teacher to the students was observed. The teachers in the three schools developed lesson learning outcomes and the School B and C teachers communicated these to students at the beginning of a lesson. The School A teacher did not read out her learning outcomes. She explained that she had learning outcomes in her lesson plans but did not communicate them to students because she wanted her class to openly explore different ideas, knowledge, and skills for real-life situations. In her Talanoa she also explained that the principal had told teachers that if a teacher puts emphasis and focus on fixed learning outcomes, the teaching becomes limited to these specific content-based learning outcomes (see section 4.2.1). The literature review showed that variation communicating the outcomes to students was a feature of outcomes-based curriculum teaching in other countries. The studies reviewed in Chapter two from Pacific Island nations (Agigo, 2010; Chand, 2018; Daudau, 2010; Koya, 2013) and those of Australia (Alderson & Martin, 2007; Donnely, 2007), New Zealand (Fastier, 2013; Martelli, 2021) and USA (Fullan, 2015; Spady, 1994) also found that teachers developed learning outcomes but did not always communicate these to their students.

The findings about the teachers' interpretation and communication of outcomes are also relevant to sub-question 4 which focuses on cultural influences. These findings can be related to how village councils (*fono a le nuu*) are conducted. The matai call council meetings, the orator announces the purpose and the matai discuss and decide on the outcome then record and proceed to enact it (Anae, 2019). The villagers respect the matai as being in positions of authority with a responsibility to uphold Samoan customs and traditional norms so that their daily activities, behaviours and practices are coherent with each other. Correspondingly, the teacher in the classroom is like an orator who informs the students of the learning outcomes which are the learning they need to achieve. The teacher also acts like a matai in guiding the students in how to achieve the learning outcomes.

7.1.5 Teachers designed their own formative assessment tasks

In observing the enactment of an outcomes-based curriculum in Samoan primary schools, I identified numerous instances of formative assessment activities. The formative

assessment practices followed by teachers in this study can be seen as an indicator of their enactment of the approaches advocated for outcomes-based curriculum as discussed in section 2.3.4). Their practices align with Spady (2001) when he contends that in an outcomes-based curriculum teachers need to design tasks to assess and evaluate their students' learning progress and their lesson preparation, development, and delivery. Teachers in the three schools used formative assessment during class question-answer sessions, class discussions, group, and individual activities. Teachers used student responses from these learning activities to assess and evaluate how well their students had learned and understood the lesson content. In school A, students' participation in discussions and their questions helped the teacher to evaluate how well the students had understood the lesson and recognise that they were interested in knowing more about flies (see sections 7.1.1 & 7.1.2). The teachers also used these students' responses to modify and improve their other lessons for the benefit and betterment of students. An example of this was when the School A teacher found some students asked questions like 'How many eyes does a fly have?' and 'Why does a fly have a long antenna?' These questions helped the teacher understand students' interests and think about how critically the students were engaging with ideas. The teacher shared the answers to the students' questions in class for students to learn and understand more about flies.

The recourse to regular use of formative assessment aligns with discussion in the literature about practices in schools in other countries, including the Pacific. The PNG teachers in McLaughlin's (2011) study noted that formative feedback helped students recognise gaps in their knowledge, areas to improve, and learning strategies they might change or adapt to meet the course outcomes. According to Daudau (2010) Solomon Islands' teachers believed formative assessment builds students' learning to learn skills by placing emphasis on the process of teaching and learning and actively involving students in that process. The Fijian teachers in Ali-Chand's (2019) study stressed that formative assessment is central to the teaching-learning process and could help improve student outcomes and produce greater increases in student achievement.

In utilising formative assessment to inform learning and teaching, the teachers' practices have some analogies with cultural norms and the role of Matai leadership (Research sub-question 4). The matai is responsible for the betterment of the community as the teacher is responsible for the good learning for the students in the classroom. Matai makes decisions and develops rules and fines to maintain peace and harmony in the village whereas teachers develop classroom rules to maintain peace and cordial learning environment for students in class (Anae,

2019). With these roles and responsibilities teachers in the study made decisions to improve the students' learning and monitor their progress. They utilised the formative assessment strategy by continually developing relevant questions and class activities for students to do for the teachers to monitor their students' learning performances and competencies.

7.1.6 Students shared their learning experiences at home

A notable feature of the enactment of the outcomes-based curriculum in the three primary schools in this study was that the children shared their learning knowledge and experiences with their families which was in keeping with the teacher's application of class learning to real life situations. The Year 4 students in School A reported that they advised their family members at home to wash their hands after always using the toilet and to close doors and windows at all times to keep the flies out after learning the disadvantages and sicknesses flies usually caused to humans. Some Year 6 students from School B said they had talked with their parents about the importance and use of money. School C students reported at home that they learned how to catch and collect certain seashells after their lesson at school.

There is only limited reference to the transfer of school learning in the literature on outcome-based curriculum in other countries. Donnelly (2007), working in Australia, described how students applied the knowledge and skills they gained from their classroom learning, particularly mathematics, to assist their families. In this case it was in family businesses and to do with calculating savings and expenditures. According to Neofa (2010) PNG teachers believed that PNG students do not learn in school just to stay in school for the rest of their lives but transfer and disseminate their knowledge to family and community. As McDowell (2021) pointed out that students learned mathematical calculations and numbers in school and coming home counting their money and making calculations on how to spend their money.

This finding on students' sharing their learning can be linked to the Samoan concept of sharing and helping each other. The aiga members collectively share responsibility within the family and community. The norm of sharing and helping is very common and practiced in the community. The class is a family comprising students and the teacher, and students sharing and helping each other reflects the norm of sharing and helping practiced in the Samoa family and community. Students in this study shared what they have learned in class to their siblings at home reinforced the importance of outcomes-based curriculum learning outcomes and needs being practiced in real-life situations.

7.1.7 Students' views of OBC lesson components

The findings from the students of three primary schools indicated that they loved the lesson introductions, shared reading, class discussion, and group activities because they gained new knowledge and ideas, understood the lesson content and purpose, and achieved the learning outcomes. The students reported that they were happy with their learning because they were able to express and share their new knowledge and experiences gained in lessons with their family members at home. The students liked group work activities because they shared their personal thoughts, experiences, skills, and knowledge with each other to learn and understand the lesson outcomes more completely. Also, group work helped them to create friendship and respect and to bond amongst themselves in class and school.

None of the studies I located directly reported findings on students' views on their learning within an OBC approach.

7.1.8 Overview of OBC pedagogy in the Samoan context

In addition to the specific features of the enactment of Outcomes-based pedagogy discussed in the sections above, an overview of the observation findings is considered in the following section in relation to the four principles of an outcomes-based curriculum. These principles aim to ensure teacher instructional effectiveness and include approaches for identifying and harnessing the learning needs and potential of students (Kit & Spady, 1991; Spady, 1994). These principles are: (i) *clarity of focus* which involves teachers being focused on what they want students to know, understand and be able to do; (ii) *designing down* which stresses teachers developing intended outcomes so that their students can achieve the goals of their teaching; (iii) *high expectations* which means teachers establish high and challenging standards of performance for students to engage deeply in learning, and (iv) *expanded opportunities* were for teachers to provide assistance and opportunities to all students to learn at their own pace and rate.

Examining the findings in relation to these four principles specifically addresses research sub-question 3: How do Samoan primary teachers' practices draw on the principles of an outcomes-based curriculum? My findings were that the primary teachers in two schools enacted the clarity of focus principle by informing their students about lesson learning outcomes and activities as part of the lesson introduction Schools B and C findings. The School A teacher did not do this because she did not want the teaching and learning to be restricted to

predefined learning outcomes. She wanted to be able to expand on what she and her students freely discussed during a lesson. This principle of clarity of focus was also revealed in that teachers planned their teaching units using the real-life situation of their students' everyday activities. (see section 7.1.1)

Findings were that the designing down principle was evidenced when teachers explained the learning outcomes to students and taught using different strategies and activities for students to understand and achieve the learning outcomes. Different activities and strategies such as discussion, poems, short stories were used by teachers to ensure students would have multiple different opportunities to come to understand the learning outcomes.

The high expectation principle was shown in the teachers' willingness to draw on students' views and ideas throughout the lessons indicating their respect for the knowledge and experience students might be able to bring to the learning. Teachers use different teaching approaches and activities such as question and answer, discussion, of poems, songs, shared reading, roleplay, group work and its presentation to empower students to think critically and creatively. Findings were that teachers emphasised the learner-centred way by encouraging students to think independently and take responsibility for their learning by sharing, discussing, and responding to each other's ideas in a manner that contrasted with the cultural norm of respect that would see students defer always to the teacher.

The expanded opportunities provided by teachers included them assessing and responding to student questions and interests. It was reflected in their selection of real-life topics which meant that students were likely to have insights and experiences to share and then provide them opportunities to share them. The findings revealed that Samoa primary teachers provided students a range of activity-based and often used scaffolded sequences of opportunities to come to know and understand the lesson learning outcomes (see section 7.1.3).

7.2 Findings related to parent and community involvement in the outcomes-based curriculum enactment

In examining how primary school teachers in Samoa enact the outcomes-based curriculum, it was important to evaluate the views of all relevant stakeholders in its implementation, their perceptions of the initiative and the support (sub question 4). This section discusses findings related to community, parent and community stakeholder participation and engagement with school staff and activities. The discussion also explores the relationship

between the community and schools and parent and stakeholder assistance and support of schools and teachers.

7.2.1 Parents are encouraged to contribute to curriculum planning

Outcomes-based curriculum emphasises and encourages the inclusion of stakeholder and community participation in the development of school curriculum and teaching programs (Spady, 2001). In my research study, Samoan parents and stakeholders were informed and invited by the schools to engage and participate in the curriculum development and teaching programme.

In School B and School C the parents were uncomfortable and reluctant to share their ideas and knowledge towards the design of the school curriculum and the teaching programme because they were not sure about the nature, theory, and principles of outcomes-based curriculum. With such lack of knowledge and understanding the parents preferred the principal and teachers to develop the teaching program. The teachers and principals in the three schools in Samoa considered parents and stakeholders were not effectively participating in the school-based teaching programs because they were not sure about the outcomes-based curriculum.

However, in School A parents willingly shared some of their knowledge and ideas for the school curriculum and teaching programme during school meetings. The parents' inputs were noted by the co-principal and incorporated into the school teaching programme. For example, School A parents suggested a cultural day should be a school event where they (parents) and teachers should participate with students. The parents and teachers work closely with students to help them with their traditional dresses and explain some of the cultural aspects to the students to know about their culture and tradition. School A's parents also participated in remedial classes for English and Gagana Samoa reading programmes during library period classes.

Despite not fully participating in the academic areas of the outcomes-based curriculum, the parents in the three schools heavily involved and participated in the schools outside activities like sports days, cultural days, fete days and cleaning the school grounds.

The literature review indicated that parents' reluctance to be involved in curriculum planning was also evident in other island countries which established an outcomes-based curriculum (see literature Table 3) OBC in Pacific Island nations). In other island countries schools also encouraged parents to be involved in curriculum planning but parents did not

contribute (Agigo, 2010; Crossley, et al 2017; Jourdan, 2013; Koya, 2008; Quinn, 2021). These studies also found this might be because parents and stakeholders had very limited knowledge about the outcomes-based curriculum. This curriculum was new to parents and stakeholders, so they found it hard to contribute and share their views towards the development of the curriculum teaching programme.

7.2.2 Parents and stakeholders engaged in school activities

The outcomes-based curriculum principles do not directly talk about how parents might be involved in the curriculum and other ways of supporting teachers and schools. In this research, while parents were reluctant to engage in the curriculum planning, they provided support to the schools in a range of ways. Parents and stakeholder participation in outside school activities was one thing that was common in the three schools. The parents in the three schools were fully engaged in cleaning, cultural days, sporting events, fetes, and other outside activities. In our Faasāmoa, we have a cultural norm of serving people freely or hospitably. It's one of our beliefs based on the bible to 'love your neighbours as you love yourself.' When it comes to our children's involvement it is our priority as parents to serve them well. Samoans also believe in having a good education as this will help to improve our ways of living and continually serve our people. The assistance provided by parents to schools helped teachers to fully concentrate on their lesson planning, preparing, and teaching to harness the students' learning. they would not worry about the outside of classroom responsibilities which were taken care of by the parents.

Other studies based in the Pacific have also found parents and stakeholders assist teachers and schools. In Fiji, Fiji Kids, a charity organisation, provided students with back-to-school stationery (Quinn, 2021). Parents also participated and provided support in a range of activities (Ali-Chand, 2019; Farik & Hafiz, 2017). PNG parents participated in building facilities and keeping the school grounds neat and tidy (Neofa, 2010). In rural areas in PNG parents carried the school supplies and materials to school (Solon & Solon, 2006). The level of parent involvement was more variable in developing countries (Agigo, 2010; Fullan, 2015; Kelty & Wakabayashi, 2020; Koya, 2008; Wairiu, 2020). This assistance helped the teachers to focus and concentrate on their lesson and teaching aspects to improve the students' learning rather than worrying about their outside of school responsibilities.

7.2.3 Church financial and resource support

The enactment of OBC in these Samoan primary schools received considerable practical support in the two mission schools in the study. The research found that in the two mission schools the church contributed much to the management and running of the schools especially in School B. School B received most of its funding from the church for the development and implementation of outcomes-based curriculum. The church paid the teachers, provided teaching and learning resources, training and retreats for the schoolteachers. Besides, School C usually has an induction spiritual training by the church to nourish the spiritual life and wellbeing of teachers to reflect and take stock of their academic responsibility. The support and involvement of the church is not unexpected in the Samoan context (see section 1.2.1), however, none of the studies I was able to access mentioned the role the church played in outcomes-based curriculum enactment.

These findings can also be considered in relation to sub-question 5 which concerns the impact of cultural norms on the enactment of OBC. The church is central to the Faasāmoa social and cultural entity and is the most respected institution in the Samoa community. In the study the principal and parents of School B said they were pleased with the church providing much funding to run and manage the school. The principal stated that the church assistance had contributed much to the implementation of outcomes-based curriculum in this school.

When comparing my study with the literature on OBC in other Pacific countries, my finding about church support for the initiative appears to be distinctive. None of the other studies I reviewed highlighted the role of the Church in supporting schools and teachers with curriculum implementation. In PNG, Solomon Islands, and Fiji the government provided school subsidies, but schools considered them inadequate and there was no mention of the role of the church. (Chand, 2018; Jourdan, 2013; Koya, 2015; Neofa, 2010; Schoeffel & Tuia, 2016).

7.2.4 Other stakeholders financial and resource support

Findings of this study demonstrate the range of financial assistance which was received by the schools. School A in the research study accessed resources and funding from external funders, including Digicel, Coca Cola and Bank of South Pacific in Samoa. Other stakeholders such as the local Samoa Stationery & Books Ltd donated funds and goods to School A. They also sponsored school events and activities for School A. School A also received additional

funding from the Canadian Government, Ministry of Women and Community Development and other resources such as laptops and stationery from the local Coca Cola company and a few other business houses. According to one of the co-principals the school planned to continue to seek financial support and other sponsorship for school activities and events. The schools within these small Pacific Island nations needed and used additional financial assistance to support them in implementing the outcomes-based curriculum (Rombo, 2022; Schoeffel & Tuia, 2016). In Fiji, "Fiji Kids", a charity organisation, provided students with back-to-school stationery (Quinn, 2021). The developed countries, including the USA, Australia, New Zealand and Malaysia, government agencies provided subsidies to their schools to implement the outcomes-based curriculum. There was less input from business and foreign agencies.

7.3 Ongoing policy translation

This study provided an opportunity to study the enactment of an outcomes-based curriculum in Samoan primary schools six years after the curriculum's official implementation. The policy was introduced to improve teaching and learning in Samoan schools. As noted in the literature review (see section 2.1), countries borrow education policies with the intention of improving teaching and learning quality, their assessment techniques and school administration. When a country borrows a policy, it needs to translate and contextualise the policy, develop locally relevant learning outcomes, and provide teachers with professional development and curriculum resources to support their enactment of the policy.

In this section, findings are presented on principals' perceptions of the translation and introduction of OBC into Samoan primary schools. Next, findings on school translation (see section 7.1.4) and ongoing enactment practices are discussed (see section 7.1.5). Policy translation involves the decoding, interpreting, simplifying, and contextualising the content of a borrowed or transferred policy into the local framework policy (Steiner-Khamsi 2016). It is usually discussed as something that happens when a policy is developed for introduction and implementation into the local context (Phillips, 2020). Findings were that teachers were continuing to actively develop the pedagogies associated with OBC and its principles.

7.3.1 Initial ministry translation and implementation support

MESC provided additional training to schools for teachers to be aware and know how to use the national curriculum statement booklet of each subject. The ministry visited schools

during inspection time and provided advice and information to principals and teachers to continue the implementation of outcomes-based curriculum. MESC provided education subsidies to schools for teachers to acquire teaching and learning resources and materials for their classes. The ministry continued to provide such assistance to help the schools to progress in their implementation of the outcomes-based curriculum. This is the pattern in other Pacific countries. In the Solomon Islands, the Curriculum Development Centre distributed school supplies to all schools and kept record of teaching and learning resources (Daudau, 2010; MEHRD, 2011a). Similarly, the PNG provincial division of education supplies resources to schools while inspectors conduct outcomes-based training for primary school teachers (Rombo, 2022).

7.3.1.1 Outcomes-based curriculum content influenced by external factors

Outcomes-based curriculum translation and implementation tends to be influenced by regulatory bodies, institutional philosophy, industry demands, subject matter experts, curriculum benchmarks, and learning frameworks. These influences are taken seriously during the processes of curriculum subject development by professional curriculum consultants (Klinger & Volant, 2022; Steiner-Khamsi 2006). In my study only the principal and teacher from School A discussed that curriculum policy and subject syllabi were influenced by external consultants with less consideration given and input sought from local professionals. The School A co-principal had participated in the development of a national English outcomes-based curriculum syllabus but found that local inputs were not captured in the English curriculum when the official curriculum statement booklet was printed. The implications is that some terminologies in the curriculum booklets were difficult for teachers to comprehend and explain to students. For example, in the Expressive Arts curriculum booklet and words like dynamic, tempo, timbre and choreography were hard for Year 4 teacher to explain to students. Besides, some specified learning outcomes were difficult for teachers to use to develop lessons. Such challenges made lesson planning and classroom teaching a daunting task for primary teachers.

Some of the challenges of translation emerged in my conversations with teachers. The teachers from School A and School B said some terminologies in the curriculum subject syllabuses were hard to understand. An example they cited was that the curriculum booklet says learning outcomes should show learning to be observable, measurable, demonstrable, and achievable and they noted that many teachers were confused about how to apply these ideas in

their teaching. Another issue raised was the lack of recognition of cultural norms. For example, it was observed by a School A teacher that matai norms and principles were not included in the official curriculum.

The issue of translation to different contexts has been noted in other studies. Research studies in PNG (Agigo (2010) and the Solomon Islands ((Daudau, 2010; Guild, 2000) also identified the influence of external consults and limited local input, including that from their local ministry. According to Lingam et al. (2014) teachers in the Solomon Islands rural context, stated that the mathematics curriculum material was quite advanced and difficult. They further added that most of the examples and readings were based on the Australian context (Daudau, 2010; Lingam et al., 2014). The teachers in Martin, Sukunaivalu and Takiveikata (2015) study also reported that the Fiji curriculum content was quite difficult and not relevant and appropriate to the local context and the language used was difficult for teachers to understand. Taken together evidence of lack of relevance suggests that local principals and teachers' input should be included in curriculum formulation.

7.3.1.2 Provision of financial support

To effectively implement outcomes-based curriculum schools need additional financial assistance and support to empower teachers and design a local curriculum (Agigo, 2010). This funding can come from the government, and internal and external donors and agencies (Donnelly, 2007; Spady, 1994). School C mostly depended on government subsidies and a little assistance from the church. The principal of School C mentioned that these funds are crucial to meet the administrative costs, the teaching and learning resources, other school facilities and even teachers' salaries. All Samoa schools including the three schools studied are provided with educational subsidies from the government to enact the outcomes-based curriculum. Governments in PNG, Solomon Islands, and Fiji provided subsidies for schools (Chand, 2018; Jourdan, 2013; Koya, 2015; Neofa, 2010; Schoeffel & Tuia, 2016).

7.3.1.3 Limited training for teachers

One aspect of the inquiry into the enactment of an outcomes-based curriculum in Samoan primary schools was to understand teachers' perception of the professional development that had been provided to support its implementation. Teachers need professional development in order for them to build their competencies to understand and achieve the learning outcomes in the ways advocated within OCB (Crossley et al., 2017; Everatt &

Fletcher, 2021). Talanoa with the teachers in this study revealed a common feeling that the initial professional development was not sufficient. Principals and teachers reported that in 2010 and 2012 the week-long outcomes-based training offered to Samoa primary school teachers was too short for them to fully comprehend outcomes-based curriculum concepts and theories. They considered they gained basic ideas about the curriculum, lesson planning and teaching but they needed more in-service training to understand the transition to specific learning outcomes and appropriate teaching strategies and approaches. Furthermore, all the three school principals indicated that the Ministry of Education, Sport, and Culture informed all primary schools that if they wanted further training or in-service, they must request the ministry to conduct it for them. The School A principal requested the Ministry for help on their professional development based on her involvement in the OBC development. School C vice principal indicated that their principal invited the MESC curriculum sometimes to come and help with their workshops on OBC teaching. School B principal did not request the ministry's support. The School B principal said that because they are in the remote area of Savaii Island, the ministry is hardly connected to them.

Similar findings were reported in the literature on the implementation of an outcomes-based curriculum in other Pacific countries. Research studies in PNG, Solomon Islands and Fijian found that the government also provided only short training to their teachers (Agigo, 2010; Daudau, 2010; Koya, 2010). In Fiji and the Solomon Islands training was only conducted in main centres and some primary teachers who lived in far atolls could not attend (Chand, 2018; Daudau, 2010; Jourdan, 2013; Koya, 2015). In PNG, training was also conducted in urban centres and many primary teachers who lived in remote areas could not attend the training (Agigo, 2010; Neofa, 2010). The initial outcomes-based curriculum training for teachers was provided by the outcomes-based curriculum trainers but was too short and not all teachers attended the training due to various reasons and challenges posed to and for the four small Pacific Island nations.

7.3.2 Ongoing translation for enactment of OBC

A response to the limited professional development by the ministry, School A and B searched for foreign outcomes-based policy and strategies. School A co-principals did online research on Finland, Singapore, Australia, and New Zealand outcomes-based curriculum and collected additional information on outcomes-based curriculum. The co-principals talked with their teachers about the theories and principles of outcomes-based curriculum from these

countries and discussed how they could adopt some of them into their school teaching programme. The co-principals emphasised that teachers use thematic integrative approach in their teaching and such approach was commonly used by teachers. The study found that School A Year 4 teacher applied and used the thematic integrative approach in her teaching. The study also found that School A performed extremely well in the SPELL and SPECA national examinations annually.

The principal of School B said they looked at Hawaii and New Zealand's primary school outcomes-based curriculum to increase their knowledge and understanding of curriculum concepts and strategies. The principals stated that this additional knowledge and information helped them to develop their curriculum teaching program and provided them new insights into securing teaching and learning resources. However, School C did not discuss and seek information from outside contexts due to being isolated and does not access the internet. Despite seeking more assistance or not, all three schools in the study continued to harness, implement, and teach the outcomes-based curriculum. However, all three schools designed and conducted their own in-school professional development. This is described next.

7.3.2.1 Schools practiced their own professional development

As an ongoing response to the perceived need for teacher knowledge and understanding in planning and delivering lessons the principals arranged for regular training and in-service courses for their teachers. The findings were that the three schools held their own monthly professional development programme for staff members. These school in-service sessions provided new ideas, insights, and skills for teachers to use in their outcomes-based curriculum teaching and learning. School A divided their professional development into three categories and responsibilities for teachers to take turns in leading and conducting the in-service sessions. Year 1 to 3 teachers worked with one co-principal, Year 4 to 6 teachers with another co-principal and Year 7 and 8 teachers with the third co-principal. Each month one of these groups would take the lead to provide in-service for the staff members. In School B professional development was usually organised by the principal and senior staff members. In addition, the school had an annual retreat facilitated and organised by the church to nourish the social and spiritual well-being of teachers. School C management recognised the importance of professional development in relation to this outcomes-based curriculum, and had monthly in-service training usually facilitated and organised by the school principal and deputy principal with staff members required to attend. School A and School B principals stated that their

professional development helped empower and build teachers' knowledge and skills to improve their understanding and capacity to enact the outcomes-based curriculum. The vice principal of School C, who participated in this study, said that teachers exchanging and sharing ideas, skills and experiences and learning from each other was central to the school's staff development.

This pattern of school-based professional development was also reported in the literature on outcomes-based curriculum in other Pacific countries. Other studies from the Pacific have identified that schools organised their own professional development. Koya (2008) found this was the case for Fijian primary school teachers in Fiji. To improve their teaching to help students achieve the learning outcomes and demonstrate the application to real-life situations and living (Crossley et al., 2017). In PNG principals and senior teachers regularly facilitated in-service for their teachers to disseminate knowledge and skills about an outcomes-based curriculum to teachers (Lahui-Ako, 2019; Rombo, 2022) - to upskill their understanding and capacity to improve their teaching and assessment approaches and techniques (Kekeya, 2014). However, the Solomon Islands established Rural Training Centres (RTC) to facilitate professional development for primary and secondary teachers to implement OBC (Edwards et al., 2016). The training upgraded the teachers' knowledge and skills on lesson preparation, teaching approaches and assessment techniques on outcomes-based teaching (Daudau, 2010). Aspden et al. (2020) said New Zealand schools were responsible to ensure teachers participated regularly in professional development within the school contexts.

7.4 Summary of findings

The study found that in outcomes-based curriculum teaching teachers planned their teaching units based on students' everyday life and experiences. This made it easy for students to understand the lessons and actively participated in the learning. In teaching, teachers developed and utilised the local and cultural resources for the lessons and utilised different pedagogies in delivering their lessons. The teachers interpreted and communicated the intended learning outcomes to students before the teaching and designed their own assessment tasks to enrich and harness students' learning performances and competencies. The teachers in the three schools applied learner-centred teaching to encourage students to participate and take the responsibility of their own learning. The students shared their learning experiences with their family members at home by discussing with them that they have learned in school.

The study revealed that parents and community actively supported outside school activities like sport days, cultural days and cleaning the school grounds. Besides, the parents were encouraged to contribute to the planning and development of the teaching curriculum, and they did very little or nothing at all because they lacked the knowledge and understanding of the outcomes-based curriculum. Other stakeholders provided financial support and resources to the schools. The local companies sponsored and supported school events like sporting activity, cultural day, and fetes.

Even schools seek external financial assistance like School A secured fund from the Canadian government for its facilities development. The church very much assisted their schools with funding and resources as shown in the finding that School B received most of its funding from the church to buy its resources, build facilities and pay teachers' salaries and meet the day to day running of the school. The School C also received financial assistance from its church to manage and run the school and secure its teaching and learning resources.

MESC provided initial support in the translation and implementation of the outcomes-based curriculum. The ministry assigned its subject committee groups to work closely with the external consultants to develop the national curriculum statement booklet for course subjects. Though external consultants have more influence on the outcomes-based curriculum content, local professionals shared some of their ideas and experiences in the development of the curriculum. The Samoa primary school teachers are in a continual momentum to translate, implement and improve the outcomes-based curriculum teaching and learning for the betterment of the students and the country.

Chapter 8: Conclusions

As very limited research had previously been undertaken into the adoption of outcomes-based curriculum in Samoan primary schools, this study set out to investigate the nature of school and teacher enactment of OBC six years after it was mandated for primary schools in Samoa. The outcomes-based curriculum was borrowed from New Zealand and introduced to enhance the learning experiences and achievements of Samoan students and equip them with the knowledge, skills, and competencies they needed to succeed and participate in the social and economic development of Samoa.

The first section in this chapter answers the overarching research question and sub-questions by detailing findings related to the classroom enactment of OBC, stakeholders' perceptions of this, and the support for and challenges of enacting this educational initiative. Section 8.2 provides findings on the borrowing and translation of OBC in the Samoan context, and section 8.3 sets out recommendations for teachers and principals. Section 8.4 details the limitations of the study, and Section 8.5 outlines ideas for further research. The chapter concludes with my personal commentary on what I have learned.

8.1 The enactment of outcomes-based curriculum in primary schools

This research highlights the ongoing progressive enactment of outcomes-based curriculum in a small sample of primary schools in Samoa. The schools have come to know and understand the theories and principles of outcomes-based curriculum and its primary purpose for students to achieve learning outcomes at the end of their educational experience that are relevant for their real-life situations. This study contributes six into key insights related to the enactment of an outcomes-based curriculum in the Samoan cultural context for primary school education.

The first insight is about planning, preparation, and pedagogy. The study findings are that teachers prepared resources and activities that encouraged learner-centred approaches and they taught lessons with observable commitment and enthusiasm. Teachers used different but appropriate pedagogical approaches to deliver their lessons for the benefit of students' understanding and achievement of the lesson learning outcomes. Teachers emphasised and applied learner-centred approaches that promoted collaboration and teamwork and empowered students to participate actively in the learning process. The students engaged as active participants and brought their own knowledge, past experiences, and ideas to classroom

learning as part of the OBC teaching and learning approach. A highly visible feature of the enactment of OBC in this study was the incorporation of student real-life experiences, interests and needs into lessons. Findings highlight the benefits of teachers developing curriculum experiences such as these which relate to students' interests, needs and everyday real-life experiences to engage them in the learning. It was notable that when one teacher decided to teach only one learning outcome and focus all the lesson components of poems, songs, role play, and group activities on this learning outcome, students were able to grasp and achieve it quickly. These findings add to evidence from other countries, including Pacific countries, of the importance of incorporating student interests and needs into teaching strategies and learning activities for students to understand the lesson and achieve the learning outcomes.

In enacting OBC in this way, the teachers utilised the four OBC teaching principles. The first principle of clarity of focus was enacted when teachers clearly explained the lesson purpose and different segments of teaching and learning to students, including what they intended students to learn, know and understand. The second principle of designing down was evident where teachers informed students about the lesson learning outcomes for them to know, learn and achieve them at the end of the lesson. The third principle of expanded opportunities, aligns with teacher production of different activities such as poems, singing songs and reading short stories and answering questions and providing ample time for students to learn and understand the lesson. The fourth principle of high expectations is where teachers provided simple exercises like reciting poem and gradually moving to harder activities like reading a short story and doing comprehension activities. This progression was to develop students' ability from simple thinking to more critical and logical reasoning of ideas like problem solving. Each of these activities was intended to assist students in understanding the lesson and achieve the learning outcomes. Using OBC principles in teaching very much helped students to understand the lesson and achieve the learning outcomes. Other studies like (Koya, 2008) have shown that teachers teaching OBC in other Pacific Island nations also use the OBC principles in their teaching.

The second insight relates to students' view of OBC. The students reported that they enjoyed the lessons. The students expressed that they enjoyed each component of the lessons including songs and poems in the lesson introductions, the free open interaction in sharing their ideas and understanding the lesson discussions, and group activities about the topic. They liked the group work activities because they were able to share and gain new knowledge, ideas and experiences from each other which helped them understand the lesson and achieve the learning

outcomes. At the same time, group work created ties and friendships among and between students which made them happy and joyful. Evidence that students were excited about what they learned in class came from their reporting that they shared their experiences and new knowledge with their family members at home and their parents were pleased to gain new knowledge and ideas from them.

The third insight is about assessment where findings align with the principle of the centrality of formative assessment in OBC teaching and learning. The teachers employed formative assessment by using different lesson activities to monitor the learning progression of their students. Activities included quizzes, written exercises, and group tasks all which enabled teachers to monitor students' learning progress. Other research studies conducted in the Pacific region have also indicated that teachers employed formative assessment as an integral part of OBC teaching.

The fourth key insight relates to the role and importance of Faasāmoa (see section 1.2.1). The research demonstrated that Faasāmoa had a substantial impact on the enactment of OBC in several ways. The first way is linked to Faamatai, which is a leadership title bestowed on a chief who then has the power and authority to plan, govern, manage and make decisions for their village community to progress and develop the village and people's lives (see section 1.2.1). Findings were that a classroom teacher can be seen as analogous to a matai with power and authority to plan, manage and make decisions on lesson content, the activities students will engage in, and how much time will be spent on each segment of a lesson (introduction, teaching content, activity session). Leading lessons, teachers as matai utilised the four principles of OBC: clarity of focus to make the lesson learning outcomes clear, designing down to explain and make learning outcomes more understandable and achievable, expanded opportunities by aiding, resources, and ample time for students to understand the lesson, and high expectations to make sure students thought critically, analysed ideas and effectively communicated them.

Faasāmoa also played a role in lesson enactment in relation to the role of a Tulafale, or community orator. Tulafale have the power and authority to be the mouthpiece of the matai. They call meetings, make announcements, and communicate the matai's plans and decisions to the people (see section 1.2.1). If people are not sure about things, they ask the tulafale to explain and clarify matters for them. The study found the teachers also acted as tulafale. They announced, discussed, and explained the learning outcomes and activities. Findings were that when students in the study were confused or unsure, they asked their teachers to explain and

clarify things to them. In enacting OBC the teachers as *tulafale* used two OBC principles. The first is clarity of focus where the teacher explains the learning outcomes clearly to students, so they know and understand what the teacher intends them to learn. The second is expanded opportunities where teachers provide students time to ask student questions and for genuine discussion. This principle is also involved when teachers provide additional resources and explain ideas more than once so that students come to understand the lesson.

Faasāmoa supported the enactment of OBC through the understanding of *Aiga* or family. Samoans have strong ties with their family members and like assisting and serving each other with all the things (see section 1.2.1). In the classroom, teachers and students were like a family in the OBC enactment. They worked closely together and supported each other in all the lesson components. The study witnessed that teachers acted as parents and students as children, so the teachers did their best to make sure students achieved the learning outcomes at the end of lessons. In enacting OBC through this aspect of Faasāmoa, the teachers used four OBC principles. The first is clarity of focus where teachers explicitly explain the lesson to students and what they intend to know and learn. The second is designing down, teachers inform and explain the learning outcomes to students so they would know and achieve. The third is high expectation where teachers engage students in activities to think critically and effectively communicate and share their experiences and ideas with each other. The fourth is expanded opportunities where teachers produce local learning resources like poems, songs, roleplay, and short stories to help students understand the lessons.

Aiga within Faasāmoa may also explain the readiness of parents and the community to support the research schools. OBC emphasises and encourages parents and community participation in curriculum learning to enhance student learning (Spady, 1994) and findings showed parents participated in schools outside activities and events. However, they only contributed their experiences and insights to curriculum teaching programmes to a limited extent. Other studies like (Daudau, 2010; Koya, 2013; Neofa, 2010) revealed that parents heavily participated in the school outside activities rather than academic areas.

Faaaloalo, which is about respect, is also a key aspect of Faasāmoa. Samoans respect and honour each other and more importantly respect the chiefs, elders, and parents. Respect means people interact with each other in a positive way which supports peace and harmony within a community (see section 1.2.1). Findings were that Faaaloalo played a role in OBC enactment in two different ways. Firstly, findings revealed that respect was demonstrated by

students' positive attitude, behaviour and manner towards each other and their teacher. All the teachers demonstrated respect by listening very carefully to students' questions, opinions, and ideas. This created a positive learning environment for students to concentrate, learn, and achieve the learning outcomes. In demonstrating respect, teachers and students utilised two principles of OBC: high expectations and expanded opportunities. Teachers had high expectations for students to concentrate and think seriously and critically about their learning. Expanded opportunities were related to students sharing ideas and experiences and the kinds of resources teachers prepared, which were learner-centred and required students' active participation. Second, Samoan culture forbids students to overtake an elder's role, such as that of the teacher in a classroom, but the learner-centred approach advocated within OBC (Spady, 1994) encourages independence which challenges this cultural norm. The study found that teachers and students understood, knew, and practised this norm at home and elsewhere but school was a different context. The teachers explained to students that in school respecting elders is maintained but within OBC the learner-centred approach means learners have opportunities to take the lead in some lesson components such as sharing ideas and asking questions. The teachers facilitated and coordinated the lessons but encouraged students to become independent and take responsibility for their own learning. One example of this was School A teacher tasked students to catch live flies and put them into container then explained to class how they could keep the flies alive. One of the students volunteered to take the lead to explain to class that he put the scrapes of food into the container then drilled small holes on the side of it before he put the live fly inside. He did this to keep it alive.

Other studies in the Pacific like (Daudau, 2010) have found that teachers can use learner centred in OBC teaching without much challenge with and cultural expectations not appearing to constrain students from taking the leading role in some class activities. However, in Samoan culture, where students overtaking an elder's (teacher's) role is a challenge to traditional norms, teachers needed to be clear and explain to students that school and learning are different from being at home or in the community so them being more independent and taking a leading role in their learning is acceptable.

Taken together these Faasāmoa cultural norms contributed substantially to the progress and effectiveness of the enactment of outcomes-based curriculum. The leadership roles in classroom management, the coordination and facilitation of teaching, the respectful student attitudes and behaviour during lessons and the support and commitment between teachers and students as family made OBC teaching and learning more achievable and enjoyable. Other

studies, I have located have not discussed the role of Faasāmoa cultural norms in supporting OBC enactment, making this a unique contribution of this study.

The fifth insight into the enactment of outcomes-based curriculum in primary schools in Samoa is about the possible role of the church in supporting OBC enactment. Two of the study schools had government support for the enactment of OBC. One of them also had supplementary support from the church. In this school, the church conducted an induction for spiritual matters which study participants reported as improving principal and teacher attitudes and behaviours. The third school was solely supported by the church. The church provided all the school facilities and salaries for teachers and support staff members. It provided teaching materials and resources on request. I did not locate any studies about the role of the church in the enactment of the OBC across the Pacific. However, this finding suggests that we need to consider the role of the church and OBC enactment especially for mission schools.

The sixth insight into the implementation of outcomes-based in Samoa primary schools is the engagement, participation and support provided by parents and business houses to schools. The parents participated in the outside school activities like cleaning the school grounds, sporting events, cultural days, graduation ceremony, fete activity and others. The community and parents helped the schools and teachers to effectively enact the outcomes-based curriculum. While, the local business houses like Coca Cola Ltd and Samoa Stationary and Book Ltd and others assisted schools in sponsoring graduation, sporting events, cultural day and other activities. These stakeholders played significant role in supporting the implementation of the outcomes-based curriculum in primary schools.

8.2 Borrowing and translating outcomes-based curriculum

Given data collection took place six years after the implementation of OBC teacher and principal recollections and experiences of the process of policy implementation were sought along with practices they had found and or used to support OBC enactment. Their recollection was that teachers had been provided with insufficient training to comprehend with OBC theories and principles. Teachers and principals reported that they had worked together to facilitate, coordinate, and enact an OBC in their school and classroom, with principals facilitating in-service monthly in-school for teachers. Ongoing school professional development where teachers shared experiences and equipped teachers with the new knowledge and teaching skills for OBC lesson planning, teaching, and assessment. Teachers

learned about the value of and how to produce local resources for students to improve student learning and progress in OBC enactment.

8.3 Recommendations

This section sets out recommendations arising from the study for teachers and principals.

8.3.1 Recommendations for teachers

Findings from this study indicate teachers should aim to plan their teaching units based on students' everyday life; to develop and utilise local and cultural resources for teaching; use different but student-centred teaching approaches; interpret and communicate the intended learning outcomes; and design their own assessment tasks. Study findings also suggest good lesson planning and logical lesson delivery with clarity of focus would assist students to engage with and comprehend the lesson content and achieve the learning outcomes.

The study recommends teachers to utilise formative assessment to identify the strengths and weaknesses in students and target areas that need work. They are advised to use formative assessment in an ongoing way to provide feedback and to modify their teaching strategies.

The study suggests teachers continue to undertake professional development and in-service training to harness and share their OBC knowledge of lesson planning, teaching approaches and assessment techniques.

8.3.2 Recommendations for principals

The study recommends that principals should encourage and advise teachers to use and practise local cultural norms in teaching outcomes-based curriculum because these norms provide power and authority to teachers to facilitate and manage the classroom. These cultural norms also make students feel comfortable and flexible and more importantly appreciate the learning.-Principals are advised to work with teachers in an ongoing way to develop school-based curriculum programmes and plan to conduct professional development for teachers to share their experiences and knowledge.

8.4 Limitations

The study did not look at other variables like the Ministry of Education, Sports and Culture vision, mission and planning for the education reform and other national and local

economic and social factors that have impacts on the implementation of outcomes-based curriculum. In this way, the study could be perceived as subjective and biased, however, I developed multiple (detailed in chapter 3) case studies of classroom practice and semi-Talanoa. It is acknowledged that the chosen case studies are not a representational sample.

The original purpose and intention of the research was to conduct it in government primary schools because the government was the driving force behind the outcomes-based curriculum reform. However, the Chief Executive Office of the Ministry of Education, Sports and Culture did not support data collection in government schools. Therefore, private and mission schools were invited to be part of the research. I had limited time and funding to travel around and seek permission and undertake observation for different private and mission schools for the research and so only three schools were selected to participate. Fortunately, they were happy to participate in the study.

A further limitation is that the research findings cannot necessarily be generalised to other primary schools within Samoa because different schools experienced and faced different challenges in administration, teaching and learning practices, resources and materials, funding subsidy and parents and stakeholders' engagement. So, the impacts and experiences vary from school to school to influence the implementation of outcomes-based curriculum. This research found financial support and teaching and learning resources varied across all the schools.

8.5 Further research

Further research could be done to assess teachers' development of local resources and the relevance and appropriateness of these for specified learning outcomes and lessons. Research could explore how parents might be engaged in curriculum development as a complement to the current active support they provide schools and teachers. Additional study could be done into school challenges like lack of funds and resources to assess how these challenges could be addressed by MESC, parents and other stakeholders. The two studied mission schools received financial support and resources from the church so further research could be done with other Samoa mission schools to find out whether they get support from churches or not. Findings could then be compared to other Pacific countries' church and mission schools to understand how this might be optimised for the benefit of both groups.

The Faasāmoa context offers a unique perspective of the enactment of outcomes-based curriculum to maintain respect between teachers and students in the classroom. Further

research could investigate OBC enactment in other primary schools to see whether teachers and students are using the cultural norms in their teaching or not.

8.6 Personal commentary

OBC enactment in Samoa is an ongoing process. My study found progress has been made in lesson planning, pedagogical approaches, lesson coordination and teaching. The ongoing professional development organised by the schools and teachers has encouraged teachers to develop their own local teaching resources and they are continually gaining new insights and experiences in teaching. Observations showed teachers developing and utilising a range of imaginative and relevant resources and encouraging learners to make connections with their life experiences. Faasāmoa has positive impacts on the facilitation and coordination of lessons in the classroom in helping to facilitate relationships between teachers and students and teaching and learning. The study observed that local teachers have made progress in teaching OBC. The impact of the teaching was evidenced by the active involvement of learners in the lessons, and their readiness to share ideas and experiences and ask questions. Furthermore, students shared their school learning ideas and experiences with their family members at home, which was an important indicator of meaningful learning which they could apply to their own lives.

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[information-and-communication-technology-ict-as-an-educational-tool-to-improve-learning-and-teaching-skills/](https://journalofsamoanstudies.ws/2021/10/30/the-use-of-information-and-communication-technology-ict-as-an-educational-tool-to-improve-learning-and-teaching-skills/)

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Appendix 1: Ethics approval from the University of Waikato

Te Kura Toi Tangata
Division of Education
The University of Waikato
Private Bag 3105
Hamilton, New Zealand, 3240

DivEd Ethics Committee
fedu.ethics@waikato.ac.nz
07 8384500 ext. 7870
www.waikato.ac.nz/education



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

15/8/2019

Dear Felila Saufoi Amituanai Semel

Division of Education Ethics Application Approved FEDU059/19

I am pleased to advise you that your ethics application for the project entitled “A case study research investigation of teachers’ pedagogical enactment of the Samoa primary school outcomes-based curriculum.” was approved by Te Kura Toi Tangata Division of Education Ethics Committee on August 15th, 2019.

Please be aware that the Te Kura Toi Tangata Division of Education Ethics Committee must be advised (by memo) of any changes to the details recorded in your ethics application. Please send any such advice to fedu.ethics@waikato.ac.nz. You will receive a memo of approval once the change(s) has been considered.

Kind regards

Two handwritten signatures in black ink. The first signature is 'Jayne Clark' and the second is 'Nicola Daly'.

Co-chair

Te Kura Toi Tangata Division of Education Ethics Committee

Appendix 2: Permission letters for school as participants

17th December 2018

University of Waikato

Hillcrest

Hamilton 3216

New Zealand

Mobile: 022 510 7708

Email: fa90@students.waikato.ac.nz

Email: fsaufoi@gmail.com

Name (primary school)

Apia, Samoa

The School Principal

Subject: Seeking permission to do outcome-based teaching observation and talanoa case study research in your primary school

I am Felila Saufoi Amituanai Semel a lecturer from the NUS now undergoing my PhD studies at the University of Waikato in New Zealand. I am writing this letter to you as the principal to request permission to conduct my research in your school.

This study has two aims: 1) to understand the historical development of the Samoan outcome-based curriculum primary school curriculum and, 2) to understand how teachers can effectively enact the Samoan outcome-based curriculum. It is hoped that the research findings will inform Samoan primary teachers about effective approaches to enact the outcome-based curriculum. It may also provide insight to the Ministry of Education and National University of Samoa about how to support teachers to effectively enact the outcome-based curriculum.

I am seeking your consent to invite you, your Year 4 and Year 6 teachers and their students to participate in this study. I plan to spend a week in your school, working with teachers and students. Within a week I will observe teacher four times in their entire lesson teaching period.

After each observation I will have a 10-minute Talanoa reflection on the lesson with the teacher. Lastly, I will have a 30 minutes and Talanoa to finish the data collection. The Talanoa and Fa’afaletui will be audio recorded and transcribed and you, teachers and students will be given a copy of the transcription to check.

Participation in this research is voluntary. Participants will have the right to withdraw at any time. They will have the right to withdraw their data up until the point where they have approved the transcriptions of the Talanoa and Fa’afaletui.

Pseudonyms will be used to ensure that participants’ identities will remain confidential and anonymous. Participants’ names will not be published. Data will be shared in academic publications and presentations, and, for this reason, confidentiality cannot be guaranteed.

Please let me know if you have any questions about the research. Please contact me on my mobile number 022 510 7708 or email address f.saufoi@gmail.com. Or could contact my supervisors on the email address nicola.daly@waikato.ac.nz or phone number 6478384466, ext. 4298 or donella.cobb@waikato.ac.nz or +647 8384 4466, ext. 8385.

If you are willing to give permission for this research, please sign the permission form below.

Yours truly

.....

Felila Saufoi Amituanai Semel
PhD Student University of Waikato

Appendix 3: Permission form for school principals

TITLE OF STUDY

Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum: A historical and design action research.

Giving Permission

This is to advise that I, _____ [name] have read the Information Sheet regarding the research titled: 'Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum. A multiple case research investigation' and I understand the nature of the research. I have had the opportunity to ask the principal researchers any questions about the research project and have had them answered to my satisfaction.

I give my permission for this research to conduct with my Year 4 and Year 6 teachers and their students and me in the school.

Name: _____ Signature: _____

Date: _____

Appendix 4: Permission letters for teacher participants

17th December 2018

University of Waikato

Hillcrest

Hamilton 3216

New Zealand

Mobile: 022 510 7708

Email: fa90@students.waikato.ac.nz

Email: fsaufoi@gmail.com

The Primary School Principal

Apia, Samoa

The School Principal

Subject: Seeking permission to do an interview with teachers (Year 4 & Year 6 teachers) on the introduction and teaching of outcome-based curriculum into Samoa primary schools in 2010.

I am Felila Saufoi Amituanai Semel a lecturer from the NUS now undergoing my PhD studies at the University of Waikato in New Zealand. I am writing this letter to you as the school principal to request permission to conduct my research interview with your teachers.

This study has two aims: 1) to understand the historical development of the Samoan outcome-based curriculum primary school curriculum and, 2) to understand how teachers can effectively enact the Samoan outcome-based curriculum. It is hoped that the research findings will inform Samoan primary teachers about effective approaches to enact the outcome-based curriculum. It may also provide insight to the Ministry of Education, Sports, and Culture; and the National University of Samoa about how to support teachers to effectively enact the outcome-based curriculum.

I am seeking your consent to invite your teachers to participate in this study. Your teachers' participation in the outcome-based curriculum teaching in Samoa, so they have the experience of implementing the outcomes-based curriculum is considered important to this study.

If granted permission, I would visit the teachers at a time convenient for the teachers. I would observe the teacher lesson teaching during the lesson period and have 30 minutes Talanoa with the teacher about the implementation and teaching of outcomes-based curriculum.

The transcript will be sent back to teachers within two weeks to review and, if necessary, amend so that the transcript accurately reflects the intended meaning.

Participation in this research is voluntary. The teachers would have the right to withdraw at any time. The teachers would have the right to withdraw their data up until the point where they have approved the transcriptions of the Talanoa.

The names of teachers will not be published. Data will be shared in academic publications and presentations, and, for this reason, confidentiality cannot be guaranteed.

Please let me know if you have any questions about the research. Please contact me on my mobile number 022 510 7708 or email address f.saufoi@gmail.com. Or could contact my supervisors on the email address nicola.daly@waikato.ac.nz or phone number 6478384466, ext. 4298 or donella.cobb@waikato.ac.nz or +647 8384 4466, ext. 8385.

If you are willing to give permission for your teachers to participate in this research, please sign the permission form below.

Yours truly

.....

Felila Saufoi Amituanai Semel
PhD Student University of Waikato

Appendix 5: Permission form for School Principal

TITLE OF STUDY

Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum: A historical and multiple case research.

Giving Permission

This is to advise that I, _____ [name] have read the Information Sheet regarding the research titled: 'Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum. A multiple case study research investigation' and I understand the nature of the research. I have had the opportunity to ask the principal researchers any questions about the research project and have had them answered to my satisfaction.

I give my permission for this research to be conducted in my school with the Year 4 and Year 6 teachers.

Name: _____ Signature: _____

Date: _____

Appendix 6: Parent Permission for children participation

17th December 2018

University of Waikato

Hillcrest

Hamilton 3216

New Zealand

Mobile: 022 510 7708

Email: fa90@students.waikato.ac.nz

Email: fsaufoi@gmail.com

The Village Community

Apia, Samoa

Dear Parents

Subject: 'Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum: A historical and multiple case study research.'

I am Felila Saufoi Amituanai Semel a lecturer from the National University of Samoa and now undergoing my PhD studies at the University of Waikato in New Zealand. I am writing this letter to you as the parents of year four and six learners to inform you about my research on teachers' pedagogical enactment of the Samoan outcomes-based curriculum. The principal has allowed me to do my observation research in this school with your child's teacher and to conduct 15-minute semi-Talanoa in class with your children.

This study has two aims: 1) to understand the historical development of the Samoan outcome-based curriculum primary school curriculum and, 2) to understand how teachers can effectively enact the Samoan outcome-based curriculum. It is hoped that the research findings will inform Samoan primary teachers about effective approaches to enact the outcome-based curriculum. It may also provide insight to the Ministry of Education and National University of Samoa about how to support teachers to effectively enact the outcome-based curriculum.

As part of this research, I will spend one week in your child's class collecting data. While the focus of this research is on your child's teacher, I will be present in your child's class during this time and will be doing the following tasks.

- Observing your child's teacher teach English each week for 50 minutes.
- Working with your child's teacher to adjust their teaching practice.
- Conduct 15 minutes semi-Talanoa with the class.

Should you have any questions about the research, you can contact me on my mobile number 022 510 7708 or email address f.saufoi@gmail.com. Alternatively, you can contact my research supervisors on the email address nicola.daly@waikato.ac.nz or phone number 6478384466, ext. 4298 or donella.cobb@waikato.ac.nz or +647 8384 4466, ext. 8385.

If you are willing to give permission for this research with your children, please sign the permission form below.

Thank you very much.

Yours truly

.....
Felila Saufoi Amituanai Semel
PhD Student University of Waikato

Appendix 7: Tusi mo Matua mo se faatagana o fanau e auai

Tusi mo Matua

17 Tesema 2018

University of Waikato

Hillcrest

Hamilton 3216

New Zealand

Mobile: 022 510 7708

Email: fa90@students.waikato.ac.nz

Email: fsaufoi@gmail.com

Aoga Tulagalua i Samoa

Matāgaluega o A’oga, Ta’aloga ma Aganuu

P.O. Box 1869

Apia, Samoa

Mo Matua,

Matāupu: Mo se faatagana e faia ai le sailiiliga mo le aoaoina o polokalame i matāupu o faanaunauga ausia, ma taunuuga o aoaoga i tamaiti aoga o le Tausaga 4 ma le Tausaga 6.

O a’u o Felila Saufoi Amituanai Semel, o le faiaoga mai le Iunivesete o Samoa olo’o aoaoina mo le faailoga o le faatufugaga (PhD studies) i le Iunivesete o Uaikato i Niu Sila. Ua tusia leni tusi e faailoa atu ai i matua o tamaiti aoga olo’o i le Tausaga 4 ma le Tausaga 6 i aoga e pei ona ua filifilia, ina ia faatagaina se sailiiliga ma se iloiloga i vasega o o latou alo ma fanau faapea foi faiaoga. Ua maea foi ona aumaia le faatagana mai le Matāgaluega o A’oga, Ta’aloga ma Aganuu mo le faagasoloina ai o le sailiiliga i vasega 4 ma le 6 i nei aoga.

E lua sini aoao o leni sailiiliga: 1) ia malamalama i le tala’aga o le fausiaina ai o polokalame i matāupu o faanaunauga ausia, ma taunuuga o aoaoga i Samoa mo polokalame aoaoina i Aoga Tulagalua, ma le 2) ia malamalama poo faapefea e faiaoga ona tauaveina ma aoaoina leni

polokalame i matāupu o faanaunauga ausia, ma taunuuga o aoaoga. E iai le faamoemoe o tali o lenei sailiiliga, o le a fautuaina ai faiaoga Tulagalua o Samoa i ‘auala fai’oa mo le tauaveina o lenei polokalame i matāupu o faanaunauga ausia, ma taunuuga o aoaoga. O le a mafai foi ona tapenaina nisi sulu mo le Matāgaluega o Aoaoga, Ta’aloga ma Aganuu faapea foi le Iunivesete o Samoa i itū e lagolago ai faiaoga, mo le lelei aoaoina o polokalame i matāupu o faanaunauga ausia, ma taunuuga o aoaoga.

Afai o le a finagalo malilie susuga i faiaoga ma tamaiti aoga e auai i lenei sailiiliga, o le a faaaluina se masina i o latou vasega mo le aoina mai o faamatalaga aua lenei faamoemoe. O le a mataitū ai foi faatinoga i totonu o potu aoga o vasega ua filifilia.

Ua fuafuaina e faatinoina lenei suesuega i le fa vaiaso i aoga taitasi ua filifilia, ma galulue ai ma faiaoga e toalua mai aoga taitasi. I totonu o le fa vaiaso, o le a ou matau ai le faatinoga a le faiaoga i le 50 minute. O le ma’ea ai o le mataitūina o le faiaoga, o le a Talanoa ma le faiaoga i ni ‘auala sa matauina mo se itulā, ma o le a talosagaina ai le faiaoga e tapena se isi lesona fou mai le talanoaga sa faia. O le ma’ea ai o ia vaega uma, o le a faaiu i le Fa’afaletui, mo se lua itula ma o lea faatalatalanoaga e faaiu ai le aoaoina o tala faamauina. O le Talanoa ma le Fa’afaletui o le a pueina i se laau pu’eleo ma faamaumuina, ma o le a mafai ona maua ni kopi mo susuga i faiaoga o nei faamaumauga mo le siakiina.

E lua lava ni vaega taua o le a mataituina;

- o le matauina lea o le faiaoga i le aoaoina o lana vasega i vaiaso taitasi o le mataupu o le Igilisi mo le 50 minute
- galulue faatasi ma le faiaoga olo’o iai si ou alo i le toe fetu’utu’una’iina o ni ‘auala mo le tauaveina o lea lava mataupu

Pe afai e iai se fesili i lenei sailiiliga, faamolemole fesootai mai a’u i le telefoni 022 510 7708 poo le imeli f.saufoi@gmail.com. E mafai foi ona fesootai ou supavaisa i le imeli lenei; nicola.daly@waikato.ac.nz poo le telefoni 647 838 4466, laina. 4298 poo le isi lea, donella.cobb@waikato.ac.nz poo le telefoni 647 8384 4466 laina. 8385.

Ua faia ma le faaaloalo tele lava.

Ma le ava tele,

.....

Felila Saufoi Amituanai Semel

PhD Student Univesity of Waikato

Appendix 8: Permission form for parents

TITLE OF STUDY

Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum: A historical and multiple case research.

Giving Permission

This is to advise that I, _____ [name] have read the Information Sheet regarding the research titled: 'Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum. A multiple case study research investigation' and I understand the nature of the research. I have had the opportunity to ask the principal researchers any questions about the research project and have had them answered to my satisfaction.

I give my permission for this research to be conducted in the school with my children and their teacher.

Name: _____ Signature: _____

Date: _____

Appendix 9: Information permission letter for participants

Principals' permission letter to participate.

17th December 2018

University of Waikato

Hillcrest

Hamilton 3216

New Zealand

Mobile: 022 510 7708

Email: fa90@students.waikato.ac.nz

Email: fsaufoi@gmail.com

The Primary School Principal

Apia, Samoa

The School Principal

Subject: Seeking permission to do an interview with principals on the introduction and teaching of outcome-based curriculum into Samoa primary schools in 2010.

I am Felila Saufoi Amituanai Semel a lecturer from the NUS now undergoing my PhD studies at the University of Waikato in New Zealand. I am writing this letter to you as the school principal to request permission to conduct my research interview with you.

This study has two aims: 1) to understand the historical development of the Samoan outcome-based curriculum primary school curriculum and, 2) to understand how principals understand the curriculum and can effectively enact the Samoan outcome-based curriculum. It is hoped that the research findings will inform Samoan primary principals to effectively manage and enact the outcome-based curriculum. It may also provide insight to the Ministry of Education, Sports, and Culture; and the National University of Samoa on how to support principals to actively implement the outcome-based curriculum.

I am seeking your consent to invite you participate in this study. Your participation in the outcome-based curriculum teaching in Samoa, so you have the experience of managing and implementing the outcomes-based curriculum is considered important to this study.

If granted permission, I would visit you at a time convenient for your 45 minutes Talanoa session about the management, implementation, and teaching of OBC.

The transcript will be sent back to you within two weeks to review and, if necessary, amend so that the transcript accurately reflects the intended meaning.

Participation in this research is voluntary. The principals would have the right to withdraw at any time. You would have the right to withdraw your data up until the point where you have approved the transcriptions of the Talanoa.

Your names will not be published. Data will be shared in academic publications and presentations, and, for this reason, confidentiality cannot be guaranteed.

Please let me know if you have any questions about the research. Please contact me on my mobile number 022 510 7708 or email address f.saufoi@gmail.com. Or could contact my supervisors on the email address nicola.daly@waikato.ac.nz or phone number 6478384466, ext. 4298 or donella.cobb@waikato.ac.nz or +647 8384 4466, ext. 8385.

If you are willing to give permission to participate in this research, please sign the permission form below.

Yours truly

.....

Felila Saufoi Amituanai Semel
PhD Student University of Waikato

Appendix 10: Permission form for School Principal

TITLE OF STUDY

Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum: A historical and multiple case research.

Giving Permission

This is to advise that I, _____ [name] have read the Information Sheet regarding the research titled: 'Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum. A multiple case research investigation' and I understand the nature of the research. I have had the opportunity to ask the principal researchers any questions about the research project and have had them answered to my satisfaction.

I give my permission for this research to be conducted in my school with me for Talanoa.

Name: _____ Signature: _____

Date: _____

Appendix 11: Information permission letter for participants

School Teachers permission letter to participate.

17th December 2018

University of Waikato

Hillcrest

Hamilton 3216

New Zealand

Mobile: 022 510 7708

Email: fa90@students.waikato.ac.nz

Email: fsaufoi@gmail.com

Name (primary school)

Apia, Samoa

Dear Teacher

Subject: Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum: A multiple case study research.

I am Felila Saufoi Amituanai Semel a lecturer from the National University of Samoa now undertaking my PhD studies at the University of Waikato in New Zealand. I am writing this letter to you as teachers to invite you to participate in my research study.

This study has two aims: 1) to understand the historical development of the Samoan outcome-based curriculum primary school curriculum and, 2) to understand how teachers can effectively enact the Samoan outcome-based curriculum. It is hoped that the research findings will inform Samoan primary teachers about effective approaches to enact the outcome-based curriculum. It may also provide insight to the Ministry of Education and National University of Samoa about how to support teachers to effectively enact the outcome-based curriculum.

Should you give your consent, I will invite you to participate in this research. Should the teachers agree to participate, I will spend one week at your school collecting data.

I plan to spend a week in your school, working with teachers and students in the school. Within a week, I will observe teacher teaching four times in the week during the entire teaching period. After each observation will have 10 minutes Talanoa reflection on the lesson with the teacher. Lastly, we will have 30 minutes Fa’afaletui to finish the data collection. The Talanoa and Fa’afaletui will be audio recorded and transcribed and the teachers will be given a copy of the transcription to check.

Participation in this research is voluntary. The teachers have the right to withdraw at any time. The teachers have the right to withdraw the data up until they have checked their Talanoa and Fa’afaletui.

Pseudonyms will be used to ensure that the teachers and schools’ identity will remain confidential and anonymous. The name of the teachers will not be published. Data will be shared in academic publications and presentations, and, for this reason, anonymity cannot be guaranteed.

Please let me know if you have any questions about the research. Please contact me on my mobile number 022 510 7708 or email address f.saufoi@gmail.com. Or could contact my supervisors on the email address nicola.daly@waikato.ac.nz or phone number 6478384466, ext. 4298 or donella.cobb@waikato.ac.nz or +647 8384 4466, ext. 8385.

If you are willing to give permission for this research, please sign the permission form below.

Yours truly

.....

Felila Saufoi Amituanai Semel
PhD Student University of Waikato

Appendix 12: Informed consent form for School Principal

TITLE OF STUDY

Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum: A historical and multiple case study research.

Giving consent

This is to advise that I, _____ [name] have read the Information Sheet regarding the research titled 'Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum. A multiple case research investigation' and I understand the nature of the research and why I have been invited to participate. I have had the opportunity to ask the principal researchers any questions about the research project and have had them answered to my satisfaction.

I understand that while the researcher will not identify me in any presentations or publications reporting the research, confidentiality cannot be guaranteed. I also understand that the researcher will delete all electronic files after transcription and that hard copies of the transcriptions will be kept for the required five years period.

I understand that I have the right to:

- Withdraw from the research at any time.
- Withdraw my data until you have approved your transcription.
- Contact the research supervisor Dr. Nicola Daly, if I have any concerns that I feel are unable to be resolved by speaking to the research directly.

I consent to:

- Participate in a 30-minute Talanoa with the researcher.
- My Talanoa face-to-face will be transcribed.

Name: _____ Signature: _____

Date: _____ Participant: _____

Appendix 13: Information permission letter for participants

Parents' permission letter to participate.

17th December 2018

University of Waikato

Hillcrest

Hamilton 3216

New Zealand

Mobile: 022 510 7708

Email: fa90@students.waikato.ac.nz

Email: fsaufoi@gmail.com

Name (primary school)

Apia, Samoa

Dear Parents

Subject: Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum: A multiple case study research.

I am Felila Saufoi Amituanai Semel a lecturer from the National University of Samoa now undertaking my PhD studies at the University of Waikato in New Zealand. I am writing this letter to you as parents to invite you to participate in my research study.

This study has two aims: 1) to understand the historical development of the Samoan outcome-based curriculum primary school curriculum and, 2) to understand how teachers can effectively enact the Samoan outcome-based curriculum. It is hoped that the research findings will inform Samoan primary teachers about effective approaches to enact the outcome-based curriculum. It may also provide insight to the Ministry of Education and National University of Samoa about how to support teachers to effectively enact the outcome-based curriculum.

Should you give your consent, I will invite you to participate in this research. Should the parents agree to participate, I will spend one week at the school collecting data. I like to have 20 minutes semi-Talanoa with parents to get views about your involvement and participation in the outcomes-based curriculum implementation. The semi-Talanoa and will be audio recorded and transcribed and the parents will be given a copy of the transcription to check.

Participation in this research is voluntary. The parents have the right to withdraw at any time. The parents have the right to withdraw the data up until they have checked their Talanoa.

Pseudonyms will be used to ensure that the parents and schools' identity will remain confidential and anonymous. The name of the parents will not be published. Data will be shared in academic publications and presentations, and, for this reason, anonymity cannot be guaranteed.

Please let me know if you have any questions about the research. Please contact me on my mobile number 022 510 7708 or email address f.saufoi@gmail.com. Or could contact my supervisors on the email address nicola.daly@waikato.ac.nz or phone number 6478384466, ext. 4298 or donella.cobb@waikato.ac.nz or +647 8384 4466, ext. 8385.

If you are willing to give permission to participate in this research, please sign the permission form below.

Yours truly

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Felila Saufoi Amituanai Semel
PhD Student University of Waikato

Appendix 14: Permission form for Parents

TITLE OF STUDY

Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum: A historical and multiple case research.

Giving Permission

This is to advise that I, _____ [name] have read the Information Sheet regarding the research titled: 'Primary teachers' pedagogical enactment of the Samoan outcome-based curriculum. A multiple case study research investigation' and I understand the nature of the research. I have had the opportunity to ask the principal researchers any questions about the research project and have had them answered to my satisfaction.

I give my permission to participate in this research with the 20 minutes semi-Talanoa session.

Name: _____ Signature: _____

Date: _____

Appendix 15: Research procedures and questions

Main general research questions

| | |
|-----------------------------|---|
| Overarching question | <ul style="list-style-type: none">• How are primary school teachers in Samoa enacting an outcomes-based curriculum? |
| Sub-questions | <ol style="list-style-type: none">1. What pedagogical practices are Samoan primary teachers using to enact an outcomes-based curriculum in classroom teaching?2. How are the students responding to learning through outcomes-based curriculum?3. How do Samoan primary teachers' practices draw on Samoan faasamoa cultural norms?4. How are principals, parents and other community members supporting primary school in enacting the outcomes-based curriculum?5. What are principals and teachers' recollection of how their initial implementation of outcomes-based curriculum was supported? |

Appendix 16: Initial Talanoa teachers' questions

1. Tell me about your experiences of teaching the outcomes-based curriculum.
2. How have you implemented the outcomes-based curriculum?
3. Has your teaching changed with the new curriculum? If so, how? If not, why not?
4. How are your students responding to outcomes-based curriculum?
5. What are challenges for teaching this outcomes-based curriculum?

In Samoan Language

Ulua'i Talanoaga

1. E mafai ona e faasoa mai lou tomai masani i le a'oa'oina o le polokalame i matāupu o faanaunauga ausia o aoaoga ua iai nei.
2. O faapefea ona e faatinoina lenei suiga o polokalame i matāupu o faanaunauga ausia o a'oa'oga?
3. O i ai se suiga o lou a'oa'oina ai o le polokalame fou lenei? Faapefea lea suiga?
4. O faapefea ona tali mai le fanau a'oa'oina i le polokalame i matāupu o faanaunauga ausia o a'oa'oga?
5. O a ni lu'itau i le a'oa'oina ai o lenei polokalame i matāupu o faanaunauga ausia o a'oa'oga?

Appendix 17: Talanoa participants discussion questions

1. Can you tell me how that lesson went for you? Can you provide specific examples?
2. What went well and why?
3. What is one aspect of the lesson that you would like to change and why?
4. Which one of the seven pedagogical strategies would you like to engage more?
5. How would you like to go about that in your next lesson?

In Samoan Language

Faatatalanoaga:

1. E mafai ona e tau mai na faapefea lau lesona lea sa a'oa'oina nei? Sei faamanino mai na vaega.
2. O a ni vaega sa lelei ona a'oa'oina ae aisea foi na lelei ai?
3. O le a se vaega e tasi o le lesona sa a'oa'oina e te mana'o ia sui
4. Pe a tatou toe va'ava'ai i 'auala o a'oa'oga e fitu lea olo'o tatou faaaogaina, o le a se auala e tasi olo'o e mana'o e faateleina ai lou naunau e a'oa'oina?
5. O le a faapefea ona e faatinoina lena vaega i le isi au lesona lea e sosoo mai?

Appendix 18: Fa’afaletui participants questions

1. What changes have you implemented within the last four weeks? Are there any changes? If so, what are these changes?
2. Has your understanding of the outcome-based curriculum changed? If so, what has changed?
3. Would you feel comfortable to use some of the outcome-based strategies we discussed during Talanoa and lesson planning in the future?
4. Which of these seven strategies do you think are more suitable for you to apply in your teaching?
5. What impact have you perceived these changes have had on your students’ learning? Can you give some specific examples?

In Samoan Language

Fa’afaletui

1. O a ni suiga sa e faatinoina i le fa (4) vaiaso ua tuana’i? Sa i ai ni suiga? Afai o lea, o a na suiga?
2. Ua iai la se suiga o lou silafia i polokalame i matāupu o faanaunaga ausia o a’oa’oga? Afai o lea, o le a lena suiga?
3. O i ai se fesoasoani mo oe o ‘auala mo polokalame i matāupu o faanaunaga ausia lea sa ta talanoaina a o faia le Talanoa ma le fuafuaina o lesona mo le lumana’i?
4. O fea o se ‘auala o a’oa’oga e fitu (7) sa faaaogaina e te manatu e sili atu ona talafeagai mo oe i le tauaveina o le a’oa’oina o tamaiti?
5. O a ni aafiaga sa e matauina ai ni suiga mai tamaiti i le taimi o le lesona? E mafai ona e aumaia ni faataitaiga manino sa alia’e mai?

Appendix 19: Research procedures and schedule

Talanoa with the research participants in Upolu and Savaii schools

Talanoa session time per research participant in each school

| Talanoa duration | Talanoa participants |
|--|-------------------------------------|
| Talanoa with teachers on Friday. Five minutes to establish relationship, 30 minutes for Talanoa and 15 minutes review of transcript by the participant on another day (total 50 minutes) | Face-to-face Talanoa with teacher |
| Talanoa with principals on Friday. Five minutes to establish relationship, 25 minutes for Talanoa and 15 minutes review of transcript by the participant on another day (total 45 minutes) | Face-to-face Talanoa with principal |
| Semi-Talanoa with students on Wednesdays. Five minutes to establish relationship, 10 minutes for Talanoa and five minutes review transcript by participants (total 20 minutes) | Face-to-face Talanoa with student |
| Semi-Talanoa with parents on Thursdays. Five minutes to establish relationship, 15 minutes for Talanoa and 10 minutes review transcript by participants (total 30 minutes) | Face-to-face Talanoa with parent |
| Talanoa total time duration with participants in each school = 2 hours 25 minutes | |
| With participants consent, the Talanoa was audio recorded and transcribed. | |
| Participants are given the opportunity to review and amend transcripts so accurately reflect the participants' intended meaning. | |

Appendix 20: Lesson observation in Savaii and Upolu Primary Schools

The table schedule applies to both Savaii & Upolu primary schools

Lesson observation time per teacher in each school.

| Days | Week 1 School A | Week 2 School B | Week 3 School C |
|-----------|---|---|---|
| Monday | -Lesson observation 50 minutes -Talanoa 10 minutes -Transcript Check 15 minutes | -Lesson observation 50 minutes -Talanoa 10 minutes -Transcript Check 15 minutes | -Lesson observation 30 minutes -Talanoa 10 minutes -Transcript Check 15 minutes |
| Tuesday | -Lesson observation 50 minutes -Talanoa 10 minutes -Transcript Check 15 minutes | -Lesson observation 50 minutes -Talanoa 10 minutes -Transcript Check 15 minutes | -Lesson observation 30 minutes -Talanoa 10 minutes -Transcript Check 15 minutes |
| Wednesday | -Lesson observation 50 minutes -Talanoa 10 minutes -Transcript Check 15 minutes | -Lesson observation 50 minutes -Talanoa 10 minutes -Transcript Check 15 minutes | -Lesson observation 30 minutes -Talanoa 10 minutes -Transcript Check 15 minutes |
| Thursday | -Lesson observation 50 minutes -Talanoa 10 minutes | -Lesson observation 50 minutes -Talanoa 10 minutes | -Lesson observation 30 minutes -Talanoa 10 minutes |

| | | | |
|--------------------|---|------------------------------|------------------------------|
| | -Transcript Check 15 minutes | -Transcript Check 15 minutes | -Transcript Check 15 minutes |
| Friday | This day allocated to Talanoa with the school principal and the class teacher | | |
| Total hours | 5 hours | 5 hours | 3 hours 40 minutes |
| Total | 13 hours 40 minutes of lesson observation within the three-week period | | |

*Within normal teaching time so no extra time required

- Initial Talanoa is where the participant and researcher will talk about the purpose of the study.
- Transcript check after Talanoa to check the discussion notes for error free.
- Observation is where the researcher will observe the teacher teaching the outcome-based lesson, take note of the teaching process and strategies.
- Talanoa here is where the participant and researcher discuss about the observation notes were observed and way forward for change.
- Transcript check after Talanoa to check the discussion notes for error free.
- Lesson plan will develop by the participant based on the Talanoa discussion for change and improvement to teaching.
- Last observation is where the participant and researcher will engage and interact in the lesson to bring changes into practice.
- Fa'afaletui is where the participant and researcher formally discuss about the progress and changes of outcome-based teaching taken during the observations and Talanoa sessions.

Appendix 21: Data collection strategy

Observation tool

- I will crosscheck outcome-based pedagogical strategies and note examples of the strategies and number of examples teacher uses in the teaching.

| Outcome-based pedagogical strategies | | Examples of | Number of examples in lesson |
|--------------------------------------|---|-------------|------------------------------|
| Direction | Teacher guide class through various steps in carrying out task. Students repeat the performance many times, as they put the tasks into proper sequence and timing. | | |
| Practice | This strategy used in classroom lessons and activities. Demonstration does not necessarily have to come from teacher it may come from another student or even audio-visual aids. | | |
| Reciprocal | Allows more decision making by students. Students are observers and responsible for viewing performance of their classmates and provide feedback on each attempt of the activity. | | |
| Task | Teacher decides on the content of what will be taught but allows | | |

| | | | |
|------------------|---|--|--|
| | students some decision-making and give them chance to work at their own pace. | | |
| Guided discovery | Teacher defines intended outcome of the response but does not determine how it will be attained. Allows students to experiment with different tasks in order to achieve the desired goals. | | |
| Problem-solving | In problem solving teacher present a challenging task that has certain guidelines. The goal is not to find a single correct answer but students to find as many different solutions to the challenge as possible. | | |
| Exploration | Students are exploring the tasks in a less restrictive and more natural environment with much less teacher direction. To move as freely as they desire within the limits of safety to find the answers. | | |