

# Papua New Guinea Journal of Education

ISSN: 0031-1472

Volume 44, 2024



## **RESOURCING AND ENACTING CRITICAL LITERACY POLICIES IN PNG PRESERVICE TEACHER EDUCATION**

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## RESOURCING AND ENACTING CRITICAL LITERACY POLICIES IN PNG PRESERVICE TEACHER EDUCATION

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### Abstract

The remit of education is heavily influenced by policies and their enactment. This article reports on findings regarding how critical literacy (CL) policies are resourced and enacted in initial teacher education (ITE) within the Papua New Guinea context. The data reported draw upon interviews with teacher educators (n = 13) from five teacher education institutions in PNG. Postcolonial Theory and the Freirean critical pedagogy guide the investigation of critical literacy policy enactment in ITE. The study's findings suggest that multiple tensions challenge the enactment of policies focused on developing the skills around CL within the PNG ITE context. The research findings not only speak to the development of pedagogical approaches but also to how we understand the relationship between policy, cultural change, and social justice.

**Key Words:** Critical Literacy; Initial Teacher Education; Social Justice and Equity; Critical Consciousness; Critical Pedagogy.

### Introduction

In the 21st century, teachers must be prepared with a diversity of skills. Not only must they be adept at their content knowledge, but they must also have sophisticated knowledge of cognitive, intrapersonal, interpersonal, and technical skills (Geisinger, 2016). In this article we focus on the critical literacy as a pedagogic space which requires both skills and certain social justice dispositions (Coffey, 2008; Morrell, 2008). We recognize the significant and growing body of research has investigated the pedagogical practices associated with critical literacy (CL), specifically the development of critical literacy pedagogies within developing countries (Freire, 2005; Borsheim-Black, Macaluso & Petrone, 2014). It has been argued that CL education has an emancipatory potential, and the development of CL skills is integral to how populations of people combat social injustices and decolonising oppressive ideologies (Freire, 2005).

Education and training focused on CL must be part of initial teacher education (ITE) as preservice teachers (PSTs) remain an important leverage point for change. While it is challenging to know how CL is adopted within ITE internationally, we know that in some contexts – such as PNG – it is a relatively recent addition. In fact, for the most part, educational research has focused on the adoption of functional literacy in PNG (Ahai, 1990). According to Schneider (2016), and others, functional literacy is connected to culture and the way of life of

people within their social context. In the context of PNG, functional literacy has been crucial because it allows the population to access vital knowledge and skills to tap into economic activities. Less attention has been focused on CL and how CL can be fostered in formal education environments. In this paper, we draw on empirical data to explore the enactment of education policies related to CL pedagogy in ITE with a focus on how policies, as forms of regulation, are subject to interpretation often in relation to social and material circumstances. We are interested in what informs ‘successful’ policy implementation (Rein, 2017). The paper draws on semi-structured interviews with 13 teacher educators from four teachers’ colleges and one from the Teacher Education University (TEU) in PNG. The conversations the first author, who was from PNG, held with educators working in ITE focused on curriculum and pedagogy, capturing their perceptions of what is needed in preservice teacher education to develop more effective literacy educators for future generations.

What the paper captures is how policies can be promising but need the resource capacity to translate into actual practice not to mention a certain disposition in the population to desire reform. Previous research has addressed how policies around training, specifically improving improving teacher training, can foster certain approaches to CL (see Comber, 2006; Luke, 2018). We acknowledge Rein’s (2017) work regarding how policies need to be supported during different stages of their implementation: mandating, regulating, stimulating and supporting. Furthermore, the words of Ball (1993) resonate with our research where he specifically argues that:

[I]n scrutinizing policy, it is crucial to recognise that the policies themselves, the texts, are (a) not necessarily clear or closed or complete. The texts are the product of compromises at various stages (e.g. at points of initial influence, in the micropolitics of legislative formulation) (p. 12).

Our research defines some of the contours of the transition of the idea of CL into actual teaching and learning in the ITE classroom and highlights the complexity. During the interviews, the teacher educators and PSTs raised concerns about the lack of learning facilities at teacher education institutions, including library facilities, conducive classrooms for teacher education, and lack of ICT support. Limited infrastructure and learning facilities served as significant barriers and, to a certain extent, shaped what was possible.

The article is structured in four sections. Firstly, it examines CL in terms of its definition and background. Secondly, the paper focuses on contextualising CL within the PNG context and addressing current and emerging challenges surrounding it. Thirdly, the paper delineates the methodology of the study, and finally, it presents the findings and discussions.

### Conceptualizing Critical Literacy

Globally, educators are actively investing in developing pedagogic strategies to foster critical literacy (CL) to help their students develop critical consciousness. While it is beyond the remit of this article to fully capture the complexity of CL, integral to our analysis of policy enactment and our participants' experiences around policy enactment, we provide a brief overview. We acknowledge that there are many overlaps between CL and critical thinking but also notable differences.

Research and scholarship on CL has been around half a century, and informed theoretical debates and practical innovations in schools and organisations (Vasquez, 2017; Luke, 2018). CL goes beyond the cultural and functional dimension/domain of literacy foregrounding a deep analysis of texts where the reader questions values and affirms, reconstructs, or deconstructs the meaning of texts and their ideology (Gregory & Cahill, 2009). CL emerged from critical theory and, therefore, shares its roots with various political and economic theories (Bishop, 2014; Coffey, 2008). As Luke (2004) notes, a prominent theme of CL includes advocating justice and equity in diverse communities worldwide.

The roots of critical literacy date back to the 1920s during the Frankfurt School era and was further emphasised by Paulo Freire's work in the 1940s, focusing on critical consciousness and critical pedagogy (Vasquez, 2017). In the 1980s, Freire strongly argued that reading does not just involve decoding words but also reading the world through texts that bring about real-life experiences and the places, spaces, and languages we encounter, use and occupy (Vasquez, 2017). As asserted by Janks (2010), "If repositioning text is tied to an ethic of social justice, then redesign can contribute to the kind of identity and social transformation that Freire's work advocates" (p. 18). Or, as Coffey (2008), notes CL is often framed as "the ability to read texts consciously and reflectively to understand better power, inequality, and injustice in human relationships" (p. 1). According to Luke (2012), the term *critical* is derived from the Greek word *kriticos*, meaning ability to argue and judge.

From a teaching and learning perspective, McLaughlin and DeVogd (2004) assert that "critical literacy helps teachers and students expand their reasoning, seek out multiple perspectives, and become active thinkers" (p. 52). In its purest and most simple form, critical literacy enables students to read the world from different dimensions of power, identity, difference, and access to knowledge, skills, tools, and resources (Janks, 2013). According to Gregory and Cahill (2009), and others, CL means seeing beyond the horizon to decode songs, novels, conversations, movies, art, photographs and social media. In a review of the CL literature published between 1999 and 2003, Edward (2006) reveals that research on CL often

includes reading supplementary texts, reading multiple texts, reading from a resistance perspective, producing counter-texts, having students research topics of personal interest, and challenging students to take social action. Highlighting the relationship between CL and social justice, Coffey (2008) contends that CL skills can help students to question and critique existing ideologies that encourage suppression and drive social inequality. In the research presented in this paper, we foreground the social justice dimensions of CL present in investigating the complexities and tensions involved in the enactment of policies focused on developing the skills around CL within the PNG ITE context. Before we present the context and methodology, we draw some connections between Postcolonial Theory, Freirean critical pedagogy and CL.

### **The Emancipatory Potential of Critical Literacy in Post-Colonial Contexts**

Scholars continue to highlight that CL can increase people's liberty to judge the world they are exposed to, contribute to decisions leading to economic impact, and support any course promoting culturally reliable agendas and social justice. CL is linked to people's lived experiences and culture affected by different power domination (Bishop, 2014). As such, CL can inform society about human indifferences and how social actions can help build a community of people with critical conscience and respect for each other. CL because it provides a platform because it is characterised by criticism and reformation. CL is also used in postcolonial contexts to address resource distribution and international inequities (Norton, 2007).

Historically, and in contemporary times, scholars have drawn on Postcolonial Theory and the Freirean critical pedagogy to guide investigation of critical literacy in the classroom. Postcolonial Theory, as an analytical approach, captures systems of power and domination shaping the experiences of populations inhabiting third world countries and raises concerns by minorities within geopolitical gaps of contemporary society. Postcolonial theory allows us to draw on and apply its criticism to consolidate critical judgment against elements of colonialism because, cannot be regarded only according to its traditional meaning of one state/country colonising another. Colonialism can generally mean the dominating authorities and powers that exert power over others, often leading to social injustice and inequity (Rukundwa & Van Aarde, 2007; Prasad, 2003). Postcolonial theory has also been used in research to focus on objecting to colonial and imperial machineries to practice and normalise social histories, cultural differences, and political discrimination (Rukundwa & Van, 2007). We acknowledge how the tentacles of colonialism swiftly spread throughout Indigenous societies' civic and

cooperate structures to spread their hegemony and values (Markides, 2020). Education that is preconditioned with neo-colonial ideas suppresses free learning and fails to promote culturally aware and critically engaged students (Darder, 2015). For example, after PNG independence, the colonial curriculum remained entrenched in the education system (Papoutsaki & Rooney, 2006). Such an education situation has not helped learners think independently and explore knowledge and skills associated with modernity.

In the 1920s, Freire (1970) advocated for the freedom of the oppressed through the medium of education, using philosophy that has had educational impacts today. Freire (2004) urges society to strive to build a society of peace and justice instead of creating despair and peril. All forms of violence and oppression should be discouraged, and instead, the rights of the weak, minorities, and those discriminated against should be advocated and reinforced in education. Freire's critical pedagogy applied critical theory to classroom pedagogy while he approaches literacy by calling for logical discussions of human ideas and opinions about the world regarding its political and sociocultural connection. In doing so, people can question dominant power hierarchies that isolate minorities and the oppressed (Cadiero-Kaplan, 2002). In returning to the role CL plays, we note there are significant overlaps between critical pedagogy and CL. Freire views CL as reading the world through words by decoding words and how it connects to humans and the natural environment (Chambers & Radbourne, 2015). CL engages people with political and social freedom (Mayo, 1995).

In drawing some connections between Postcolonial Theory, Freirean critical pedagogy and CL, we now address its important in ITE. In fostering CL in the classroom, teachers can help their students learn how to challenge ideologies and norms of education in PNG that oppress and lead to social division (Singh & Greenlaw, 1998). CL, as a part of critical pedagogy, foregrounds emancipation and a commitment to social justice. Integral to how we understand effective ITE are the commitment of teacher educators to the democratic practices that are aligned to common values and promote social justice and equity through are promoted through open dialogue, which problematises biases and advocates for the common good.

### **Context: Initial Teacher Education (ITE) in Post-Colonial PNG**

The legacy of coloniality continues to inform PNG in the current moment. According to Bray (1993), the pervasiveness of colonial education can be noticed throughout the education system of PNG. Colonialism works to manipulate the local system via an external system in order to restructure the norms and values of non-dominant culture (Bray, 1993). This highlights an

insidious form of colonialism: internalized colonialism. Education that is preconditioned with neo-colonial ideas suppresses free learning and fails to promote culturally aware and critically engaged students (Darder, 2015).

While this legacy remains powerful, all levels of the PNG educational system have experienced significant reform. A central target of the PNG education department is to employ schools and teachers who are well-trained and qualified to meet students' demands. If this is to be achieved, schools should have enough resources and support for quality teaching and learning (NDOE, 2015). The goal was part of the PNG education plan that expired in 2019 (2015–2019), but PNG still lacks learning facilities. At the time of this plan, primary school teacher education fell under the Department of Education for Papua New Guinea and thus affected teacher education. The PNG government is distant from developing and upgrading learning facilities in tertiary learning institutions and other levels of schooling throughout the country. With all ITE under the PNG Department of Higher Education, Research, Science and Technology (DHERST), the nine goals of PNG National Higher and Technical Education (PNGNHTEP), 2015–2024 (DHERST, 2015) listed learning facilities as a concern and prioritised them. These nine goals are to be achieved over the next 10 years (p. 8). According to the PNGNHTEP (DHERST, 2015) the concerns about learning facilities were to be addressed by the 2024 but it is only months away from present (2023) and this raises questions about achieving this goal. For the purposes of our study, it is important that within the 20<sup>th</sup> Century there has been a continual focus on functional literacy within the PNG context (Ahai, 1990; Crossley, 1994). Therefore, critical literacy, and critical thinking for that matter, remains a relatively recent adoption. For the most part, students in PNG classrooms learn by memorising prescribed concepts and ideas and claiming them as knowledge through education dominated by rote teaching, controlled internal assessments, and external examinations (Malone & Paraide, 2011). Normatively, teachers for many reasons, often become mere conduits of knowledge and command learning that fails to consider students' identities, cultures, and experiences. It could be argued that formalism continues to permeate the education system in PNG, even in teacher education (Zeegers, 2005). There exists a strong cultural belief in PNG that the teacher has authority and is considered a source of unquestionable knowledge and, furthermore, usually such a behaviour is discouraged by schools (PNGTA Code of Ethics). This is, arguably, an aspect of neo-colonialism effecting everyday classroom life and hinders the policy enactment around critical literacy within the education system.

Practising CL in PNG classrooms has the potential to provide opportunities for learners to question ideas and practices. Here we acknowledge extensive scholarship concerning the

capacity of CL to disrupt power authorities and a challenge to established education practices in classrooms. However, in many PNG and many other countries internationally, questioning a topic or challenging an idea could be taken as insolence and challenging teachers and authorities. Adding another dimension, many teachers in PNG could misunderstand the concept of critical literacy as an unorthodox way of going against principles of learning in classrooms as it challenges tradition. Additionally, the nature of CL – just like all forms of pedagogy – is not divorced from politicization. In perhaps more extreme aspects of PNG society, support for critical literacy could be seen as an anti-government movement sponsored by radicals and revolutionaries. Of course, this view could suppress the critical literacy project from being officially endorsed and supported for any level of education.

### **Methodology**

The research was designed to investigate the potential of ITE in PNG within a neocolonial era to prepare teachers to foster CL in PNG secondary and primary school classrooms.

#### *Research Participants*

The research participants in this study, which included teacher educators and preservice students were selected using criterion, homogeneous, and stratified random sampling.

First, criterion sampling was used to select both teacher educators and preservice teachers who met defined criteria (Airasion & Gay, 2002). Criterion sampling engages sampling of research population on a preconceived criterion (Sandelowski, 2000). Further, according to Suri (2011), criterion sampling is applied to make sure that the research participants selected meet a predetermined criterion. In this research criterion sampling was used to identify participants among both teacher educators and preservice students based on certain preconceived criteria. Among the preservice students, the predetermined criteria was, to select preservice students who were in their final year of teacher training. After criterion, random sampling was applied to further identify preservice teachers who could potentially participate in the research. Likewise, teacher educators were identified using criterion sampling, particularly using their seniority as a criterion. Further with the use of random sampling potential research participants among teacher educators were identified. The homogeneous sampling was used to select specific research participants among the identified preservice teachers and teacher educators. The homogeneous sampling focuses on a subgroup that have a particular characteristic (Suri, 2011). I used homogeneous sampling to identify a specific group of preservice final year



students, which were identified using criterion and random sampling. Using the homogenous sampling students with a GPA of 2.5 and above, from their previous year of study, were chosen. Likewise, using the homogeneous sampling, teacher educators who had experiences as program and course coordinators in the last 10 years when serving as teacher educators in PNG. For both the preservice students and teacher educators, homogeneous sampling was used to have among the population students and teacher educators who would be well versed in different areas of studies (Etikan, Musa & Alkassim, 2016).

Semi-structured interviews were administered to the teacher education program/course coordinators and preservice teachers that have been administered in a way that allows room for both the interviewer and interviewee to seek details using open-ended questions (Britten, 1995).

One-to-one interviews were conducted with 13 teacher educators and 16 preservice teachers from the teacher education institutions. Teacher educators and preservice teachers were asked about how teacher education was preparing preservice teachers in initial teacher education, through CL pedagogy, to foster CL in the preservice teachers' classrooms. Particularly, they were interviewed about their perceptions of how CL is fostered through teacher education programs in ITE, using semi-structured questions. The second research question guided the inquiry. The interview sessions were recorded on *Zoom* and later transcribed.

### *Research Questions*

The research questions that guided the study are:

1. How is critical literacy conceived by PNG teacher educators working in ITE?
2. How are policies related to fostering critical literacy enacted and what are the barriers?
3. How are critical literacy pedagogies experienced by pre-service teachers?

### **Findings**

The findings highlight tensions that can hinder the teaching of vital areas within preservice teacher education as well as CL. As we will see, the two are not easily distinguished. For teacher education to emphasise CL for pre-service teachers, certain aspects of their education must be addressed. Currently, when ideology and ways of doing things in PNG society are being threatened by agents of neocolonialism and oppressive powers, teacher education needs to improve its curriculum and pedagogical styles (Ryan & Cotton, 2013).

*Teacher Educator's Views on CL*

Jacnaz believes CL education is encouraged during reading and library lessons and he states that the intended outcome for offering these skills is to develop critical thinking. Similar to Jacnaz, Kokpau, teacher educator (TEU) talks about how CL education is part of the courses she teaches:

I acknowledge the importance of critical thinking in students and developing that in our students. Um, the reason being that we need a generation that can be able to critique matter that, um, they engage with. And in terms of my personal experience from the English literature Department, the subjects that I teach, with literature, we focus mainly on text textual materials. So, the literature we deal with in terms of creative writing, writing from Papua New Guinea, the Pacific, and even Western perspectives. So, we focus in literature studies on short stories, poetry, and drama. (Kokpau, TED, TEU)

In their responses, Jacnaz and Kokpau, conflate CL and critical thinking as shown when considering the extracts of the above responses, "...we have units and topics that encourage critical thinking and writing skills. We also include essay writing and basic research activities" (Jacnaz, TC1), and "I acknowledge the importance of critical thinking in students and developing that in our students" (Kokpau, TEU). For the most part, teacher educators did not distinguish between CL and critical thinking. For example, when asked about CL, Minaz, teacher educator (TC10), stated,

I think it is very important developing students who can critique materials develop critical thinking skills that can be used both during their learning and in real life context. (TED, TC1)

Likewise, Chapdwu, a teacher educator who specialises in language and literacy at TC2, responds,

In the writing sessions that we have with them in language, we teach them Bloom's taxonomy, where they look at the different levels of questioning and stuff like that, so they become critical with information and all that. And we also teach them the different processes in writing, where they do brainstorm, then they would draft and their draft revision, edit, proofread, and publishing with each of them... that happens in year two, which I'm currently teaching. I'm also teaching preservice teachers to lessons involving skimming and scanning of literatures in year one. (Chapdwu, TED, TC2)

While Chapdwu provides her views about how CL, what she provides does not relate directly to CL. For example, teaching about 'Bloom's Taxonomy questioning levels,' 'teaching different writing processes,' teaching PSTs about writing processes like drafting, revising, editing, proofreading and publishing, and reading skills like 'skimming and scanning literature'.

While the TE educators clearly valued CL and saw it integral to their professional responsibility, they did not strongly identify with its connection to social justice. None of the participants made connections to how critical literacy could be part of the neocolonial project or that it could be seen as politically volatile and/or anti-government movement.

### *Barriers to Fostering CL*

For example, I asked Teak, teacher educator (TC4), about how the PNG National Qualification Framework (PNGNQF, 2017) devised the policy to enact CL within TE pedagogy. In other words, teacher training programs in PNG are required to foster “broad and coherent theoretical and technical knowledge with depth in one or more and associated critical, analytical and innovative thinking skills” (PNGNQF, 2017, pp. 14–15). Reflecting on policy implementation, Teak noted the deficiencies in human and physical resources which hindered pre-service teacher education:

The national qualification framework is a framework that has been guiding universities and recently they have included teachers' colleges when a higher education reform took place. However, according to my view I find it difficult to see how we can prepare preservice teachers to foster critical literacy in classrooms when we do not have up-to-date facilities...By this I mean library facilities, internet facilities, practical lesson labs and qualified teacher educators (Teak, TED, TC4).

However, the above response about this lack and deficiency can also mean that CL cannot be supported like the rest of the policy and suggests that TC3 needs more internet facilities, a practical lesson laboratory, and qualified teacher educators.

I now discuss the responses from the participants under three subsections: infrastructure issues in preservice teacher education, CL and library facilities in preservice teacher education, and enacting CL policy through ICT. The lack of library service became a powerful theme in the research and, as I interacted with teacher educators across multiple sites, many of whom saw such infrastructure as significantly influencing what was possible. Jacnaz, a teacher educator from TC1, raised a similar concern about library facilities:

Our students (preservice teachers) cannot be able to access information. Students Opportunities to carry out critical literacy activities such as research is very minimal because there is no proper library at the college. At the moment we are using a place we regard as library but that was the one theologian students used back in the days when the institution was a pastoral training venue. Most books there are old and on the subject of theology. The college needs a library of its own. (Jacnaz, TED, TC1)

Jacnaz continues:

So, um, our students don't find much in the library. I wish the college had its own library with stocks of good books that can contribute to students' learning (Jacnaz, TED, TC1).

TC1 lacks a proper library where PSTs can access different printed and multimedia texts. The improvised library currently used is makeshift that constraining what is possible. In an interview at a separate institution, Philenga from TC3 adds that:

In my teaching experience for four years, I have come to notice that critical thinking is not encouraged. One of the main reasons is that we lack the resources to challenge preservice teachers to become critical thinkers. The library is bare and even does not exist at all, if you like... (Philenga, TED, TC3).

Especially those identified in Chapter 6, education policies need to support ITE by equipping and updating library facilities. Activities there, such as reading and researching, can contribute to developing and preparing PSTs who are able to foster CL to be active critical thinkers who can learn skills to foster CL (Mitsikopoulou, 2020).

Jimpau, a teacher educator from TEU expressed the following views when asked if he thought CL education was part of teaching and learning. Jimpau responded:

We are so much focused on academic and there nothing practical taking place. Everything we present during lectures are just usual stuff of lectures, tutorials, assessment but there is a gap around critical literacy in pedagogy. I think there's nothing happening that concerns teaching about empowering people to address issues of social injustice and inequity... to address critical issues with sharper kind of thinking and understanding than just academic. Thank you.

Jimpau is interesting because he is passionate about how learning and teaching take place to provide his view on improving CL education. While he arguably needs to do more to understand how CL differs from critical thinking, we can see some determination to make a valuable change:

I believe we can do a lot better if mentoring classes were conducted to promote critical thinking. Critical literacy is a skill and does not necessarily have to be part of one course. All we as teacher educators need to do is to mentor and coach students into doing more research and critical writings. This will help students to think out of the box, how they reflect on certain issue improves, how they are analysing it texts will take shape, and how they're able to tactfully address issues can improve. (Jimpau, TED, TEU)

If we conceive of CL as a way of being, living, learning, and teaching across the curriculum (Pandya & Ávila, 2014; Vasquez, 2014, 2017). The learning areas mentioned, like research, critical writing, and analysing texts, apply to CL and critical thinking. While critical thinking is clearly necessary and part of what constitutes CL (Temple, 2005), CL education requires more effort when understanding society and the socio-economic and political challenges it faces (Célèste Kee & Carr-Chellman, 2019). We see in Jimpau's words aspects of Freire's

critical pedagogy (“to think outside the box”) though, for the most part, Jimpau does not seem to see his potential to free the oppressed and secluded from unequal power relations and thus experience transformations in their lives (Lee, 2011).

## Discussion

CL aims to reshape the world through language and texts by critically discussing and offering alternatives that contribute to a fair and just society (Luke, 2012). CL challenges learners’ cognitive activities and social structure. By applying CL, the cognitive process engages with texts to identify the world concerning socioeconomic and political issues affecting life both locally and globally. In the 21st century, the information age has challenged learners to interpret text and identify and access messages communicated through printed, oral, graphic, and digital formats (Beaudry 2015). Students must examine, blend, evaluate, and reconstruct texts meaningfully (Fehring, 2005). Generally, critically literate citizens can deconstruct, reconstruct, and readjust themselves and contribute to social justice and equity (White & Cooper, 2015).

In PNG critical literacy can be treated by education differently than how it was practised in other countries. However, there are overlaps between the areas of social justice and equity. In countries where critical literacy has been practiced for some time, critical literacy research has delved into specific studies and examined areas that affect society. They examine social justice, the economy, marketing, specific classroom pedagogies, school administration, government, and politics (Gregory & Cahill, 2009; Vasquez, 2017; Luke, 2014). It is understood that PNG is a Middle-Income country, and trying to take on critical literacy education introduced by Western countries may sound implausible.

In this article, we recount some of the complexities involved in teacher educators’ articulation of the differences between CL and critical thinking. Therefore, we argue that lack of familiarity with what CL and CL instruction entails reduces what is possible in teacher education. Apart from this notion, teacher educators have expressed views about why they think ITE in PNG is not ready to include CL during initial teacher training. In the following section, we analyse what teacher educators see as the possible challenges they face when enacting CL during ITE.

## Conclusion

CL is necessary for PNG, tracing the origins of CL back to its roots in the Frankfurt school and the Freirean movement. Within education, CL has been viewed as a way to transform learning

by developing students' critical consciousness, and their capacity to address social injustice and inequity in society. It is crucial to judge and evaluate the dominant powers identified in texts. Being critical encourages questioning rights; deconstructing, reconstructing, redesigning, and recreating social norms; and instilling values that achieve the good of society.

Freire's critical pedagogy guides CL education. Fostering CL through CL pedagogy during ITE can help prepare PSTs to foster CL in PNG classrooms.

As ITE in PNG must prepare PSTs to foster CL in classrooms, more needs to be done to prepare them to be critically literate to create a classroom that supports dialogic learning and promotes critical consciousness.

TEDs, and PSTs face hurdles that critically affect the preparation of teachers to foster CL in PNG classrooms. The major setbacks identified through the discussions are lack of policy implementation, infrastructure, reliable courses, and teacher-educator support. The findings suggest that ITE institutions need to provide an appropriate learning environment and improved facilities to support CL education.

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