
Published in 2003 by the Department of Education, Papua New Guinea
©Copyright 2003 Department of Education, Papua New Guinea

Written and compiled by

Margaret Maru – PNG Inservice Adviser, CRIP
Shantha E Jacob – Long Term Inservice Adviser, CRIP
Stuart Taylor – Inservice Support Adviser, CRIP

Supported by Elementary Reform Curriculum Implementation Support
Team with representatives from

Curriculum Development Division (CDD)
Curriculum Reform Implementation Project (CRIP)
Planning, Facilitation and Monitoring Group (PFMG)
Inspections and Guidance Division (I&GD)
Papua New Guinea Education Institute (PNGEI)
Primary Teachers' Colleges (PTCs)
Teacher Education and Staff Development Division (TE&SDD)

Special thanks for their contribution to

Staff, Elementary Unit, PNGEI
Senior Primary School Inspectors
Elementary, Primary and Secondary School Inspectors
Provincial Education Advisers

ISBN 9980-930-59-4
National Library Service of Papua New Guinea

Printing: Post Printing

Layout and design: Kelamon Maven

**The Inservice Units have been developed with the support of AusAID
under the Curriculum Reform Implementation Project.
For further information about the units contact the Teacher Education
and Staff Development Division.**

Secretary's Message

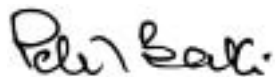
The Papua New Guinea Department of Education *Inservice Management Plan 2001 – 2005* sets out the policies and practices for inservice to support the implementation of curriculum reform in basic education. The development of a culturally relevant curriculum and the provision of quality inservice for all elementary and primary teachers are fundamental components in the reform of basic education.

The provision of accessible, relevant and sustainable inservice training is critical for the effective implementation of the reform curriculum in Papua New Guinea schools. In particular, appropriately trained and skilled teachers, head teachers, and support staff are the key.

These self-paced inservice units are being provided to assist teachers implement the new Elementary outcomes-based reform curriculum materials. They are quality materials designed to help each of you continue your professional learning at times to suit you, and with the support of colleagues in your school and district. Significantly the units may provide a means for all teachers to gain further qualifications through Papua New Guinea Education Institute at a later date.

The units have been developed with the support of AusAID under the Curriculum Reform Implementation Project (CRIP).

I commend the units to you and invite you to take up the challenge provided by the availability of these units to continue your own learning so that we can be sure that our children receive the best possible education.



PETER M BAKI
Secretary for Education

Table of Contents

	Page/s
Unit introduction	1- 7
Context	
Prerequisites	
Learning tips	
The learning model	
Resources	
Some definitions	
About this unit	
The context	
The sections	
Unit learning outcomes	
Self Assessment	
Final steps.....	8
Section 1 – How can it help me understand teaching and learning?	9 - 23
Section 2 – How can it help me understand planning and programming?	24 - 47
Section 3 – What are elaborations?	48 - 53
Unit summary	54 - 55

Unit Introduction

Welcome to Unit 3: How To Use the Teachers Guide

In this unit you study the *Elementary Teachers Guide 2003* that has been developed to support the three Elementary syllabuses. The Teachers Guide will really help teachers to understand and implement the syllabuses that you must teach from 2004.

Context

Three inservice units have been developed to help elementary teachers to teach the reform curriculum.

The elementary syllabuses contain learning outcomes for Elementary Prep, Elementary 1 and Elementary 2. These outcomes specify what it is that students know, understand and are able to do as a result of their learning.

These inservice units use an outcomes approach to help you to understand and experience learning based on specified outcomes.

The inservice units are similar to the *Self Instructional Units* (SIUs) with which you are familiar.

Prerequisites

There are no prerequisites for this unit. However, keep the unit when you have completed it. You may use it as evidence for *Recognition of Prior Learning* (RPL) if the Department of Education (DoE) moves to upgrade elementary teacher qualifications.

Learning tips

The Study Guide provides you with a guide to the unit you are studying. Each section includes Learning, Doing, Sharing and Reflecting activities for you. These are all designed to help you achieve the learning outcomes of the unit. The Study Guide is also your *workbook* and *learning journal*.

You are already familiar with a self-paced mode of learning. Here are some additional tips you may find helpful.

Plan

Make a study schedule and try to stick to it. Set specific days and times each week for study and keep them free from other activities.

In the sections where you are expected to work with others and share ideas, make note of appointments, your meeting place, time and so on, and plan for them.

Manage your time

Set aside a reasonable amount of time each week for your study program.

Be organised

Work in productive ways and work through the unit systematically. Most people need quiet and order to study effectively, so try to find a suitable place to do your work.

Ask for help if you need it





This is the most vital part of studying at a distance. No matter what the difficulty is seek help straight away. Colleagues and Elementary trainers can help you in many ways.

The learning model

By working through the activities in this unit, using the learning model of Learn, Do Share and Reflect, you will gain an understanding of the reform and develop your knowledge and skills in implementing it. The four parts of this learning model form an integral part of the learning journey.

Icons

An **icon** is a symbol used to prompt you to take a particular action in your learning journey. In this unit you will find these icons:

 <p>Learn (Lainim)</p> <ul style="list-style-type: none"> • Find out more about • Use information to create knowledge 	 <p>Share (Tok Tok wantaim)</p> <ul style="list-style-type: none"> • Talk to others about what you have learned • Discuss with a colleague or group acting as a critical friend(s). <p>Learning in cooperation increases ability to learn. Discussing and exploring what has been learned with colleagues help in reconstructing knowledge through seeing, hearing, doing, talking, refining and reflecting.</p>
 <p>Do (Wokim)</p> <ul style="list-style-type: none"> • Do tasks • Practise skills • Apply new knowledge 	 <p>Reflect (Tingim bek)</p> <ul style="list-style-type: none"> • Think critically about what you have learnt, done and shared • Think about changes to your practice • Think about changes to your beliefs and attitudes <p>Reflection helps to make meaning from what is being done, develop shared meaning and challenge ways of thinking and doing things. Some reflective questions might be – What does this mean for my practice in my current position? What are the implications for the group? What are</p>

Resources

Some Definitions

Colleagues or other teachers and elementary trainers can help you. They can be a learning partner, a critical friend, a mentor, a facilitator.

A learning partner is a colleague with whom you have agreed to study. You work with your learning partner to clarify ideas, brainstorm ideas and discuss plans and processes and support each other in your learning journey. This does not mean that you provide responses to the tasks and activities jointly with your learning partner. Your responses should be based on your own experiences, needs and context of work.

A critical friend is a colleague you trust and with whom you can work well. Critical friends give feedback, ask thought provoking questions, help you look at issues from a different perspective and help you change your practice.

A mentor is a person who is interested in helping you in your job, and is willing to be a friend, guide, counsellor and/or sounding board (that is, listens and responds to your ideas, issues, etc.). A mentor may or may not be a colleague or elementary trainer.

A facilitator assists your learning and provides input into the learning process. This person may help you reflect on your own practices.

Ways this unit can assist you

This unit can help you in a number of ways. For example:

1. for your own professional development.
2. for establishing a learning community of teachers in your school or across a cluster of schools.

If DoE moves to upgrade Elementary teacher qualifications, you may be able to claim recognition of prior learning (RPL). If this interests you, keep a copy of the completed unit.

About this Unit

The Context

As you are aware, basic education is being reformed throughout the PNG education system. This process commenced some years ago. You might also be aware that some provinces and schools have already done a great deal of work in this regard while some others have a long way to go.

This unit is one of a set of three developed to assist Elementary teachers to understand and implement the reform in their work situation.

The inservice units in the set are:

- Unit 1: Education Reform in Papua New Guinea
- Unit 2: Understanding the New Elementary curriculum
- Unit 3: How to Use the Teachers Guide

You can study one or more units and you can study them in any order.

The Sections

This unit: *How To Use the Teachers Guide* is divided into three sections.

Section 1: How Can it Help Me Understand Teaching and Learning?

In this section you look carefully at the *Teaching and learning* part of the *Elementary Teachers Guide, 2003*. You will be helped to think about student-centred learning and perhaps how this is different from what you may have experienced yourself as a student at school. Help is also given to teachers who will teach in a multi-grade situation.

Section 2: How Can it Help Me Understand Planning and Programming?

In this section you look carefully at the help that is offered by the *Elementary Teachers Guide, 2003* in your task of developing plans and programs for your class. You study some examples that are given, and then develop some of your own, based upon these examples.

Section 3: How Can I Use the Elaborations?

In this section you study the *Elaborations of Elementary Outcomes* part of the *Elementary Teachers Guide, 2003*. This will help you to understand more about what the syllabus outcomes mean and what it is you will teach.

Unit Learning Outcomes

Learning outcomes are statements about the knowledge, understandings and skills you achieve and are able to demonstrate when you complete this unit.

These statements are learner-centred and written in terms that enable them to be demonstrated, assessed or measured.

On successful completion of this unit, you can (are able to):

1. explain the differences between teacher-centred classrooms and student-centred classrooms
2. prepare teaching and learning programs for multi-grade classes
3. develop long term (village calendar), medium term and short term (lesson plans) plans and programs
4. assist other teachers develop long term, medium term and short term plans and programs
5. use elaborations of outcomes to demonstrate a deep understanding of the syllabus outcomes and reflect this in your class program.

Self assessment of progress

This is the beginning point of your learning journey.

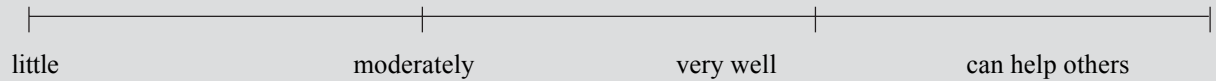
Here are 11 statements for you to answer. Each statement is followed by a line with four markers on it.

In assessing yourself at the start of this unit, place yourself on each line on the basis of what you know now.

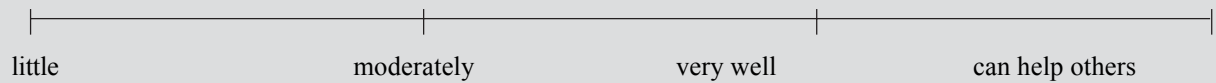
For example, consider Statement 1: I am familiar with the *Elementary Teachers Guide, 2003*. If you know a great deal about the book and use it frequently, then you should mark a tick close to 'very well', the 3rd marker. If you know only a little bit about it, then your tick should be placed close to 'little', ie, the 1st marker. If you feel you have a really good understanding of it and are in a position to help others use it, then you should place the tick close to the 4th marker.

Now complete the task on following page.

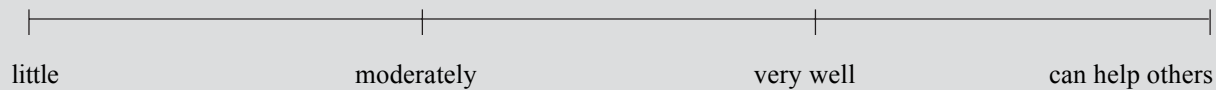
1. I am familiar with the *Elementary Teachers Guide, 2003*.



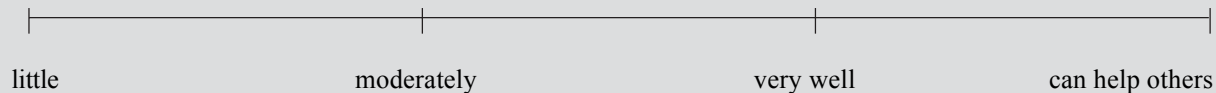
2. I can manage the process of creating a community curriculum program.



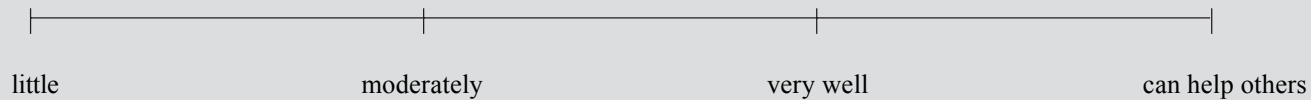
3. I understand how young children learn in natural settings.



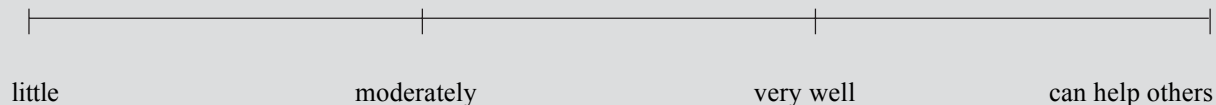
4. I know the main differences between student-centred and teacher-centred classrooms.



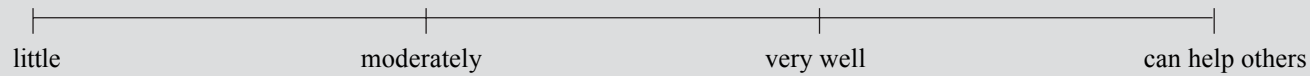
5. I understand the way to program for teaching and learning in a multigrade classroom.



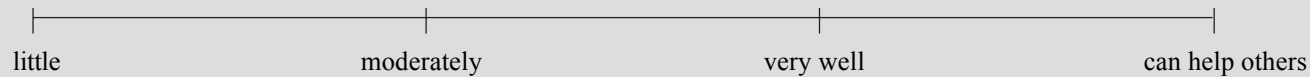
6. I can develop a program that reflects community priorities and the syllabus outcomes.



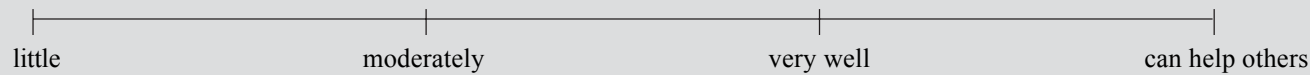
7. I know how to develop a village calendar and determine themes for the year's work in my classroom.



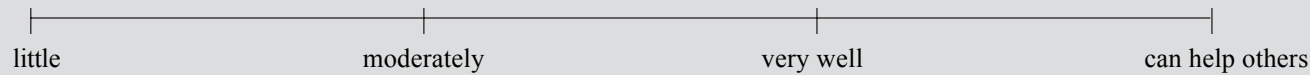
8. I can develop units of work from syllabus outcomes.



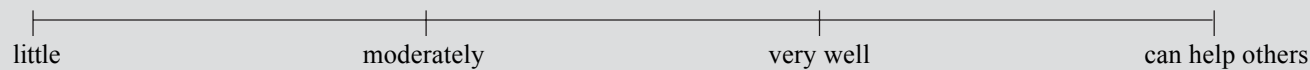
9. I can help other teachers with planning and programming.



10. I understand how outcomes, indicators and elaborations fit together in the planning and programming process.



11. I can use indicators and elaborations to assist in my understanding of syllabus outcomes.



When you finish the unit, do the *Self Assessment* again to see your progress as a result of doing all the learning activities.

Final Steps ...

Check the following

	Yes	No
I have read the introduction		
I have found the resource materials		
I have done the initial self assessment		

Now you are ready to get into the sections.

The unit is written in a ‘self learning mode’ like the *Self-Instructional Units*. This means you are guided each and every step of the way. Follow the instructions and you will be able to complete the unit.

Space is provided for writing your responses and reflections – this means that your study guide is also your *workbook* and your *learning journal*.

No answers are given to the questions asked, or model answers suggested for the tasks you do. Instead ‘*Hints*’ are given to assist you with your thinking and to help you focus on the important aspects of a suitable response.

At the end of each section you will find some blank pages. These are extra space for your notes.

In the *unit summary*, the unit learning outcomes are repeated. Use this as a checklist of your progress/learning through the unit.

Gut lak long stadi bilong yu!

Section 1. How Can It Help me Understand Teaching and Learning



The three syllabuses are give directions to teachers on what and how children will learn in the elementary schools in Papua New Guinea. These syllabuses must be implemented in 2004. They are written in an outcomes style. You can learn more about this in Unit 1 *Education Reform in Papua New Guinea*.

The syllabuses, on their own, do little to ensure that children achieve what is intended. The skills of teachers in preparing and implementing good programs, their ability to capture the natural interest in children to learn and their success in motivating them to continue learning are important in the achievement of the syllabus aims.

Look again at what the syllabus *aims* are:

1. Culture and Community, Elementary Syllabus 2003 (page 7)

Students develop :

- a better knowledge of their own culture and community;
- social skills such as working together, sharing ideas, exploring the world around them and questioning how and why things work;
- some knowledge of their basic needs and how to satisfy them;
- the ability to maintain safe and healthy lifestyles;
- attitudes of pride in their own culture, work and values such as cooperation, kindness, trust, respect and honesty; and
- knowledge, skills and attitudes in preparation for entry into Grade 3 in Lower Primary.

2. Cultural Mathematics, Elementary Syllabus 2003 (page 6)

Students develop :

- a sound foundation for further mathematical learning;
- confidence in applying mathematical skills;
- curiosity leading to the understanding of concepts;
- determination to persist with difficult problems;
- critical judgement in selecting approaches to problems; and
- an appreciation of the cultural diversity in numeracy.

3. Language, Elementary Syllabus 2003 (page 10)

Students who are literate in the language of the community will be able to:

- develop skills in problem solving, knowing what to do, planning their activity and thinking for themselves;
- develop effective listening skills;
- participate effectively in oral discussion and share ideas and opinions in other subjects about issues in the local communities;
- show interest in books, read with enjoyment and be aware of different types of written texts;
- understand letter and word sounds, phonemes and have a knowledge of their language to read and spell accurately;
- read, write and speak with confidence, fluency and understanding in their own vernacular language;
- use literacy to begin to extend their intellectual, social and emotional development and appreciate the importance of literacy as an integral part of any culture;
- become aware of the purpose and way writers of different types of texts want to make us feel or influence us with words they use;
- begin to use a range of non-fiction texts to locate information in all their school subjects and show an understanding of their content;
- enjoy and explore language through creative activities such as poetry, song, storytelling, dance and drama;

- *develop handwriting skills; and*
- *begin to plan, draft, revise and edit their own writing.*

As you read these aims you begin to get a picture of what a student will be like as they finish elementary and enter the primary school. You will see that some aspects of this picture can only be achieved with good teaching and learning practices that are in the hands of the teacher and the student.

Look, for example, at the use of the terms like:

- develop confidence.....
- develop curiosity.....
- show interest.....

To achieve aims like this, it is important for teachers to seriously consider good curriculum implementation strategies. This is what the *Teaching and learning* section from pages 8-14 of the Teachers Guide is all about.



Read pages 8-10 of the *Elementary Teachers Guide 2003*

Think carefully about the eight learning conditions and the suggestion that teachers think about how it is that babies learn to talk and walk.

Think about how it is that young children learn to eat with a spoon. Write your thoughts in the following table.

Conditions	What does this mean?
Immersion	eg. Other people in the family use utensils, including spoons, for eating food.
Demonstration	
Expectation	
Responsibility	
Approximation	
Response	
Engagement	
Use	

Hint: If you are a parent, think about how your children learnt to eat with a spoon. If you are not a parent, you may discuss this with someone who is.



Now think about a classroom situation.

In this case you want the students to learn to ‘take turns in using equipment in the classroom’. Write your thoughts here and also complete the third column ‘In the learning situation’.

Conditions	What does this mean?	In the learning situation
Immersion		
Demonstration		
Expectation		
Responsibility		
Approximation		
Response		
Engagement		
Use		

Hint: For young children to learn to take turns will not happen in a lesson, or in a series of lessons, but over a long period of time.



Use the example you have just created and talk to another teacher about the concept of ‘natural learning’. Discuss with the teacher whether she/he agrees with your ideas. Explore the differences. Write the differences here.

Hint: Consider why your ideas are different from and similar to those of the other teacher: We learn from each other!



Now you have thought about the conditions for ‘natural learning’ list any, changes you will need to make to the way you approach teaching and learning in your classroom?

Hint: An alternative to ‘natural learning’ may be thought to be ‘contrived learning’. Both need to happen in schools in PNG.

This idea of ‘natural learning’ is stressed in this *Elementary Teachers Guide 2003*. It isn’t mentioned in the Upper Primary Teachers Guides. Do you think natural learning is only important for young students?

Hint: Perhaps you believe it should be included in all PNG syllabus support documents.

It is sometimes said that we learn when we take some risks. How does this idea fit into “natural learning”?

Hint: Did you take any risks when you were learning to cook? Were the risks worth it?

Can you think of something you learnt once, but have forgotten now because you did not get to apply or use the skill? What do you learn from this as a teacher?

Hint: Think perhaps about riding a bike, or playing netball.



On pages 11-14 three approaches to teaching and learning are mentioned:

1. Student-centred approach
2. Multigrade teaching
3. Learning and thinking strategies

Part 1.1. Student-centred approach

The first sentence on page 11 defines a student-centred approach. It is when students are the focus of the learning activities. This may seem very obvious to teachers, but in order to understand it fully, we need to think back to some ways of teaching and learning that happened in the past.



Read the following information about learning in the past and discuss it with a colleague.

In the past, the goal of education was to get students to know information. Syllabuses described the information that students needed to know at each level, as well as the particular skills and attitudes that were related to this information. Teachers encouraged students to memorise the information, and learn the related skills and attitudes, so that they could pass exams.

Use the questions below to guide your discussions:

- Do you think this is a good way to describe what happened in PNG schools before the reform began?
- Why?
- Spend a few minutes describing to each other what your own schooling was like.
- Now consider the things you learnt in your Elementary teacher training.
- Now talk about your current teaching practices. Do you think you ‘pass information or knowledge onto your students in your classroom? Is this your perception of learning?

- Summarise your answers here.

Own Schooling	Learning to be a teacher	Current teaching practices

Hint: Your response is based on your personal experiences and beliefs.



- Share your table/chart with the same colleague as before and another colleague and discuss the main points.
- Discuss the differences in your learning at each stage.



Read page 11 of the *Elementary Teachers Guide 2003*. You will see lists in two columns that show the changing roles of students and teachers in a student-centred classroom. Then read this explanation of child-centred learning. They go well together.

Student-centred learning is considered an idea, as opposed to a method, and therefore no two classrooms are alike. Generally speaking, however, a student-centred teacher tries to create an environment which will motivate the children to discover new skills and knowledge. Teachers are no longer supposed to transfer facts into passive students' heads but rather encourage their discovery of relevant information. As a result, teachers rarely stand in front of the class and teach a lesson. Instead, activity centres may be set up around the room with the children moving from activity to activity, or students may be assigned work together in groups on a project. Little whole-class teaching takes place; rather teachers use methods such as peer tutoring, individual and group projects, and teacher conferencing with one student while the rest of the class works alone.



Look carefully at the suggestions given for teachers in a student-centred classroom. Here are some of those listed on page 11 of the *Teachers Guide*. Write next to them some implications for you if you are truly going to be student-centred.

The teacher in a student-centred classroom	The implications for me
<i>* plays the role of facilitator</i>	e.g. I will need to do less talking to the whole class, and let the children be more involved in their own learning.
<i>* develops a supportive atmosphere in the classroom</i>	
<i>* treats students with respect</i>	
<i>* talks with students rather than at them</i>	
<i>* lets the students proceed at their own pace</i>	
<i>* praises effort rather than the students' characters such as, 'You have written along story' not 'Good girl or boy'.</i>	
<i>* accepts students' efforts and shows them how to improve further</i>	
<i>* is patient and gentle in his or her approach</i>	

Hint: Your responses will reflect how 'student-centred' is your current way of classroom operation.



Imagine yourself to be a student in a modern ‘student-centred classroom’. Write a reflective paragraph about what it would be like.

Hint: Re-read the left-hand column on page 11 of the Teachers Guide. Also consider the alternatives of a heavily ‘teacher-centred’ approach.



Some teachers are concerned about student discipline in student-centred classrooms. Suggest responses to these statements and questions.

- **What should I do if children seem to be talking too much and not keeping to tasks?**

Hint: There can be noise related to both work and general chattering.

- **The teacher next door will think my class is out of control.**

Hint: Colleagues need to share information, but also have respect for each other.

- **The students’ work is not as neat and tidy as it should be.**

Hint: Think about the learning outcomes.

- **Children are not showing respect to teachers and other adults.**

Hint: The characteristics of child-centred classrooms do not exclude respect for others.

- **Children are arguing with each other.**

Hint: There are levels of argument. Are they arguing or clarifying? Are they

- What if my teacher tells me get better control of my class?



Think about two students in your class. List some things that are the same and different about them. Don't limit your ideas to their physical differences, such as height and weight.

Hint: Consider the learning that is happening, and also the school's discipline code.

Part 1.2. Multigrade teaching



Carefully read what is written on pages 11 - 12 on the *Elementary Teachers Guide 2003*. Read it all and then read some parts of it again in the sections below where comments have been added.

This means that two or three grades are grouped together and supervised by one teacher. The classes are made up of students of different ages, abilities, interests and needs grouped together for learning. (Paragraph 1, page 11)

This is true, but it can really be said of any class. Even if all children in a class were the same age, and this does not often happen, they are so different in most other ways. This occurs even in families with the same parents. Brothers and sisters have different abilities, different interests, different likes and dislikes, different friends, different ways they behave and cooperate, and different ways they learn. In every class, even if the students were in the same grade, they would exhibit a range of these individual differences. So in this respect, multigrade classes can be considered 'normal'.

Students	Same	Different
<p>Names of the two students</p> <p>.....</p> <p>and</p> <p>.....</p>		

Hint: Don't be surprised if there are more differences than similarities.



A successful multigrade classroom provides opportunities for students to work in small groups, pairs, individually and as a whole class. One way of grouping is in different ability groups based on the real needs identified. (Paragraph 2, page 11)

This is an obvious follow on from the idea of a child-centred classroom. Look back at the characteristics of a child-centred classroom on page 11 of the Teachers Guide. You will see that a range of grouping formats are anticipated. These are expected in any classroom, so as such, a multigrade classroom operates in just the same way as a single grade classroom.

An example of this is included on page 12 of the Teachers Guide.

For example if students are going out to investigate their resources in their local environment for different types of houses, then one group can:

- ***Elem Prep: Count and record the number of houses in their village,***
- ***Elem 1: Classify the houses under the headings ‘traditional’ and modern’ according to the materials from which they are made,***
- ***Elem 2: Classify and describe houses according to their uses. (Paragraph 5, page 12).***

Think carefully about the action word in the example above. If students are going to ‘describe’ they cannot do it by listening to a teacher talk. They must be doing it themselves, and be active participants in the tasks.

The days of the teacher standing out the front of the class, delivering lessons to the whole class all day has largely disappeared. Teachers in child-centred classrooms will divide the learning tasks up and engage the children in more hands-on approaches to learning. Children will work in groups cooperatively to achieve appropriate learning outcomes.



Look at outcomes P.3.1, 1.3.1 and 2.3.1 from the *Culture and Community, Elementary Syllabus 2003*. These are to do with ‘movements’.

You will see that action words that introduce the three outcomes are ‘explore’, ‘perform’ and demonstrate’.

Develop an activity, reflecting the learning outcomes in which three groups can be involved in at their level of experience by the development of different tasks. The three action words are given to help you plan this out.

The Activity:	
Group 1 task. EP students will EXPLORE	
Group 2 task. E1 students will PERFORM	
Group 3 task. E2 students will DEMONSTRATE	

Hint: Look at the indicators. You can see them on page 22 of the syllabus. Note also that the tasks provided for each group need to be challenging.



An integrated approach using themes is recommended for multigrade classes. The teaching and learning approach should be student-centred. Teachers need to :

- *identify outcomes that will bring ideas from the different grades and subjects together and then decide on a theme that links the outcomes together,*
- *develop teaching and learning programs that outline different activities for the class EP/E1, E1/E2 or EP/E1/E2,*
- *have one theme and have students work on activities according to their grade levels or individual needs. (Paragraph 3, page 12)*

More will be said about integrated programming later in this unit. An integrated approach to planning and programming is advocated in all the PNG reform school syllabuses from Elementary Prep up to Grade 8. Pages 21-46 of the *Elementary Teachers Guide 2003* help you in understand and apply this idea.

The three Elementary syllabuses should not be thought of as three subjects. They are three parts of a whole program. This is what is meant by the term integrated. A dictionary says that to ‘integrate’ is to turn parts into a whole.

Take, for example, the following group of outcomes from the Elementary 2 section of the syllabus:

- *Identify where living things are found in the environment* (Culture and Community, Elementary syllabus 2.1.2).
- *Follow directions from simple maps* (Cultural Mathematics, Elementary syllabus, 2.1.1).
- *Plan, write, edit and publish fiction and information texts* (Language, Elementary syllabus 2.3.1).

A theme integrating these three outcomes could be ‘Life in our Village’. Shown in a table it could look like this.

Theme: Life in our village		
Culture and Community	Cultural Mathematics	Language
2.1.2 Identify where living things are found in the environment.	2.1.1 Follow directions from simple maps.	2.3.1 Plan, write, edit and publish fiction and information texts.

This is just for one grade. It needs to be extended for three grades.

Theme: Life in our village		
Culture and Community	Cultural Mathematics	Language
P.1.2 Sort common things from their environment into living and non-living things.	P.1.1 Follow and give simple directions for moving in space.	P.3.1 Uses pictures and writing to represent ideas and information.
1.1.2 Identify uses of common living and non-living things in their environments.	1.1.1 Follow and give directions to move from place to place	1.3.1 Write texts for a variety of purposes.
2.1.2 Identify where living things are found in the environment.	2.1.1 Follow directions from simple maps.	2.3.1 Plan, write, edit and publish fiction and information texts.



- Now do the same with another group of outcomes from the three syllabuses and across the three grades EP, E1 and E2. Use the same template again.

Theme:		
Culture and Community	Cultural Mathematics	Language

Hint: This is not a difficult step after what was done before.



- Show a colleague your example of basic planning for an integrated unit. Help them to see how the process is similar for integrated planning within a grade (the first example) and for a multigrade class (the second and third examples). Discuss some other possible themes that link outcomes naturally across the syllabuses and across the grades. Make some summary notes of this conversation.

Hint: Your response to this task will depend on your creativity. Later on in this unit, you will see that there are other sources of themes eg. the village or community calendar.

- List some of the steps that you think would be necessary to develop this basic plan into a unit of work.

Hint: Keep this in mind and check it against what you learn later in this unit.

Part 1.3: Examples of learning and thinking strategies



Another feature of student-centred learning is that teachers have to remember that children learn in different ways and they need to cater for a wide variety of learning styles.

They need to teach children a range of strategies, or at least ensure that children have the opportunity to use a learning strategy that is useful, natural and effective for them.

Elementary teachers may need to specifically teach these strategies. As students get older and more experienced, they will then be more able to decide by themselves which strategies are more suitable for them or for the task at hand.

Page 13 of the *Elementary Teachers Guide 2003* lists 18 learning and thinking strategies considered useful for Elementary students.

D

- Read page 13 of the *Elementary Teachers Guide 2003*.
- Think about these learning and thinking strategies. Suggest ways that these could be ‘taught’ to Elementary students.

Strategy	How to teach this strategy
skimming	
planning	
grouping	
predicting	
using context cues	
working with peers	

Hint: There are many ways that these strategies can be taught. As with most things, real learning may take some time.



On page 14 there is an explanation of the strategy known as KWL

K - what I already **Know**

W - what I **Want** to know

L - what I have **L**earned

You may have tried this out already! It is useful for Elementary students and can be used widely in all schools and even useful in adult education.

Read the second half of page 14.



Complete a KWL on the topic “Developing a community calendar”.

You will not be able to complete the third part just yet, but by the end of the unit, you will be able to come back and finish it off.



Show this to a colleague.

Perhaps they may know more about it than you, or this discussion might make you want to change some of what you wrote now that you have some shared understanding.

Hint: This is not a test. A KWL will help you be focused as you move on in your own learning.

K (what I already know)	W (what I want to know)	L (what I have learned)

Hint: If you know nothing, be honest and leave the first column blank. You are on a learning journey.



Do a KWL with the students in your class.

Select a topic that you are about to begin. Use the steps at the bottom of page 14 of the *Elementary Teachers Guide 2003*.

TOPIC:

K (what I already know)	W (what I want to know)	L (what I have learned)

Hint: Keep the KWL (s) to complete at the end of the work on this topic.



Section Summary

Make a list of the key ideas you have learned in this section. You may do this using another KWL or another structure of your choice.

Write your notes here

Additional space for your notes

Additional space for your notes

Section 2. How Can It Help Me in Planning and Programming?

Pages 21-46 *Elementary Teachers Guide 2003* are all about planning and programming. The work is under the heading of *Developing units of work and a program*. The previous part on *Assessment, recording and reporting* from pages 15-20 is also important and together these parts give you significant help in your work at school.

In this section we will look at the advice given, and apply some of it in the tasks that are written for you. By doing these tasks you will practise the aspects of planning and programming that are illustrated in the Teachers Guide. Reading about programming and planning is important, but trying it out for yourself is even more important. This is when the best learning occurs.



Read page 21 of the *Elementary Teachers Guide 2003*.

It begins with some information about writing units of work. Some important things said on this page are:

- Units of work are developed in many different ways
- They centre around the outcomes from the syllabuses
- In Elementary schools they use clusters of outcomes from across the syllabuses
- This is known as ‘integration’
- There is a sequence of things a teacher must think about in developing a unit of work
- Teachers need to consider long term, medium term and short term planning steps.

Part 2.1: Long Term Planning

This involves pages 22-30 of the *Elementary Teachers Guide 2003*.

On page 22 the idea of ‘integration’ is mentioned again. Integration in the elementary school needs to be considered in two ways:

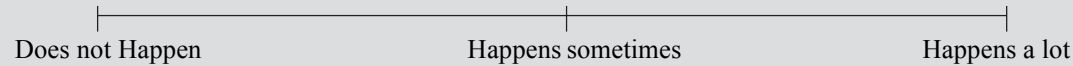
1. Units of work bring together things that are important in the local community. The local curriculum must:
 - *be culturally relevant, community-oriented and taught in an integrated way,*
 - *be jointly developed by the teachers and knowledgeable people in the community,*
 - *be focussed within an environmental context students are familiar with,*
 - *enable students to develop better understandings of their culture and language*
 - *help students to transit into Lower Primary. (page 22)*
2. Units of work bring together outcomes from across the three syllabuses and in a familiar context. In an integrated approach:
 - *learning is planned by connecting common concepts within or across subjects,*
 - *students’ learning needs to be related to community activities,*
 - *new learning experiences are built on past experiences,*
 - *learning is focussed within a familiar environmental context,*
 - *opportunities are provided for a wide variety of student-centred activities,*
 - *local resources are used to support learning. (page 22)*



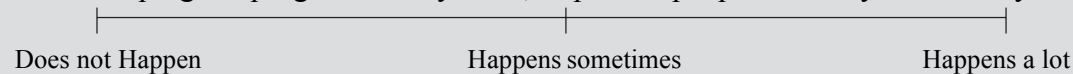
Think about the planning that occurs in your class or school now.

Does it show integration?. Use this scale below to record your judgements. Use a cross (X) to make a position on the line where you think you are.

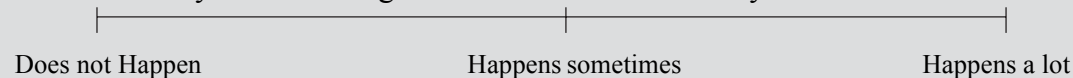
1. I teach a culturally relevant program. It is different to what is taught in different parts of PNG (e.g. Port Moresby, New Guinea Islands, the Highlands).



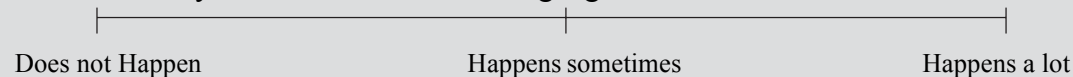
2. In developing the program for my class, important people from my community outside the school are involved.



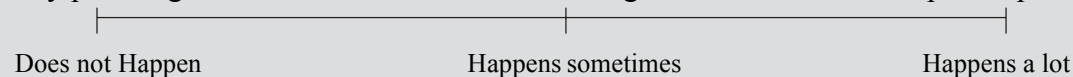
3. Students in my class learning about their local community.



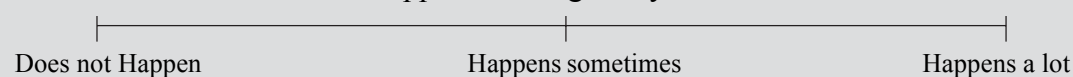
4. Students in my class learn their local language.



5. My planning allows for student-centred learning which builds on their past experiences.



6. Local resources are used to support learning in my school.

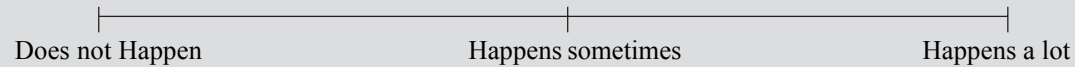


Hint: The crosses you put on these lines may come at any point, not necessarily at the beginning, midpoint or end. Changes that have occurred since Elementary education began take time to happen.

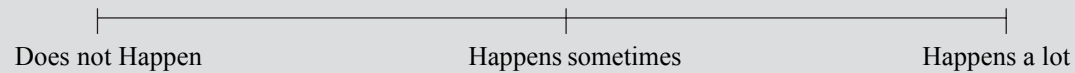


Show another Elementary teacher what you just did. Talk about it with them, and then ask them to do the same from what they do in their class.

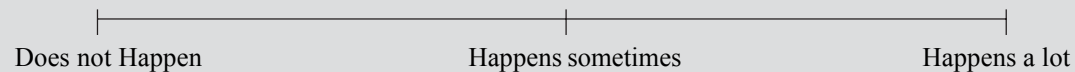
1. I teach a culturally relevant program. It is different to what is taught in different parts of PNG (e.g. Port Moresby, New Guinea Islands, the Highlands).



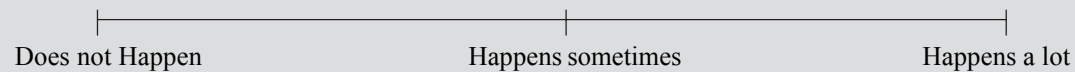
2. In developing the program for my class, important people from my community outside the school are involved.



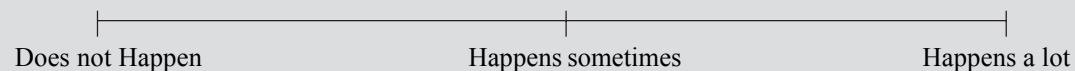
3. Students in my class learn about their local community.



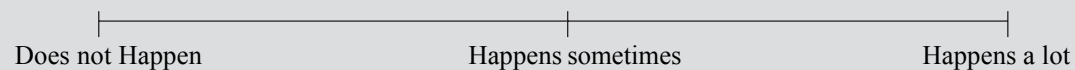
4. Students in my class learn their local language.



5. My planning allows for student centred learning which builds on their past experiences.



6. Local resources are used to support learning in my school.



Hint: If this teacher is from your own school, then the responses may be very much like yours. If the other teacher came from a different Elementary school, their responses may be quite different.



The development of a Community Calendar is an important step in long term planning in the Elementary school. It is important that a school based curriculum really reflects the local community. Pages 22-24 show you how to develop a Community Calendar. An example from North Solomons Province is included. You may have your own way of doing this in your school.

Read pages 22-24 of the *Elementary Teachers Guide 2003*.

Notice that there are three steps to guide teachers in this process:

- Step 1: Collecting information
- Step 2: Listing the main community events involving students
- Step 3: Writing community events into the calendar sheets.

It is very important to talk with people in the community in developing this, but it is also important to think about what might be occurring as part of the nation of PNG and the Department of Education. These things all need to be included, where possible, in your Community Calendar.

Following page, is the calendar from the North Solomons.

how can it help me in planning and programming

Traditional Months	Seasons	Environmental changes	Seasonal agricultural fishing and hunting activities	Cultural, religious and national activities	Sporting and other community events	School terms	Western months
NONUOPIRA	Wet			New Year		Break	January
KEPIRAGO PAIPIRA KOREPIRA		South easterly wind	Harvesting	Easter	Rugby, Volleyball, Basketball Soccer	1	February March April
UPUPIRA TUGIPIRA		Flooding	Fish trapping	Mothers Day World Environment Day Queen's Birthday	Feasting	2	May June
PAIPIRA- TUO KEPIRAGO- TUO KAMPURO- TUO		Destruction of garden foods famine	Cocoa season	Father's Day Independence Day	Sports tournament	3	July August September
KIPURO NONUORO- PIRA LUUGO KEPIRAGO LUUGO	Dry	Flowering of Trees Fruit trees bearing mango and laulau North west winds	Planting of food gardens Fishing Seasons Sea worms	Month of Holy Rosary School closing activities	Sporting associations ending Feasting	4	October November December

On the other page is another originally written for use in Western Province. (Originally developed by Michael W, Ken W and Jimmy M, presented here with minor modifications).

	Cultural, Religious & Social activities	Agricultural activities	Environmental changes	Traditional Months	Wind	Wet Dry
January	New Year People go back to work Preparation	Catfish season People camp near the river	Lots of smoke in the sky	H I L U R O	South west winds	W E T
February	School starts	Garden food bears fruit	Tree leaves change colour			
March	Easter	Food fish Diving for crayfish				
April	Church celebration School holidays	Pitpit planting	Salt water very clean Erosion takes place Deer mating season Water lilies flower			
May	Church convention	Barramundi season	Lots of mosquitoes Insects Rivers			
June	Environment Day	Planting bananas Deer hunting	Swamps are filled with floating grass Flood, rain, winds			
July	School holidays Remembrance Day Provincial Government Day		Water is dirty Lots of rain Seaweed on the beach			
August		Farms, gardens Mango season	Weather	G O R I N I	North west winds	D R Y
September	Literacy Week Independence	Harvesting crops Turtles lay eggs on the beach	Swamps dry up Tidal wave			
October	School holidays Education Week United Nations Day	New gardens	Plants New leaves of the Christmas tree			
November	Making canoes Making sago Universal Children's Day	My garden Hunting for animals Lots of geese Pineapples are plenty	Forest Burning grass and bush			
December	Sports, Feasting and dancing Workers come home on leave Closingschools, Holidays Christmas	Market	Sand banks rise up Red flowers bloom Pigs dig swamps for worms	H U R A M A		



1. Look at the two examples. What is the same and what is different about them?

Don't worry too much about the content. You should look at the structure and format as these reflect the planning process.

Same	Different
eg. both list traditional months and English months	eg. North Solomons (NS) considers school terms.

Hint: There is not one way of doing this. What is important is that it will lead on to good planning that considers what is important in the school's community.

2. If you have a Community Calender that has been developed in your school, look at it alongside the other two examples and make a comparison.

Hint: You may prefer the planning format you are used to. Think about how useful and inclusive it is and if it actually does reflect you community, PNG and the Department of Education. Be critical!

3. Without looking further into the Teachers Guide, think about what you would do now, having developed a Community Calendar.

Hint: Planning so far has not involved the elementary syllabuses.

4. Now go back to page 25 and complete the KWL chart you began earlier.

Hint: The final part of this had to be left until the topic had been finished.



On pages 26-28 the Teachers Guide moves into the next planning and programming phase by looking at the learning outcomes in the syllabuses. This is still part of long term planning and exists next to the Community Calendar.

There are two suggestions on page 26 for ways to begin looking at the outcomes:

The first is that teachers look for clusters of outcomes from across the *Culture and Community, Elementary syllabus 2003* and the *Cultural Mathematics, Elementary syllabus 2003*. It suggests that you leave Language outcomes until later as they link to almost any cluster and unit of work.

The second is that you begin by identifying themes from the community calendar and then seek outcomes from the syllabuses that match the themes.

At the bottom of page 26 you will see four examples of clusters of outcomes. Notice these things that are common to each cluster. This is an example of the first way.

1. The outcomes are all from the Elementary Prep parts of the curriculum.
2. The outcomes are drawn from Culture and Community and Cultural Mathematics.

3. Each cluster has a theme that unifies it as a cluster.
4. Language is shown to be involved across all four clusters.

On page 27-28 is a five step process that shows you how these clusters were developed.



Read pages 27-28 that describe the five-step process to develop clusters of outcomes.

Using the Elementary 1 sections of the *Culture and Community, Elementary Syllabus 2003* and the *Cultural Mathematics, Elementary Syllabus 2003* develop clusters of outcomes following these five steps.

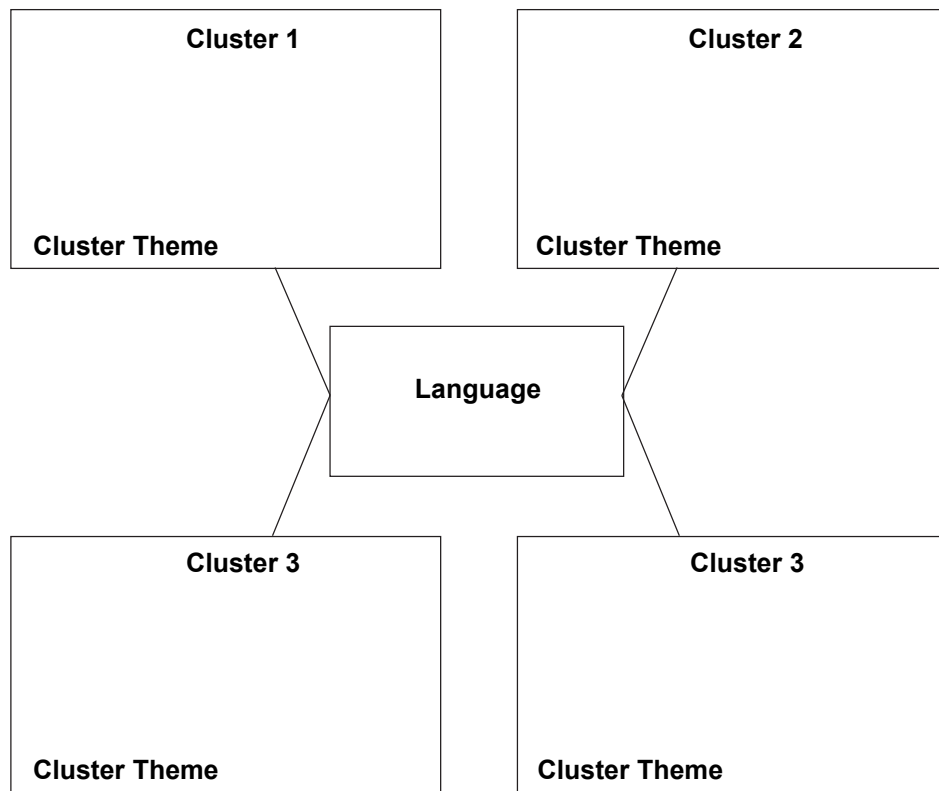
This can be done on your own, but it is best done by a team of at least two.

Remember the five steps are:

1. Clustering outcomes
2. Identify common concepts and a cluster theme that links the outcomes
3. Repeat steps 1 and 2 to create other clusters of outcomes and cluster themes
4. Confirm your decisions
5. Identify any outcome that has not been clustered.

Use the example from page 26 as a model and the template below to write up your work.

(You may have more or less than the four clusters suggested by this template.)



Hint: Your response here will reflect your own creative way of looking at the outcomes.



The second way suggested for clustering outcomes is to look at the community calendar, identify themes and then seek relevant outcomes from the syllabuses. (Refer the second dot point at the top of page 26 of the Teachers Guide)

This next example does this. It also begins the planning process for a multigrade unit. It is developed by scanning the Community Calendar from the North Solomons Province on page 25 of the Teachers Guide.

THEME: We Play Games			
Culture & Community	P.3.1	1.3.1	2.3.1
	P.3.2	1.3.2	2.3.2
Cultural Mathematics	P.4.1	1.4.1	2.4.1
	P.5.1	1.5.1	2.5.1



Find these outcomes in the syllabuses. Write them out next to the references in the table. Then think about whether this is a useful way of beginning the planning process. Write what you think about this here.

Hint: You will need to refer back to the syllabuses or to the outcomes wall chart to complete the table. The second part of the task asks you to think about what has been planned.



The next step in the process is described on page 28. It is under the heading *Identifying smaller themes from the cluster themes*.

Look at the example given on the bottom of the page. Each cluster theme has been again divided into four smaller themes. A 7-step process for this is described on page 28.



- **Study the example of smaller themes on the bottom of page 28 for Unit 1, *What people do*. See if you can think of a different set of smaller themes for the same cluster theme.** Remember this example is for Elementary Prep.

Unit 1 Cluster Theme
What people do
<p>Theme 1</p> <p>.....</p> <p>Theme 2</p> <p>.....</p> <p>Theme 3</p> <p>.....</p> <p>Theme 4</p> <p>.....</p>

Hint: Look at the 7- step process on page 29. Your ideas might be just as good as the ideas listed in the worked example.

- **Look back at the North Solomons community calendar on page 25. Is there anything planned for Unit 1 that doesn't match what is happening in the village?**

Hint: Step 6 of the 7-step plan suggests referring back to this community calendar when planning at this stage.

- **Look at the other three cluster themes on page 26 of the Teachers Guide. Has the community calendar been considered as these have been planned. What evidence do you see of this?**

Hint: You should be able to see some evidence.

- **On the bottom of page 29 are seven outcomes that have not been clustered into the themes. If this was your plan of units, how would you ensure these outcomes are covered for the students in Elementary Prep?**

Hint: Units of work should not link outcomes in an unnatural way, but all outcomes are important.

The next step in developing a community curriculum is to insert these themes into a yearly program. The existing plan has ensured that all outcomes are covered and the children will be engaged in activities that reflect what is happening in the community, the nation and also reflect the syllabus outcomes.

But without the next step, teachers will not know what to do in what week. On page 30 is an example of a yearly plan. This plan provides the structure for the planning for every week in the school year. It again builds on the planning for the North Solomons Province.

Read page 30 of the *Elementary Teachers Guide 2003*.



Look back over the planning steps (pages 22-30) for this work in the North Solomons. Complete the checklist after ensuring you have found the evidence. Note the evidence.

	Insert a <input checked="" type="checkbox"/>	Evidence
1. Have all outcomes in the Elementary Prep syllabus been covered?	<input type="checkbox"/>	
2. Are all cluster themes and smaller themes found on the sample yearly plan?	<input type="checkbox"/>	
3. Does planning reflect the community calendar?	<input type="checkbox"/>	
4. Is it clear what is to be taught in every week of the year?	<input type="checkbox"/>	
5. Have the 7 steps on page 30 been used to develop this level of planning?	<input type="checkbox"/>	

Hint: Most of the evidence can be found by just looking very carefully at the plan on page 30.



The planning steps undertaken so far (referred to as Steps 1-4) in the Teachers Guide, can be thought about as the ‘long term’ planning steps. These plans are developed at the very beginning of the year, or even better at the end of the previous year. The hard work is developing the first set of long term plans. In the following years, the task of the teacher(s) may just be to review the plan.



Develop a set of questions (at least four) that you would ask yourself when you are thinking of next year’s plan.

*

*

*

*

Hint: What you want to know is what will be the same and different about next year.



Think about what long term planning you currently do. Write down some of your thoughts. This might help you.

Perhaps you do it as a team rather than as an individual. Perhaps the steps you take are a little different to what is described here. Perhaps you might realise that you need to make some changes in what you do. Perhaps your planning steps are different, but just as effective. Perhaps you are excited about what you have learnt.

My reflections:

Part 2.2 Medium Term Planning



Step 5 of the planning process in this section of the *Elementary Teachers Guide 2003* involves ‘medium term’ planning. This level of planning is clearly more detailed and will lead to the development of units of work and daily lesson plans that teachers must prepare.

Look carefully at the these pages and see the plans developing.

- 1. The Yearly Plan (term 1) on page 30**
- 2. The process suggested for developing a term program on page 31**
- 3. The sample term program on page 32.**



Answer these questions.

- Is the term one part of the yearly plan properly represented in the term one plan on page 32? If not, what is different?**

Hint: The links should be clear.

- What is the evidence that the 4-step plan on page 31 has been used in drawing up the plan on page 32?**

Hint: The 4-step plan is a procedure. It has been developed in consultation with teachers in PNG.

- What is the evidence that the students in this class or school will be engaged in a community focused program of work?**

Hint: “The Reform emphasises community-based schooling”. This is a quote from the Secretary in his message at the beginning of each of the syllabuses.

• **Is it clear to you which part of this term program is assisting children *identify relationships within their own family (P.2.1)*?**

Hint: Teachers should be organising learning activities that will lead to the achievement of the outcomes. The assessment practices must be linked to the outcomes.



From pages 21-32 of the *Elementary Teachers Guide 2003*, you have seen the development of long term and medium term plans. You have been introduced to the first five steps in planning and programming. Within these steps, you have been introduced to smaller sub-steps. All the way, these steps have been illustrated by an example from the North Solomons.

Once again, the five steps are:

- | | |
|---|---------|
| 1. Developing a community calendar | page 22 |
| 2. Mapping and organising outcomes | page 26 |
| 3. Identifying smaller themes from the cluster themes | page 28 |
| 4. Developing a yearly program | page 30 |
| 5. Making a term program using themes | page 31 |

In working through this study guide you looked at creating community calendars. You thought about what you do and what was given for you in the North Solomons. This was Step 1.

Then you studied Step 2. You mapped and organised outcomes for Elementary 1, using the same process as shown in the North Solomons example for Elementary Prep.

Now it is time to take your example further. Follow the Steps 3-5 and turn your long term plans into medium term plans.



Turn back to page 38 of this Study Guide and refine your basic plans using the these templates. They are taken from the examples you have studied.

• **Smaller Themes**

Unit 1 Cluster Theme	Unit 2 Cluster Theme	Unit 3 Cluster Theme	Unit 4 Cluster Theme
Theme 1	Theme 1	Theme 1	Theme 1
Theme 2	Theme 2	Theme 2	Theme 2
Theme 3	Theme 3	Theme 3	Theme 3
Theme 4	Theme 4	Theme 4	Theme 4

Hint: Divide the cluster themes up into (say 4) smaller themes, but keep on eye on the outcomes you hope the children will achieve.

● **Outcomes not clustered**

Culture and Community
Cultural Mathematics

Hint: All outcomes must be addressed. Your themes and cluster themes may have already addressed all the outcomes.

● **Yearly Program**

Week	Term One	Week	Term Two
Week	Term Three	Week	Term Four

Hint: The North Solomons example has all cluster themes taking two weeks to implement. This is a tidy way of doing it, but the length will really be determined by what has to be covered and the outcomes expected from the work. Don't forget any outcomes that cannot be clustered.

● **Term Program**

Term 1		Grade: Elementary 1 Year 200__		Weeks 1-10
Week	Theme	Community Activities	Main Class Activities	Big Books

Hint: It is at this stage that you are really starting to think about using the community in the work you are preparing.



Show your plans to a colleague. A colleague who teacher E1 in a nearby school may be able to offer advice. Otherwise, ask the EP teacher in your own school.

Ask them for positive comments and constructive criticisms. Talk with them about the process (how you developed the plans) as well as the content of the plans. You may want to share with them the pages of the Teachers Guide that outline the steps you have followed. Summarise this discussion here.

- **Summary of discussion.**



Think now about how useful this work has been in helping you prepare programs for your class. What have you learnt? Are there things that you do now that are obviously good practice?

Write a response here.

Part 2.3 Short Term Planning



Pages 33 - 46 in the *Elementary Teachers Guide 2003* describes step 6 in the planning and programming sequence.

They include the following:

1. writing units of work
2. developing a weekly program
3. writing lesson plans for each lesson

These are all things you already do. Reading through the pages of the Teachers Guide, and working through part of this Inservice Study Guide will help you reflect on what you are currently doing and how relevant it is for implementing the new syllabuses.



Think about how you plan your work at the moment. Imagine you were asked to help someone prepare for their teaching, how would you describe the steps you go through? For the purpose of this task, imagine all the long and medium term planning has been done. Go back, if you like to the last planning task you did on page 46 and start from there. Write down your thoughts under these headings.

This is how I plan my units of work:

This is how I plan what I am going to teach each week:

This is how I prepare for the lessons I am going to teach each day:



In the Teachers Guide are steps for each of these tasks. These are listed in this table. The pages where you can find the full details are shown.

Planning units of work (page 33)

1. List the outcomes from your cluster theme (with Language outcomes that are appropriate).
2. Choose suitable indicators from the syllabuses.
3. Link the indicators to the outcomes.
4. Think up suitable teaching and learning activities.
5. Plan assessment task(s).
6. Plan assessment criteria.
7. Identify resources.
8. Check that all three syllabuses are covered.

Planning for the week (page 38)

1. Look back at your unit planning.
2. Select and order your teaching and learning activities.
3. Work out how long each activity should take.
4. Plan time for all three subjects.
5. Add up and balance the time to total 1200 minutes per week.

A single lesson plan. (pages 40)

1. Decide on your lesson objective(s).
2. Think up how you are going to motivate your students.
3. Carefully plan to demonstrate what you want the students to do.
4. Prepare for the teaching and learning tasks the students have to do.
5. Have a clear idea of how much time can be given to the activity.
6. Get your materials and resources organised.
7. Plan for your evaluations.

In the Teachers Guide, these three levels of short term planning are illustrated building on some of the ideas in the long term and medium term parts. They are clearly presented and you should be able to read them yourself and see how the steps are used.



Read pages 34-38 and answer the following questions. Look back at the planning steps suggested too.

- Show here a list of the Culture and Community outcomes matched to the indicators chosen from the syllabus.

Hint: These indicators will assist the teacher to know if the student is achieving the outcome.

- How will the teacher know if outcome P.2.1 is achieved?

Hint: Planning for assessment happens not at the end of the unit but is ongoing.

- Comment on the choice of teaching and learning activities to match outcome P.3.3

Hint: The outcomes are given, but the teacher can determine the teaching and learning activities.

- **Do you believe outcome P.2.3 is adequately planned for? Justify your answer.**

Hint: It must be possible to follow through all outcomes right up to the assessment part.

- **What part of the ‘resources’ in the “Culture and Community” part will need planning well in advance?**

Hint: Some resources are readily available in the school or classroom. Others have to be organised with a little more effort.

- **Look at the assessment tasks for the Cultural Mathematics outcome P.2.1 and then write an alternative that you might use.**

Hint: One of the skills needed by a teacher is to know how to assess.

- **A see-saw is listed as a resource in the Cultural Mathematics part. Why is it needed and how might you provide it?**

Hint: Teachers are very creative in providing good teaching and learning activities for their students.

- **How many language outcomes is the teacher planning to use in this unit of work?**

Hint: Remember, in this model, the Language outcomes were added after the unit was planned.

- **Only two Language assessment tasks are listed. Why is this so if the list of Language outcomes is so much longer?**

Hint: It is clearly explained if you read the pages carefully.

- **Which Language outcome do the indicators on page 36 match?**

Hint: The indicators come directly from the syllabus.

- **Has the teacher remembered to plan for the outcomes not included in the theme of FAMILY? What is the evidence?**

Hint: Look back at page 29 of the Teachers Guide and there is a list of outcomes that are not covered in the cluster themes.



Now that you have looked carefully over the planning example provided in the Teachers Guide, try to see what you have learned from it. In your mind, compare it with what you do at the moment. Write some interesting things below.

My reflections

Hint: If you are new to planning and programming in an outcomes based way, you should see some differences between what you currently do and what is suggested in the Teachers Guide.



Meet with another Elementary teacher. Discuss with them what you do to prepare a unit of work and what you have seen in this Teachers Guide. Make some notes here after this discussion.

Note: There may be big differences to discuss. That is not necessarily a problem.



Units of work are usually planned to be implemented over several weeks. In the planning shown in the North Solomons example, all units of work are planned to be implemented over two weeks. This is not always how it is done. Depending on the number of outcomes chosen, units may only take one week or may take many weeks to implement.

On page 39 are details of how the first week of the two week unit on FAMILY is to be planned. In developing this plan, the teacher has had to keep in mind the steps involved listed on page 38 of the Teachers Guide. Teachers must always be planning carefully so that they can ensure that everything they have to do can get finished.

• Read carefully pages 38-39 of the *Elementary Teachers Guide 2003*. You should be looking for these things.

- That the steps listed on page 38 are obvious.
- That there are obvious links back to the previous short term planning phase.
- That the outcomes are not forgotten.
- That there is more detail being given as planning develops.
- That time allocations are being considered.



Use the model on page 38 of the Teachers Guide and prepare the weekly program for the second week of the unit on the FAMILY. Use the template below. It is the same as that used in the Teachers Guide for week one.

Grade : Elem. Prep		Term: One		Week: Three of term	
Theme: Family		Resources:			
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.00	Morning Assembly				
8.15					
10.30	Morning Break				
Summary: Culture and Community: Language			Cultural Mathematics: Total number of minutes per week =		

Hint: You will need to look back at the Unit plan as shown on pages 34-38 and the week one plan on page 38.



The planning and programming process has moved from broad based planning to more specific and detailed planning. The final step is the preparation that each teacher must make for each lesson. The success of each lesson depends on the effort that a teacher puts into this step. When teachers are not well prepared, lessons are often poor or even failures. The amount of written documentation required at this stage may depend on the experience of the teacher and on the policy of the school. The Teachers Guide on pages 44-46 gives worked examples of two lesson plans that reflect the planning steps listed on page 40.

Read pages 40-46

On pages 40-43 the suggested process is explained. On pages 44-46 there are two sample lesson plans based on the suggested process.



Look at the sample lesson plan on pages 44-46. Think about the detail provided and the way you prepare a lesson. Answer these questions.

- **Are all suggested steps used in this example?**

Hint: The steps have been well discussed by teachers as the Teachers Guide was developed.

- **Could you follow the steps if you were suddenly asked to take the lesson for the teacher?**

Hint: Lesson plans are written by a teacher for him/herself. But if they are written well, anybody should be able to step in and take the class in an emergency.

- **Which grade outcome does this lesson plan relate to?**

Hint: Look back at page 34

- **Do you think that the demonstration step gives a good example for the students in the activity that they have to do?**

Hint: Elementary aged children need to know very clearly what it is their teacher wants them to do.

- **Is there a good relationship between the lesson objective and the activities planned for the children?**

Hint: This relationship must be the point of the lesson.

- **Will the teacher have any idea at the end of the lesson whether the lesson objective was achieved?**

Hint: The lesson plan began with an objective. Good feedback is needed to look at student achievement and lesson effectiveness.

- **Do you find it necessary to write lesson plans to this level of detail to have effective lessons?**

Hint: This answer will depend on a number of factors including your experience and your school's policy.



Use *Sample Lesson Plan 2* on page 45 to develop your own lesson plan for this same lesson. The lesson objective will remain the same, but you will think of other ways of following the plan and attempting to achieve the objective. The headings are provided for you.

Subject: Cultural Mathematics

Grade: Elementary Prep

Unit: People

Theme: Family

Lesson Topic: Counting family members

Objective: By the end of the lesson each student will be able to count in vernacular the number of people in a friend's family and their own family.

Preparation:

Introduction and motivation:

Explanation:

Demonstration:

Student practice and activities:

Evaluation:

Hint: Every lesson is unique to a teacher. Preparing interesting and effective lessons is one of the keys of our teaching profession.



Share your plan and the one given in the Teachers Guide with a colleague. Ask them whether they think both lessons are well prepared. Ask your colleague the same questions about your lesson plan as you answered about the *Sample Lesson Plan 1* (page 44). Note some outcomes of this discussion here.

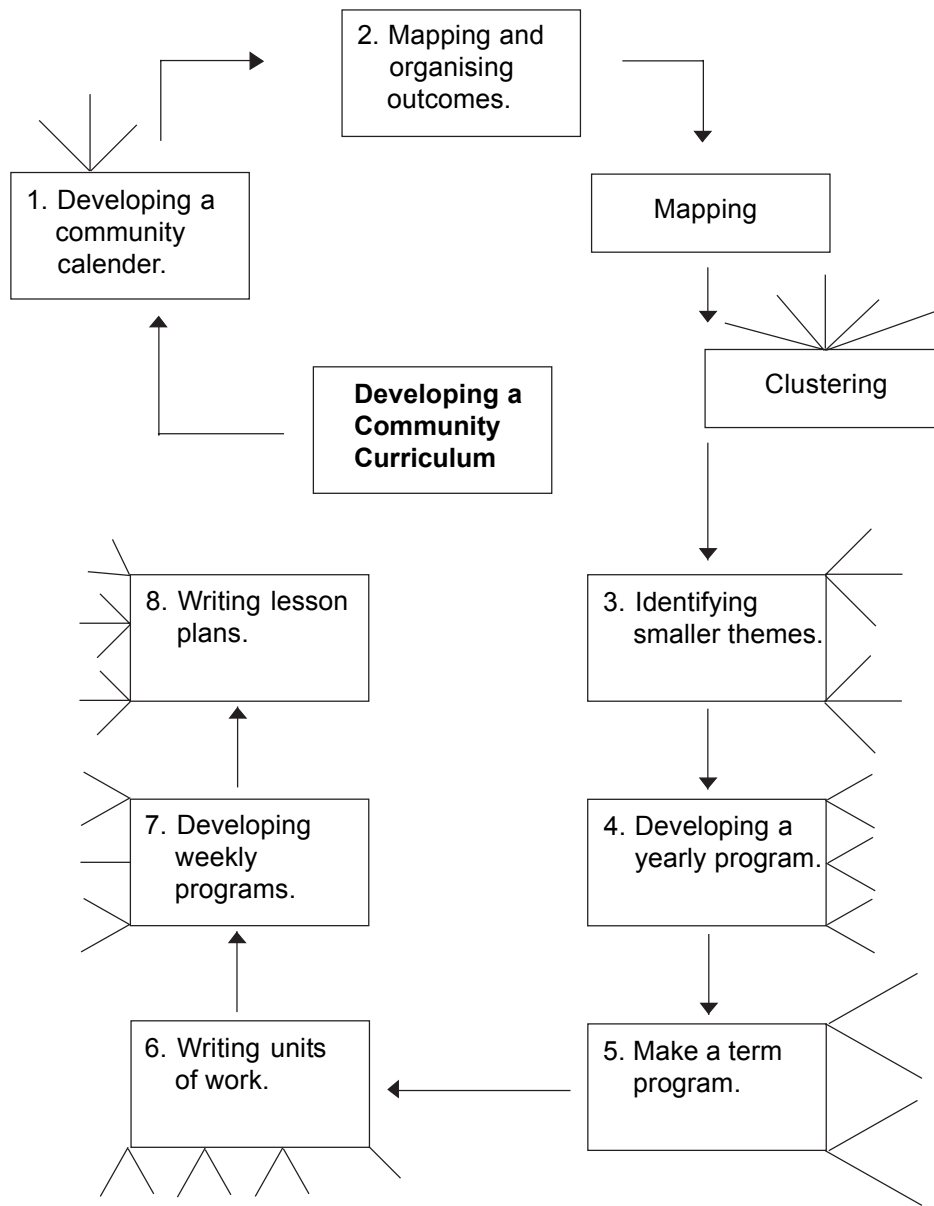
Hint: The response here will depend on your lesson plan and how the colleague relates to it.



Section Summary

Here is the start of a mindmap that can serve as a summary of the processes that have been demonstrated and practised in relation to 'developing a community curriculum. Complete the mind map by looking back through this section of the Teachers Guide. (pages 21-46).

Hint: Each line is there for a reason. There should be something to write at the end of each.



Additional space for your notes

Additional space for your notes

Section 3. How Can I Use the Elaborations?



Elementary teachers preparing to develop teaching and learning programs now have the three Elementary syllabuses to assist them. These syllabuses list the learning outcomes for each grade and are supported by indicators that ‘indicate’ or help teachers understand the intent of the outcome and show the sorts of things a student can do if they achieve the outcome.

The Teachers Guide includes a section called ‘Elaborations’ to help teachers.

Elaborations clarify the outcomes. Each outcome is described in terms of what students should know and do. (Elementary Teachers Guide 2003, page 47)

Specifically they show:

1. the recommended knowledge associated with the outcome and
2. the recommended skills students are expected to develop in association with the outcome.

Of course, your local community will have views of what should be learnt for students in your Elementary school.

For each of the ninety-nine outcomes, there are elaborations.



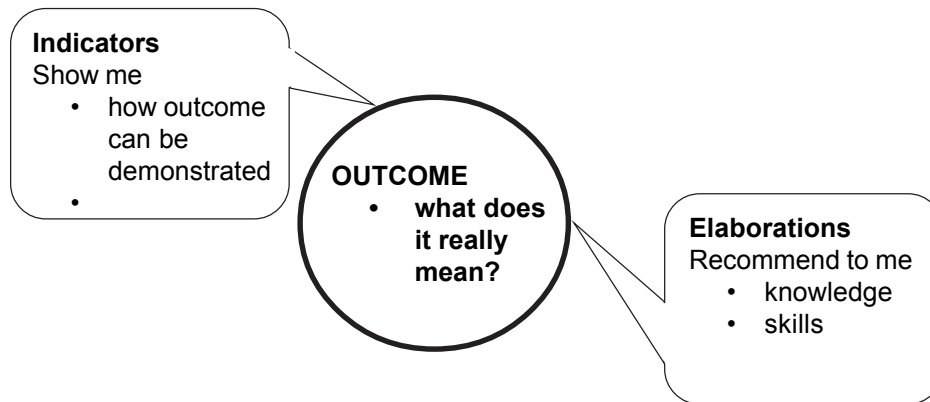
- Read Outcome P.1.1 on page 13 of the *Culture and Community, Elementary Syllabus 2003*.
- Read the five indicators written below this outcome
- Read the elaboration of this outcome on page 47 of the *Elementary Teachers Guide, 2003*
- Write all this detail into this table.

Culture and Community: Outcome P.1.1	
Indicators	Elaborations
	Recommended knowledge
*	*
*	*
*	*
*	*
Recommended skills and suggested activities	
*	
*	
*	

Hint: This task will take some time, but it just involves locating the information and copying it.



Look carefully at what you've written in this table. You've got the full picture of information provided for this outcome. The indicators and elaborations are provided to increase the amount of understanding teachers have about the outcome: what they can teach and what students can learn.



This information can be put together on any outcome by looking up the same books. It is all included in either the Syllabus or Teachers Guide.

Remember that teachers can think up more indicators than those listed in the syllabus and more activities than those listed in the elaborations. The two lists are not complete. Think of them as the beginning!



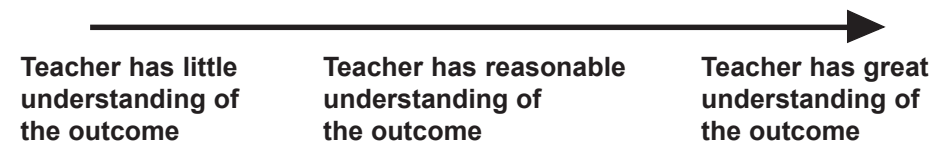
Imagine you teach an Elementary Prep class. You look at the wall chart of *Learning Outcomes for Elementary Prep, Elementary 1 and Elementary 2* and see that there is a Cultural Mathematics outcome that says: *Use time markers. (P.2.3)*

By using your Syllabus and the Teachers Guide, explain what the outcome involves, some activities you would introduce the children to, and how you would know that they could 'use time markers'. Use this box to make your notes.

Hint: You may need to complete a table similar to that completed on page ?



Show another teacher what you just did. See if they agree with you about your interpretation of the outcome. Use the rating scale below for their response. Mark the place with a cross (X).



Hint: The response here will depend on the clarity of your explanation based on your thoughts about the indicators and the elaborations.



Develop a unit of work. Base this on the following three outcomes.

- **Culture and Community 2.3.3**
- **Cultural Mathematics 2.2.3**
- **Language 2.1.1**

Consider the following.

- Understand each outcome by studying the outcome itself, the indicators and the elaborations.
- Refer to the process for developing units of work on page 33 of the *Elementary Teachers Guide 2003*.
- Consider using the format on page 34 of the Teachers Guide. This may need some modification as you are preparing for only three outcomes.
- Use this page to write the unit. For the purpose of this task, limit the paper work to one page.

Write your notes here.

Additional space for your notes

Hint: This task brings together much of what you have learnt in Sections 2 and 3.



Answer these questions.

- How easy/hard was it to integrate the three outcomes into one unit of work?

Hint: Integrated units of work are clearly the way for the syllabuses to be implemented.

- Of what use were the indicators?

Hint: They are not the mandatory part of the syllabus. They are offered to help a teacher understand the outcome and also to make judgements about student achievement.

- Of what use were the elaborations?

Hint: Remember they involve suggested knowledge, skills and activities.

- How would you explain to others the purpose and functions of the elaborations?

Hint: This should draw together what you have learnt from this section of the Study Guide.



Think about the question that is the title of this section. *How can I use the elaborations?*

What is your answer? Write it down here.

My reflections



Share your reflections with a colleague. Ask them for some feedback and write this below.

My colleague's response



Section Summary

Make a list of the key ideas you have learned in this section. You may do this using a mindmap or another structure of your choice.

Write your notes here

Additional space for your notes

Additional space for your notes

Unit Summary

Congratulations! You have completed this unit.

At this point, let us review your learning journey.

You commenced your learning by completing the Self Assessment.

The sections within this unit are:

Section 1: How Can it Help Me Understand Teaching and Learning?

Section 2: How Can it Help Me Understand Planning and Programming?

Section 3: How Can I Use the Elaborations?

In completing this unit, you worked systematically through some key parts of the *Elementary Teachers Guide 2003*. The tasks you have completed have allowed you to try some of the ideas in the Teachers Guide. You have thought about these ideas and how they assist you to understand and implement the new Elementary Syllabuses.

The focus throughout the unit required you to learn, do, share and reflect in the context of your work situation.

At this point let us review your progress. One way of doing this is by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the unit are copied here. For each outcome assess yourself - Yes, No or Not Sure?

Can You:	
1. explain the differences between teacher-centred classrooms and child-centred classrooms?	Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/>
2. prepare teaching and learning programs for multigrade classes?	Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/>
3. develop long term (village calendar), medium term and short term (lesson plans) plans and programs?	Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/>
4. assist other teachers develop long term, medium term and short term plans and programs?	Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/>
5. use elaborations of outcomes to demonstrate a deep understanding of the syllabus outcomes and reflect this in your class program?	Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/>

If you have answered 'Yes' to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of the outcomes.

If you have said 'No' or 'Not sure' to some, then it may be worth your while to go over the appropriate sections of the unit again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

A second way of assessing your progress is by completing the Self-assessment in the Unit Introduction again. Use a different coloured pen to place a tick on each continuum to show what you know now.

Compare your assessment of your knowledge and skills before and after you completed this unit.

Where have you shown the most growth?

In which areas might you need to consolidate your learning or seek further assistance?

Are there other areas that have now become apparent as learning priorities for you?

The Elementary Trainers have been trained to facilitate or assist you with this unit. He or she can make a judgement about whether you have achieved the outcomes of this unit. It will be useful to you if you keep in contact with them as you think about what you have learnt.

Where to from here



How can I build on what I have learnt?

If you want to learn more about the curriculum reform and what it means for teachers, think about these things.

- study one of the other Elementary Inservice Units
- try to help another teacher
- take on special school responsibilities
 - develop the school assessment schedule
 - become the community liaison officer
 - become the school inservice coordinator
 - team teach with a colleague
- look for opportunities beyond your school
 - supporting others in a nearby school
 - supporting others at the cluster or district level
- develop resources
 - for your own use
 - for the use of others in your school
 - for others beyond the school

It is important for all teachers to have some professional development plans.

Remember you can improve you skills and understanding by learning, doing, sharing and reflecting.

What are you going to do?

