Unit 3
Learning Areas: Language and Personal Development
Study Guide
Unit 3: Learning Areas: Language and Personal Development

Study Guide
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For further information about the units contact the
Teacher Education and Staff Development Division.
### Unit 3:
**Learning Areas: Language and Personal Development**

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary’s Message</td>
<td>iv</td>
</tr>
<tr>
<td>How to use the study guide</td>
<td>1-4</td>
</tr>
<tr>
<td>Unit introduction</td>
<td>1-13</td>
</tr>
<tr>
<td>❖ The Context</td>
<td></td>
</tr>
<tr>
<td>❖ Duration</td>
<td></td>
</tr>
<tr>
<td>❖ Prerequisites</td>
<td></td>
</tr>
<tr>
<td>❖ Learning tips</td>
<td></td>
</tr>
<tr>
<td>❖ The learning model</td>
<td></td>
</tr>
<tr>
<td>❖ Resources</td>
<td></td>
</tr>
<tr>
<td>❖ About this unit</td>
<td></td>
</tr>
<tr>
<td>- The context</td>
<td></td>
</tr>
<tr>
<td>❖ Unit learning outcomes</td>
<td></td>
</tr>
<tr>
<td>❖ The modules</td>
<td></td>
</tr>
<tr>
<td>❖ References</td>
<td></td>
</tr>
<tr>
<td>Module 1: Language Learning Area</td>
<td>1-42</td>
</tr>
<tr>
<td>Module 2: Personal Development in Lower Primary</td>
<td>1-38</td>
</tr>
<tr>
<td>Module 3: Personal Development in Upper Primary</td>
<td>1-30</td>
</tr>
<tr>
<td>Module 4: Implication for practice</td>
<td>1-24</td>
</tr>
<tr>
<td>Unit Summary</td>
<td>1-3</td>
</tr>
<tr>
<td>Where to go from here?</td>
<td>1</td>
</tr>
<tr>
<td>Accreditation and Certification</td>
<td>1-12</td>
</tr>
<tr>
<td>❖ The Context</td>
<td></td>
</tr>
<tr>
<td>❖ Some definitions</td>
<td></td>
</tr>
<tr>
<td>❖ Ways this unit can assist you</td>
<td></td>
</tr>
<tr>
<td>❖ Accreditation requirements</td>
<td></td>
</tr>
<tr>
<td>❖ Certification requirements</td>
<td></td>
</tr>
<tr>
<td>❖ Self-assessment of progress</td>
<td></td>
</tr>
<tr>
<td>Learning Contract</td>
<td>1-8</td>
</tr>
<tr>
<td>Final Steps</td>
<td>1-2</td>
</tr>
</tbody>
</table>
Secretary’s message

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

The provision of accessible, relevant and sustainable in-service 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 in-service units are being provided to assist teachers implement the primary reform curriculum materials distributed to schools in 2003 - 2005. 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 provide a means for all teachers to gain further qualifications through Papua New Guinea Education Institute and primary teachers colleges that may include these units as part of their in-service provision.

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 challenges 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.

Dr. Joseph Pagelio
A/Secretary for Education
How to use the study guide

There are a number of ways you can use this study guide:
- As a source of information and activities for school-based, cluster or district learning and development (in-service), or
- As a study guide for self-improvement, or
- As a study guide to improve your qualifications

The decisions and choices you make as you work your way through this section of the study guide will determine the outcomes you achieve and the benefits you gain from your learning journey.

So be very clear about your purpose for studying this in-service unit.

Option 1. School-based, cluster or district learning and development
This unit can be used to establish a learning community of practitioners in schools or across a cluster of schools (that is, to promote the practice of teachers studying together to improve their knowledge and skills and encouraging each other to do so).

To use this unit for school-based, cluster or district learning and development (in-service), first organise a planning group to scan the unit and module content to determine the most suitable approach. The planning group could comprise any of the following — the head teacher, the inspector, the in-service coordinator, the district coordinator, a trained assessor, classroom teachers.

There are many ways in-service sessions could be organised, for example one to two hours every week, or a half day every month, or during NIST week or any other arrangement that suits the needs of your school, cluster or district.

The planning group may organise for teachers to work through the whole unit over a period of time or may select particular modules, sections or activities that will best help teachers implement the primary curriculum.

Teachers can work through the unit or modules themselves in pairs or in small groups, or they can be guided through the unit or modules by trained assessors or teachers who have already studied the unit at PNGEI.

It is recommended that teachers do a self-assessment of learning before and after each in-service activity. The self-assessment on page 13 of the Accreditation and Certification section can be used for this purpose.

Option 2. Self-improvement
You may study this unit for your own self-improvement to become a more effective and informed teacher, senior teacher, head teacher, inspector or education officer with responsibility for curriculum reform.

If this is your goal, track your pathway through the flow chart on the next page.
Option 3. Improve your qualifications
You may complete this unit to gain potential credit points to upgrade your qualifications through the DEP(I) or other programs offered by PNGEI such as Diploma in Special Education, Certificate of Elementary Teacher Training (CETT) or Diploma in Vocational Education (DOVET) or further education.

If this is your goal, track your pathway through the flow chart on the next page.
Study Pathway Planner for Improving Qualifications...

**Step 1**
Read pages 1-13 of *Unit Introduction*

**Step 2**
How do you want to study? Choose your path - is it to be:
- self paced with or without a learning partner?
- in a group with a facilitator?
- off campus face-to-face with an assessor?
- on campus face-to-face with an assessor?

**Step 3**
Read pages 9 of *Accreditation and Certification* to see how to apply for external assessment

**Step 4**
Read detail of the *Learning Contract* (pages 2-8)

**Step 5**
Contact your local assessor and negotiate your learning contract

**Step 6**
Read *Final Steps*

**Step 7**
Do you have access to the resources listed on pages 4-7 of *Unit Introduction*?
- Yes
- No
- Look for the documents, otherwise you cannot proceed with the unit
- You don't need to collect them all at once, but only as you need them
- Your head teacher, inspector, inservice coordinator, reform coordinator or provincial materials supply officer may be able to help

**Step 8**
You are ready to start

*How to use the study guide*
Unit Introduction

The Context

This set of nine in-service units has been developed specifically to help primary school teachers, grades 3 - 8 and the senior teachers, head teachers, education officers and inspectors who support them, to effectively implement primary reform curriculum.

All primary syllabuses contain the Secretary’s Message, Introduction, Rationale, Curriculum principles, Content overview, Course aims, Learning outcomes and Indicators and advice on assessment and reporting.

You are perhaps already familiar with terms such as introduction, rationale, curriculum principles and content overview and have an idea about what to expect. However, there is new information in all of these sections of the document.

The primary teacher guides explain to you, using examples, ways of planning and programming, ways of developing units of work and strategies and tools for assessment and reporting. They also provide information about the knowledge, skills, attitudes and values embedded in each of the outcomes through ‘elaborations’ of the outcomes. ‘Suggested activities’ are also to be found in this section.

The most significant aspect of the new syllabuses is that they describe student learning in terms of learning outcomes and indicators and not in terms of objectives as was the practice previously.

The learning outcomes specify what it is that students know, understand and are able to do as a result of their learning. Indicators list examples of the kinds of things students are able to do, know and understand if they are achieving an outcome. Teachers use indicators when they make judgements about student achievement of outcomes.

This set of in-service units uses an outcomes-based approach to help you become familiar with and to understand and experience learning based on specified outcomes. The in-service units introduce some new concepts and ideas based on effective principles of learning in an outcomes-oriented learning environment.

Learning outcomes are identified at two levels – unit learning outcomes and module learning outcomes. If academic credit is being sought through the study of a unit, the unit learning outcomes form the basis of assessment. If this is not the goal, then the unit learning outcomes may be used for checking own learning.

All units are developed through four modules. The modules are written in a ‘self-learning mode’. You are guided each step of the way. Follow the instructions and you will be able to complete the modules.
In the module summary, at the end of each module, we have repeated the module learning outcomes. Use the list of outcomes as a checklist of your learning progress through the module.

In the unit summary at the end of the unit, we have repeated the unit learning outcomes. Use this as a checklist for your readiness for assessment.

We have provided space throughout the Study Guide for you to write your responses and reflections. This means that your study guide is also your workbook and your learning journal. Also, at the end of each module, you will find some blank pages. Use them as extra space for your notes if you need it.

We have not given any model answers for the various tasks you will be completing. Instead we have provided ‘hints’ to prompt your thinking. This may also help you check and re-think your responses.

Throughout the Study Guide you are advised to work with a colleague. The term colleague is used to mean a learning partner, a critical friend or a mentor. (Further information in this area may be found on page 7 of Accreditation and Certification section of this Study Guide.)

**Prerequisites**
There are no academic prerequisites for this unit.

**Duration**
It is likely to take you around 48 hours to complete all the Learn, Do, Share and Reflect activities in a unit.

**Learning tips**
Each module includes learning, doing, sharing and reflecting activities. These are all designed to help you achieve the learning outcomes of the unit.

To complete the unit or modules you will need the resources with their pictures next to them listed on pages 4-7. All resources were sent to schools during 2003-2005.

**The learning model**
The activities in this unit, using the learning model of Learn, Do, Share and Reflect, are designed to give you an understanding of the reform and develop your knowledge and skills in implementing it. The four parts of the learning model represent ongoing learning processes that form an integral part of the learning journey.
Icons

An icon is a symbol used to show you what action to take in your learning journey. In this unit these icons represent this learning model.

Learn  Do  Share  Reflect

<table>
<thead>
<tr>
<th>Learn (Lainim)</th>
<th>Do (Wokim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Find out more about</td>
<td>• Do tasks</td>
</tr>
<tr>
<td>• Use information to create knowledge</td>
<td>• Practise skills</td>
</tr>
<tr>
<td></td>
<td>• Apply new knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share (Tok tok wantaim)</th>
<th>Reflect (Tingim bek)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Talk to others about what you are learning</td>
<td>• Think critically about what you have learnt, done and shared</td>
</tr>
<tr>
<td>• Discuss findings with a colleague, learning partner or group or an individual acting as a critical friend. Learning in cooperation increases the ability to learn. Discussing and exploring what has been learned with colleagues help in constructing knowledge through seeing, hearing, doing, talking, refining and reflecting.</td>
<td>• Think about changes to your practice</td>
</tr>
<tr>
<td></td>
<td>• Think about changes to your beliefs and attitudes</td>
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<td></td>
<td>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:</td>
</tr>
<tr>
<td></td>
<td>- what does this mean for my practice in my current position?</td>
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<tr>
<td></td>
<td>- what are the implications for the group?</td>
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<tr>
<td></td>
<td>- what are the implications for the school or my classroom?</td>
</tr>
</tbody>
</table>
Resources

Here is a list of resource texts for use with this study guide. If you are currently teaching in the lower primary years, you may think of focusing on the lower primary syllabuses and related documents only. If you are currently teaching in the upper primary years, you may think of focusing on the upper primary syllabuses and related documents only. However, it is important that you become familiar with both sets of documents to become an effective and competent primary school teacher.

You will need access to the relevant documents to successfully complete the unit. These documents were distributed to schools in 2000-2005.

At the beginning of each module, the resource books you will need for that module are identified.


### 16. Upper Primary Learning Outcomes for Grades 6, 7 and 8,
Department of Education, Papua New Guinea, 2003

### 17. Lower Primary Learning Outcomes for Grades 3, 4 and 5,
Department of Education, Papua New Guinea, 2004
About this unit

The context
As you know, basic education is currently being reformed throughout the PNG education system. This process began some years ago. You might also be aware that some provinces and schools have already done a great deal of work in implementing the reform, while some others have a long way to go.

This unit is one of a set of nine in-service units developed to help both primary school teachers and those officers who support their work, such as, the senior teachers, head teachers, inspectors and education officers to understand and implement the reform in their work situation or context.

The in-service units in the set are:
Unit 1: Philosophy of Curriculum Reform
Unit 2: Learning Area: Culture and Community
Unit 3: Learning Areas: Language and Personal Development
Unit 4: Learning Areas: Mathematics and Science
Unit 5: Outcomes-Based Planning and Programming
Unit 6: Learning and Teaching for Outcomes
Unit 7: Assessing and Reporting Achievement of Outcomes
Unit 8: Bridging to English
Unit 9: Vernacular Literacies

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

Unit 3 focuses on Language and Personal Development learning areas.

The Language Learning Area

National Curriculum Statement (2002) states:

Language plays a vital role in human life. This learning area is fundamental to thinking, learning and communicating in all cultures. Our nation is rich in language. Its many cultures are sustained through the many languages that are used to communicate in your day-to-day lives. Our language and cultures are also diverse that most people in our nation are multilingual.

The skills used in languages is associated with many opportunities in life, including further education, work and living together. Language is dynamic and evolving. It is also systematic and governed by rules. This learning area has a special role in developing students‘ functional and critical literacy. It focuses on knowledge about language and how it works.

The following table shows the subjects from elementary to upper secondary associated with this learning area. The columns that are highlighted show where the syllabuses covered in this in-service unit fit.
The Personal Development Learning Area

National Curriculum Statement (2002) states:

This learning area contains the subjects: Health, Physical Education, Personal development and aspects of Guidance, Religious education and Civics. This learning area will enable students to make informed decisions about their lifestyles, including the values of the family, culture and religion to which they belong. This learning area enables students to reinforce the values identified in our Constitution ..... 

Personal Development acknowledges the traditional taboos in some societies concerning the discussion of spirituality, intimate relationships, sexuality and other sensitive topics. ... This learning area will help students respect these taboos. ...

Personal Development will give all students the opportunity to know how to interact with one another, develop physically, mentally and socially to their fullest potential in order to live productively in our societies. ....

Schools should encourage the community members to be involved in teaching Personal Development and should incorporate Personal Development programs into community programs. ...(pages 38-39)

The following table shows the subjects from elementary to upper secondary associated with this learning area. The columns that are highlighted show where the syllabuses covered in this in-service unit fit.
This unit focuses on the primary curriculum learning area of Language and Personal Development and involves a close study of the following syllabuses and teacher guides.

- *Language, Lower Primary Syllabus, 2004*
- *Language Teacher Guide, Lower Primary, 2004*
- *Language, Upper Primary Syllabus, 2003*
- *Language Teacher Guide, Upper Primary, 2003*
- *Health, Lower Primary Syllabus, 2004*
- *Health Teacher Guide, Lower Primary, 2004*
- *Physical Education, Lower Primary Syllabus, 2004*
- *Physical Education Teacher Guide, Lower Primary, 2004*
- *Personal Development, Upper Primary Syllabus, 2003*
- *Personal Development Teacher Guide, Upper Primary, 2003*

The implementation of each of these syllabuses is supported by teacher guides.

In this unit you consider the way in which the upper primary years build on work undertaken in the lower primary years of schooling in the Language and Personal Development learning areas.

In studying this unit, you explore ways that concepts, knowledge, understandings and skills are developed as students progress from grade to grade.

The unit enables you to consider the implications of the new syllabuses for your practice as an educator, when applying these documents in the context of your work.
Unit learning outcomes

Learning outcomes are statements about the knowledge, understandings and skills you achieve and are able to demonstrate when you complete the 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, the learner, can (are able to):

1. explain to others the contents and structure of the lower and upper primary language syllabuses and teachers guides
2. explain to others the contents and structure of the lower primary health and physical education syllabuses and teacher guides
3. explain to others the contents and structure of the upper primary personal development syllabus and teachers guide
4. describe and discuss the ways that progress from grade 3 to grade 8 are outlined in the language, health, physical education and personal development syllabuses
5. discuss the major elements of the primary reform curriculum and what they mean for children, parents, other teachers and yourself
6. identify links between Language, Health, Physical Education and Personal Development syllabuses
7. make links between the syllabuses and teacher guides and the National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003
8. develop an action plan to apply your learning in your work context.
The Modules

In order to help you achieve the unit learning outcomes, Unit 3: Language and Personal Development, is developed through four modules.

The modules are not linked. This means that you can do them in any order you like. It is suggested however that you complete Module 1 first and Module 4 last.

An overview of each of the modules follows:

Module 1: Language Learning Area
In this module you are introduced to the lower and upper primary Language syllabuses and teacher guides. The major focus of this module is the structure and the contents of the lower and upper primary Language syllabuses and their relevant teacher guides. You will make connections between the syllabuses, the teacher guides and policy documents.

Module 2: Personal Development in Lower Primary
In this module you are introduced to the Lower Primary Health Syllabus and teacher guide and to the Lower Primary Physical Education Syllabus and teacher guide.

The major focus of this module is the structure and the content of the lower primary Health and Physical Education syllabuses and their relevant teacher guides. You will make connections between the syllabuses, the teacher guides and the policy documents.

Module 3: Personal Development in Upper Primary
In this module you are introduced to the Upper Primary Personal Development Syllabus and teachers guide. The major focus of this module is the structure and the content of the Upper Primary Personal Development Syllabus and its relevant teachers guide. You make connections between the syllabus, the teacher guides and the policy documents.

Module 4: Implications for Practice
In this module you look at implications for practice. Using appropriate scenarios relevant to your work context and based on knowledge you have gained in the preceding modules, you explore your role and what you expect to do in practice.
References

These documents have been used in writing these units. You do not need to have access to these documents.

Department of Education, 2001 In-service Management Plan 2001-2005, Supporting the implementation of curriculum reform from Elementary Prep to Grade 8, Papua New Guinea.

Curriculum Reform Implementation Project, 2002 In-house documents. Professional Reading Series No. 1, 2 and 3.


Department of Education (2002). In-service Units to Support the Implementation of Lower Primary Reform Curriculum, Papua New Guinea.
1. Curriculum Reform and Lower primary Curriculum
2. Bridging to English in Lower primary
3. Planning and Programming
4. Teaching and Learning
5. Assessment and Reporting

In-service Units to Support the Implementation of Upper Primary Reform Curriculum, Department of Education (2003), Papua New Guinea.
1. Philosophy of Curriculum Reform
2. Curriculum Reform and Upper Primary Reform Curriculum
3. Outcomes-based Planning and Programming
4. Learning and Teaching for Outcomes
5. Assessing and Reporting Achievement of Outcomes
Unit 3:
Learning Areas:
Language and Personal Development

Module 1: Language
Learning Area

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module introduction</td>
<td>2</td>
</tr>
<tr>
<td>Module learning outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Section 1: The Lower and Upper Primary Language Syllabuses</td>
<td>4</td>
</tr>
<tr>
<td>Section 2: The Lower and Upper Primary Language Teacher Guides</td>
<td>20</td>
</tr>
<tr>
<td>Module summary (and additional space for your notes)</td>
<td>39</td>
</tr>
</tbody>
</table>

Name: ........................................................ File No:....................................................

Date commenced: ...................................... Date completed:.......................................

I have sighted this study guide as evidence of completion of agreed tasks by

.................................................................................................................................(insert name)

Assessor: ..................................................... Date: .......................................................
Module 1
Language Learning Area

Module introduction

Welcome to Module 1: Language Learning Area. This module focuses on the lower and upper primary Language syllabuses and teacher guides.

In Section 1 of this module, you will undertake a study of the Language syllabuses for students in the lower and upper primary years, to understand their structure and content in a general sense. In doing so, you will focus on how the knowledge, skills and attitudes which support the aims of primary education are made explicit in each of these syllabuses, thereby making connections between the reform agenda and the curriculum.

In Section 2 of this module, you will undertake a study of the Language teacher guides in the lower and upper primary years to understand their structure and content in a general sense. In doing so, you will focus on how the knowledge, skills and attitudes which support the aims of primary education are made explicit in each of these teacher guides, thereby making connections between the reform agenda and the curriculum.

To undertake this module, you will need access to the lower and upper primary Language syllabuses and teacher guides. If you do not have access to them, you will not be able to do this module. For copies of these documents contact your head teacher, inspector, provisional reform curriculum coordinator, provisional inservice coordinator or the provincial materials supply officer.

If you are seeking academic credit, make sure you have completed the self-assessment in the Accreditation and Certification section before you start this module. As you work through this module, it may be useful to keep a running record of sections, parts and pages of the module where you can show evidence for particular unit outcomes. You may wish to record such information in your Learning Contract.
Module learning outcomes

When you have worked through this module, you, the learner, can (or are able to):

1. describe the structure and contents of the lower and upper primary Language syllabuses and teacher guides

2. explain the content overview of the lower and upper primary Language syllabuses and teacher guides

3. describe the relationship between the strands, sub-strands, learning outcomes, indicators, assessment and evaluation

4. identify indicators of progress from grade 3 to grade 8 across the lower and upper primary Language syllabuses

5. describe the approaches to programming, teaching and learning and assessment supported by the lower and upper primary Language syllabuses and teacher guides

6. explain to a colleague, the concepts, skills and attitudes identified in the lower and upper primary Language syllabuses and teachers guides

7. explain to a colleague, how the concepts, skills and attitudes are organised in the lower and upper primary Language syllabuses and teachers guides.
Section 1: The Lower and Upper Primary Language Syllabuses

Secretary’s Message (page iv)

The secretary’s message advises:

The current reforms in education have been in progress since 1992. The Education reform has emphasised community-based schooling, the use of vernacular languages in schools, the introduction of elementary schools and the expansion of primary schooling to grade 8 and increased access to grades 9 and 11.

These syllabuses are to be used by lower and upper primary students across grades 3 to 8 in primary schools throughout Papua New Guinea. The upper primary syllabuses develop, extend, link and build upon concepts, skills and attitudes flowing from lower primary grades. They provide a sound foundation for learning in the reform school system.

Students' language abilities, already gained in their home environments and during the previous years of schooling, must be respected, built on and extended. Vernacular languages have a large part to play in our students’ formative years and their first language should be used to promote a deeper understanding of difficult concepts when this is appropriate.

The Secretary’s message provides an important connection between the reform agenda which has been in progress since 1992 and the syllabuses.

Read the Secretary’s message in both the Language, Lower Primary Syllabus and Language, Upper Primary Syllabus carefully and answer the following questions.

• What are the emphases of the Education Reform identified in these passages?

• What is the link between the Language, Lower Primary Syllabus and the Language, Upper Primary Syllabus?

• What do these messages say about the importance of indigenous or vernacular languages?
• Why is it important to ensure that the Language syllabuses link to other curriculum areas?

• How do the lower and upper primary language syllabuses help with the concept of nation building?

**Introduction**

You now need to read the *Introduction* for both the lower and upper primary language syllabuses.

• Are they similar or different?

• How are they different or similar?

List any ideas, concepts of information that are new or unfamiliar to you.
You may or may not have identified the concepts of *learning outcomes* and *indicators* as new or unfamiliar concepts. These concepts are particularly important in the reform context and show a major shift in the development of curriculum in Papua New Guinea.

The Introduction talks about learning outcomes.

Firstly, the learning outcomes are student-centred, not teacher or activity-centred. Students are the direct beneficiaries of school-based learning.

Secondly, the learning outcomes are written in terms that enable them to be demonstrated, assessed or measured. Each learning outcome begins with an action word (a verb) such as describe, list, explain or evaluate. Such words make clear to students what is to be achieved. Students demonstrate the achievement of the outcomes and teachers facilitate the learning that enables students to do so.

Thirdly, the outcomes are written to show progression from one grade to the next. You will notice several kinds of changes as you begin to compare the outcomes across the grades. These will be explored further in this module.

The concept of indicators is also explained. Indicators are examples of the kinds of things that students are able to do, know and understand if they are achieving an outcome. In other words, indicators help you to understand the range of ways that a student can demonstrate the achievement of an outcome, and therefore ways and contexts in which you can facilitate and assess learning and report progress. In the course of time, you will be able to identify other ways and contexts for students to demonstrate their learning and report achievement and progress in relation to learning outcomes.

**Think about what you have just read and answer this question**

What do you understand to be the differences between this outcomes-based approach and what you might currently be using?

*Hint: How do your current syllabus documents give you direction as to what students should learn?*

**Often courses are described as follows. Explain what you understand by the following phrases:**

*The course is balanced:*
The course is sequenced:

The course is cumulative:

The course is written for generalist teachers:

In the context of the reform initiatives, what is the significance of these statements?

Hint: If you are not sure of how to respond to this question, re-read the Secretary’s message in each of the Introductions to the lower and upper primary Language syllabuses.

With reference to the statements in the Introduction, explain what you understand by the following phrases:

learning outcomes are student-centred:

indicators show the way that each learning outcome is illustrated:

outcomes are organised to show progression from one grade to the next:

language is a means to communication and understanding of other subjects:

Hint: If you are not sure of how to respond to this question, re-read the Secretary’s message in each of the Introductions to the lower and upper primary Language syllabuses.
Rationale

Read the **Rationale** section of the upper and lower primary language syllabuses and make a list of any ideas, concepts or information with which you are not familiar.

The **Rationale** section in both syllabuses indicates the four common modes of language skills that the curriculum aims to develop.

- What are these modes and why are they important outcomes for students?
  
    i)
    
    ii)
    
    iii)
    
    vi)

The Lower Primary Language Syllabus talks about the importance of using a “*bilingual education approach*” for lower primary. What do you understand to be the implications of this for your work context?

In the context of what you have just read, think about the following statement and discuss it with a colleague.

“More than half of the time in Grade 3 is allocated to vernacular instruction and by the end of Grade 5 most of the time is allocated to English.” (*Language, Lower Primary Syllabus*, page 4)
In your school, how does the time allocation in grades 3 to 5 for vernacular instruction compare with the above statement?

Hint: Firstly, find out whether your school or the schools you supervise or deal with have an explicit policy about this. Secondly, if possible do an analysis of what is happening in some classes.

Language development across the curriculum is encouraged because all subjects provide meaningful contexts for real language learning. Specific subjects have different features such as vocabulary and genres that meet the purpose and context. These language features must be explicitly taught in the different subjects across the curriculum.

Students are encouraged to use their own language both in and out of the classroom. This results not only in stronger development of literacy in vernaculars and English, but also in stronger intellectual development. It helps students to see the relevance of specific curriculum, to achieve at higher levels and to be better prepared for life outside school. (Language Lower Primary Syllabus, page 7)

Write down some of the implications of this statement for your classroom or school. Discuss.

Hint: Here you need to look at the availability of materials across the curriculum in the students’ first language and discuss ways teachers, schools and provinces are addressing or planning to address this challenge. Is vernacular education restricted to language lessons only or integrated into all subjects/themes in classrooms and schools?
Curriculum Principles

Read the section on *Curriculum principles* in both the *Language, Lower Primary Syllabus* and *Language, Upper Primary Syllabus*.

The principles are grouped into three sub-headings: Our Way of Life, Integral Human Development (IHD) and Teaching and Learning.

Complete the following table and write a sentence about the importance of each of the principles for language learning.

<table>
<thead>
<tr>
<th>Sub-heading</th>
<th>Components</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Way of Life</td>
<td>* Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* ………………</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* ………………</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* ………………</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* ………………</td>
<td></td>
</tr>
<tr>
<td>Integral Human Development</td>
<td>* Right way to healthy living</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* ………………</td>
<td></td>
</tr>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>* ………………</td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>* Inclusive curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* ………………</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* ………………</td>
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<td></td>
<td>* ………………</td>
<td></td>
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<tr>
<td></td>
<td>* ………………</td>
<td></td>
</tr>
</tbody>
</table>

*Curriculum principles* in both syllabuses introduce some teaching and learning principles that are key concepts of the reform agenda.

For those of you who have taught for some time and particularly those who have taught subjects in a secondary model, the concepts of *student-centred learning* and *integration* may be new.
They are important concepts for you to understand in the reform curriculum and in your role of a generalist teacher. It is expected that whatever grade you are teaching between 3 and 8, you teach the students all subjects. You will be teaching the whole student and not just a subject for the student.

It is also important that teaching is inclusive and relevant to all students. All students, including those with special education needs or other educational needs are all very important for you to consider and cater for.

The section on integration is particularly interesting.

Think of two students in your class, school or community. List some differences that make them unique in terms of teaching and learning

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hint: You might consider the gender of the students, their experience in English or their motivation to come to school and learn or some other factors.

Think about these differences and list five implications for you as the teacher.

1.

2.

3.

4.

5.

Under the heading “Multi-grade Teaching” (in Teaching and Learning: Language, Lower Primary Syllabus), a thematic approach is identified as appropriate to use with multi-grade classes where students of different grades can work side by side on similar themes.

How would you relate this procedure to the outcomes already identified in the Language, Lower Primary Syllabus?
Aims

Read the Aims section of both syllabuses as it is important for you to know where students are heading. Reflect on this in relation to your class.

The Language, Lower Primary Syllabus states the aims of the lower primary language curriculum in terms of what students will be able to do at the end of grade 5, at the end of lower primary schooling.

Page 11 of the Language, Upper Primary Syllabus lists the Aims of the Language Syllabus. You will notice that the aims are expressed in terms of the students being literate and bilingual. Note how diverse the action words are as you read the aims.

Make a list of 12 different verbs that are used in the statement of aims to illustrate the variety of learning to take place.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verb</th>
<th>Verb</th>
<th>Verb</th>
<th>Verb</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Hint: Each of the aims begins with a verb and there also are other verbs in the statements.

Content Overview

The Content Overview indicates that the key features of upper and lower primary language are organised into three strands as follows:

1. Speaking and listening
2. Reading
3. Writing

These are the language modes or means of communication. Each strand is further divided into sub-strands which are:

1. Production
2. Skills and Strategies
3. Context and Text
4. Critical Literacy

A table in the Content Overview section of both syllabuses provides a summary.
Read pages 12-14 of the *Language, Upper Primary Syllabus* on Production, Skills and Strategies, Context and Text, Critical Literacy, and write down some key words that illustrate what is meant by these terms.

<table>
<thead>
<tr>
<th>Production</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Strategies</td>
<td></td>
</tr>
<tr>
<td>Context and Text</td>
<td></td>
</tr>
<tr>
<td>Critical literacy</td>
<td></td>
</tr>
</tbody>
</table>

- Are these sub-strands the same in the upper and lower primary language syllabuses? Yes/No.
  - Explain

*Hint: You need to check the section in the Language Lower Primary Syllabus under Strands and Sub-strands which you will find on pages 9-10 and compare it with the same section in Language, Upper Primary Syllabus.*

*Learning Outcomes and Indicators* are introduced on page 11 of the *Language, Lower Primary Syllabus*. Read this page carefully to understand the way in which indicators are used to show how students can know and understand if they have achieved an outcome.
List the five ways in which outcomes and indicators will support teachers in planning appropriate programs of work for students.

1.

2.

3.

4.

5.

Hint: You will not find these ways listed in the Language Upper Primary Syllabus, so remember them well for when you are considering learning outcomes in relation to that syllabus.

Pages 12-14 of the lower primary language syllabus and pages 15-17 of the upper primary language syllabus list the Learning Outcomes for the Language syllabuses. Notice that they are grouped into the strands of Speaking and Listening, Reading and Writing.

To help you understand them as outcomes, imagine they have the words “students can,,” or “students are able to …,” or “students…….” preceding the statements.

In the lower primary syllabus, there are outcomes for vernacular as well as English language. In the upper primary syllabus, the outcomes are only given for English language.

The pages that follow in both syllabuses form the largest section of the syllabuses. The outcomes are listed again in strands but the sub-strands Production, Skills and Strategies, Context and Text and Critical Literacy are used as organisers.

Indicators are also listed for each outcome. They show some ways the achievement of an outcome can be demonstrated and help you determine whether your students have achieved an outcome. Some indicators deal only with aspects of an outcome. It is a group of indicators that help you make decisions about achievement of outcomes.

Indicators are examples only. In time, with practice, you will be able to add other examples from your teaching experience. This is expected of you. However, the examples should be consistent with the intent of the outcomes, as shown by the indicators already provided in the syllabus.
Read Outcome 3.1.1V in the strand Speaking and Listening (Language, Lower Primary Syllabus, page 15) and the four indicators listed below. Write another indicator for this outcome from your own experience.

Hint: Remember that the strand is Speaking and Listening and the sub-strand is Production.

Now turn to page 33 of the Language, Lower Primary Syllabus in the Writing strand and look at 3.3.2V, 4.3.2.V and 5.3.2V.

When you look across the page from left to right you will see the development of this writing skill from grade 3 to grade 5. Looking at the indicators listed below each outcome gives an idea of what is involved in the achievement of that outcome. Both the outcome and the indicators show development of this writing skill.

You need to fully understand the outcome(s) that has to be achieved by the students and then to make sure that teaching and learning activities are organised and carried out so that the students can learn and do what is required by the outcome. You will also plan assessment tasks so that you know whether the outcome has been achieved.

What the students do or produce is called “evidence”. You have to make a professional decision about whether this evidence demonstrates the achievement of the outcome or not. Really, these are the only possible decisions in an outcomes-based curriculum, but this same professional opinion may indicate to you that the evidence the student has produced shows that he/she is working towards attaining the outcome, even if the evidence has not yet convinced you that the outcome is fully achieved.

If your work in the upper primary grades, find an example of writing from a student in grades 6, 7 or 8.

This could be from a student in your school, in a nearby school, or even in your own child’s writing. Look at it carefully against the outcomes and indicators and try to assess it using the following grid. Use a cross (X) to show your decision.
Unit 3  Learning Areas: Language and Personal Development

<table>
<thead>
<tr>
<th>Working towards</th>
<th>Achieved</th>
<th>How do you know this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3.2: Apply knowledge of sentence structure, grammatical features, punctuation conventions, as well as spelling strategies, to refine own writing (page 27)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3.2: Apply a broad range of skills and strategies to refine their own more complex writing and that of others (page 27)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.3.2: Use a range of strategies and skills to respond independently and critically in order to assess their own writing and that of others (page 27)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Hint: You may need to know something of the processes that went in to produce the piece of writing. Remember a student may be working towards an outcome in a grade other than that to which he/she is placed. It is important to remember that one piece of work is not enough to make an informed decision. You are only guessing or estimating the achievement with one example.*

Discuss your assessment of the student’s writing with a colleague. See if your colleague agrees with you or has another opinion. Record points about which you agree and those about which you disagree.

<table>
<thead>
<tr>
<th>Agrees</th>
<th>Disagrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If on the other hand the focus of your work is with students in Lower Primary grades, find instead an example of writing from a student in grades 3, 4 or 5. This could be from a student in your school, in a nearby school, or even in your own child’s writing. Look at it carefully against the outcomes and indicators and try to assess it using the following grid. Use a cross (X) to show your decision.

<table>
<thead>
<tr>
<th></th>
<th>Working towards</th>
<th>Achieved</th>
<th>How do you know this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.2V: Apply knowledge of writing skills and strategies to plan and edit texts (page 32)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3.2V Select and apply knowledge of writing skills and strategies to plan, review and edit own texts and those of peers (page 32)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3.2V Apply skills of drafting, revising and editing when constructing texts (page 32)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hint: You may need to know something of the processes that went on to produce the piece of writing. Remember a student may be working towards an outcome in a grade other than that to which he/she is placed. It is important to remember that one piece of work is not enough to make an informed decision. You are only guessing or estimating the achievement with one example.

Discuss your assessment of the student’s writing with a colleague.

See if your colleague agrees with you or has another opinion. Record points about which you agree and those about which you disagree.

<table>
<thead>
<tr>
<th>Agrees</th>
<th>Disagrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Assessment and Reporting

In the lower primary language syllabus (pages 39-41) and the upper primary Language syllabus (pages 30-32), there are sections dealing with *Assessment and Reporting*.

Look through these pages with a colleague.

Consider the following statements and state whether they are true or false. Explain your answer. If the statement is false, then correct it.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True/False and why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment happens at the end of a unit of work</td>
<td><strong>False</strong>! Assessment is an ongoing process of identifying, gathering and interpreting information about students’ achievement that occurs in every lesson throughout the unit of work.</td>
</tr>
<tr>
<td>2. Students should be given the opportunity to assess their own learning.</td>
<td></td>
</tr>
<tr>
<td>3. Assessment should be based upon the learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>4. Continuous assessment may lead to changes in a program during its implementation phase.</td>
<td></td>
</tr>
<tr>
<td>5. Summative assessment provides better information on the achievement of outcomes than formative assessment.</td>
<td></td>
</tr>
<tr>
<td>6. Methods of reporting student progress can possibly include a variety of methods.</td>
<td></td>
</tr>
</tbody>
</table>

*Hint: An example answer has been given for Statement 1.*

As a summarising activity of your learning in Section 1, indicate below what you think should be the assessment methods specific to Language.
• Compare the methods of assessment used for the lower and upper primary language syllabuses. Are there any differences? If so why do you think this is the case?

Hint: Look at the methods listed on page 39 of the Language, Lower Primary Syllabus and on page 33 of the Language, Upper Primary Syllabus, as well as what you have already covered so far in Section 1, when considering the assessment methods specific to Language.

Read the section on Reporting from the information on Assessment and Reporting in each language syllabus.

Share this information with your head teacher and as a result, record five ways in which your school reports student outcomes to parents.

1.

2.

3.

4.

5.

Hint: Your school may use more than 5 ways to report student outcomes to parents. In this exercise, just list the 5 most popular ways in which parents receive reports about their children’s learning outcomes.
Section 2: The lower and upper primary language teacher guides

There are two teacher guides in the learning area of Language. They are:

1. Language Teacher Guide, Lower Primary, 2004

Look through both of these teacher guides and note some of the similarities and differences.

• Compare the Table of Contents for each of the teacher guides. (lower primary, page iii and upper primary, page iii)
  - How are they similar?
  - How are they different?

Hint: Look at the level of detail given in each of the teacher guides.

Secretary’s Message and Introduction

Both language teacher guides include a message from the Secretary and an Introduction.

Read through these sections in both teacher guides. The first part of the Introduction explains the purpose of the guides. Compare the content of each of these sections.

Reflect on what is said in the Introduction sections of both guides and list the key points for each in the table below.
Hint: Note especially what the Introduction sections say about links with other levels of schooling and links with other subjects. Also note what is said about planning around themes that decide a unit of work.

There are several dot points under the heading “Using this teacher guide” (lower primary, page 1) and “How to use the Teachers Guide” (upper primary, page 1).

Re-write these as a step-by-step guide on a chart for either the lower or upper primary language teacher guide to put up in your staffroom or office.

**Using the lower or upper primary Language teacher guide**

Hint: Choose to write this guide for either the lower or upper primary Language teachers guide, depending on your focus of teaching.
In relation to language teaching and learning, the roles of teachers and students as stated in both teacher guides is the same.

Read and note the key features of these roles in the following summary.

<table>
<thead>
<tr>
<th>The role of teachers</th>
<th>The role of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teaching and Learning Strategies

You need to complete both the Teaching and Learning sections for the lower and upper primary teacher guides because at any time in your teaching career you could be working in any of the primary grades 3-8.

Firstly, read the section “Teaching and Learning Strategies” in the Language Teacher Guide, Lower Primary (pages 10-35).

Draw a mind map of the major strategies covered in this guide.

(Using a central circle labelled Teaching and Learning Strategies, draw surrounding circles with linked lines to the central circle to show the major strategies that are covered).
Now go to the “Teaching and Learning Strategies” section in the Language Teachers Guide, Upper Primary (pages 14-31) and draw a similar mind map.

• Use the same central circle approach as above.

• Compare the two mind maps that you have drawn to see what differences there are. List these differences below:

In relation to the section “Bilingual Education and Bridging to English”, compare the percentage requirements of teaching, learning and assessment in vernacular and English as required by Papua New Guinea Language Policy in all Schools (NDOE, 1999), with what occurs in the schools in which you are working, or for which you have administrative responsibility.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Policy percentage</th>
<th>Your school’s percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 vernacular</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Grade 3 English</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Grade 4 vernacular</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Grade 4 English</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Grade 5 vernacular</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Grade 5 English</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>
If there is a significant difference between national policy and what happens in your school, indicate what action you could consider that would reduce this difference.

*Hint: You should discuss this with a colleague first.*

The *Language Teacher Guide, Lower Primary* talks about 5 approaches to Bridging to English (pages 13-14).

What are these 5 approaches and what is the key focus of each one?

<table>
<thead>
<tr>
<th>Number</th>
<th>Approach</th>
<th>Key focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Hint: The key focus can be summarised from each of the listed approaches.*

A number of “genres” are associated with different language functions or purposes. (Lower primary teacher guide, page 14)

Browse through the following pages of sample texts based on the recommended genres to be taught at lower primary to help you become familiar with the different text structures and the language features that are associated with the different texts. (Lower primary teacher guide, pages 15-29)

**Developing Learning Strategies**

Read the section on *Developing Learning Strategies* (Lower primary teacher guide, page 30).

Learning strategies are the specific techniques, schemes or strategies to use in order to learn more information or a new language.
Complete the table that describes learning strategies and situations to help students learn new ideas and information.

<table>
<thead>
<tr>
<th>Strategies can be learned</th>
<th>Learning strategies do transfer to new learning areas</th>
<th>Students who use learning strategies are better learners</th>
<th>Learning strategies are necessary in learning new information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When using integrated themes, teachers should plan activities that develop students’ thinking skills. (Lower primary teacher guide, pages 30-31) Bloom's Taxonomy is a way of understanding thinking.

- What are the six levels of thinking as described by Bloom?

  Higher Order Thinking

  Level 1

  Level 2

  Level 3

  Lower Order Thinking

  Level 4

  Level 5

  Level 6

- Why do students need to develop their higher order thinking skills? (Lower primary teacher guide, page 30)

  Hint: Consider the importance of students becoming independent learners when looking for this answer.
Discuss the six levels of thinking skills with a colleague and try to add another “question” and “activity” from your own experience, to each of the examples given. (Lower primary teacher guide, page 31)

<table>
<thead>
<tr>
<th>Level</th>
<th>Questions</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hint: Think of all the ways you use questions and plan your teaching and learning activities and just add another example from the variety of methods you already use to help develop higher order thinking skills in your students.

Using Questions

Read the section on “Using Questions”. (Lower primary teacher guide, page 32) It is important to use questioning when teaching.

- List a few ways in which questions help and encourage students.

- In the three types of questions given, can you give an example of each type?

  Literal question (example):
Inferential question (example):

Critical question (example):

*Hint: Again you can draw your own teaching practice to give an example of each type of question.*

**Modelling**

*Modelling* allows students to see language skills, processes and how language is being used in relevant and meaningful activities.

*Modelling* is a “think aloud” demonstration by the teacher involving learning processes. (Lower primary teacher guide, page 32)

Take two of the listed tasks found on pages 32-33 of lower primary teacher guide that the teacher can model for students and write a brief summary about how you would model these tasks as a teacher.

<table>
<thead>
<tr>
<th>Task</th>
<th>Summary of how to model</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Shared Reading

Read the section on “Shared Reading”. (Lower primary teacher guide, pages 33-34). Use the suggested steps of talk/read/talk/read/do-talk to develop a short lesson plan around a unit of work in which you are involved with your students.

Theme:

Talk:

Read:

Talk:

Read:

Do-Talk:

Hint: Try this out with a class if you can to see how it works.
Modelled Writing

Read the section on “Modelled Writing” (lower primary teacher guide, pages 34-35).

Using the steps before writing, during writing and after writing, develop some points to provide an example of modelled writing text that you could present to your students.

<table>
<thead>
<tr>
<th>Before</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>During</td>
<td></td>
</tr>
<tr>
<td>After</td>
<td></td>
</tr>
</tbody>
</table>

Hint: Select your example of modelled writing from one of the units of work that you have taught or are currently teaching.

Teaching and Learning Strategies

First let us look at the kind of advice the Language Teacher Guide, Upper Primary is providing on Teaching and Learning Strategies.

Read the “Introductory Comments” and “General Teaching Strategies” that you will find at the start of this section in the Language, Upper Primary Teachers Guide (pages 14-18).

List three key points that describe how each of the five (5) general teaching strategies covered in this section are implemented.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modelling</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
</tr>
<tr>
<td>2. Rotating Groups</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
</tr>
<tr>
<td>3. Small Group Work</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>
### Reading Strategies

Read the section on “Reading Strategies” (upper primary teacher guide, pages 19-27). It’s a long section but an important one covering a number of concepts.

“Constructing diagrams” is one reading strategy that is outlined. List the examples of diagrams that are given on page 20. There are 7 examples.

1. 

2. 

3. 

4. 

5. 

6. 

7.
Eight reading strategies are covered in this section. Read through each one and summarise the purpose of each strategy in the table below.

<table>
<thead>
<tr>
<th>Reading strategy</th>
<th>Summary of purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructing diagrams</td>
<td></td>
</tr>
<tr>
<td>Directed silent reading</td>
<td></td>
</tr>
<tr>
<td>Graphic outline</td>
<td></td>
</tr>
<tr>
<td>Locating information in non-fiction texts</td>
<td></td>
</tr>
<tr>
<td>Skimming and scanning</td>
<td></td>
</tr>
<tr>
<td>Levels of comprehension</td>
<td></td>
</tr>
<tr>
<td>Note-taking framework</td>
<td></td>
</tr>
<tr>
<td>Summarising</td>
<td></td>
</tr>
</tbody>
</table>
Take one of these strategies that you have used in your teaching and write a short statement on the way that you implemented it with your class.

*Hint: In your summary, you should also consider and comment on the outcome for students achieved through the implementation of this strategy.*

**Writing Strategies**

Read the section that covers the strategies of *Dictagloss, Journal Writing and Paragraph Writing.* (pages 28-29)

Write the purpose of each of these writing strategies.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictagloss</td>
<td></td>
</tr>
<tr>
<td>Journal Writing</td>
<td></td>
</tr>
<tr>
<td>Paragraph Writing</td>
<td></td>
</tr>
</tbody>
</table>

- Take any ONE of the above writing strategies in relation to a given topic and outline a sample lesson plan of how you would implement it with an upper primary class.
Read the section in the *Language Teacher Guide, Upper Primary* relating to strategies for teaching grammar. (pages 29-31).

Consider any of the three strategies listed and write a short statement on how you have used them in your teaching.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Example of use in teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessing and Reporting**

Read the introductory section on *Assessment* in the *Language Teacher Guide, Lower Primary* (page 42) and in the *Language Teacher Guide, Upper Primary* (page 32).

- Write a short statement on the purpose of *assessment*.

In reading the *Assessment and Reporting* section of both the language teacher guides, you will be able to identify ways in which teachers can record evidence of students’ demonstrations of learning outcomes using assessment methods that are manageable and easily divided into classroom activities.
Compare the assessment methods outlined in the Language lower and upper teacher guides and write down any major differences that you see.

<table>
<thead>
<tr>
<th>Lower primary</th>
<th>Upper primary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hint: You will need to research these sections carefully because the assessment methods section in each of these teachers guides is set out in very different ways.

List some of the methods outlined in these sections that can be used by teachers to assess student achievement and briefly describe them.

<table>
<thead>
<tr>
<th>Assessment methods</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare the Recording and Reporting information provided in both the Language Teacher Guide, Lower Primary (pages 48-52) and the Language Teachers Guide, Upper Primary (pages 35-36).

What do you understand to be the main purpose of Recording and Reporting?
Summarise this in the following table.

<table>
<thead>
<tr>
<th>Recording</th>
<th>Reporting</th>
</tr>
</thead>
</table>

Programming

Read the introductory paragraph on “Programming”, (Lower primary teacher guide, page 53) and “Planning and Programming” (Upper primary teacher guide, page 50).

- List the key points raised in these sections in relation to planning and programming.

<table>
<thead>
<tr>
<th>Lower Primary</th>
<th>Upper Primary</th>
</tr>
</thead>
</table>

What do you consider to be the characteristics of a good whole language, outcomes-based program?

*Hint: You will find examples of this in both teacher guides.*
In planning daily lessons, “speaking, listening, thinking, reading and writing” need to be taught together through a sequence of integrated activities. (upper primary teacher guide, page 51).

- Is this happening in your teaching?

Discuss this with a colleague to review the concept and ensure that you understand what it means in relation to your own lesson planning.

- Make some notes below about issues that have come up in your discussion.

Hint: Consider whether your students get the chance to practise speaking, listening, thinking, reading and writing in each of your lessons.

Units of Work

Units of work can be developed individually or as a team.

If there is more than one teacher in your school teaching the same grade, then it is a good idea to collaborate on the development of units of work, brainstorming possible student activities and assessment tasks. An outcome or a cluster of outcomes provide the focus for the unit.

What is a unit of work?

A unit of work is a series of sequences, teaching, learning and assessment activities that students do to achieve one or more learning outcomes within a specified period of time. In an outcomes-based approach, the starting point is the Learning Outcomes.

A unit of work identifies:
- Grade and subject
- Strand and sub-strand
- Title of the unit
- Number of hours or lessons
- Learning outcomes and indicators
- Purpose for the unit, including skills, knowledge and attitudes
- Links to other subjects
- Assessment
- Teaching and learning strategies (method)
A unit of work can be developed from:

- Learning outcomes in a single subject strand (a subject-based unit)
- Learning outcomes from two or more strands from one subject (a subject-based unit)
- Learning outcomes from two or more strands for different subjects from one grade (an integrated unit of work)
- Learning outcomes from a single subject strand across grades (a multi-grade, subject-based unit of work)
- Learning outcomes from two or more strands across different subjects and across different grades. (a multi-grade, integrated unit of work)

The process for developing a unit of work follows much the same pattern for both lower and upper primary grades.

- In consideration of your area of teaching or supervision, write down the steps that would describe the process you would use to prepare a unit of work. (See upper primary teacher guide, page 52).

<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>eg. select outcomes from the syllabus</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
</tbody>
</table>

Select one, two or three learning outcomes from one of the grades in either the lower or upper primary language syllabuses.

Identify the idea (theme) that links the selected outcomes.
Brainstorm the activities that you could include in the unit of work.

Record the information below.

Theme or linking idea: ____________________________________________

Activities:
Module Summary

Congratulations! You have now completed Module 1.

In doing so you have worked your way through the *Language, Lower primary Syllabus 2004*, the *Language, Upper Primary Syllabus 2003* and their relevant teacher guides.

You have completed the many tasks and activities designed to make it easy for you to learn and apply your learning.

By now you should have developed certain knowledge, understandings, insights and skills as they relate to reform curriculum in the context of your work. All this should help you to perform well in your work.

At this point, let us review your progress by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the unit are copied here. For each outcome, how do you assess yourself – Yes, No or Not sure?

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. describe the structure and contents of the lower and upper primary Language syllabuses and teacher guides?</td>
<td></td>
</tr>
<tr>
<td>2. explain the content overview of each of the lower and upper primary Language syllabuses and teacher guides?</td>
<td></td>
</tr>
<tr>
<td>3. describe the relationship between strands, sub-strands, learning outcomes, indicators, assessment and evaluation?</td>
<td></td>
</tr>
<tr>
<td>4. identify indicators of progress from grade 3 to grade 8 across the lower and upper primary Language syllabuses?</td>
<td></td>
</tr>
<tr>
<td>5. describe the approaches to programming, teaching and learning and assessment supported by the lower and upper primary Language syllabuses and teachers guides?</td>
<td></td>
</tr>
<tr>
<td>6. explain to a colleague, the concepts, skills and attitudes identified in the lower and upper primary Language syllabuses and teachers guides?</td>
<td></td>
</tr>
<tr>
<td>7. explain to a colleague, how concepts, skills and attitudes are organised in the lower and upper primary Language syllabuses and teacher guides?</td>
<td></td>
</tr>
</tbody>
</table>
If you answered “yes” to all of them, then you have done very well. Think about the kinds of evidence that will support the achievement of each of the outcomes.

If you have said “no” or “not sure”, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember that these module outcomes help you achieve the outcomes of the unit listed in the Unit Introduction. Refer back to the outcomes of the unit in the Unit Introduction and reflect of where you are in relation to these outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you have for particular unit outcomes. If you have not been doing this, go back over the module and jot down, in your Learning Contract, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.
Additional space for your notes
Unit 3:
Learning Areas:
Language and Personal Development

Module 2: Personal Development in Lower Primary

Contents

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module introduction</td>
<td>2</td>
</tr>
<tr>
<td>Module learning outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Section 1: Health, Lower Primary Syllabus and Teacher Guide</td>
<td>4</td>
</tr>
<tr>
<td>Section 2: Physical Education, Lower Primary Syllabus and Teacher Guide</td>
<td>20</td>
</tr>
<tr>
<td>Module summary (and additional space for your notes)</td>
<td>36</td>
</tr>
</tbody>
</table>

Name: ........................................................ File No: ...................................................
Date commenced: .................................. Date completed: ......................................

I have sighted this study guide as evidence of completion of agreed tasks by

.........................................................................................................................(insert name)

Assessor: .............................................. Date: .....................................................
Module 2
Personal Development in Lower Primary

Module Introduction

Welcome to Module 2: Personal Development in Lower Primary. This module focuses on the two components of personal development in lower primary years - Health, Lower Primary Syllabus and Physical Education, Lower Primary Syllabus and their teacher guides.

In Section 1 of this module you undertake a study of the Health, Lower Primary Syllabus and Health, Lower Primary Teacher Guide to understand their structure and content in a general sense. In doing so you focus on how the knowledge, skills and attitudes which support the aims of primary education are made explicit in each of these documents, thereby making connections between the reform agenda and the curriculum.

In Sections 1 and 2 of this module you will be taking a different approach to your study than you did in the Language Learning Area.

Section 1 combines your study of the Health, Lower Primary Syllabus with the Health Teacher Guide, Lower Primary instead of separating these documents into separate sections. This will give you the opportunity to see how the documents link together to support each other in helping you to unpack their contents.

Section 2 combines your study of the Physical Education, Lower Primary Syllabus with the Physical Education Teacher Guide, Lower Primary, to achieve the same outcome as outlined above.

As you study each section you will be cross-referencing the two documents that you are covering within the particular section.

In Section 2 of this module you undertake a study of the Physical Education, Lower Primary Syllabus and Physical Education Teacher Guide, Lower Primary to understand their structure and content in a general sense. In doing so you focus on how the knowledge, skills and attitudes which support the aims of primary education are made explicit in each of these documents, thereby making connections between the reform agenda and the curriculum.

To undertake this module you need access to the lower primary syllabuses and teacher guides in Health and Physical Education. If you do not have access to them, you will not be able to do this module. For copies of these documents contact your head teacher, inspector, provincial reform curriculum coordinator, provincial in-service coordinator or the provincial materials supply officer.

If you are seeking academic credit, make sure you have completed the self-assessment in the Accreditations and Certification section before you start this module. As you
work through this module, keep a running record of sections, parts and pages of the
module where you can identify evidence for particular unit outcomes. You may wish to
record such information in your Learning Contract.

Module learning outcomes

When you have worked through this module, you, the learner, can (or are able to):

1. describe the structure and contents of the Health, Lower Primary Syllabus and
teacher guide

2. describe the structure and contents of the Physical Education, Lower Primary
Syllabus and teacher guide

3. explain the content overview of the Health and Physical Education lower
primary syllabuses and teacher guides

4. describe the relationship between strands, sub-strands, learning outcomes,
indicators, assessment and evaluation for students in lower primary grades

5. identify indicators of progress from grade 3 to grade 5 across the Health and
Physical Education lower primary syllabuses

6. describe the approaches to programming, teaching and learning and assessment
supported by the Health and Physical Education lower primary syllabuses and
teacher guides

7. explain to a colleague, the concepts, skills and attitudes identified and organised
in the syllabuses.
Section 1: The Lower Primary Health Syllabus and Teacher Guide

Part of Personal Development is taught in the lower primary years in a unique syllabus called Health, Lower Primary Syllabus.

In elementary years, aspects of health are included in the Culture and Community learning area.

In upper primary years, it is integrated with other subjects into a new subject called Personal Development.

Health, Lower Primary Syllabus

Secretary’s Message

Read through the Secretary’s Message in the Health, Lower Primary Syllabus (page iv) and the Health Teacher Guide, Lower Primary (page 7).

What are the common issues raised in each of these messages?

Hint: Look especially at the issues of context relating to daily living in communities.

Introduction sections

Read the Introduction to the Health, Lower Primary Syllabus (page 1) and to the Health Teacher Guide, Lower Primary (page10).

Write a brief summary of what is said here of the health syllabus.
Unit 3 Learning Areas: Language and Personal Development

- Can you identify the two strands that make up the Health Syllabus in the lower primary grades?

  1. 
  2. 

  Hint: Look at the table indicating key links between elementary, lower primary and upper primary (page 1 of the Health Syllabus)

- What is the purpose of the teacher guide? Write down the five (5) points that provide you with information and processes for developing teaching and learning activities so that you can achieve learning outcomes with your class. (Lower primary teacher guide, page 10)

  1. 
  2. 
  3. 
  4. 
  5. 

  Hint: It would be useful for you to consider the extent to which you are already using these points when planning for your class activities in the learning area of Health.

Rationale

Read the Rationale section of the Health, Lower Primary Syllabus (page 2)

What are the benefits to students, of the outcomes listed in this syllabus?
Read the *Curriculum Principles* section in the *Health, Lower Primary Syllabus* thoroughly. (pages 3 to 9)

The Health syllabus is based on the curriculum principles of Our Way of Life, Integral Human Development and Teaching and Learning. It uses those values and beliefs recognised as being of cultural, social and educational significance.

Under each of these curriculum principles, several concepts are covered.

**Briefly summarise the main points identified in each of these concepts.**

**Our Way of Life**

<table>
<thead>
<tr>
<th>Concept</th>
<th>Main points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural relevance</td>
<td>Eg. choosing health issues of specific local relevance that celebrate traditional and current health practices with respect to relevant social taboos</td>
</tr>
<tr>
<td>Bilingual education</td>
<td></td>
</tr>
<tr>
<td>Bridging to English</td>
<td></td>
</tr>
<tr>
<td>Multiculturalism</td>
<td></td>
</tr>
<tr>
<td>Ethics, morals and values</td>
<td></td>
</tr>
</tbody>
</table>
## Integral Human Development

<table>
<thead>
<tr>
<th>Concept</th>
<th>Main points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The right to healthy living</td>
<td></td>
</tr>
<tr>
<td>Nation building and national unity</td>
<td></td>
</tr>
<tr>
<td>Sustainability</td>
<td></td>
</tr>
</tbody>
</table>

## Teaching and Learning

<table>
<thead>
<tr>
<th>Concept</th>
<th>Main points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive curriculum</td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td></td>
</tr>
<tr>
<td>Student-centred learning</td>
<td></td>
</tr>
<tr>
<td>Language development across the curriculum</td>
<td></td>
</tr>
<tr>
<td>Thematic teaching and integration</td>
<td></td>
</tr>
<tr>
<td>Teaching and learning strategies for Health</td>
<td></td>
</tr>
</tbody>
</table>
Hint: The first concept has been summarised as an example for you.

- Which of these concepts are covered in the Health Teacher Guide, Lower Primary?

- Which concepts are not covered in the teacher guide?

- Does the teacher guide have anything different to say about the common concepts?

Aims

Read the Aims section of the Health, Lower Primary Syllabus (page 10) and reflect on these in relation to your teaching.

Are there any areas that you need to focus on in planning your teaching program?

Content Overview

The Content Overview in the Health Syllabus talks about the two focus strands that provide a useful and convenient way of organising the learning outcomes for a subject. (page 11)

These are: 1. ________________________________, and 2. ________________________________

Within each strand and sub-strand in grades 3, 4 and 5, the sequence of learning is developed.
The context for learning at each grade becomes more complex from one grade to the next. Contexts have been identified for each grade. What are these contexts?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
</tr>
</tbody>
</table>

Look at the strands *Healthy Individuals* and *Healthy Communities* (page 11). Read what is said about the sub-strands in both of these strands.

- What are these sub-strands?

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sub-strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Individuals</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Healthy Communities</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>

**Learning Outcomes and Indicators**

The Strands and Sub-strands are expressed as learning outcomes and indicators are provided for each outcome.

What is a learning outcome? What is an indicator?

- Write these definitions down. They are the essential elements of an outcomes-based approach to learning.

*A learning outcome is..................*

*An indicator is.....................*

*Hint: You will find these definitions in the Learning Outcomes and Indicators section. (Health Syllabus, page 12)*
How will learning outcomes and indicators help you as a teacher in relation to teaching Health?

• There are five (5) ways that learning outcomes and indicators can help you. The last one is done for you.

1. 

2. 

3. 

4. 

5. Help teachers plan their future teaching program.

*Hint:* These points are listed on page 12 of the Health Syllabus.

---

**Learning Outcomes**

Pages 13 to 30 of the Health Syllabus list the learning outcomes for Health.

Notice that they are grouped into the strands of Healthy Individuals and Healthy Communities. To help you understand them as outcomes, imagine they have the words “students can….”, or “students are able to”, or “students……” preceding the statements.

The pages that follow form a large section of the syllabus.

**Read this section carefully.**

• Do a mind map of the strands and sub-strands of the Health Syllabus. You may use another structure, if you wish.

One example is done for you. Add more boxes and links to complete the mind map.

Indicators are also listed for each outcome. By now you should know the function of the indicators.
Write in your own words how the indicators can assist you, the teacher, or you, the supervisor.

Read the outcomes for each of the grades 3, 4 and 5 that are listed under the strands of *Healthy Individuals* and *Healthy Communities*. (Health Syllabus, page 13).

Note that each outcome is a bit harder or more complex as students progress through the grades.

Now read the following pages focussing on the way that the strands break up into sub-strands which in turn have indicators to show ways students demonstrate achievement in each outcome.

You can see an example of this if you turn to page 14 of the *Health, Lower Primary Syllabus* in the Healthy Individuals strand and look at 3.1.1., 4.1.1. and 5.1.1. When you look across the page from left to right you see the development of this Health skill from grade 3 to grade 5. Looking at the indicators listed below, each outcome gives an idea of what is involved in the achievement of that outcome. Both outcomes and indicators show the development of this Health skill.

Note that students could be achieving the learning outcomes in vernacular and/or English.

Look at each of the outcomes under their respective strands and carefully consider the indicators that are listed for each outcome.

Consider any four outcomes and their indicators as they apply to the grade that you are teaching or a grade for which you have administrative responsibility.

Indicate in the following table where your students are up to in relation to these outcomes.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Working towards</th>
<th>Achieved</th>
<th>How do you know this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg., 3.1.3 Identify safe and healthy eating habits and plan ways to apply these at home</td>
<td>Yes</td>
<td>No</td>
<td>Student have identified instance of safe food habit but have not yet demonstrated hygienic ways to prepare it</td>
</tr>
</tbody>
</table>
Hint: You may know something of the processes that went in to achieving these outcomes. Remember a student may be working towards an outcome in a grade other than to which he/she is placed. It is important to remember that one example of the student’s work is not enough to make an informed decision. You are only guessing or estimating the achievement with one example.

Discuss your assessment of progress in relation to these outcomes with a colleague and see if he or she agrees with you or has another opinion. Write down the points on which you agree and those on which you do not agree.

<table>
<thead>
<tr>
<th>Agrees</th>
<th>Disagrees</th>
</tr>
</thead>
</table>

Assessment and Reporting

Read the introductory section to Assessment in the Health, Lower Primary Syllabus (page 21) and the Health Teacher Guide, Lower Primary (pages 16-22)

- Compare what each section says.
List the range of assessment methods recommended in the Health Syllabus.

1.

2.

3.

4.

5.

The syllabus points out that “teachers should provide opportunities for students to assess their own learning (self-assessment) and the learning of others (peer-assessment) according to a set of negotiated criteria.

“The overall purpose of assessment is to improve student learning.” (Health Syllabus, page 21)

Have you considered this for your students? Can you describe one way in which you encourage your students to:

Self-assess: __________________________________________________________

Peer-assess: __________________________________________________________

- Read what the syllabus says about assessment in vernacular and in English.
- What should teachers be clear about when assessing students’ achievements?

1.

2.

3.

- How does the suggested percentage of assessment, teaching and learning in vernacular and English match what actually happens in your class or in the schools you supervise?

Hint: This is just a check for your own benefit. It is not asked to test you. Be honest with your answer.
The syllabus outlines the main assessment methods that you have listed above.

The *Health Teacher Guide, Lower Primary* on the other hand, provides examples of the kinds of activities where these assessment methods may be appropriate and examples of how to record students’ demonstration of the knowledge, skills and attitudes in the learning outcomes. (pages 17-20)

Read pages 17-20 of the teacher guide and briefly summarise the 4 examples that are provided.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Observation</td>
<td></td>
</tr>
<tr>
<td>2 Conferencing or talking to students</td>
<td></td>
</tr>
<tr>
<td>3 Analysing students’ products</td>
<td></td>
</tr>
<tr>
<td>4 Tests</td>
<td></td>
</tr>
</tbody>
</table>
• What is the importance of the assessment information once it is gathered? (page 20)

Hint: Consider the use to which you put this assessment information in determining whether your students have achieved the outcomes or not.

Reporting

The syllabus points out that “Reporting is communicating clearly to students, parents, guardians, teachers and others, the information gained from assessing students’ learning.” (Health Syllabus, page 22-23)

• Methods will include interviews and written reports. What should written reports include?
  i)  
  ii) 
  iii) 

• Take a look also at what the National Assessment and Reporting Policy, 2003, page 6 says about Reporting.

Is your school complying with the requirements as set out in this Policy? If not, what do you consider needs to be done to meet requirements?

Evaluation

Read the sections on Evaluation in both the Health syllabus (page 23) and the Health Teacher Guide (page 22) and briefly summarise the purpose of evaluation.
Programming

The Health syllabus does not have a section on programming, but there is a good section on this topic in the Health Teacher Guide. (pages 23-28)

Read through these pages about the role and importance of programming and note the characteristics of an effective outcomes-based program. (page 23).

There are four kinds of programs listed for you to develop. What are they?

1. Yearly program
2. 
3. 
4. 

Hint: You will find them in the text on page 23 Health Teacher Guide. The first one is listed for you above.

Study the information about allocation of time for Health across the grades and the suggested possible lesson times for each grade. (Health Teacher Guide, page 24).

• If you teach grades 3, 4 or 5, consider the relevant allocations against your own teaching time table. How do they compare?

• Now look at what the teacher guide says about the process for developing a year plan. (page 25).

Write down the eight steps involved in this work process.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Hint: Note that there is information in this section that explains each of these steps in the work process with more details.
Notice that the teacher guide also includes a list “Annual Events in a Sample 2004 Calendar” (page 26) that will help you to match health-related themes to the appropriate days in the year. Remember that dates change from year to year.

Using the steps you have listed in the Work Process above, develop a sample year plan for the class that you are teaching just using outcomes from the Health Syllabus. (You can of course use outcomes from other lower primary syllabuses, if you choose).

Record your sample year plan here:

Sample Year Plan in Health for Grade ____________

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Units of Work

“A unit of work is a set of sequenced teaching and learning activities with assessment tasks designed to help students achieve selected learning outcomes within a specific time frame-usually two to three weeks” (Health Teacher Guide, page 29).

Read through the ten-step process that is outlined in the teacher guide (pages 29-30) that will guide you in planning and developing your units of work.

You should be familiar by now with the process of developing a unit of work. An example is found on pages 30-35.

Now see if you can plan a sample unit of work (outline only, not all the details) similar to the sample on Water that is shown in the teacher guide (page 31). ‘Water’ is being used as the organiser or theme to link the selected outcomes together.
As for all the other syllabuses, Physical Education also starts with a message from the Secretary of Education. The first few paragraphs are the same from syllabus to syllabus but the remaining paragraphs are written directly for the relevant syllabus.

In the Physical Education, Lower Primary Syllabus, the Secretary’s Message emphasises the role that physical education plays in developing physical, social, intellectual, spiritual and emotional skills and interactions through physical activities. These activities contribute to the holistic development of students and the promotion of traditional cultures and values in Papua New Guinean society.

The message talks about the importance of participation in various physical activities to improve body functioning and reduce the likelihood of illness when children become adults.

It also encourages the inclusion of all students, including those with special needs into physical activities, to ensure that they realise their potential and the importance of being active, respected and responsible citizens.

The same kind of message is given in the teacher guide where teachers are also encouraged to use the teacher guide to try out ideas and strategies in implementing the Physical Education Syllabus.

Read the Secretary’s Message and reflect on what it says.

Introduction

The Introduction sections to the Physical Education, Lower Primary Syllabus is on page 1 and the Physical Education Teacher Guide, Lower Primary is on pages 1-3.

Read the Introduction sections to both the Physical Education Syllabus and teacher guide.

Write a brief summary of what is said here about the aims of Physical Education, for lower primary grades.
• Can you identify the key strands that are covered by the syllabus in the lower primary grades?

*Hint: The syllabus has three major strands.*

• What is the purpose of the teacher guide? Write down the six (6) principles and a few key points about each that appear in the *Introduction* to the teacher guide. These principles provide you with information about bilingual education and bridging to English, integration, the nature of physical education, links with other levels and subjects. (Physical Education Teacher Guide, pages 1-3).

An example is given for you as follows:

1. *Bilingual education* - the regular use of two languages for instruction- has academic benefits in lower primary years to develop confidence in thinking, reasoning, problem solving and decision making in the vernacular- greater emphasis on English as students progress through primary grades

2. *Bridging to English* -

3. *Integration* -

4. *Nature of Physical Education* -

5. *Link with other levels* -

6. *Links with other subjects* -

*Hint: You will already know much of this information from your study of the Language and Health syllabuses and teacher guides. It will be useful for you to consider the extent to which you are already acting on this information when planning for your class activities in the learning area of Physical Education and other syllabuses.*
These concepts also appear in the physical education syllabus under the heading Curriculum Principles. (Lower primary Physical Education syllabus, pages 4-6)

The syllabus also includes the concept of Multi-culturalism. What does this mean? Use your own words. (pages 5-6)

The syllabus talks about two important issues relating to Integral Human Development. These are “The right to healthy living” and “Catering for Diversity”. (page 6).

The teacher guide also talks about “catering for diversity”. (Physical Education Teacher Guide, page 11)

What does this mean?

- What do yo have to do about catering for students with special needs?

Teaching and Learning

You will find the Teaching and Learning section in the syllabus on pages 7-9. In the teacher guide it can be found on pages 6 through to 10.

Read both sections carefully.

What is the main difference in the focus of the sections on teaching and learning between the syllabus and teacher guide? Write down your thoughts here.

Hint: Think about the difference between principles and strategies.
The syllabus advises that “in lower primary, an integrated approach to teaching and learning is recommended”.

Teachers create programs that are meaningful, appropriate, engaging and motivating for students. The use of learning outcomes provides opportunities for teachers to link within strands of the Physical Education Syllabus and across other subjects”. (page 7)

- Whilst using integrated teaching and learning, a variety of approaches are recommended. What are these approaches?

1.
2.
3.
4.

Hint: You will find these listed on page 7 of the Physical Education Syllabus.

Read what the syllabus says about the concepts of student-centred learning, relevance, inclusive curriculum and Language development across the curriculum.

These will not be new terms to you because you will have seen them in other syllabus documents. Nevertheless it is well to keep them in focus when you are thinking about teaching strategies for Physical Education. (pages 8 and 9)

Look back at the notes you made in Section 1 (Health Syllabus) about concepts of student-centred learning, relevance, inclusive curriculum and language development across the curriculum to remind yourself about these matters.

- Make a few notes here about any differences you find.
Discovery learning is a concept that is mentioned in the *teaching and learning* section of the teacher guide.

Find the box with the “discovery-learning motto” in the teacher guide (page 6) and write it out again below:

Read the section in the teacher guide that deals with a “student-centred approach”. (pages 8-10)

List the key points that are made in this section in relation to providing opportunities for students to develop movement skills in the context of modified sports and games.

The teacher guide has a table that lists eight (8) teaching and learning approaches which teachers can select from to teach Physical Education more effectively.

You will need to read this section carefully to see the variety of approaches, the learning outcomes that relate to these approaches, how to apply the approach and samples of activities to try. (pages 9-10)

You have almost certainly used some of these approaches in your teaching
With a colleague, consider two approaches that have worked well for you both and write a few notes about why these approaches have been successful.

1.

2.

**Aims**

Now go back to the physical education syllabus and read the section called *Aims*. (page 10.)

These are worth remembering as you proceed through the syllabus and teacher guide.

Draw a mind map with the centre circle called “AIMS” that illustrate some of the key words that you would want to focus on in ensuring that your students have good outcomes in physical education:
Content Overview

The Content Overview in the Physical Education syllabus states that Physical Education is organised into three strands. (page 11)

Examine page 11 carefully.

- These are:

  Strand 1.
  Strand 2.
  Strand 3.

Each strand displays a typical progression of learning from one grade to the next.

Read what the syllabus says about each of these strands and make a few notes to remind yourself of the key focus for each strand.

Strand 1

Strand 2

Strand 3
The strands are divided into sub-strands which are the same for each of the grades 3 through 5.

In the table on page 12 of the syllabus you will see the 5 sub-strands that are used for each grade.

Write these sub-strands in the table below:

<table>
<thead>
<tr>
<th>Strands</th>
<th>Sub-Strands used for grades 3, 4 and 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>1.</td>
</tr>
<tr>
<td>Movement</td>
<td>1.</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

**Learning Outcomes and Indicators**

The introductory statements about outcomes and indicators for the physical education syllabus is the same as the one given in the health syllabus, which you have just completed.

Go back to the notes you have made in Section 1, read them through and reflect on what they say to keep you focussed on what outcomes and indicators will do for teachers and students.

Naturally, the learning outcomes for Physical Education differ to those for Health.

Pages 14 to 19 of the Physical Education, Lower Primary Syllabus list the learning outcomes for Physical Education. Notice that they are grouped into the strands of Safety, Movement and Physical Activity.

To help you understand them as outcomes, imagine they have the words “students can….”, or “students are able to”, or “students……. preceding the statements.

These pages that follow form the largest section of the syllabus. The outcomes are listed again in strands.
As for the health syllabus, indicators are also listed for each outcome in the Physical Education Syllabus.

- What is the function of these indicators?

- Why are they given as examples?

*Hint: Go back to page 12 of the Physical Education Syllabus to find these answers.*

Read the outcomes for each of the grades 3, 4 and 5 that are listed under the strands of safety, movement and physical activity in the Physical Education syllabus (page 14). Note that each outcome develops into a different level of expectation as students progress through the grades.

Now read the following pages focussing on the way that the strands break up into sub-strands which in turn have indicators to show how students will be achieving each outcome.

You can see an example of this if you turn to page 15 of the physical education syllabus in the *safety strand* and look at 3.1.1., 4.1.1.and 5.1.1.

**What are the words or phrases that target progress from grades 3 to 5? List them here.**

When you look across the page from left to right you see the development of this safety skill from grade 3 to grade 5. Looking at the indicators listed below each outcome, gives an idea of what is involved in the achievement of that outcome. Both outcomes and indicators show the development of this safety skill.

Note that students will be achieving the learning outcomes in vernacular and/or English.
Look at each of the outcomes under their respective strands and carefully consider the indicators that are listed for each outcome.

- Consider any four outcomes and their indicators as they apply to the grade that you are teaching or a grade for which you have administrative responsibility.
- Indicate in the following table where your students are up to in relation to these outcomes.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Working towards</th>
<th>Achieved</th>
<th>How do you know this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg. 3.3.1 Demonstrate simple ball-handling skills using suitable equipment in games and modified sports.</td>
<td>yes on the way to achieving this outcome</td>
<td>not achieved yet by most students</td>
<td>The class has worked extensively on ball-handling skills but has not yet accomplished striking or hitting skills. Nor have we applied rules in modified games as yet.</td>
</tr>
</tbody>
</table>

Hint: You may know something of the processes that went into achieving these outcomes. Remember a student may be working towards an outcome in a grade other than to which he/she is placed. It is important to remember that one example of the student’s work is not enough to make an informed decision. You are only guessing or estimating the achievement with one example.
Discuss your assessment of progress in relation to these outcomes with a colleague and see if he or she agrees with you or has another opinion.

- Write down the points on which you agree and those on which you do not agree.

<table>
<thead>
<tr>
<th>Agrees</th>
<th>Disagrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment and Reporting

Read the introductory section to Assessment in the Physical Education Syllabus (pages 17-18) and teacher guide (pages 11-19).

Compare what each section says. Note that the range of assessment methods that teachers must use to record evidence of students’ learning in both the Health and the Physical Education syllabuses is the same.

You will also find that the same applies to Recording, Reporting and Evaluation.

Go back over your work in relation to the Health Syllabus to reflect and re-familiarise yourself with these concepts.

Whilst the Physical Education Syllabus outlines the main assessment methods that teachers need to use in recording evidence of students’ learning, the Physical Education teacher guide (pages 11-19) provides examples of the kinds of activities where assessment may be appropriate and examples of how to record students’ demonstration of the knowledge, skills and attitudes in the learning outcomes.

The teacher guide talks about criterion-referenced assessment as being the one that best aligns with an outcomes-based approach. (page 11-12).

What is criterion-referenced assessment?
What does the teacher guide say about what teachers need to be able to do when using criterion-referenced assessment?

1.
2.
3.
4.

Read pages 11-21 of the teacher guide and look at the four (4) examples of assessment methods that are provided in relation to Physical Education on pages 12-14. These are similar to the examples provided for the Health teacher guide which you have already addressed.

- Can you give an example of an activity that would relate to assessment of a student’s learning in the physical education setting?

<table>
<thead>
<tr>
<th>Examples</th>
<th>Sample activity related to assessment of student’s learning in Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Observation</td>
<td></td>
</tr>
<tr>
<td>2 Conferencing or talking to students</td>
<td></td>
</tr>
<tr>
<td>3 Analysing students’ products</td>
<td></td>
</tr>
<tr>
<td>4 Tests</td>
<td></td>
</tr>
</tbody>
</table>
What is the importance of the assessment information once it is gathered?  
(Physical Education teacher guide, page 20)

Hint: You have already considered this in relation to the Health teacher guide. Consider the use to which you put this assessment information in determining whether your students have achieved the outcomes in Physical Education or not.

Now read the section on developing a specific assessment plan. (pages 17-18).

Look at the sample assessment plan for Sample 1 unit of work. (page 18) Using this plan as an example, prepare a sample recording strategy for the assessment task identified from the Sample 1 integrated unit of work, for 10 students in your class:

Now look at the range of 10 strategies that can be used for recording students’ learning outcomes in Physical Education. You will find them on pages 20-21 of the teacher guide.

Write some brief notes about the outcome you have had with any 2 of these strategies that you have used in your teaching work.

<table>
<thead>
<tr>
<th>Recording instrument (strategy)</th>
<th>Your comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hint: You can comment on either the success or failure of using these instruments to measure student learning outcomes in physical education.
Programming

The Physical Education, Lower Primary Syllabus does not have a section on programming, but there is a section on this topic in the Physical Education Teacher Guide, Lower Primary (pages 22-26).

Read through these pages about the role and importance of programming and again note the characteristics of an effective outcomes-based (pages 22-23) program that you have also read about in the Health teacher guide.

Since Physical Education is a skills-oriented subject, the skills of the subject can be integrated with other subjects wherever possible when planning. The sample yearly program given in the teacher guide is based on integration across strands within Physical Education.

Note the time allocation for Physical Education in the lower primary grades and complete the table.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Hint: Go to page 27 of the teacher guide for this information.

Yearly Program

You will find an illustration of a sample yearly program on page 24 of the teacher guide.

This can be used to develop a unit of work. You can read more about this in the Units of Work section of the teacher guide (pages 27-36).

Compare this sample with the one you are using for your own class in Physical Education.

• If you are a lower primary teacher, record the yearly program that you are using for your class for the current year. If not, get hold of a program from a lower primary colleague and together do this activity.
Units of Work

“A unit of work is a set of sequenced teaching and learning activities with assessment tasks designed to help students achieve selected learning outcomes within a specific time frame, usually two to three weeks”. (Physical education teacher guide, pages 27-28).

Reflect on the ten-step process that is outlined in the teacher guide (page 30) that will guide you in planning and developing your units of work. You have already looked at these in relation to the Health Teacher Guide, Lower Primary.

Now look at the two sample units of work outlined on pages 31 to 36 of the teacher guide. One sample is for an integrated unit of work around “Kapul Soka” within the subject of physical education.

The other sample is for an integrated unit of work around the topic of “Good practices for safety” across subjects.

What are some of the differences between the two approaches?

<table>
<thead>
<tr>
<th>Theme: Kapul Soka</th>
<th>Theme: Good Practices for Safety</th>
</tr>
</thead>
</table>

Hint: Consider purpose, time allocated, teaching and learning activities, assessment and recording methods used.
Weekly Program

Weekly programs are developed from the units of work. The time spent on the unit of work will depend on how many teaching and learning activities are developed for the learning outcomes identified.

A weekly program will have detailed and sequenced teaching and learning activities.

Reflect on the sample layout of a weekly program given in the teacher guide. (page 26)

How does this compare to your current class weekly program?

Elaboration of Learning Outcomes

Elaborations describe the knowledge and skills included in each of the learning outcomes. For each learning outcome, the elaborations describe recommended knowledge, recommended processes and skills, attitudes and in some teacher guides, suggested activities.

Read and reflect on the section of Elaboration of Learning Outcomes and note the detail provided for the strands of safety, movement and physical activity across grades 3, 4 and 5. (Physical Education teacher guide, pages 37-45)

You can use these elaborations when you are planning the Physical Education program for your own class. They will help you greatly in developing your units of work.
Congratulations! You have now completed Module 2, titled “Personal development in lower primary”.

In doing so you have worked your way through the Health, Lower Primary Syllabus, the Physical Education, Lower Primary Syllabus and their relevant teacher guides.

In doing so, you have looked at many tasks and activities designed to make it easy for you to learn and apply your learning.

You should have by now developed certain knowledge, understandings, insights and skills as they relate to reform curriculum in the context of your work. All this should help you to perform well in your work.

At this point, let us review your progress by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the unit are copied here. For each of the outcomes how do you assess yourself – Yes, No or Not sure?

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. describe the structure and contents of the Health, Lower Primary Syllabus and teacher guide?</td>
<td></td>
</tr>
<tr>
<td>2. describe the structure and contents of the Physical Education, Lower Primary Syllabus and teacher guide?</td>
<td></td>
</tr>
<tr>
<td>3. explain the content overview of the Health and Physical education lower primary syllabuses and teacher guides?</td>
<td></td>
</tr>
<tr>
<td>4. describe the relationship between strands, sub-strands, learning outcomes, indicators, assessment and evaluation for students in lower primary grades?</td>
<td></td>
</tr>
<tr>
<td>5. identify indicators of progress from grade 3 to grade 5 across the Health and Physical Education lower primary syllabuses?</td>
<td></td>
</tr>
<tr>
<td>6. describe the approaches to programming, teaching and learning and assessment supported by the Health and Physical Education lower primary syllabuses and teacher guides?</td>
<td></td>
</tr>
<tr>
<td>7. explain to a colleague, the concepts, skills and attitudes identified and organised in the syllabuses?</td>
<td></td>
</tr>
</tbody>
</table>
If you answered “yes” to all of them, then you have done very well. Think about the kinds of evidence that will support the achievement of each of the outcomes.

If you have said “no” or “not sure”, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember that these module outcomes help you achieve the outcomes of the unit listed in the Unit Introduction. Refer back to the outcomes of the unit in the Unit Introduction and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you have for particular unit outcomes. If you have been doing this, go back over the module and jot down, in your Learning Contract, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

Additional space for your notes
Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 3: Learning Areas: Language and Personal Development

Module 3: Personal Development in Upper Primary

Contents

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module introduction</td>
<td>2</td>
</tr>
<tr>
<td>Module learning outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Section 1: Personal Development, Upper Primary Syllabus</td>
<td>4</td>
</tr>
<tr>
<td>Section 2: Personal Development Teachers Guide, Upper Primary</td>
<td>14</td>
</tr>
<tr>
<td>Module summary: (and additional space for your notes)</td>
<td>28</td>
</tr>
</tbody>
</table>

Name: ........................................................ File Nº:...............................................

Date commenced: .................................. Date completed:......................................

I have sighted this study guide as evidence of completion of agreed tasks by

........................................................... ...............................................................(insert name)

Assessor: ..................................................... Date: .....................................................
Module 3
Personal Development in Upper Primary

Module Introduction

Welcome to Module 3: Personal Development in Upper Primary. This module focuses on the Personal Development Upper Primary Syllabus and its teachers guide.

In Section 1 of this module you undertake a study of the Personal Development, Upper Primary Syllabus to understand its structure and content in a general sense. In doing so you focus on how the knowledge, skills and attitudes which support the aims of primary education are made explicit in this document, thereby making connections between the reform agenda and the curriculum.

In Section 2 of this module you undertake a study of the Personal Development Teachers Guide, Upper Primary to understand its structure and content in a general sense. In doing so you focus on how the knowledge, skills and attitudes which support the aims of primary education are made explicit in this document, thereby making connections between the reform agenda and the curriculum. You also explore how the teachers guide provides support for implementing the Personal Development, Upper Primary Syllabus.

To undertake this module you will need access to the upper primary syllabus and teachers guide in Personal Development. These are shown in the Unit Introduction (pages 4-7). If you do not have access to them, you will not be able to do this module. For copies of these documents contact your head teacher, inspector, provincial reform curriculum coordinator, provincial in-service coordinator or the provincial materials supply officer.

If seeking academic credit, make sure you have completed the self-assessment in the Accreditation and certification section before you start this module. As you work through this module, keep a running record of sections, parts and pages of the module where you can identify evidence for particular unit outcomes. You may wish to record such information in your Learning Contract.
Module learning outcomes

When you have worked through this module, you, the learner, can (are able to):

1. describe the structure and contents of the *Personal Development, Upper Primary Syllabus*

2. describe the structure and contents of the *Personal Development Teachers Guide, Upper Primary*

3. explain to a colleague the content overview of the *Personal Development Upper Primary Syllabus* and teachers guide

4. describe the relationship between strands, sub-strands, learning outcomes, indicators, assessment and evaluation

5. make connections between the strands and sub-strands of the Health and Physical Education lower primary syllabuses

6. identify indicators of progress from grade 6 to grade 8 across the *Personal Development, Upper Primary Syllabus*

7. identify indicators of progress from grade 3 to grade 8 across the Personal Development Learning Area

8. describe the approaches to programming, teaching and learning and assessment supported by the *Personal Development, Upper Primary Syllabus* and further developed in the *Personal Development Teachers Guide, Upper Primary*

9. explain to a colleague, the concepts, skills and attitudes identified in the syllabus and the teachers guide.
Section 1: Personal Development, Upper Primary Syllabus

By now you are familiar with the general way in which the syllabuses are structured. As for all other syllabuses, the Personal Development, Upper Primary Syllabus begins with a message from the Secretary of Education. The first four paragraphs are the same from syllabus to syllabus, but the other paragraphs are written directly for the relevant syllabus. In the syllabus, the Secretary's Message emphasises the key roles shared between the home, school and community in regard to the wide range of personal, social and community health issues that the syllabus incorporates.

Read the Secretary’s message.

Introduction

On page 1 is the Introduction. You will see that this new syllabus brings together a number of previously separate subjects or elements of subjects.

Read page 1 and list the previous subjects or elements of subjects now included in the Personal Development, Upper Primary Syllabus.

1. 
2. 
3. 
4. 
5. 

Rationale

The Rationale is on page 2 of the syllabus.

The purpose of the rationale is to justify the place of this syllabus in the total school curriculum for students in the upper primary grades.

The curriculum writers want students to benefit at three levels by achieving the learning outcomes in this syllabus.

Read page 2 and look for the three levels of benefits that students get by completing this syllabus.

1. 
2. 
3. 

Hint: These outcomes begin with the student.
Curriculum Principles

Pages 3-7 describe the Curriculum Principles that are important in the development of this syllabus. You will have noticed some of the headings before as you have looked through other syllabuses, but in this case, the principles are considered from the perspective of Personal Development.

Look over pages 3-7 and list the three major headings within which the curriculum principles are described.

1. 
2. 
3. 

Using the information on pages 3-4, write a sentence about the importance of each of the following in the context of Personal Development.

Way of life:

- Cultural relevance
- Bilingual education
- Multiculturalism

Integral human development:

- The right to healthy living
- Nation building and citizenship
- Catering for diversity

Teaching and Learning

Pages 5 and 6 describe the teaching and learning principles that are considered important in the reform curriculum.

Page 7 introduces the teaching and learning strategies that are especially important in the implementation of this syllabus. The strategies of gathering information, analysis and processing, and planning and action, together form the Personal Development Process (the PD Process) to be used.
• Are the learning principles provided in the syllabus any different to those suggested in the lower primary Health and Physical Education syllabuses?

• Are the learning principles any different from those suggested in the Language syllabuses for lower primary and upper primary?

• If yes, what are the main differences?

• If no, why is it so?

Read page 7

• For each of the three parts of the PD Process, provide some examples from your experience. Work with a colleague on this.

<table>
<thead>
<tr>
<th>The PD Process</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering information</td>
<td></td>
</tr>
<tr>
<td>Analysing and processing</td>
<td></td>
</tr>
<tr>
<td>Planning and action</td>
<td></td>
</tr>
</tbody>
</table>

Aims

On page 8 you will find the Aims of the Personal Development, Upper Primary Syllabus. They all begin with the stem “Students develop ….”

Read page 8 and discuss the aims with a colleague.
Unit 3  Learning Areas: Language and Personal Development

- Do you think that this subject can contribute to integral human development? Explain your answer.

Reflect on ways you can develop a personal commitment to help students achieve the aims.

List at least three new ideas you are willing to try.

1. 
2. 
3. 

Content Overview

The Content Overview on pages 9-13 once again shows that the content is organised into strands and sub-strands. The five strands for Personal Development are:

- relationships
- movement and physical activity
- our culture, lifestyle and values
- health of individuals and populations
- living and working together

Copied below are ten content focuses listed on pages 9-12. Determine which strand each comes from and note this in the table.

<table>
<thead>
<tr>
<th>Content focus</th>
<th>Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>The roles and responsibilities of leaders as role models in the society</td>
<td></td>
</tr>
<tr>
<td>The behaviours, roles and responsibilities associated with sexuality and with</td>
<td></td>
</tr>
<tr>
<td>changing personal, social and cultural views on sexuality</td>
<td></td>
</tr>
<tr>
<td>The way gender, culture, ethnic beliefs and values, and sexuality shape our</td>
<td></td>
</tr>
<tr>
<td>identity and relationships</td>
<td></td>
</tr>
<tr>
<td>Opportunities to participate in a range of physical activities for students</td>
<td></td>
</tr>
<tr>
<td>of all abilities</td>
<td></td>
</tr>
<tr>
<td><strong>Respect for and acceptance of other cultures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>An understanding of what happens if the rights of people are violated or abused</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Skills to deal effectively with harassment, bullying, uncooperative behaviours and pressure from peers</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The benefits and harmful effects of drug use, and the concerns associated with tobacco, alcohol and drug use</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Our culture with diverse customs, cultural celebrations and the roles and responsibilities which a member of a society is expected to understand and practise</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Leisure and recreational activities as avenues to develop and maintain relationships as well as keep fit and healthy</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

On pages 14-18 the *Learning Outcomes* relevant to this syllabus are listed.

Notice that as for all other upper primary syllabuses, the learning outcomes are grouped into strands, and the numbering system shows how the learning outcomes are developed across the grades.

It is important for example, for teachers of grade 6 to know where a particular outcome is heading, and for grade 8 teachers to know the developments that have led the students to his or her current level of understanding.

Write some activities that show this development across the grades.

An example is given for outcomes 6.2.4, 7.2.4 and 8.2.4

<table>
<thead>
<tr>
<th>6.2.4</th>
<th>7.2.4</th>
<th>8.2.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students: identify rules and demonstrate safety procedures in play and games</td>
<td>Students: develop procedures for dealing with unsafe or emergency situations</td>
<td>Students: demonstrate behaviour that influences personal safety and the safety of others in games and play</td>
</tr>
<tr>
<td>Look at rules for football</td>
<td>Look at penalties available to football referee</td>
<td>Wearing a hat to protect from damage that could be caused by the sun</td>
</tr>
</tbody>
</table>
### Module 3: Personal Development in upper primary

#### Learning Areas: Language and Personal Development

<table>
<thead>
<tr>
<th>Unit 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at equipment used in professional football</td>
<td>Develop a set of procedures for crossing roads safely</td>
<td>Explaining and justifying the rules of a game to another person</td>
</tr>
<tr>
<td>Talk about the rules used in the playground at school</td>
<td>Discuss the sanctions used at school when bullying occurs</td>
<td>Assess risks involved in playing football near a road</td>
</tr>
</tbody>
</table>

Do this for outcomes 6.1.3, 7.1.3 and 8.1.3 and also for outcomes 6.4.1, 7.4.1 and 8.4.1.

<table>
<thead>
<tr>
<th>6.1.3</th>
<th>7.1.3</th>
<th>8.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students: describe themselves through images</td>
<td>Students: describe differences between people and their similarities</td>
<td>Students: explain how different ways of describing people influence how people value and treat themselves and others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.4.1</th>
<th>7.4.1</th>
<th>8.4.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students: describe the stages in growth and development and the health needs at various stages</td>
<td>Students: explore the functions of different systems and parts of the body</td>
<td>Students: identify and describe behaviour that promotes growth and development, taking into account heredity and environment</td>
</tr>
</tbody>
</table>
Write down the purpose and structure of this large section on pages 19-48.

Hint: Your description should use the words/concepts: syllabus learning outcomes, indicators, strands and sub-strands.

Using the description you have prepared above, explain to a colleague who has little or no familiarity with the upper primary syllabuses, the purpose and function of the section on pages 19-49.

- Record some questions raised by your colleague and how you dealt with these questions.

Outcomes 6.4.1, 7.4.1 and the information on pages 33-34 from sub-strand: growth and development, strand: health of individuals and populations, deal with concepts of a sensitive nature.

Reflect on how you will teach such concepts as puberty, sexual development and sexuality to boys and girls of different cultures who are studying together in the same class.
Indicators have been provided to assist teachers understand the learning outcomes, in order to identify some contexts in which the achievement of outcomes may be demonstrated by students.

Remember that the indicators provided in the syllabus:
- are examples only
- are not the only way a student can demonstrate his/her achievement
- illustrate the depth and breadth (i.e. the standard) of an outcome

As you read pages 19-48 you will see two to five indicators for each outcome. By understanding the standards and contexts of the indicators provided, you are able to add to them. A review of the verbs that introduce the indicators illustrates the breadth of possible things that students can do to demonstrate the achievement of a learning outcome. The concepts and contexts embedded in each of the indicators are also important.

Turn to the Movement and Physical Activity strand. This is found on pages 24-29.

- Make a list of 20 different verbs used to introduce the indicators in this section of the syllabus.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>11.</td>
<td>12.</td>
</tr>
<tr>
<td>16.</td>
<td>17.</td>
<td>18.</td>
</tr>
<tr>
<td>19.</td>
<td>20.</td>
<td></td>
</tr>
</tbody>
</table>
• Comment on the richness (variety and range) of the indicators.

Students will move from grade 8 into a range of options that include secondary education, vocational training, employment for life within the community. Therefore the outcomes to be achieved by the end of the upper primary grades are designed to see young people well equipped for a variety of contexts.

Read outcome 8.4.6 and discuss with a colleague the importance of this outcome in the Personal Development, Upper Primary Syllabus.

• Write a summary of this discussion.

Assessment and Reporting

Pages 49-50 are about Assessment and Reporting. A reminder is given here about the role and function of this important phase of the teaching and learning cycle. It suggests that there is scope for written, oral and practical demonstrations.

Carefully read pages 49-50 of the personal development syllabus.

• Develop some assessment tasks for outcomes 7.4.6 and 8.5.2.
In developing assessments tasks you should ask yourself such questions as:

- How will I know a student can do this?
- How can I find out whether a student can do this?
- What is the best way to find out what I want to know?
- Are these ways fair to all students?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.4.6 Develop a personal health plan based on a personal health goal</td>
<td></td>
</tr>
<tr>
<td>8.5.2 Make decisions about school and classroom issues</td>
<td></td>
</tr>
</tbody>
</table>

*Hint: Make sure that the tasks include at least one that is written, one that is oral and one that is practical. The indicators for these outcomes may give you some ideas. Think of some others.*
Section 2: Personal Development Teachers Guide, Upper Primary

This section gives you an opportunity to look at the Personal Development Teachers Guide, Upper Primary and the way in which it supports the implementation of the Personal Development, Upper Primary Syllabus.

As for the other syllabuses and teachers guides, the Personal Development Teachers Guide, Upper Primary starts with a message from the Secretary. The teachers guide gives more information than the syllabus about what to teach and describes ways of implementing the syllabus.

In this, the Secretary indicates the importance of each teacher reading through the teachers guide carefully and becoming more familiar with the content of the subject as specified in the “elaborations” section.

Read the Secretary’s message.

Introduction

Read pages 1 and 2 of the Introduction and briefly summarise the key points made in the sections provided (pages 1 and 2).

• Purpose of the teachers guide:

• How to use the teachers guide:

• Nature of Personal Development:

• Links with different levels:

• Links with other subjects:
Key Features

Five key factors are identified.

The first of these is: Unique aspects of Personal Development

This section notes several unique aspects about Personal Development that promote the curriculum principles Our Way of Life and Integral Human Development. (page 3)

Identify these unique aspects and list them below.

The second factor is: Approaches and Processes

Read the section about Approaches and Processes and note below the three approaches that are used for planning and teaching Personal Development. (page 3)

1.
2.
3.

Hint: These approaches are explained more fully in the Teaching and Learning Strategies section of the teachers guide.

The third factor is: School, home and community support

Why is community and family support so important in teaching and learning Personal Development? (page 4)

The fourth factor is: Essential Content

You will observe from this section that the content of the syllabus is organised into 5 strands that outline the knowledge, skills and attitudes that are distinctive to Personal Development. These were outlined in Section 1. (page 4)
The fifth factor is: Catering for diversity

Read this section. It has already been covered in other syllabuses and teachers guides. (page 4)

It is however, again worth reflecting on the uniqueness and diversity of Papuan New Guinea cultural beliefs, practices, languages, celebrations, rituals and customs and the way that these shape a unique cultural environment that values this diversity and becomes the foundation of cultural and personal identity.

**Teaching and Learning Strategies**

Firstly read the section *Teaching and Learning Strategies* in the *Personal Development Upper Primary Teachers Guide*. (pages 5 to 11).

Draw a mind map of the major strategies covered in this section. A starting point is provided for you. (Add more links as you need them.)

Are they any different from those presented in the Health and Physical Education lower primary teacher guides? If so, in what ways are they different?

Read the section *Student-centred Approach* (page 5) and summarise the main aim of this teaching and learning strategy.

- Now look at the three types of student-centred approaches that you can use to introduce Personal Development and summarise what they say in the table below:
### Student-centred approach

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal development process approach</td>
</tr>
<tr>
<td>2. Inquiry-based approach</td>
</tr>
<tr>
<td>3. Three-step approach: orienting, enhancing, synthesising (OES)</td>
</tr>
</tbody>
</table>

Pages 10 and 11 of the teachers guide introduce you to some teaching and learning tools that support the strategies and samples for each tool.

**Read through the list of teaching tools, how to apply them and the samples that are given.**

Take any 5 of these teaching tools and briefly comment on how you have used them in your teaching in the past and how successful or otherwise you have found them to be.

<table>
<thead>
<tr>
<th>Teaching tool</th>
<th>Success or otherwise in your teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment

What is assessment?

Read the introductory section on Assessment in the Personal Development Teachers Guide, Upper Primary (page 12)

- Write a short statement that describes the basis of the assessment process.

The assessment process is based on………..

Purpose of assessment

Remind yourself of what the National Assessment and Reporting Policy, 2003, is quoted as saying about the purpose of assessment.

- The five points are listed in this section of the teachers guide on page 12. Read this page.
- What will the information obtained from assessment be used for?
  1. 
  2. 
  3.

Assessment principles

Note that there are nine (9) principles listed in the teachers guide about this matter. Read and reflect on what each one says. (page 13)

Now take a look at what the National Assessment and Reporting Policy, 2003, says about Assessment Principles (pages 3 and 4). Can you find the similarities? Write some below.
Roles and responsibilities

Read what the teachers guide says in this section about roles and responsibilities. (pages 13 and 14)

Think about your roles and responsibilities in relation to assessment:

- If you are an Inspector, what would you be monitoring in the assessment area when inspecting schools?
- If you are a Head Teacher, what would you be monitoring in relation to assessment with each of the teachers in your school?
- If you are a teacher, in relation to assessment, what would be your roles and responsibilities and what would be the roles and responsibilities of students?

Write your answer here.

Hint: Your answer will depend on your current position.

Process of assessment

Read this section on page 14 of the teachers guide.

It mentions the need for the “process of assessment” to be identified during the time that you are planning a unit of work. It involves:

1. 
2. 
3.
The following two pages (pages 16 and 17) provide descriptions and examples of sample assessment instruments, some of which you have most likely used in your teaching. Read through these, consider those that you have already used and note any that you might not have used but would like to try.

List the instruments that you have used and the ones that you intend to use in the future.

<table>
<thead>
<tr>
<th>Assessment instruments I have already used with students</th>
<th>Assessment instruments I plan to use in the future</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Developing a specific assessment task

Now read this section in personal development teachers guide to familiarise yourself with what is involved in developing a specific assessment task. (pages 18 to 20)

Note that “outcomes” should be used as the starting point in the process of planning assessment tasks. “Indicators” found in syllabuses and “Elaborations” provided in the teachers guide, assist in setting the criteria for assessment.

- There are 4 steps given in choosing a suitable assessment task. What are they?

1.

2.

3.

4.

- Now read what the teachers guide says on page 20 about recording and reporting.
This information is similar to what you have been given in relation to the other syllabuses and teachers guides that you have already studied.

**Programming**

The personal development teachers guide says: “The content included in teachers’ Personal Development programs depends largely on the needs and interests of the school and the community in which it is based. Therefore teachers should be flexible in their programs to enable those needs to be addressed.” (page 21)

- How many minutes per week should be allocated to Personal Development?
  
  ………………………minutes.

- Note that several period allocation options have been listed for you to consider. Which of these have you found to work best for your class? Why?

- Why is it a good policy to involve all of the upper primary staff members who are involved in teaching Personal Development, in sharing the planning of the school’s yearly program in this subject:
  
  a) in horizontal groupings?

  b) in vertical groupings?

*Hint: Look carefully at the content of page 22 of the teachers guide for this information.*

**Sample programs for Personal Development**

Read pages 23 and 24 of the teachers guide to note the three suggested sample programs.
• What are they?
  1.
  2.
  3.

• If you decide to choose one to try, which one would you choose and why?

**Elaboration of outcomes**

This section of the teachers guide lists each of the outcomes provided in the syllabus with elaborations for grades 6, 7 and 8.

You will have already learnt about “elaborations” in earlier modules. Remember that elaborations detail possible content and contexts to help you with your planning, so that your teaching helps students to achieve the outcomes. The content is drawn from the strands outlined in the syllabus.

The elaborations provide teachers with the necessary background information, recommended knowledge, processes and skills and sample activities for each outcome. You should select the content from the elaborations that best meet the needs of your students. How you assist your students to functionally learn and summatively or in an on-going fashion demonstrate their learning, is up to you. This is where your skills as a facilitator of learning come to the fore.

Refer to the *Relationships* strand and select an outcome that applies to the grade that you are teaching - grade 6, 7 or 8. As Personal Development is a new subject, think about the context in which you would have taught "relationships" in the past or currently.

• Look at the recommended knowledge (elaborations) that your students should know in relation to this outcome. Write down the recommended knowledge and then check that any two of your students in fact have this knowledge.
Grade taught (either now or in the past):
Outcome:

Knowledge | Student 1 Yes/No | Student 2 Yes/No
---|---|---

* * * * *

- If you are a teacher, how can you use this information when planning your Personal Development program?

- If you are an inspector, think about the kinds of changes you would like to see in school programs.

Hints: Personal Development is a new subject. So you have to have your........ on H’ealth or Physical Education or another subject in which relationships was ...... with.

Units of Work

You have already looked at the steps for developing units of work in previous modules. It will however still be worthwhile for you to revise the steps for developing units of work by reading about this in the teachers guide. (pages 56 and 57)

Now complete the steps in summary. The first words for each of the steps have been included for you.

1. Identify outcomes……

2. Select a title …..

3. Identify appropriate content……
Unit 3 Learning Areas: Language and Personal Development

4. Identify possible teaching and learning activities ……

5. Develop assessment ……

6. Identify and list resources……

7. Estimate time……

8. Program ……

Hint: You are just asked to complete the summary of each of the steps. However, you also need to read the details of each of these steps that follow the summary. You will find this detail on pages 57 to 6xxx of the teachers guide.

• Read through the section Modelling the process of developing a unit of work using an integrated approach. (pages 57 to 61). This follows the above steps that you have just summarised.

Share what you have just read with a colleague and make sure that you understand the process.

• Ask your colleague if you can question each other about each of these steps in the process. Record anything that you are not sure about to discuss with your supervisor.

Think about Step 6. At what stage do you begin to identify and list resources?
An alternative model consistent with outcomes-based approach is provided here. This model is called the 'designing down' model.

The model provided in the teachers guide and this model have some common steps. However the major differences lie in the thinking process.

This model is guided by the following four questions which stem from the philosophy of outcomes-based education. The questions are:

1. What is it that the students have to learn and demonstrate? (outcomes)
2. What is the best way to find out if the students can do it? (assessment)
3. What are the best learning and teaching strategies to help students to learn and demonstrate the achievement of outcomes? (teaching and learning activities)
4. What is the most appropriate content to help students in the learning process? (knowledge, skills, attitudes)

The steps are:
1. Identify outcomes that naturally link
2. Give the cluster a title based on the main idea linking the cluster of outcomes
3. Identify the appropriate assessment method(s), tasks and criteria to find out whether students can demonstrate the achievement of outcomes
4. Identify possible teaching and learning strategies
5. Identify appropriate content (knowledge, skills and attitudes)
6. Identify and link resources
7. Estimate time
8. Program.

In planning a unit of work, your focus should be to help students to achieve the outcomes, not simply to cover the content. You'll then collect evidence through assessment to judge whether students are achieving the outcomes or working towards the outcomes or not showing any evidence of achieving the outcomes.

Now develop a plan for a unit of work by yourself, using the steps that you have learned and some different outcomes suited to the level of the class that you are currently teaching or have recently taught or have a supervisory role for.

- Use both models
Remember that you can also develop a unit of work using an integrated approach across subjects. You can read about this on page 64 of the teachers guide.

Compare the two approaches:

1. Modelling the approach of developing a unit of work using an integrated approach... within one subject (Personal Development teachers guide, pages 57-61), and

2. Modelling the process of developing a unit of work using an integrated approach across subjects (Personal Development teachers guide, pages 64 to 67).

• Note in the table that follows, any differences that you can find.

<table>
<thead>
<tr>
<th>Developing a unit of work using an integrated approach within one subject</th>
<th>Developing a unit of work using an integrated approach across subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hint:** Look at the steps 1-8 in each approach to see if you can find any differences.

• Before you complete Section 2, read about the resource materials that can assist you to implement the *Personal Development, Upper Primary Syllabus*, (page 69) and the *Glossary* on page 70 of the teachers guide.
Module Summary

Congratulations! You have now completed Module 3, titled *Personal Development in Upper Primary*.

In doing so you have worked your way through the Personal Development Syllabus and teachers guide for upper primary. In the process of doing this you made connections with the lower primary health and physical education syllabuses and teacher guides. The *National Curriculum Statement* and the *National Assessment and Reporting Policy, 2003*, have also been considered.

You have looked at and done many tasks and activities designed to make it easy for you to learn and apply your learning.

You should have by now developed certain knowledge, understandings, insights and skills as they relate to reform curriculum in the context of your work. All this should help you to perform well in your work.

At this point, let us review your progress by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the unit are copied here. For each of the outcomes how do you assess yourself – Yes, No or Not sure?

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. describe the structure and contents of the <em>Personal Development, Upper Primary Syllabus</em>?</td>
<td></td>
</tr>
<tr>
<td>2. describe the structure and contents of the <em>Personal Development Teachers Guide, Upper Primary</em>?</td>
<td></td>
</tr>
<tr>
<td>3. explain to a colleague the content overview of the <em>Personal Development, Upper Primary Syllabus</em> and teachers guide?</td>
<td></td>
</tr>
<tr>
<td>4. describe the relationship between strands, sub-strands, learning outcomes, indicators, assessment and evaluation?</td>
<td></td>
</tr>
<tr>
<td>5. make connections between the strands and sub-strands of the Health and Physical Education lower primary syllabuses?</td>
<td></td>
</tr>
<tr>
<td>6. identify indicators of progress from grade 6 to grade 8 across the <em>Personal Development, Upper Primary Syllabus</em>?</td>
<td></td>
</tr>
<tr>
<td>7. identify indicators of progress from grade 3 to grade 8 across the Personal Development Learning Area?</td>
<td></td>
</tr>
</tbody>
</table>
8. describe the approaches to programming, teaching and learning and assessment supported by the Personal Development, Upper Primary Syllabus and further developed in the Personal Development Teachers Guide, Upper Primary?

9. explain to a colleague the concepts, skills and attitudes identified in the syllabus and the teachers guide?

If you answered “yes” to all of them, then you have done very well. Think about the kinds of evidence that will support the achievement of each of the outcomes.

If you have said “no” or “not sure”, then it may be worth your while to go over appropriate sections of the module again and have another attempt at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember that these module outcomes help you achieve the outcomes of the unit listed in the Unit Introduction. Refer back to the outcomes of the unit in the Unit Introduction and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you have for particular unit learning outcomes. If you have not been doing this, go back over the module and jot down, in your Learning Contract, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

Additional space for your notes
## Unit 3:
Learning Areas: Language and Personal Development

### Module 4: Implication for practice

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module introduction</td>
<td>2</td>
</tr>
<tr>
<td>Module learning outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Section 1: Your role</td>
<td>4</td>
</tr>
<tr>
<td>Section 2: What would you do?</td>
<td>9</td>
</tr>
<tr>
<td>Module summary (and additional space for your notes)</td>
<td>22</td>
</tr>
</tbody>
</table>

Name: ........................................................ File Nº:...................................................

Date commenced: ...................................... Date completed:......................................

I have sighted this study guide as evidence of completion of agreed tasks by

...........................................................................................................................................................(insert name)

Assessor: ..................................................... Date: .......................................................


Module 4
Implications for practice

Module Introduction

Welcome to Module 4: Implications for practice.

In this module, the focus is to explore the implications of the primary curriculum reform for you in your teaching, supervisory or advisory role.

It is recommended that you complete modules 1, 2 and 3 before this module, so that you are in a position to understand and appreciate the dimensions of change for primary education and explore their implications for your work practice.

To undertake this module you will need access to The National Curriculum Statement (2002) as well as the National Assessment and Reporting Policy, 2003, listed in the Unit Introduction.

The In-service Management Plan, 2001-2005, Papua New Guinea Department of Education published in 2001 is referred to in this module, however, you are not expected to have a copy of this document. The required readings are copied in this module, for your convenience.

You will also need to have access to the lower primary syllabuses and teacher guides in Language, Health and Physical Education and the upper primary syllabuses and teachers guides in Language and Personal Development.

If you do not have access to these documents, you will not be able to do this module.

If you are experiencing difficulties in finding copies of these documents, your head teacher, inspector, provincial reform curriculum coordinator, provincial in-service coordinator or the provincial materials supply officer may be able to help.

Make sure you have completed the self-assessment in the Accreditation and Certification section of this study guide before you start this module, if seeking academic credit.

If you are seeking academic credit, as you work through this module, keep a running record of sections, parts and pages of the module where you can identify evidence for particular unit outcomes.

You may wish to record such information in your Learning Contract.
Module learning outcomes

When you have worked through this module, you, the learner, can (are able to):

1. relate the PNG Education Reform process to your own work situation

2. identify the depth and breadth of changes, if any, you need to make to your current practices

3. develop and share an action plan to apply your learning to your work situation.
Section 1: Your role

You may be a teacher, an officer with administrative and supervisory responsibilities such as a senior teacher, a head teacher, an inspector or a provincial education officer, an in-service coordinator or a reform coordinator. Some people undertaking this course may have other roles and responsibilities.

Classroom Teachers

If you are a classroom teacher, you are a very important implementer of the reform curriculum. In order for you to become an effective implementer, you should critically review your current practice and identify those practices that are compatible with the reform and those which are not. For example, if you are a student-centred teacher who has set up a safe and student-friendly classroom, then this fits in well with the new approach. On the other hand, if your only way of assessing your students is by pen and paper tests, then this does not fit in well with the advice in the reform syllabuses.

The new language and personal development syllabuses for the primary years provide “outcomes”, or the end points of schooling for each of the grades 3 to 8 and not “objectives” as in the past.

The National Assessment and Reporting Policy, 2003 identifies on page 11, your particular assessment and reporting responsibilities as a classroom teacher. The National Curriculum Statement 2002 identifies “curriculum principles” in the reform context. This has implications for the way you plan, program, teach and assess your students, report on their achievement and for the way you evaluate your programs.

Senior Teachers or Coordinators

If you are a senior teacher or coordinator, you have a responsibility to assist the head teacher and teachers in your school in implementing reform. Depending on your level of responsibility, this may require you to provide curriculum, pedagogical and administrative leadership to teachers and advice and support to the head teacher.

The National Assessment and Reporting Policy, 2003 identifies, on page 11, your particular assessment and reporting responsibilities. You need to make yourself familiar with the outcomes approach to education and the contents of each of the language and personal development syllabuses for the primary years, including the curriculum principles derived from the National Curriculum Statement (2002) so that you can implement it effectively in your teaching and assist others to do so.

Head Teachers

If you are a head teacher, you are responsible for the implementation of the reform curriculum in your school. This may require you to provide curriculum leadership and support and advice to teachers with the implementation process, have a plan and timeline for implementation of reform, and work with both elementary and secondary schools to make the transition as smooth as possible.
The National Assessment and Reporting Policy, 2003 identifies, on page 11, your particular assessment and reporting responsibilities as a head teacher. Your understanding of an outcomes-based curriculum and knowledge of each of the language and personal development syllabuses, is essential for effective implementation of the new syllabuses and policies of the Department of Education in your school.

You are the agent of implementation of policies of DoE such as the Languages Policy, Multi-grade Teaching Policy, Gender Equity in Schools Policy.

Inspectors

If you are an inspector, you have an advisory as well as a monitoring role in the primary school sector. This means that you are expected to have a working knowledge of the Language and Personal Development syllabus, teachers guides and other teacher resources, outcomes-based curriculum, multi-grade teaching, bilingual education, the links between elementary, lower primary, upper primary and lower secondary sectors, the transition from elementary to primary, and primary to secondary, and the rationale and contents of the reform agenda.

The National Assessment and Reporting Policy, 2003 identifies, on page 12, your particular assessment and reporting responsibilities as an inspector. The National Curriculum Statement (2002) sets out the curriculum policy of the Department of Education. This also means that you need to critically view your current practices as an inspector in the light of the changes in curriculum, pedagogy, assessment, and so on, to be effected in schools by teachers and their supervisors. This way your monitoring role and activities become more relevant for the changing situation in schools.

Education officers or curriculum officers (district or provincial level)

If you are an education officer or curriculum officer, you have province-wide or district-wide responsibilities for different aspects of the reform curriculum including an outcomes orientation to the curriculum and the implementation of the primary curriculum. The National Assessment and Reporting Policy, 2003 identifies, on page 13, the particular assessment and reporting responsibilities of a curriculum officer. You work with all of the groups mentioned above and others and interact and intersect with them in different ways.

The first step in all of the above situations is to critically view your current practices and identify those practices that are compatible with reform and those which are not. This is not about abandoning good practices but is about acknowledging them and building upon them. The National Curriculum Statement (2002), the National Assessment and Reporting Policy, 2003 and the new Language and Personal Development syllabuses guide you in making informed decisions about ways of doing this.

Process

Using your understanding of the rationale for the reform, and the major dimensions of change which are reflected in the Primary Education Handbook 2000, the National
Curriculum Statement (2002), the National Assessment and Reporting Policy, 2003 and the information regarding outcomes-based education (OBE), list six of your practices in relation to the teaching of Language and Personal Development in your present capacity in the table below.

If possible work with another person at your level of operation.

For example, if you are a teacher, work with a colleague to make a list of your current practices. You should consider how you program, teach, assess, review your program, what resources you use, and so on.

If you are an inspector, work with another inspector to make a list of your practices. You should consider how you carry out your advisory, monitoring and supervisory responsibilities now.

**List six of your practices in the table below.**

- Assess the extent to which each practice is compatible with reform curriculum. Then identify those practices that in your view are possibly compatible with the reform curriculum, by placing a 'tick' in the right hand column.

<table>
<thead>
<tr>
<th>List of practices</th>
<th>Compatible?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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</tr>
</tbody>
</table>

Discuss with the colleague up to three (3) critical changes you will need to make to become more consistent with the expectations of the reform curriculum.

Make some notes about your discussion here.
Enter the changes you are planning to make in the following table.

<table>
<thead>
<tr>
<th>I need to change from:</th>
<th>to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

Hint: Be honest and realistic in responding to this task so that you can become effective in your work situation. Your response will very much be a personal response.

Reflect on how you will acquire the knowledge and skills to make the changes you plan to make.

For example, if you have been programming by “objectives” and now need to program using “outcomes”, how would you learn to do it? You may ask a friend to show you how to do it, or you may do a unit on programming, or both.

For each change that you wish to make, list up to five (5) steps you intend to make.

If you are seeking academic credit, you may wish to negotiate some or all of your plans with the assessor, carry them out and then present them as evidence for achievement of particular unit outcomes.

<table>
<thead>
<tr>
<th>Changes I plan to make</th>
<th>My plan of action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<td>2.</td>
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</table>
### Implications for Practice

#### Unit 3: Learning Areas: Language and Personal Development

<table>
<thead>
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<th>3.</th>
<th>1.</th>
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<td>2.</td>
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<td>3.</td>
<td>3.</td>
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<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

*Hint: Be honest and realistic in responding to this task so that you can become effective in your work situation. Think of the resources you have available at your disposal. Your response here will very much be a personal response.*
Section 2: What would you do?

Four scenarios are provided in the next few pages.

If you are a teacher, then go to Scenario 1.
If you are a senior teacher or coordinator, go to Scenario 2.
If you are a head teacher, go to Scenario 3.
If you are an inspector or an education officer, go to Scenario 4.

Read the selected scenario carefully and then follow the instructions.

You only need to respond to one scenario.

Scenario 1

A new teacher has arrived at your school.

This teacher is not very familiar with the content of the new Language and Personal Development syllabuses and teacher guides or both, the outcomes-based approach, the curriculum principles in the syllabuses or their relationship with the National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003. Your head teacher has asked you to induct the new teacher about the curriculum reform in the Language and Personal Development learning areas.

This request could be in relation to the Language and Health and Physical Education lower primary syllabuses and teacher guides, the Language and Personal Development upper primary syllabuses and teachers guides, or both. You can decide which you choose to use for the induction of the new teacher, depending on whether your focus is with lower or upper primary or both lower and upper primary.

Draw up a plan, including a timeline (in terms of weeks or months), for inducting the new teacher, showing:

• the steps you would take
• the processes (strategies and activities) and
• the sequence (order of activities) you would use.

In doing this reflect on your experiences in trying to understand and apply reform. Think about what worked for you and what did not.

Use pages 18-20 of this module to draw up the plan.

• Look at your plan critically with a colleague. Make adjustments, if appropriate, on the basis of comments made. Record your colleague’s comments here.
When you have completed the plan, share the plan with a group of teachers/colleagues.

- Discuss your plan and modify it, if required, so that it becomes the “blueprint” (model) for inducting teachers new to curriculum reform.

Hint: Let colleagues critique it, but make sure that they have the background information which is guiding your plan.

Reflect on what you have learned through the above activity. Was the process useful? If yes - why? If not - why not? Write down your thoughts.

Hint: Make a list of the major concepts and skills you have acquired or further developed. Be honest about your response. You are not doing this course to please others. You are doing it for your own benefit.

Scenario 2.

You are a senior teacher or a coordinator at your school.

Your head teacher has asked you to coordinate the reform activities of your school, in particular, the introduction of the new Language and Health and Physical Education lower primary syllabuses and teacher guides or the Language and Personal Development upper primary syllabuses and teachers guides (and/or both groups of syllabuses and teachers guides), including the curriculum principles including bridging to English, they promote and the assessment and reporting advice they provide.

You are also required to introduce the links between the syllabuses, the National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003.

The head teacher has asked you to provide a plan of how you intend to coordinate the activities in the school. This means that you will have to take stock of how far the school has progressed in implementing the new lower and/or upper primary Language and personal Development syllabuses and their respective teachers guides, the professional needs of the staff in relation to understanding and implementing an outcomes-based approach and their familiarity with curriculum materials. You will then need to translate the requirements of the curriculum reform into practical strategies and plan to implement the reform systematically.
Draw up a plan, including a timeline (in terms of months or years), for coordinating reform in your school, showing:
- the steps you would take,
- the processes (strategies and activities), and
- the sequence (order of activities) you would use.

In doing this, reflect on your experiences in trying to understand and apply reform. Think about what worked in your school and what did not.

Use pages 18-20 of this module to draw up the plan.

When you have completed the plan, share the plan with a group of teachers/colleagues.

- Discuss your plan and modify it, if required, so that it becomes a “blueprint” (model) for coordinating reform implementation in a school. Make adjustments, if appropriate, on the basis of comments made.

*Hint: Let colleagues critique it but make sure that they have the background information which is guiding your plan.*

Reflect on what you have learned through the above activity. Was the process useful? If yes - why? If not - why not? Write your thoughts down.

*Hint: Make a list of the major concepts and skills you have acquired or further developed. Be honest about your response. You are not doing this course to please others. You are doing it for your own benefit.*
Scenario 3

You are the head teacher of a primary school.

Your inspector has asked you to organise a meeting of a cluster of schools and make a presentation about how your school is introducing primary reform curriculum or continuing to progress with it. This is to be in the context of Language including bridging to English and Personal Development learning areas.

Two factors are critical to your presentation:
• the new syllabuses and teachers guides in the Language and Personal Development learning areas, and

In your presentation you are to include issues to do with curriculum reform and some constructive strategies that have worked for your school.

Here is some information to help you.


Under current policy each primary school is required to develop an in-service plan. This plan should include strategies to support the implementation of curriculum reform. This may require the nomination of a teacher to take responsibility for the management of curriculum reform in-service issues in the school. The teacher could have a coordination and communication role.

The quality of the leadership of primary school head teachers is critical to the success of curriculum reform in-service in their schools. They need to support and supervise their staff as they implement the reform curriculum and provide leadership in the provision of reform curriculum in-service training for their staff. They also need to participate in the in-service training that will be provided for them under this Plan and ensure that the school has an in-service plan that enables all teachers to participate in relevant reform curriculum activities.

Head teachers will also need to work with each other, and with inspectors and Elementary school staff to implement cluster-based in-service programs that will be funded and promoted under this Plan.

Think about what this means for your role and the progress you have made with implementation of the Language and Personal Development upper primary syllabuses and teacher guides, and through them an outcomes-based education.

• Record your thoughts here.
Go to page 14 section 4.3 *Aims of the Primary Curriculum* of the *National Curriculum Statement* (2002). Read this page with a colleague.

- Take notes on any significant information that you need to consider in implementing this task.

Pages 10-16 of the *National Assessment and Reporting Policy, 2003*, describe the roles and responsibilities of the various individuals and groups of people responsible for school education. You may have multiple roles in this context.

- Select the appropriate sections and read them with a colleague.
- Take notes on any significant information that you need to consider in completing this task.

The Three policy documents—the *In-service Management Plan 2001-2003*, *National Curriculum Statement* (2002) and the *National Assessment and Reporting Policy, 2003*—you have referred to and the syllabuses make explicit both the lower primary and upper primary curriculum reform expectations of the Department of Education.

**Draw up a plan for your presentation including the processes (that is, strategies and activities), sequence (that is, the order of activities) and resources you would use.**

- In doing this reflect on your experiences in trying to understand and introduce/maintain reform in your school. Think about what worked for you and your school and what did not.
- Use pages 18-20 to draw up the plan.

**When you have completed the plan, share the plan with a group of teachers/colleagues.**
Discuss your plan and modify it, if required, so that it becomes a “blueprint” (model) for presenting information about reform curriculum. Make adjustments, if appropriate on the basis of comments made. Record any comments here.

Hint: Let colleagues critique it, but make sure that they have the background information that is guiding your plan.

Reflect on what you have learned through the above activity. Was the process useful? If yes, why? If not, why not? Write your thoughts down.

Hint: Make a list of the major concepts and skills you have acquired or further developed. Be honest about your response. You are not doing this course to please others. It is for your own benefit.

Scenario 4

You are a primary school inspector or an education officer (e.g., reform coordinator, in-service coordinator).

You are about to attend a meeting of inspectors at the provincial level. You have been asked to present a short paper on how the implementation of reform curriculum is progressing in your district or province. In your presentation you are expected to include issues to do with the implementation of the Language and Personal Development syllabuses, including bridging to English, and their respective teacher guides.

You need to point out the way that this implementation is providing an outcomes-based approach to education for your district or province or inspectorate. You will also need to give some constructive strategies that have worked for you and particular primary schools in your district, province or inspectorate.

The implementation of the new language and personal development syllabuses and teacher guides, the reform expectations they present and their links with the National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003 should be the focus of your presentation.
Here is some information to help you.

This information is taken from *In-service Management Plan, 2001-2005, Papua New Guinea Department of Education*. The extract below may be found on page 10 of this document.

If you are an inspector, read the extract carefully with a colleague.

*Senior primary school inspectors and primary school inspectors have a key role in supporting the implementation of the Plan. They will need to:*

- support and encourage school staff to undertake training
- assess the extent to which head teachers are meeting the obligations under the Plan
- identify head teachers and teachers who can act as trainers
- assist in the selection of appropriate teachers to participate in in-service
- participate in training to build their knowledge
- assist provinces to develop and implement provincial in-service plans
- act as trainers for particular activities
- monitor the implementation of in-service activities and evaluate their outcomes.

*Provinces will play a major role in the implementation of the In-service Management Plan, 2001-2005 through a provincial Reform Curriculum In-service Plan.*

Go to page 14 Section 4.3 *Aims of the Primary Curriculum, of the National Curriculum Statement (2002).* Read this page with a colleague.

- Take notes of any significant information that you need to consider in completing this task. You may wish to record your notes as a mind map or concept map below.
Pages 10 to 16 of the *National Assessment and Reporting Policy, 2003*, describe the “roles and responsibilities” of the various individuals and groups of people responsible for school education.

You may have multiple roles in this context.

**Select the appropriate sections and read them with a colleague.**

- Take notes on any significant information that you may need to consider in completing this task. You can then present your notes in a way that makes sense to you.

**Having identified issues relevant for your work/province, draw up a plan for your presentation including:**

- the processes (strategies and activities)
- sequence (order of activities), and
- resources (print, human and other kinds)

that you would use.

In doing this reflect on your own experiences in trying to understand and introduce/maintain reform in your district.

- Think about what worked for you and your district and what did not. Think about new ways of approaching some of the issues you are facing.

- Use pages 18-20 to draw up the plan.

- Look at your plan critically with a colleague.

*Hint: Make sure that your plan provides all the details asked for above. Let a colleague critique it, but make sure that this person has the background information which is guiding your plan. Make adjustments, if appropriate, on the basis of the comments made.*

**When you have completed the plan share the plan with a group of teachers/colleagues.**

- Discuss your plan on pages 18-19 and modify it, if required, so that it becomes a “blueprint” (model) for presenting information about reform curriculum at your level of operation.

*Hint: Let colleagues critique it, but make sure that they have the background information which is guiding your plan. Make adjustments if appropriate, on the basis of comments made.*
Reflect on what you have learned through the above activity. Was the process useful? Write your thoughts down.

*Hint: Make a list of the major concepts and skills you have acquired or further developed. Be honest about your response. You are not doing this course to please others. It is for your own benefit.*

A template is provided here to help you plan an action plan for the scenario that is relevant for you. You may need more space than what is provided here. Use the additional space provided at the end of this module for this purpose, if needed.
The Plan for one of Scenarios 1-4
A suggested template

Scenario: ______________________________

<table>
<thead>
<tr>
<th>Issues I need to address (with the most significant issues first):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources that I have available:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factors which are likely to assist my plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factors which are likely to inhibit my plan:</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

Draw a flow chart of your starting point and ways you may proceed. The template on the next page can be further used to describe your plan.
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Activity/Strategy</th>
<th>Steps</th>
<th>Timing</th>
<th>Resources</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg. to discover familiarity of staff with new lower and/or upper primary language and PD syllabuses</td>
<td>eg. a survey</td>
<td>eg. design survey</td>
<td>eg. term 2, week 2</td>
<td>eg. print, human</td>
<td>eg. yumi yet</td>
</tr>
</tbody>
</table>

Hint: For each purpose, you may wish to draw up a separate plan.
Additional space for your plan
Additional space for your plan
Module Summary

Congratulations! You have reached the end of this module and the end of this unit!

You have looked at the content of the Language and Personal Development syllabuses and their teachers guides for the primary years of schooling. You have explored the relationship of these documents with the National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003, in the context of the curriculum reform.

You have compared and contrasted these syllabuses and the way in which they represent the policies of the Department of Education. You have considered the concept of the upper primary years building upon the work undertaken in the elementary and lower primary years of schooling.

You should by now have developed certain knowledge, understandings, insights and skills as they relate to the reform agenda and how to apply them in the context of your work. All the work you have done and your reflections should help you to perform better in your work context.

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

The outcomes for the unit are copied here. For each of the outcomes how do you assess yourself – Yes, No or Not Sure?

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. relate the PNG Education Reform process to your own work situation?</td>
<td></td>
</tr>
<tr>
<td>2. identify the depth and breadth of changes, if any, you need to make to your current practices?</td>
<td></td>
</tr>
<tr>
<td>3. develop and share an action plan to apply your learning to your work situation?</td>
<td></td>
</tr>
</tbody>
</table>

If you answered “yes” to all of them, then you have done very well. Think about the kinds of evidence that will support your answer. If you have said “no” to some of them or are “not sure” of any, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down in your Learning Contract, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.
Additional space for your notes
Additional space for your notes
Unit 3:
Learning Areas: Language and Personal Development

Unit Summary
Unit Summary

Congratulations! You have completed this unit.

At this point, let us review your learning journey.

You may or may not have gained any recognition of prior learning for your experience or previous study.

The modules within the unit are:

Module 1: Language Learning Area
Module 2: Personal Development in Lower Primary
Module 3: Personal Development in Upper Primary
Module 4: Implications for Practice

In completing this unit, you explored three significant policy documents – the National Curriculum Statement (2002), the National Assessment and Reporting Policy, 2003, and the In-service Management Plan 2001-2005, the concept of outcomes-based education (OBE) and planned an action plan to apply your learning to your work situation. You also explored the structure and contents of the syllabuses and teacher guides in the Language and Personal Development learning areas and how they reflect the reform agenda of DoE.

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 unit learning outcome. If your self-evaluation of the achievement of the module outcomes has been overwhelmingly positive, then you may be close to completing the unit and achieving all the unit outcomes.

The outcomes for the unit are copied here. If you gained RPL for some of the outcomes, put a 'tick' in the right hand box in the table below for those outcomes.

For the other outcomes, how do you assess yourself – Yes, No or Not Sure?

<table>
<thead>
<tr>
<th>Can you:</th>
<th>Yes/No/ Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. explain to others the contents and structure of the Language lower and upper primary syllabuses and teacher guides?</td>
<td></td>
</tr>
<tr>
<td>2. explain to others the Health and Physical Education lower primary syllabuses and teacher guides?</td>
<td></td>
</tr>
<tr>
<td>3. explain to others the Personal Development upper primary syllabuses and teachers guides?</td>
<td></td>
</tr>
</tbody>
</table>
4. describe and discuss the ways that progress from grade 3 to grade 8 are outlined in the Language, Health, Physical Education and Personal Development syllabuses?

5. discuss the major elements of the primary reform curriculum and what they mean for children, parents, other teachers and yourself?

6. make links between the Language, Health, Physical Education and personal development syllabuses?

7. make links between the syllabuses and teacher guides and the National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003?

8. develop an action plan to apply your learning in your work context?

If you answered “yes” to all of them, then you have done very well.

Think about the kinds of evidence which will support the achievement of each 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 module 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 Accreditation and certification section 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. Reflect on the following questions:
- where have you grown most?
- in which areas might you need to consolidate your learning or seek further assistance?
- are these other areas that have now become apparent as learning priorities for you?

If you are satisfied that you are ready for assessment, go to your assessor and start the process of assessment, if seeking academic credit. The demonstration of the negotiated unit outcomes through this Study Guide and any other negotiated materials form the basis for assessment.

If you have been studying on your own or with a colleague, then you may consider enrolling with PNGEI for external assessment. Information regarding this is in the Accreditation and certification section of this unit.

Good luck with the assessment process and the assessment outcome.
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 primary in-service units
- try to help another teacher with their learning
- take on special school responsibilities
  - develop the school assessment schedule
  - become the community liaison officer
  - become the school in-service coordinator
  - team teach with a colleague
- look for opportunities beyond your school
  - supporting others in a nearby school
  - 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 your skills and understandings by learning, doing, sharing and reflecting.

What are you going to do?
Unit 3: 
Learning Areas: Language and Personal Development

Accreditation and Certification

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation and Certification</td>
<td>1-12</td>
</tr>
<tr>
<td>❖ The Context</td>
<td>2</td>
</tr>
<tr>
<td>❖ Some definitions</td>
<td>4</td>
</tr>
<tr>
<td>❖ Ways this unit can assist you</td>
<td>5</td>
</tr>
<tr>
<td>❖ Accreditation requirements</td>
<td>7</td>
</tr>
<tr>
<td>❖ Certification requirements</td>
<td>8</td>
</tr>
<tr>
<td>❖ Self-assessment of progress</td>
<td>10</td>
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</table>
The Context

Duration
Each unit has four modules. It will take you around 48 hours to complete a unit. You will need to work through this study guide completing the Learn, Do, Share and Reflect activities, doing any extra reading and, if you choose to seek accreditation, meeting the assessment requirements.

If you receive Recognition of Prior Learning called RPL (see page 5 of Learning Contract) it may take you less than 48 hours to complete the unit. This is acceptable to PNGEI because you have already met some of the requirements through your previous studies or work. If you have not done any academic studies lately, it may take you somewhat longer.

If you seek accreditation, you need to negotiate an expected completion date, as part of your learning contract. By this date you should have completed all assessment requirements and be ready to be assessed. Your assessor may also have been assessing you on a regular basis.

Learning tips
The Study Guide helps you do each module. Each module includes learning, doing, sharing and reflecting activities. These are all designed to help you achieve the learning outcomes of the unit. The Study Guide is also your workbook and learning journal. If you seek accreditation, you will need to submit the completed study guide to your assessor.

If you are studying off campus
This unit lets you study at home. There are many advantages to studying off campus:
- you study close to your home
- you can plan your study time to fit in with work or family commitments
- you can relate your study to your present job, to improve your learning.

There are also challenges. Learning this way needs discipline and motivation. Here are some tips for studying off campus.

Plan
Give priority to study sessions with a colleague. Make sure you allow enough time to travel to your meeting place, if you have to travel.

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

In your learning contract note due dates for particular tasks.
In your study guide, for those activities 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. If the bulk of the unit is done during NIST Week or PIST Week or another block of time, you may still have to complete certain activities in your own time.

Work in productive ways; discuss these with a colleague, your learning group or assessor.

Be organised
For your study, you will need the resources listed on pages 4-8. Resource 1 was sent to provinces in 2000 for distribution to schools. All other resources were sent to schools during 2003-2005. If you cannot find them in your school, ask your head teacher or the district inspector. Without these resource documents you won’t be able to complete this unit. Once you have collected them, keep all your study materials organised in one place. Work through the unit systematically.

Find a good place to study
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 off campus. No matter what the difficulty is, ask for help straight away. Colleagues can help you in many ways. Some ways are described on page 4.

Don’t give up
You can access this unit in different ways. Once you have chosen your pathway, you should set up your support network and start to use it. Seek help when you need it and don’t give up.
Some definitions

Colleagues, other teachers and education staff can help you in different ways. These include helping you by being a learning partner, a critical friend, a mentor, an imparter (facilitator) or an assessor.

A learning partner is a colleague with whom you have agreed to study. You may negotiate an arrangement to help you both to clarify ideas, brainstorm ideas and discuss plans and processes, and to generally support each other throughout your learning journey. This doesn’t mean that you provide joint responses to the tasks and activities with your learning partner. You should make your own responses and they 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 constructive feedback, ask thought-provoking questions, help you look at issues from different perspectives and help support change actions.

A mentor is a person who has a professional interest in you, is so willing to be a friend, guide, counsellor and/or a sounding board (that is, listens and responds to your ideas, issues and so on). A mentor may or may not be a colleague.

An imparter facilitates learning and provides input into the learning process. An imparter may not be approved to assess on behalf of PNGEI or TE&SDD.

An assessor is a person trained and approved by an authority such as PNGEI or TE&SDD, to facilitate learning, assess achievement and recommend an achievement grade in the context of the provision of this unit.

See page 3 of the Learning Contract for more information about the assessor.
Ways this unit can assist you

• **If self-improvement is your main goal …..**
  If self-improvement is your main goal, you will be able to help yourself in the following ways:

  1. If aimim yu yet or with a colleague
  2. If aimim wantaim in groups, over time, as the need arises, or in a structured way with a facilitator.

There may be other ways too of meeting your needs.

The learning outcomes for the unit, the self-assessment of progress, the learning model – *Learn, Do, Share and Reflect* – you’ll use, as well as the learning outcomes for each module can all help to guide and direct your learning journey.

Later on, if you would like to do some formal learning and would like to claim credit points for the work you do through this unit, you can enrol with PNGEI for external assessment as determined by PNGEI. The external assessment will be a task set by PNGEI for you to complete, not an examination.

• **If furthering your qualifications while improving yourself is your main goal …..**

If furthering your qualifications while improving yourself is your main goal, you will need to study the unit and meet the assessment and accreditation requirements of PNGEI. For this you must work with an assessor.

Three modes of learning are suggested here.

**Mode 1: Self-learning for self-improvement**
This mode is described on page 7. You may wish to study by yourself or with the help of a colleague or in a group situation. If you wish to seek potential credit points, then you will need to enrol with PNGEI for external assessment. For this you will need to complete a task.

**Mode 2: Off Campus face-to-face (with an external assessor)**
This means aimim wantaim in groups over a period of time to make up around 48 hours in a structured way:
  - school-based or cluster-based (for example, 2 hours a week over a number of weeks)
  - during NIST or PIST week as a one week course with follow up sessions
  - as a one week course, including evening sessions.

**Mode 3: On Campus face-to-face (with an internal assessor)**
This means attending a PNGEI regional centre or a PNGEI Study Site, if they offer this unit as part of a course, and by meeting PNGEI assessment and accreditations requirements.
PNGEI regional centres are:
- Gaulim Teachers’ College - New Guinea Islands region
- Kabaleo Teachers’ College - New Guinea Islands region
- Madang Teachers’ College - Momase region
- Holy Trinity Teachers’ College - Highlands region
- PNGEI - Southern region

PNGEI Study Sites are located in Daru, Balimo, Suki, Kiunga, Alotau, Samarai, Bolubolu, Losuia, Rabaraba, Popendetta, Kupiano, Berina, Wau, Bulolo, Kerema, Kilion, Baimuru, Vanimo, Aitape, Wewak and Maprik.

For Modes 2 and 3 above, you will need to negotiate a learning contract with the assessor who will:
- approve and oversee your learning contract and any learning plan
- assess your work
- recommend an achievement grade to PNGEI.
Accreditation Requirements

The following describes the accreditation arrangement that has been negotiated with PNGEI for potential credit points towards DEP(I) or other qualifications including Certificate in Elementary Teacher Training (CETT), Diploma in Vocational Education (DOVET), Diploma in Special Education or further education.

All modes of study—self-learning, off campus face-to-face learning and on campus face-to-face learning—are acceptable to PNGEI.

**Mode 1: Self-learning**
In the self-learning mode, you are eligible for credit points only if you do an external assessment through PNGEI. A learning contract is not required for this. If you don’t succeed the first time, you will have two more chances to enrol and pass the unit.

A pass means four (4) credit points for every unit you pass.

**Mode 2: Off Campus face-to-face**
If studying at a location away from PNGEI, but supervised by an assessor, then you must undertake assessment, if you are seeking academic credit.

Four (4) credit points are earned per unit for achievement of HD, D, C or P. A fail (F) or an unfulfilled (UF) grade means no credit points. However, you can present yourself for external assessment at a later stage. You will have two chances to pass the unit through external assessment.

**Mode 3: On Campus face-to-face**
If studying on campus at a PNGEI regional centre or a study site established by PNGEI supervised by an assessor, then you must undertake assessment.

Four (4) credit points are earned per unit for achievement of HD, D, C or P. A fail (F) or an unfulfilled (UF) grade means no credit points. However, you can re-enrol and attempt the course a second time.

Please note that any credit points earned are awarded only when you enrol for an appropriate course with PNGEI. Admission to courses will be according to PNGEI regulations. The higher your achievement grade (for example, HD, D) for a unit, the better your chances are for being admitted to PNGEI courses to further your qualifications.

If you complete all nine units successfully, you earn 36 credit points.
Certification requirements

The Certification Authority for academic credit is PNGEI. If you are seeking academic credit, you will need to:
• negotiate a learning contract
• enrol at PNGEI and pay course fees
• meet the assessment requirements.

Assessment requirements

Assessment has three components.

1. Self-assessment - compulsory, but not for academic credit
Self-assessment allows you to assess what you know and what you do not. This is not designed to be a rigorous challenge for Recognition of Prior Learning (RPL), but rather to motivate and sustain your interest. You should do the self-assessment again once you have reached the end of the unit, to assess and appreciate for yourself the progress you have made.

Self-assessment is compulsory in the sense that you will need to show your assessor that you have done it, at the beginning and at the end of the unit.

2. The process of learning - compulsory, but not for academic credit
We ask you to complete various tasks throughout this unit. The tasks include learning, doing (eg. investigating, surveying, etc.), sharing findings and information with others, and reflecting on the implications of the new knowledge and skills you have gained for your practice. The learning contract that you’ll negotiate with your assessor will specify the range of tasks you will be expected to complete.

This component of assessment is compulsory in the sense that you will need to show your assessor that you have done the tasks specified in the negotiated Learning Contract.

If you want to, you can use the work you do on the tasks, as appropriate, as evidence that you can demonstrate the outcomes.

3. The results of learning - evidence to demonstrate achievement of outcomes, required for academic credit
If you are seeking academic credit, you need to provide evidence that you can demonstrate the achievement of outcomes. Successful completion of the unit leads to an award of High Distinction (HD), Distinction (D), Credit (C) or Pass (P), based on the achievement of the outcomes. It is up to you to provide evidence that you have achieved the outcomes.

Some of the evidence could come from your investigations and action. Some could come from your reflections. Wherever it comes from, however, you will need to identify the evidence and relate it to particular outcomes for your assessor.
The learning contract (see pages 1-8 of the next section)

We ask you to negotiate a learning contract with your assessor. This contract is designed to help you and the assessor to identify the knowledge and skills you already have and those that will need developing through the unit. It helps to personalise your learning. It also helps you to devise, with your assessor, ways you can demonstrate the learning outcomes you achieve.

You will find a blank copy of the learning contract for this unit in the next section, pages 1-8.

Enrolment and payment of fees

Mode 1: Self-learning
If you are seeking academic credit through external assessment, you should enrol directly with PNGEI at the beginning of a trimester. You can do this when you are ready to be assessed. There are three trimesters in a year. You must pay a course fee when you enrol. You can get information about course fees from PNGEI.

Mode 2: Off Campus face-to-face
If studying in your province with an assessor (ie. off campus face-to-face), you should enrol in the province with the assessor and pay the course fees to PNGEI account with Westpac Bank, Programs Account No. 007-00931201. You can get information about course fees from PNGEI.

Then, send your enrolment form and receipt of payment of the course fees to: Head, School of Education Studies, Primary Unit, PNGEI, PO Box 1791, Boroko, NCD, PNG.

Mode 3: On Campus face-to-face
If studying at a PNGEI regional centre or a PNGEI study site with an assessor (that is, on campus face-to-face), you should enrol with the regional centre or study site and pay the course fees to PNGEI account with Westpac Bank, Programs Account No. 007-00931201. You can get information about course fees from PNGEI.

You should then provide receipt of payment of the course fees to the course coordinator at the regional center or study site. The coordinator will then send your enrolment form and receipt of payment to: Head, School of Education Studies, Primary Unit, PNGEI, PO Box 1791, BOROKO, NCD, PNG.
Self-assessment of progress

Completing this task is a compulsory part of the assessment schedule. However, no marks will be allocated.

Eighteen statements, numbered 1 to 18 are given below. Each statement is followed by a continuum with four markers identified on it. To assess yourself, mark where you are now, on each continuum, based on what you know at the beginning of the unit.

For example, look at Statement 1, ‘I am familiar with the structure and contents of the lower primary Language syllabus and teacher guide’. If you know a lot about the structure and contents of these syllabuses, then you should make a tick close to ‘very well’, the third marker. If you know only a little bit about them, or aren’t sure yet, then put your tick close to ‘little’, the first marker. If you have been using the syllabuses, and are in a position to help others, then you should place the tick close to ‘can help others’, the fourth marker. Think about what evidence you could show to justify your self-assessment, if you were asked.

Now do this task as best as you can in order to maximise your learning.

1. I am familiar with the structure and contents of the lower primary Language syllabus and teacher guide.
   
   little  moderately  very well  can help others

2. I am familiar with the structure and contents of the upper primary Language syllabus and teachers guide.
   
   little  moderately  very well  can help others

3. I am familiar with the structure and contents of the lower primary Health syllabus and teacher guide.
   
   little  moderately  very well  can help others

4. I am familiar with the structure and contents of the lower primary Physical Education syllabus and teacher guide.
   
   little  moderately  very well  can help others

5. I am familiar with the structure and contents of the upper primary Personal Development syllabus and teachers guide.
   
   little  moderately  very well  can help others
6. My understanding of how the aims of primary curriculum described in the National Curriculum Statement (2002) is reflected in the lower primary Language, Health and Physical Education syllabuses may be described as limited moderate extensive can help others.

7. My understanding of how the primary aims of curriculum described in the National Curriculum Statement (2002) is reflected in the upper primary Language and Personal Development syllabuses may be described as limited moderate extensive can help others.

8. I understand why the lower primary syllabuses in Language, Health and Physical Education are constructed in the way they are. little moderately very well can help others.

9. I understand why the upper primary syllabuses in Language and Personal Development are constructed in the way they are. little moderately very well can help others.

10. My understanding of how to use the lower primary syllabuses and teacher guides in Language, Health and Physical Education may be described as limited moderate extensive can help others.

11. I am familiar with the curriculum principles discussed in the Language and Personal Development syllabuses and teacher guides. little moderately very well can help others.

12. I am familiar with the suggested assessment and reporting advice in the Personal Development syllabuses and their links with the National Assessment and Reporting Policy, 2003. little moderately very well can help others.

13. I understand what I should do in my present capacity to fully implement the reform curriculum. little moderately very well can help others.

14. My ability to look at the primary curriculum in an integrated way is limited moderate extensive can help others.
15. My understanding of outcomes-based learning, teaching, assessing and reporting may be described as

limited adequate very good can help others

16. My understanding of the curriculum expectations through curriculum principles, aims, learning outcomes and indicators in the syllabuses may be described as

limited adequate very good can help others

17. My ability to provide leadership in the implementation of the reform curriculum may be described as

limited adequate very good can help others

18. I understand how the syllabuses in the Language and Personal Development learning areas provide continuity of learning from grade 3 to grade 8.

little moderately very well can help others

On completing the unit, you need to do the *self-assessment* again to see for yourself what progress you have made by completing each of the learning activities.
Unit 3: Learning Areas: Language and Personal Development

Learning Contract

The learning contract is only required if you seek academic credit through PNGEI in the off campus or on campus face-to-face modes.

The learning contract provided here is a sample for your information. Your assessor can provide a copy of the learning contract with PNGEI insignia on it, if you need one.
Learning Contract

The learning contract is only required if you seek academic credit through PNGEI in the off campus or on campus face-to-face modes.

The learning contract provided here is a sample for your information. Your assessor can provide a copy of the learning contract with PNGEI insignia on it, if you need one.

Use this learning contract as a basis for discussion with your assessor before you begin this unit. During this discussion, you and your assessor will negotiate

- the outcomes, if any, for which you may seek recognition of prior learning (RPL)
- the activities you will undertake on your own
- the activities you will undertake as part of a group or with a colleague
- the evidence you will show to prove that you have met the learning outcomes of the unit.

Complete the learning contract before you start your study. Give a copy of the agreed contract to your assessor.

Any later changes to the contract should be re-negotiated, agreed upon, and signed off by both you and the assessor.

**Learner:** Name: ____________________________ Sex: M/F □

File No. ____________________________

Position/Location: ____________________________

**Assessor:** Name: ____________________________ Sex: M/F □

File No. ____________________________

Position/Location: ____________________________

**Expected completion date:** ____________________________
Assessor Information

Who is an assessor?

An assessor is:
• a skilled, experienced educator with professional integrity and good communication skills
• acceptable to PNGEI as an assessor
• trained by TE&SD, PNGEI and Curriculum Reform Implementation Project (CRIP)
• nominated by the provinces, PNGEI and its regional centres.

What does the assessor do?

The assessor:
• facilitates learning in the off campus and on campus face-to-face modes of delivery
• approves and overviews your learning contract and any learning plan
• checks that you have met all assessment requirements prior to assessment
• assesses your work
• recommends an achievement grade to PNGEI.

How do you find the nearest assessor?

• A list of assessors’ names, locations and contact details will be made available, as they are selected and trained. This list will come out in a PNGEI Circular to provincial education offices, district offices and head teachers of schools directly.
• This list will also be published in the PNGEI Handbook.

How are assessors paid?

• PNGEI-approved assessors trained to work in the off campus face-to-face mode (that is, external assessors) are paid an incentive as determined by the Governing Council of PNGEI.
• PNGEI staff trained as assessors to work in the on campus face-to-face mode (that is, internal assessors) work to PNGEI conditions.
Unit learning outcomes

Learning outcomes are statements about the knowledge, understandings and skills you achieve and are able to demonstrate when you complete the 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, the learner, can (are able to):

1. explain to others the contents and structure of the lower and upper primary Language syllabuses and teacher guides
2. explain to others the contents and structure of the lower primary Health and Physical Education syllabuses and teacher guides
3. explain to others the contents and structure of the upper primary Personal Development syllabus and teachers guide
4. describe and discuss the ways that progress from grade 3 to grade 8 are outlined in the Language, Health, Physical Education and Personal Development syllabuses
5. discuss the major elements of the primary reform curriculum and what they mean for children, parents, other teachers and yourself
6. identify links between Language, Health, Physical Education and Personal Development syllabuses
7. make links between the syllabuses and teacher guides and the National Curriculum Statement (2002) and the National Assessment and Reporting Policy, 2003
8. develop an action plan to apply your learning in your work context.
Recognition of Prior Learning (RPL)

This is the evidence I will use to show which learning outcomes I can already meet (recognition of prior learning or RPL). In the table below, I’ll list the number of the outcomes for which I am seeking RPL and the evidence I can show.

(For example, if you are claiming RPL for Outcome 1 you must demonstrate your knowledge of the structure and contents of the lower primary Language syllabus and teacher guide. This can be done in a number of ways such as a presentation to a group on this topic, an article you had written for publication on the topic, studies you have undertaken previously. You should discuss this with your assessor. If the evidence you submit is satisfactory to the assessor, you will be deemed to have achieved Outcome 1.)

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<tr>
<th>Learning</th>
<th>Evidence</th>
<th>Satisfactory Outcome</th>
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We agree to the evidence to be provided as detailed above and we acknowledge RPL as certified above.

Learner: ___________________________ Date: ___________________________

Assessor: ___________________________ Date: ___________________________
Negotiated Tasks

Now that there is agreement about recognition of prior learning, I undertake to do the tasks as listed below.

<table>
<thead>
<tr>
<th>On my own</th>
<th>With others</th>
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We agree the tasks to be undertaken are as detailed above.

Learner

Date

Assessor

Date
Evidence for Assessment

This is the evidence I will use to show I have met the other learning outcomes when I have completed the unit. In the table below, I’ll list the number of the outcomes for which I am showing evidence (for example, Outcomes 1, 2, 3 and so on) and the kind of evidence I’ll use to show achievement of these outcomes.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Evidence</th>
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We agree that the evidence to be produced for assessment of learning outcomes is as detailed above.

Learner

Assessor
Declaration

I declare that the work I have provided as evidence of achieving outcomes is as negotiated with my assessor and is consistent with my learning contract.

I have acknowledged all sources of information that have contributed to my work.

Learner…………………………………............ Date……………………………………

Assessor…………………………………............ Date……………………………………

Sources of information (Human, print, other):

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Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 3: Learning Areas: Language and Personal Development

Final Steps
Final Steps ...

Now you are almost ready to start work. To make sure you’ve done all your preparation, for seeking academic credit, check the following.

<table>
<thead>
<tr>
<th></th>
<th>Yes/No/</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>I have done the initial self assessment</td>
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<td>I have negotiated my learning contract</td>
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<td>I have access to the resource documents</td>
<td></td>
<td></td>
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<tr>
<td>I understand what I should do to meet the assessment requirements</td>
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</tbody>
</table>

If you have said ‘yes’ or ‘not applicable’, as appropriate, to the above, then you are ready to get into the modules of this unit. If you have said ‘no’ to any of them, then you should re-consider why you are doing this unit.

The modules are written in a ‘self-learning mode’. You are guided each step of the way. Follow the instructions and you will be able to complete the modules.

If you are seeking academic credit, then remember that you must work with an assessor or enrol for external assessment. The colleague you work with can also be your learning partner, mentor, critical friend or facilitator (imparter).

Gut lak long stadi bilong yu
PRIMARY REFORM CURRICULUM

UNIT 3: LEARNING AREAS:
LANGUAGE AND PERSONAL DEVELOPMENT